

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

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5-NA-BOS

#### INDEPENDENT SCHOOL DISTRICT #152

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

July 16, 2012 7:00 p.m.

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

ATT	TEND.	ANCE:	
Lisa	Erick	son	Kristine Thompson
		gerlie	Bill Tomhave
Laui	rie Joh	nnson	Trudy Wilmer
Mik	e Sigg	gerud	Dr. Lynne A. Kovash
		AG	ENDA
1.	CAL	LL TO ORDER	
	A.	Pledge of Allegiance	
	B.	Preview of Agenda - Dr. Lynne A.	Kovash, Superintendent
	C.	Appointment of Clerk	
		Moved by	Seconded by
		Comments	· · · · · · · · · · · · · · · · · · ·
	D.	Approval of Meeting Agenda	
		Moved by	Seconded by
		Comments	
	E.	"We Are Proud"	
			munications coordinator, whose work on the ormation publication was recognized by the
			Association. The district calendar, with the theme
			onorable mention in NSPRA's 2012 Publications

#### SCHOOL BOARD AGENDA - July 16, 2012 PAGE 2

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

#### 2. ORGANIZATION OF THE SCHOOL BOARD: Erickson

#### A. MEETING DATE, TIME AND LOCATION

Suggested Resolution: Move to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: Monday, December 10 (one meeting in December); Tuesday, May 28 (Monday, May 27 Memorial Day holiday); and the annual organizational meeting Monday, July 15 (one meeting in July).

	Moved by	Seconded by
	Comments	
В.	SCHOOL BOARD COMPENSATION Page 7	
	Suggested Resolution: Move to set the \$ per month.	School Board member compensation rate at
,	Moved by	_ Seconded by
C.	COMMITTEE APPOINTMENTS Pages 8-12	
	Suggested Resolution: Move to approve 2012-2013 school year.	the committee appointments for the
	Moved by	_ Seconded by

#### 3. CONSENT AGENDA

## SCHOOL BOARD AGENDA - July 16, 2012 PAGE 3

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

#### A. SUPERINTENDENT MATTERS - Kovash

- (1) Approval of Official Newspaper Designation Page 13
- (2) Approval of Legal Services Page 14
- (3) Approval of June 11 and 25, 2012 Meeting Minutes Pages 15-25

#### B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

- (1) Approval of July Claims Page 26
- (2) Approval of Resolution for Investment of Excess Funds for 2012-2013 Pages 27-28
- (3) Approval of Authorizing Staff to Initiate Financial Transactions for 2012-2013 -Pages 29-31
- (4) Approval of Official Depositories for 2012-2013 Page 32
- (5) Approval of Resolution Authorizing Payment of Goods and Services for the 2012-2013 School Year - Pages 33-34
- (6) Approval of Resolution for Collection of NSF Checks and Leases for 2012-2013
   Pages 35-36
- (7) Approval of School Leaders Errors & Omissions Insurance Deductible -Page 37
- (8) Approval of West Central Regional Juvenile Center Clerical Contract Renewal -Pages 38-40
- (9) Approval of Dairy and Bakery Bids Pages 41-46
- (10) Approval of Resolution Authorizing Sale of Aid Anticipation Certificates -Pages 47-56
  - (11) Approval of Updated Facility Rental Rates Pages 57-58
  - (12) Approval of Lakes Country Service Cooperation Membership Pages 59-61
  - (13) Approval of .48 FTE at Horizon Middle School Page 62

#### C. HUMAN RESOURCES MATTERS - Kazmierczak

- (1) Approval of Family/Medical Leave Page 63
- (2) Approval of Resignations Page 64
- (3) Approval of Change in Contract Page 65
- (4) Approval of New Employees Page 66

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

### SCHOOL BOARD AGENDA - July 16, 2012 PAGE 4

9.

**SUPERINTENDENT REPORT**: Kovash

	Moved by	Seconded by	
	Comments		
4.	OVERVIEW AND DIS SCHOOL YEAR: Kova Page 67	SCUSSION OF TECHNOLOGY PILOTS FOR 2012-2013 ash	
5.	HORIZON MIDDLE S Page 68	SCHOOL STUDENT HANDBOOK: Kovash	
	Suggested Resolution: Mandbook as presented.	Nove to approve the 2012-2013 Horizon Middle School Student	
		Seconded by	
6.	<b>2012-13 MEMBERSHI</b> Pages 69-81		
	Chamber Fargo Moorhea School Boards Association	flove to approve the following 2012-13 memberships: The ad West Fargo, Minnesota Rural Education Association, Minnesota on, Minnesota State High School League, National School Boards of For Equity in Education.	
		Seconded by	
7.	ORGANIZATIONAL O	CHART: Kovash	
3.	SCHEDULE SPECIAL SCHOOL BOARD MEETING: Kovash Page 84		
		love to approve Monday, August 27, 2012 from 5:00 to 7:00 p.m. nool Board meeting for the purpose of conducting the evaluation.	
	Moved by	Seconded by	

# SCHOOL BOARD AGENDA - July 16, 2012 PAGE 5

10.	COMM	ITTEE	REPORTS

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

12.	CLOSE PUBLIC MEETING: Erickson				
			see the public meeting at p.m., scussing negotiation strategies.	pursuant to	
			Seconded by		
13.	OPEN PUBLIC MEETING: Erickson				
	Suggested Resolution: Move to open the public meeting at p.m.				
			Seconded by		
14.	PRINCIPALS' MASTER AGREEMENT: Kazmierczak Page 85				
	Suggested Resolution as presented with the		prove the Principals' Master Agreements:	nt for 2012-201	
	2012-2013	\$22,928	Percentage Increase 2.17%		
	2013-2014	VIII / //	1.83%		

2013-2014	\$20,724	<u>1.83</u> %	
TOTAL	\$43,652	4.00%	
,			
Moved by		Seconded by	
Comments			

### 15. ADJOURNMENT

### SCHOOL BOARD AGENDA - July 16, 2012 PAGE 6

### CALENDAR OF EVENTS

<u>Event</u>	Date	Time	Place
MSBA Summer Seminar	August 5-6		Mpls
School Board Work Session	August 13	5 pm	PCE
School Board	August 13	7 pm	<b>PCE</b>
New Teacher Induction Luncheon	August 22	12 pm	<b>PCE</b>
Special School Board	August 27	5 pm	<b>PCE</b>
School Board	August 27	7 pm	<b>PCE</b>
All Staff Breakfast and Assembly	August 30	8 am	MHS
K-12 Classes Begin	September 4		

Memo S.13.001R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

SUBJECT:

School Board Compensation

The following are previous rates related to School Board compensation:

2000 \$550 monthly per School Board member

2001 \$550

2002 \$550

2003 \$550

2003 \$550

2005 \$550

2003 \$330

2006 \$700 2007 \$700

2008 \$700

2009 \$700

2007 \$100

2010 \$700

2011 \$700

2012 \$700

<u>Suggested Resolution</u>: Move to set the School Board member compensation rate at \$\_\_\_\_\_ per month.

LAK:mde

Memo S.13.002R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

SUBJECT:

2012-2013 Committee Appointments

Attached is a copy of the 2011-2012 Committee Assignments. Please note changes indicated by an underline or strikethrough are for the 2012-2013 school year. Please review this document prior to the School Board meeting to expedite desired assignments for 2012-2013. School Board Chair, Lisa Erickson, has requested that you be prepared to express your interests and volunteer for service on the various committees.

<u>Suggested Resolution</u>: Move to approve the committee appointments for the 2012-2013 school year.

LAK:mde Attachment

2011-2012

#### COMMITTEES OF MOORHEAD AREA PUBLIC SCHOOLS

(including community involvement areas)

9

**DISTRICT-WIDE STANDING COMMITTEES**: These committees are recognized by the Moorhead School Board as having a defined purpose, are defined by law and/or Board policy, involve members of the community and school staff, meet on a regular basis during the school year, and include voting representatives of the School Board.

<u>Responsibilities</u> - review mission and formulate/affirm appropriate mission statement, record and communicate minutes of meetings, require regular membership rotation, develop an annual calendar submitted to the Superintendent for coordination of a district calendar, files a year-end report and/or makes a presentation to the School Board for the past year activities, district administrators or supervisors serve as ex-officio members.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	BOARD LIAISON
Activities Advisory Council - reviews and recommends extra- and co-curricular activity/academic policies and is knowledgeable of Minnesota High School League activities.	Superintendent Kovash Hulbert Haugo	4th Tues/mo; six times a year; 7 am; MHS Conf Rm; 10/25, 1/24/12, 2/28, 3/27, and 4/24	Erickson/Wilmer
Community Education Advisory Council - evaluates and recommends programs that meet the community's needs.	Assistant Superintendent Kazmierczak Winterfeldt	Six times a year; 7 pm; Probstfield; 9/13, 11/15, 2/21, 3/20, 4/17, and 6/19	Thompson/Johnson
Citizen Finance Advisory Committee - focuses on school district financial topics.	Assistant Superintendent Kazmierczak	Four times a year; 5:30 pm; Probstfield	Erickson/Tomhave
Executive Finance Committee - focuses on school district financial planning.	Assistant Superintendent Wayne Kazmierczak	Four times a year or as determined; Probstfield	Erickson/Tomhave
Instruction & Curriculum Advisory Committee (ICAC) - plans, evaluates and reports on district curriculum and assessment and monitors textbook selection and works with human resources on the direction of multicultural, gender fair, and disability sensitive issues.	Director of School Improvement and Accountability Eidsness	2nd Thurs/mo; 7-9 am; Probstfield; 9/15, 10/13, 11/10, 12/8, 2/9/12, 3/15, 4/12, and 5/10 (excluding January)	Wilmer/Fagerlie
Safe and Healthy Learners Committee - reviews and recommends policies and activities related to student and staff prevention, postvention and crisis issues involving chemical use, violence, grieving,	Dir of Learner Support Services Skarvold	3rd Tues/mo; four times a year; 3-4 pm; Probstfield: 9/20, 11/15, 2/14, and 4/17	Fagerlie/Erickson

and other related issues.

#### **COMMITTEE NAME/PURPOSE**

Policy Review Committee - reviews current policies and makes recommendation of new policies.

#### DEPT/NAME RESPONSIBLE

Superintendent

Kovash

#### MEETING-DATE/TIME/LOCATION

3rd Mon/mo; five times a year; 7-8:30 pm; Probstfield; 11/21, 12/19, 3/19/12, 4/16 and 5/21

Siggerud/Tomhave

2011-2012

BOARD LIAISON

**ADMINISTRATIVE COMMITTEES**: These are committees recognized by the School Board as serving in an advisory capacity to the Board and administration, serves a specific area, program or segment of the district, involve members of the staff and others as needed, may meet for a specific purpose until it is completed, may or may not include an appointed board member, designee or liaison, and completes a written report.

Responsibilities - are to review the purpose/task for establishment of the committee, record and communicate minutes to appropriate people, and file a written report of activities when task completed.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2011-2012 BOARD LIAISON
<u>Calendar Committee</u> - develops and recommends fiscal-year district calendar.	Superintendent Kovash	January - March as needed.	Not Required
Continuing Education Committee - administers the process for certificate renewal of licensed staff.	Human Resources Hiedeman Dehmer	1st Tues/mo; 6:45 am and 3:30 pm Village Inn and Probstfield (Alternate) (Oct-May)	Thompson
Early Childhood Advisory Committee - advises and provides support in the operation of the Early Childhood Family Education and School Readiness Programs and early childhood screening.	Dir of Learner Support Services Skarvold Winterfeldt/Grooters	2nd Thurs/mo; four times a year; 6:30-8 pm; Probstfield; 9/13 (5-7 pm), 11/10, 1/12/12 and 3/15	Fagerlie
<u>Health/Safety/Wellness Committee</u> - identifies and addresses safety issues related to students, staff and visitors.	Human Resources Prop Serv & Transportation Hiedeman Dehmer/Bacon	2nd Thurs/mo; 9:30 am; Probstfield; 10/13, 12/8, 2/9/12, and 4/12	Erickson/Johnson
Indian Education Parent Committee - reviews grants obtained, provides input on how monies are disbursed, yearly financial report, and HSC report.	Dir of Learner Support Services Skarvold Norquay	1st Wed/mo; 5:30-7 pm/ Probstfield; 9/7, 10/5, 11/2, 12/7, 1/14/12, 2/1, 3/7, 4/4, and 5/2	Fagerlie
<u>Legislative Committee</u> - develops recommendations for district's legislative program.	Superintendent Kovash	Year around, as needed	Erickson/ Thompson
MN State High School League - supervision and regulation of League sponsored athletic and fine arts activities.	Superintendent Kovash		Siggerud

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	BOARD LIAISON
Negotiations - serves as liaison to other Board members during the negotiation process.	Superintendent Kovash	Year around, as needed Probstfield	Thompson/ Erickson Siggerud, Alt
<u>Sabbatical Leave Committee</u> - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Hiedeman Dehmer	February - April as needed. Probstfield	Fagerlie
Staff Development Committee - promotes professional and personal growth opportunities for all staff of ISD #152.	Director of School Improvement and Accountability Eidsness	Five times a year; Probstfield; 10/4 (8 am-12 pm), 11/7 (3:45 pm), 12/5 (3:45 pm), 2/7 (half day pm), and 5/1 (all day)	Thompson/ Erickson
Special Educ Parent Advisory Committee - provides a communications network between parents and the special education department of the school district.	Dir of Learner Support Services Skarvold	Four times a year; 12-1 pm; Probstfield; 11/2, 12/14, 2/15/12, and 4/25	Wilmer
<u>Technology Committee</u> - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Assistant Superintendent Kazmierczak Markert	4th Tues/mo; 3:45 pm; Probstfield; 9/27, 10/25, 11/22, 1/24/12, 2/28, 3/27, 4/24 and 5/22 (excluding December)	Siggerud
<u>Title I Parent District Advisory Committee</u> - assists in reviewing Title I and other federal programs.	Dir of Learner Support Services Dir of School Improvement and Accountability Skarvold/Eidsness	Two times a year; 5:30-7 pm; Probstfield; 9/20 and 5/22/12	Wilmer

**COMMUNITY COMMITTEES**: These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Representatives are appointed by the School Board, administration or both as appropriate.

Responsibilities - serve as representative of the school district either in voting or non-voting capacity, share and communicate committee information to the appropriate people.

Clay County Joint Powers Collaborative Governance Board - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers to adequate school performance, improve family functioning, enhance self esteem, and develop general employment skills.

Clay County Dawn Tommerdahl Meets twice annually (Fall and Spring)

Erickson Alt. Fagerlie

2011 2012

#### COMMITTEE NAME/PURPOSE

#### **DEPT/NAME RESPONSIBLE**

#### MEETING-DATE/TIME/LOCATION

BOARD LIAISON

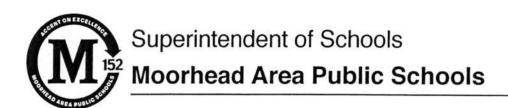
Joint Powers Committee - share resources for D cal projects and cooperatively make recommendations to local boards and councils.

(Rotates between school districts & cities of of Mhd & Dilworth, Clay County & Mhd Township) 1st Thurs/mo; 7 am; City Hall (City of Moorhead through January 2012) (September-May)

Tomhave/ Siggerud

ADOPT-A-SCHOOL AND SCHOOL BUILDING INFORMATION: The following is Adopt-a-School representative information and Parent-Teacher Advisory Council meeting information.

SCHOOL BUILDING	PTAC PRESIDENT/PHONE #	MEETING-DATE/TIME/LOCATION	2011-2012 BOARD LIAISON
Ellen Hopkins School	Kari Hitterdal 2336186	2nd Tuesday/month; 6:30 pm; Media Center; 9/13, 10/4, 11/7, 12/6, 1/3/12, 2/6, 3/12, 4/10, and 5/1 (excluding March)	Johnson
	Cassidy Bjorkland 701/793-0894 701/306-7783		
Robert Asp School	Amber Nordstrom 233-3825 amber.nordstrom@sanfordhealth.org	2nd Tuesday/month; 6:30 pm; Media Center; 9/13, 10/4, 11/1, 12/6, 1/3/12, 2/6, 3/6, 4/3, and 5/1 (excluding September and March)	Erickson
S.G. Reinertsen School	Rachel Stalberger 701/866-9350 rstalberger@moorhead.k12.mn.us	2nd Tuesday/month; 6:30 pm; Media Center; 9/13, 11/1, 12/13, 1/10/12, 2/14, 3/6, 4/10, and 5/8 (excluding March)	Fagerlie
Horizon Middle School	Marcia Becker 287-5540 beckermom4@live.com	2nd Thursday/month; 6:30 pm; Media Center; 9/6, 10/4, 11/10, 12/8, 1/12/12, 2/9, 3/15, 4/12, and 5/10 (excluding Sept., Oct. and March)	Thompson
	Jamie Church 233-0288	(excluding Sept., Oct. and March)	
Moorhead High School	Linda Granberg 701/212-3980 lgranber16@gmail.com	1st Monday/month; four six times a year; 7 pm; Main Office Conf Room; 10/3, 12/5, 2/6 and 4/2	Wilmer
Red River Area Learning			Siggerud/Tomhave



Memo S.13.003C

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

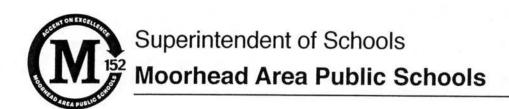
SUBJECT:

Official Newspaper Designation

Administration recommends The Forum be designated as the school district's official newspaper for the 2012-2013 school year.

Suggested Resolution: Move to designate The Forum as the school district's official newspaper for the 2012-2013 school year.

LAK:mde



Memo S.13.004C

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

SUBJECT:

Legal Services

The school district has historically obtained legal services on a time and material basis. Therefore, the administration recommends authorizing the administration to obtain legal services on a time and material basis.

Suggested Resolution: Move to approve obtaining legal assistance services on a time and material basis.

LAK:mde

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

MEMBERS ABSENT: Bill Tomhave.

**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 1, 5 and 19.

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

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

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

Minutes - Approve the May 14 and 29, 2012 Meeting Minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of \$742,538.22.

 General Fund:
 \$571,244.24

 Food Service Fund:
 \$144,099.08

 Community Service Fund:
 \$27,194.90

 TOTAL
 \$742,538.22

#### Agreement Between Clay County Public Health and Moorhead School District -

Approve the Agreement Between Clay County Public Health and Moorhead School District for nursing services as presented. The term of the agreement is one year from July 1, 2012 through June 30, 2013.

#### Change in Contract

Colleen Geffe Dahle - Kindergarten Teacher, Robert Asp/PCE to 1st Grade Teacher, Robert Asp Elementary, effective with the 2012-2013 school year.

Julie Hanson - Community Education/SEMS Secretary, B21 (15) \$18.06 per hour to School Improvement and Accountability Secretary B23 (12) \$18.43 per hour, 4 hours per day, effective

June 18, 2012, SEMS Secretary, B21 (15) \$18.06 per hour, 4 hours per day.

#### Family/Medical Leave

Sara Thronson - Teacher, Early Intervention Services, effective June 19, 2012 for approximately 6-8 weeks.

#### Resignations

Mark Perry - Varsity Softball Coach, Moorhead High School, effective at the end of the 2012 season.

Angie Vicha - K+ Paraprofessional, Probstfield Center for Education, effective May 29, 2012.

#### New Employees

Emily Nygard - Elementary Teacher, S.G. Reinertsen Elementary, BA+30 (1) \$39,269.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Catherine Johnson). Julie Johnson - Speech Language Pathologist, District, MA (4) \$44,916.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Amanda Kuehn).

#### Other Leave of Absence

Tessa Petrowske - Certified Occupational Therapist, District, effective with the 2012-2013 school year.

#### Early Retirement

Mary Bonemeyer - Food and Nutrition Server, Probstfield Center for Education, effective June 1, 2012.

Motion carried 6-0.

**APPROVAL OF SCHOOL DISTRICT INSURANCE PACKAGE**: Tom Quam, Bremer Insurance, provided a summary of quoted premiums and changes in the insurance package.

Wilmer moved, seconded by Fagerlie, to approve the insurance package in the amount of \$385,441.86 from Riverport Insurance Company effective July 1, 2012 through June 30, 2013 as provided and presented by Mr. Tom Quam of Bremer Insurance. Motion carried 6-0

**AWARENESS OF BULLYING**: Horizon Middle School students, Hannah Papenfuss, Devon Solwold and Linka Wintersteen, created a video that brings attention to the impact of bullying, which is a serious challenge facing our schools. The students did this work independently -- not as a school project or assignment, but as a way to build awareness about bullying and the

importance of acceptance of all students. They presented their video and shared their reasons for its creation and how they worked together on the project.

**2012-2013 ANNUAL OPERATING PLAN**: Assistant Superintendent Kazmierczak presented information related to the 2012-2013 Annual Operating Plan (AOP) which includes the

preliminary budget for fiscal year 2013. Kazmierczak explained that this is the second year of the operating levy funding and that the AOP includes projected balanced budgets for the next three years. The district would be looking at deficit spending in fiscal year 2016 if adjustments to either revenues or expenditures aren't made prior to the 2015-16 school year. Any increase in revenue from the state in the next biennium will improve the district's long-term financial outlook.

The general education aid increased with the \$50/student increase to the formula. Additionally the district is receiving approximately \$325,000 in literacy aid. Revenues exceed expenditures by approximately \$1.5 million for fiscal year 2013. The district continues to stay true to the operating levy referendum priorities with the addition of world language at Horizon. The Community Education fund has covered K+ costs so far so the general ed fund has not had to cover those increases. Approximately 10 new positions, including two world language teachers and three elementary assistant principals, are added for 2012-13, and three buses are being purchased, the first since 2007. The funding for the Truancy Intervention Program is maintained, and the request from the Moorhead Police Department to cover a portion of the school resource officers is included.

Kazmierczak explained that for food service, the federal government is requiring an increase to district lunch prices. The board will be asked to approve \$1.90 for elementary lunches and \$2.05 for secondary lunches. Additionally the sub sandwich line must be eliminated due to new requirements for the amount of grain served. More salad offerings will be available for students.

Upcoming significant capital expenses may include replacing the track at Moorhead High, additional bus purchases to upgrade the fleet over the next three years, additional gymnasium space at Robert Asp and S.G. Reinertsen Elementary, and replacing the boiler at Moorhead High. A study on the boiler replacement will be done this year. Some of those decisions will be part of comprehensive facilities discussions.

Fagerlie moved, seconded by Siggerud, to approve the 2012-2013 Annual Operating Plan, which includes the preliminary budget for fiscal year 2013 as amended. Motion carried 6-0.

2013-2015 TECHNOLOGY PLAN: Dan Markert, director of information systems and instructional support, highlighted the goals in the district's 2013-15 Technology Plan. The district is required by the state to have a plan approved by the School Board to receive federal eRate funding. Goals include moving to GoogleApps, which will happen at the end of June. The district will no longer have an email server. Existing email addresses will be used and the moorheadschools.org address will be added as a more thumb-friendly option for smartphones. The district will pilot several tablet initiatives, including iPads in Horizon science classrooms, iPads for all grades 6-12 social studies teachers for focusing on resource adoption, using iPads for a STEM classroom at Horizon, and promotion of Bring Your Own Technology, encouraging students to connect to the district's public WiFi. Schoolnet will be implemented as a districtwide Instructional Management System, to serve as the data analytics for assessment. Haiku, an electronic classroom like Moodle or Blackboard, will be implemented as the district's Learning Management System. Haiku connects to Google and will allow curriculum mapping and the ability for teachers to create model lessons that can be shared. Both Haiku and Schoolnet have parent portals that will be able to be accessed through PowerSchool. The district will also be increasing Internet bandwidth, replacing the end-of-life telephone system in 2013, completing the four-year installation of building security systems, and striving to maintain a recommended computer replacement cycle.

Johnson moved, seconded by Thompson, to approve the 2013-2015 Technology Plan as presented. Motion carried 6-0.

**APPROVAL OF POLICY**: Thompson moved, seconded by Wilmer, to approve the policy, Inclusive Educational Program 609, as presented. Motion carried 6-0.

**APPROVAL OF POLICY**: Wilmer moved, seconded by Fagerlie, to approve the policy, Policies Incorporated by Reference for Employees/Personnel 499, as presented. Motion carried 5-1 (Siggerud dissenting).

**APPROVAL OF POLICY**: Johnson moved, seconded by Fagerlie, to approve the policy, Student Discipline 551, as presented. Motion carried 6-0.

**APPROVAL OF POLICY**: Siggerud moved, seconded by Wilmer, to approve the policy, MAPS District Weapons Policy 576, as presented. Motion carried 6-0.

**APPROVAL OF POLICY**: Thompson moved, seconded by Fagerlie, to approve the policy, Prohibiting Intimidation and Bullying 578, as presented. Motion carried 6-0.

**APPROVAL OF POLICY**: Fagerlie moved, seconded by Johnson, to approve the policy, Policies Incorporated by Reference for Students 599, as presented. Motion carried 5-1 (Siggerud dissenting).

**APPROVAL OF POLICY**: Wilmer moved, seconded by Johnson, to approve the policy, Health and Safety 714, as presented. Motion carried 6-0.

**APPROVAL OF POLICY**: Wilmer moved, seconded by Thompson, to approve the policy, Student Transportation Safety 721, as presented. Motion carried 6-0.

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

**SCHEDULE SCHOOL BOARD WORK SESSION**: Fagerlie moved, seconded by Johnson, to approve Monday, August 13, 2012 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects. Motion carried 6-0.

<u>SUPERINTENDENT REPORT</u>: Superintendent Kovash mentioned the joint Tech Camp held with Fargo and West Fargo Schools. She also noted administrators had the opportunity to meet with human resource directors from Fargo and West Fargo to hear about their evaluation systems for teachers and principals. Kovash reported the school district will be collaborating with Dilworth-Glyndon-Felton for the August 30 all staff breakfast and assembly at Moorhead High School to learn about "Making a Difference - Purpose, Passion, Pride," by Steve Gilliland. Administrative Cabinet members will be reading the book this summer.

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

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Erickson noted that to be in accordance with the board Wellness policy, there would no longer be cookies provided at board meetings. Erickson indicated a board member was needed to serve on the interview committee for the director of human resources position; Siggerud agreed to serve. Superintendent Kovash reported information related to an invitation to honor Senator Keith Langseth on June 30 at the Comstock Memorial Union.

**CLOSE PUBLIC MEETING**: Thompson moved, seconded by Fagerlie, to close the public meeting at 8:56 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

The chair recessed the meeting at 8:56 p.m.; the meeting reconvened at 8:59 p.m.

**OPEN PUBLIC MEETING**: Thompson moved, seconded by Johnson, to open the public meeting at 9:24 p.m. Motion carried 6-0.

**NON-ALIGNED MASTER AGREEMENT**: Siggerud moved, seconded by Wilmer, to approve the 2012-2014 Master Agreement for Non-Aligned as follows: 2012-13 = 2.02 percent for \$15,050.00; and 2013-14 = 2.00 percent for \$15,204.00; for a total of 4.02 percent and \$30,255.00. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:28 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 to proceed with revisions to pages 3, 16 and 18.

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

#### WE ARE PROUD:

We Are Proud of Moorhead High School students Zack Day and Ken "KJ" Bye who placed first in the state finals of the Ford/AAA Student Auto Skills competition on May 2 in Brooklyn Park. They also had the highest written test score in the state. Teams must meet minimum requirements on the written exam to qualify for the hands-on competition, which requires each team to correctly diagnose and repair intentionally installed faults or "bugs" on identical vehicles. The Moorhead High team advanced to nationals June 10-13 in Dearborn, Michigan. At the national competition, the Moorhead team placed sixth on the written test and 22nd overall. Lauren Rood is the automotive teacher at Moorhead High School and Shannon Mohn is the assistant advisor from Minnesota State Community and Technical College Auto Technology Department.

We Are Proud of the Moorhead High School boys golf team for placing first in the Minnesota Class 3A state golf meet to earn the school's first boys golf title. Team members are Ben Welle, Bryant Christian, Bryant Buckellew, Cal Werth, Derek Ambrosie and Dane Sethre-Hofstad. Individually Ben Welle tied for first place, Bryant Buckellew tied for 12th place and Dane Sethre-Hofstad tied for 15th place. Head coach is Eric Tollefson, and assistant coach is Jim MacFarlane.

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

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

Increase to Meal Prices - Approve milk and meal prices as presented for the 2012-13 school year. Elementary student meal prices increased .15 cents to \$1.90 and secondary student meal prices increase .05 cents to \$2.05.

21

<u>Unassigned Fund Balance Commitment</u> - Approve the commitment of unassigned fund balance for severance obligation for fiscal year 2012 in the amount to be determined at a later date.

Operations Coordinator Position - Approve the proposal to add the Operations Coordinator position as presented. The individual will report to the Director of Property Services and Transportation. The position will be placed in the Supervisors Employee Group, and the salary range for this position is \$54,730-\$72,269.

#### Early Retirement

Mary Lee Leikas - Physical Therapist, Early Intervention Services, effective June 30, 2012.

#### Family/Medical Leaves

Jim Boothroyd - Night Custodian, Robert Asp Elementary, effective July 10, 2012 for approximately 12 weeks.

Megan Dahl - Teacher, S.G. Reinertsen Elementary, effective August 29, 2012 for approximately 8 weeks.

#### Resignations

David Teige - Teacher, Red River Area Learning Center, effective June 8, 2012. Connie Coyle - Interpreter, S.G. Reinertsen Elementary, effective August 15, 2012. Michael Thompson - Paraprofessional, Horizon Middle School, effective June 19, 2012.

#### **New Employees**

Katherine Kovach - Math Teacher, Moorhead High School, MA (6) \$47,729.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Marly Simmons).

Joshua Ogaard - Math Teacher, Moorhead High School, BA (0) \$33,823.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Samantha Metz).

Alaine Anderson - Learner Support Services Teacher, S.G. Reinertsen Elementary, BA+10 (4) \$40,054.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Emily Wright).

Janet Pauley - Learner Support Services Program Manager, District Wide, C52 (13), \$84,505.00, effective July 1, 2012 (replaces Jackie Migler).

Dwayne Young - Night Custodian, Probstfield Center for Education, A12 (0-2) \$14.35 per hour, 6 hours per day, effective July 1, 2012 (new position).

Megan Hilleren - Elementary Teacher, Ellen Hopkins Elementary, BA (2) \$36,122.00, effective with the 2012-2013 school year (replaces Sue Fradet).

#### Part-Time Teacher Program

Scott Peterson - Physical Education Teacher, Horizon Middle School, effective January 1, 2013 for the remainder of the 2012-2013 school year.

Clay County Interagency Purchase of Services Agreement - Move to approve the July 1, 2012 to December 31, 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.

Motion carried 7-0.

**HORIZON MIDDLE SCHOOL DEAN/COUNSELOR PRESENTATION**: Horizon Middle School Deans/Counselors William Franklin, Shari Gustafson and Keith Hartleben presented information related to the implementation of the Dean/Counselor Model at the middle school.

MOORHEAD HIGH SCHOOL STUDENT HANDBOOK: MHS Assistant Principal Dave Lawrence reviewed the student handbook revisions.

Tomhave moved, seconded by Wilmer, to approve the 2012-2013 Moorhead High School Student Handbook as presented. Motion carried 7-0.

**READING WELL BY 3RD GRADE PLAN**: Missy Eidsness, Director of School Improvement and Accountability, provided information regarding the school district's Reading Well by 3rd Grade Plan. According to Minn. Stat. 120B.12, school districts must adopt local literacy plans to have every child reading at or above grade level no later than the end of grade 3. Plans must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. Once approved, literacy plans must be posted on the district website.

Wilmer moved, seconded by Fagerlie, to approve the Reading Well by 3rd Grade Plan as presented. Motion carried 7-0.

BEYOND THE YELLOW RIBBON - MOORHEAD: Superintendent Kovash reported that Beyond the Yellow Ribbon is a non-profit organization designed to help meet the needs of servicemembers and their families during times of deployment and reintegration and even thereafter. The organization works to help resolve challenges that arise in the lives of military families by connecting them with goods and services provided by volunteer businesses and individuals within the community. With over 14,000 National Guard servicemembers in the state in various stages of training, deployment, or reintegration, chapters of BTYR have been formed across the state and are actively working to support our troops.

A small group of Moorhead citizens have been meeting since August 2011 toward becoming a Yellow Ribbon Community. A Yellow Ribbon Community unites all areas within a community to create a comprehensive network that connects and coordinates agencies, organizations, resources 2

and employers for the purpose of proactively supporting servicemembers and military families. On Thursday, June 14, Mayor Mark Voxland proclaimed "Beyond the Yellow Ribbon (BTYR) Awareness Day" in support of the local Beyond the Yellow Ribbon chapter. The local chapter was first formed in Fall 2011. It was incorporated by the State of Minnesota in January 2012 and received 501(c)(3) status in March 2012. On August 22, Moorhead will be certified by the state as a BTYR community.

Thompson moved, seconded by Johnson, to approve Moorhead Area Public Schools as a collaborative partner supporting Beyond the Yellow Ribbon efforts in Moorhead. Motion carried 7-0.

**RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY**: Tomhave moved, seconded by Fagerlie, to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy. Motion carried 7-0.

<u>SUPERINTENDENT REPORT</u>: Superintendent Kovash reported administrative meetings were scheduled for the first three Mondays in July to provide technology training and information related to district priorities and planning. Kovash also reported School Board webpage traffic during June 2012 back to October 2008 is .92 percent of all public webpage views for the entire <a href="www.moorhead.k12.mn.us">www.moorhead.k12.mn.us</a> site -- less than 1 percent of webpage traffic. Kovash noted the district will continue to provide audio recordings of board meetings on the district's website.

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

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Siggerud noted he served on the district's human resource director interview committee adding many excellent applicants were interviewed. Chair Erickson asked board members to contact Michelle with their plans to attend the MSBA Summer Seminar August 5-6. A brief discussion was held related to scheduling a special board meeting to conduct the superintendent's evaluation.

<u>CLOSE PUBLIC MEETING</u>: Tomhave moved, seconded by Siggerud, to close the public meeting at 9:00 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 9:00 p.m.; the meeting reconvened at 9:05 p.m.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Thompson, to open the public meeting at 9:13 p.m. Motion carried 7-0.

**T.C.I. MASTER AGREEMENT**: Tomhave moved, seconded by Fagerlie, to approve the T.C.I. Master Agreement for 2012-2014 as presented with the cost as follows: 2012-13 = 2.20 percent for \$12,961; and 2013-14 = 1.82 percent for \$10,268; for a total of 4.02 percent and \$23,229. Motion carried 7-0.

**ADJOURNMENT**: Hearing no objections, the Chair adjourned the meeting at 9:15 p.m.

***************************************	12011 100	
Laurie Johnson,	Clerk	



### Assistant Superintendent

### **Moorhead Area Public Schools**

Memo OAS.13.009 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

July Claims

The July claims are as follows:

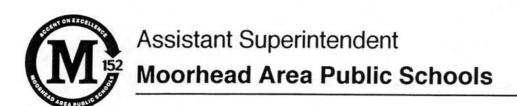
General Fund	\$1,104,930.52
Food Service Fund	\$52,193.30
Community Service Fund	\$14,278.33
TOTAL	\$1,171,402.15

The June wire payments are as follows:

General Fund	\$1,468,293.49
TOTAL	\$1,468,293.49

Suggested Resolution: Move to approve the July claims, subject to audit, in the amount of \$1,171,402.15 and the June wire payments, subject to audit, in the amount of \$1,468,293.49.

WAK:nls



Memo OAS.13.003 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintenden

DATE:

July 10, 2012

SUBJECT:

Resolution for Investment of Excess Funds for 2012-2013

Attached please find the resolution giving authority and responsibility to invest funds which are not currently needed in accordance with Minnesota Statute 118A.04.

<u>Suggested Resolution</u>: Move to approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent or designee in accordance with Minnesota Statute 118A.04 for the 2012-2013 school year.

WAK:nls Attachment

#### RESOLUTION TO

#### AUTHORIZE PROCEDURES FOR THE INVESTMENT OF EXCESS FUNDS

responsibility to invest funds, which are not currently needed in accordance with Minnesota Statute 118A.04 for the 2012-2013 school year.				
Willinesota Statute 116A.04	for the 2012-2013 school year.			
Chair	Clerk			
Date				



### Assistant Superintendent

### **Moorhead Area Public Schools**

Memo OAS.13.004 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintenden

DATE:

July 10, 2012

SUBJECT:

Authorize Staff to Initiate Financial Transactions for 2012-2013

Please find attached letters to Ms. Erica Chaffee of Wells Fargo Bank and Mr. Hal Wentzel of Bremer Bank indicating the names of district personnel who have authority to make transactions on the listed accounts.

<u>Suggested Resolution</u>: Move to authorize the listed district personnel to make transactions on the listed accounts for the 2012-2013 school year.

WAK:nls Attachments



### Moorhead Area Public Schools Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560 Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

July 10, 2012

Ms. Erica Chaffee Wells Fargo Bank 406 Main Ave. Fargo, ND 58126

Dear Ms. Chaffee:

Laurie Johnson, School Board Clerk

William K. Tomhave, School Board Treasurer

Dear MS. Charlee.		
We would like to update the list of district person	nel who have access to o	our account as follows:
Authority to make phone transfers:	Denice Sinner Wayne Kazmierczak	Minda Sadlowski Lynne Kovash
Authority to make stop payments:	Denice Sinner Wayne Kazmierczak	Minda Sadlowski Lynne Kovash
Authority to obtain account information:	Denice Sinner Wayne Kazmierczak Lisa Erickson	Minda Sadlowski Lynne Kovash William Tomhave
The authority extends to the following dist	rict accounts:	010110 900182 013426
Lisa Erickson, School Board Chair	_	



### **Moorhead Area Public Schools**

### **Independent School District 152**

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560 Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

July 10, 2012

Mr. Hal Wentzel Bremer Bank, N.A. 3131 Frontage Road Moorhead, MN 56560

Dear Mr. Wentzel:

We would like to update the list of district personne	I who have access to our account as follows:
---	--

Denice Sinner Authority to make phone transfers: Linda Rundquist Wayne Kazmierczak Lynne Kovash Authority to make stop payments: Denice Sinner Linda Rundquist Wayne Kazmierczak Lynne Kovash Authority to obtain account information: Denice Sinner Linda Rundquist Wayne Kazmierczak Lynne Kovash Lisa Erickson William Tomhave The authority extends to the following district account: 05119684 Thank you. Lisa Erickson, School Board Chair Laurie Johnson, School Board Clerk William K. Tomhave, School Board Treasurer



### Assistant Superintendent

### **Moorhead Area Public Schools**

Memo OAS.13.005 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Official Depositories for 2012-2013

The following investment brokers and depositories are recommended for approval:

Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern Bank, Minnesota School District Liquid Asset Fund Plus.

Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank-Minneapolis.

<u>Suggested Resolution</u>: Move to designate the 2012-2013 School District official depositories as presented.

WAK:nls



### Assistant Superintendent

### **Moorhead Area Public Schools**

Memo OAS, 13,006 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Resolution Authorizing Payment of Goods and Services

for the 2012-2013 School Year

Attached please find the resolution providing authorization to make payment for goods and services in advance of School Board approval consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

<u>Suggested Resolution</u>: Move to approve the resolution to authorize the Assistant Superintendent to make payment for goods and services in advance of School Board approval for the 2012-2013 school year consistent with Minnesota Statues 123B.11, 123B.02 and 471.38.

WAK:nls Attachment

# RESOLUTION TO AUTHORIZE PAYMENT OF GOODS AND SERVICES IN ADVANCE OF SCHOOL BOARD APPROVAL

#### FOR THE 2012-2013 SCHOOL YEAR

BE IT HEREBY RESOLVED, for the 2012-2013 school year, consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38, the Assistant Superintendent, or designee, are hereby vested with the authority to make the following payments in advance of School Board approval when necessary.

- A. Payment of expense claims against the district:
  - 1. Postage payments.
  - Purchases made by school district personnel, which do not exceed two hundred dollars; provided, however, such purchases have been authorized by an administrator.
  - 3. Officials, referees and judges' fees.
  - 4. Special program speaker and consulting fees.
  - 5. Petty cash fund replenishment.
  - 6. Utility bills.
  - 7. Registration and travel expenses.
  - 8. Employee group insurance payments.
  - 9. Employee flexible benefit plan payments.
  - 10. Employee retirement plan payments.
  - 11. Payments necessary for discount privileges.
  - Contractual progress payments, common to building construction, as necessary to meet established due dates.
- Investment purchases.
- C. Electronic funds transfer payments covering investments and bond principal, interest and fiscal agent service charges. Assistant Superintendent shall follow these policy controls:
  - The disbursing bank shall keep on file a certified copy of this authorization, which allows electronic funds transfer.
  - The initiator shall document the request and obtain approval from the Assistant Superintendent, or designee, before making the transfer.
  - A written confirmation of the transaction shall be made no later than one business day after the transaction and shall be used to support the transaction.

Chair	Clerk	
Date		



### Assistant Superintendent

### **Moorhead Area Public Schools**

Memo OAS.13.007 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Resolution for Collection of NSF Checks and Leases for 2012-2013

Attached please find the resolution giving authority and responsibility to collect NSF checks and leases.

<u>Suggested Resolution</u>: Move to approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent for the 2012-2013 school year.

WAK:nls Attachment

#### RESOLUTION TO AUTHORIZE

#### COLLECTION OF NSF CHECKS AND LEASES

The Assistant Superintendent, or design	gnee, is hereby vested with the authority and
responsibility to collect NSF checks a	nd leases for the 2012-2013 school year.
Chair	Clerk
Date	-



## **Moorhead Area Public Schools**

Memo OAS.13.008 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent W.

DATE:

July 10, 2012

SUBJECT:

School Leaders Errors & Omissions Insurance Deductible

Please find below a resolution that places the burden of the deductible for our current Errors & Omissions Insurance on the Moorhead Area Public School District.

<u>Suggested Resolution</u>: Move to approve that the Moorhead Area Public School District pay the deductible for any employee or School Board member who is protected by the School District's current Leaders Errors & Omissions Insurance.

WAK:nls



#### **Moorhead Area Public Schools**

Memo OAS.13.002 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

West Central Regional Juvenile Center Clerical Contract Renewal

Attached is a renewal contract for clerical services for the School Program at the West Central Regional Juvenile Center for the 2012-2013 school year. The cost breakdown is as follows:

Salary	\$39,582.40
FICA	\$2,454.12
Medicare	\$573.94
PERA	\$2,869.72
Insurance Benefits	\$9,156.00

**TOTAL** 

\$54,636.18

The School District's share is one-half or \$27,318.09 billed in quarterly amounts of \$6,829.52.

<u>Suggested Resolution</u>: Move to approve the West Central Regional Juvenile Center Clerical Contract for the 2012-2013 school year.

WAK:nls Attachment

#### West Central Regional Juvenile Center

STEPHEN LARSON, Director

Office Telephone: (218) 299-5150

Fax: (218) 299-7533



June 19th, 2012

Mr. Wayne Kazmierczak
Assistant Superintendent, Teaching/Learning
Moorhead Public Schools
Probstfield Center for Education
210 14<sup>th</sup> St So.
Moorhead, MN 56560

Dear Mr. Kazmierczak,

Enclosed you will find two copies of the contract for Clerical Services for the school program at the West Central Regional Juvenile Center for the 2012-2013 school year (July 1, 2012 – June 30, 2013).

There is a signature line on the contract from the Moorhead School Board Chairperson. Feel free to add the signature lines as needed for administrative purposes. Please sign and return a copy of the agreement to the juvenile center.

As we have previously done, we will bill the school district for one-half of the cost of the school clerical staff person. The cost breakdown is as follows,

Salary -	\$39,582.40
FICA -	\$2,454.12
Medicare -	\$573.94
PERA -	\$2,869.72
Insurance Benefits	\$9,156.00
Total	\$54,636,18

The School District's share is one-half or \$27,318.09 Quarterly billing will be in the amount of \$6,829.52. If anyone should have any questions or are in need of further information please let me know.

Sincerely,

Stephen Larson, Director

West Central Regional Juvenile Center

919 8th Avenue North P.O. Box 250

Moorhead, Minne ota 56561-0280

An Equal Opportunity Employer Printed on recycled paper

#### **Contract for Clerical Services**

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

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

The contract period of this agreement will be effective July 1, 2012 through June 30<sup>th</sup>, 2013. District #152's financial share for this service for the designated contract period will be \$27,318.09. The West Central Regional Juvenile Center will bill Independent School District #152 on a quarterly basis in the amount of \$6,829.52

It is understood and agreed that if either party chooses to withdraw from this contract, it will give at least a sixty (60) day written notice to the other party. Otherwise, this agreement will remain in effect from the time period listed above.

Date: 6 (9/1)	
* 1	
Date	
Date.	
	Date: 6 (9/1)

Cc: Jill Skarvold Deb Pender

Independent School District #152



## **Moorhead Area Public Schools**

Memo OAS.13.010 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintenden

DATE:

July 10, 2012

SUBJECT:

Dairy and Bakery Bids

Bids for dairy and bakery products have been received and reviewed as attached. The low bid for dairy products was from Cass Clay Creamery, and the low bid for bread products was from Pan-O-Gold Baking Company.

<u>Suggested Resolution</u>: Move to accept the dairy bid received from Cass Clay Creamery and the bakery bid received from Pan-O-Gold Baking Company.

WAK:nls Attachment



Memo FS.13.001

TO:

Wayne A. Kazmierczak, Assistant Superintendent

FROM:

Donna Tvedt, Food Service Director

DATE:

July 10, 2012

SUBJECT:

2012-2013 Dairy and Bakery Bids

Attached are the 2012-2013 dairy and bakery bid summaries. The low bidders are Cass Clay Creamery and Pan-O-Gold Baking Company.

DT:nls Attachments

## 2012-13 MILK BID SUMMARY

DESCRIPTION	CASS-CLAY	DEAN FOODS
Half Pint Size - 1.0% Butterfat White/carton	0.1739	0.197
Half Pint Size - 2.0% Butterfat White/carton	0.1812	0.207
Half Pint Size - Fat Free White/per container	0.1676	0.190
Half Pint Size - Fat Free Chocolate/per container	0.1939	0.202
Half Pint Size - Lactose Free/per container	0.65	0.60
1.0% Milk, Gallon	3.151	3.41
Pt Whipping Cream	1.25	1.10
Novelties, 2 Dozen Per Box		0
Dixie Cups Ice Cream	4 oz 6.60	6.40 Firm
Sherbet	7.13	6.40 Firm
Cream Freeze	2.7 oz 6.60	N/A
Fudgesicles	2.7 oz 6.60	6.25 Firm
Cheerios	3.0 oz 7.5	N/A
Ice Cream Sandwich	4 oz 7.05	6.25 Firm
Drumstick	3 oz 8.95	8.50 Firm
-5- Lb. Sour Cream	6.75 Firm	6.00 Firm
-5- Lb. Sour Cream - Fat Free	6.00 Firm	5.75 Frim
-5- Lb. Cottage Cheese, 2% Lowfat	7.50 Firm	7.50 Frim
-30- Lb. Cream Cheese	30lb 56.10	N/A
36-1 LB Grade AA BUtter	.50 over market	2.38/lb
-5- Lb. Yogurt, Lowfat, flavored	Vanilla 5.65 Firm	4.75 Firm
-6- Oz. 100% Apple Juice/Orange	.26 Firm	N/A
-6- Oz. 100% Grape Juic	N/A	N/A
24 oz Flavored Yogurt	1.70 Firm	
		*
Base Price if escalator clause proposedper hundredweight. Adjusted for 2% escalator clause attach	12.26(skim)	15.95 (skim)



#### Fluid Milk Escalator Clause 2012-2013 School Year

The attached bid is based on the cost of skim milk and butterfat to include premiums in Federal Market Order #30 for the month of June 2012

Future price adjustments will be predicted on the following escalator taking into consideration monthly changes in the cost of skim milk, butterfat and over order premiums.

SKIM MILK

June 2012

\$12.26 per 100 weight

For each \$0.10/cwt increase or decrease in the cost of skim milk, prices will adjust respectively as follows on all fat levels.

5 Gallon	\$0.043 per 5 Gallon
3 Gallon	\$0.0086 per 3 Gallon
8 Ounce	\$0.00054 per 8 Ounce

BUTTERFAT

June 2012

\$1.4444 per pound

For each \$0.10 increase or decrease in the cost of butterfat, prices will adjust respectively as follows by various fat levels.

Item	Whole (3.25%)	2%	1%	Fat Free
5 Gallon	0.1398	0.0862	0.0431	0.0026
1 Gallon	0.0280	0.0172	0.0086	0.0005
8 Ounce	0.0017	0.0011	0.0006	0.0001

Monthly per unit adjustments will reflect a combination of the changes in skim milk and butterfat.

This escalator applies to all milk items.

Land O Lakes Milk, a division of Dean Foods 2103 5th Avenue North Moorhead, MN 56560

Phone: 218-233-8609 Fax: 218-233-0240



#### FLUID MILK ESCALATOR CLAUSE 2011-2012 School Year

The attached bid is based on the cost of skim milk and butterfat to include premiums in Federal Order Market #30 for the month of June-12

Future price adjustments will be predicted on the following escalator taking into consideration monthly changes in the cost of skim milk, butterfat and over order premiums.

SKIM MILK

June-12

Price:

\$15.95 per 100 weight

For each \$0.10/cwt increase or decrease in the cost of skim milk, prices will adjust respectively as follows on all fat levels.

5 Gallon

\$0.043 per 5 Gallon

1 Gallon

\$0.0086 per Gallon

8 Ounce

\$0.00054 per 8 Ounce

BUTTERFAT:

June-12

Price: \$1.4828 per 100 weight

For each \$0.10 increase or decrease in the cost of butterfat, prices will adjust respectively as follows by various fat levels.

	Item	Whole (3.25%)	2%	1%	Fat Free
	5 Gallon	.1395/5 Gal	.086/5 Gal	.043/5 Gal	.0045/5 Gal
,	1 Gallon	.0279/Gal	.0172/Gal	.0086/Gal	.0009/Gal
	8 Ounce	.0017/8 Oz.	.0011/8 OZ	.0005/8 OZ	.0001/8 OZ

Monthly per unit adjustments will reflect a combination of the changes in skim milk and butterfat.

This escalator applies to all milk items.

#### 2012-2013 BREAD BID SUMMARY

UANITY	DESCRIPTION P.	AN-O-GOLD	BIMBO BAKERIES, USA
,400 DOZ	Coney Buns, white whole wheat (first ingredient is whole wheat flour), sliced, bulk	t	
,000 DOZ	pack, standard length Hamburger Buns, white whole wheat, (first ingredient is	3.00/30 COUNT	3.18/30 COUNT
	whole wheat flour) plain, sliced, bulk pack 4".	3.00/30 COUNT	3.10/30 COUNT
,000 DOZ	Dinner Rolls, white whole wheat (first ingredient is		1.00
,000 DOZ	whole wheat flour), dozen Steak Bun, white whole wheat (first ingredient is whole wheat flour) plain/sesame	1.15	1.20
	seed 5 1/2" sliced, dozen	2.80/ 24 COUNT	3.18/24 COUNT
50 LVS	Bread, 1 1/2#, sliced, white whole wheat, (first ingredient is whole		
	wheat flour)	1.15	1.00/WHITE-NOT WHOLE GRA



#### Moorhead Area Public Schools

Memo OAS.13.001 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Resolution Authorizing Sale of Aid Anticipation Certificates

Current cash flow and fund balance projections necessitate the district to engage in short-term borrowing authorized by Minnesota Statutes, Sections 126C.50 through 126C.56. For fiscal years 2009, 2010, 2011 and 2012 the district borrowed a cumulative total of \$21.5 million in order to meet monthly financial obligations. The need for continued cash flow borrowing is primarily attributed to state aid payment shifts that the Minnesota Legislature continues to rely upon to balance the state's budget. The normal aid payment schedule is 90/10, which means that 90% of a district's state aid is received in the current fiscal year, and 10% is received in the next fiscal year. For fiscal year 2013, however, the aid payment shift is expected to be approximately 63/37.

Similar to the amount borrowed in 2012, the district will be borrowing \$8.5 million for fiscal year 2013. Approval of this resolution allows the district to proceed with the required steps necessary to finalize the sale of the aid anticipation certificates. At the August 27, 2012 school board meeting a resolution will be presented to the board awarding the sale of the aid anticipation certificates.

Attached please find the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness. Also attached for your review is a document titled Pre-Sale Report for \$8.5 million General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B. The district's financial advisor, Ehlers, Inc., has implemented a new procedure in which a Pre-Sale Report on each debt issue is prepared. This Pre-Sale Report provides background information for the resolution and includes a summary of key details and the expected results of the issuance.

<u>Suggested Resolution</u>: Move to approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2012B; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these certificates.

WAK:nls Attachments

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on July 16, 2012 at 7:00 P.M.

MEMBERS PRESENT:		
MEMBERS ABSENT:		
Member	introduced the following resolution and moved its adoption:	

RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2012B; AND COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THESE CERTIFICATES

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

- 1. Certificate Authorization. The School Board has determined that it is necessary and desirable for the District to sell and issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B in the total aggregate principal amount of \$8,500,000 for the purpose of meeting current expenditures of the District.
- 2. Sale. The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent financial advisor for the Certificates. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the Certificates is approved, the Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Certificates.
- 3. Official Statement; Negotiation of Sale. Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

- 4. Minnesota School District Credit Enhancement Program. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the certificates is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Certificates or if, on the day two (2) business days prior to the date a payment is due on the Certificates, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Certificates of this issue remain outstanding.
- (b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

The Member	motion	for	adoption_,	of	the	foregoing	resolution	was	duly	seconded	by
and upon vot	e being tal	cen th	ereon, the f	ollov	ving v	oted in favor	thereof:				
and the follow	ving voted	l agair	nst the same	e:							
whereupon th	ne resolut	ion, h	naving rece	ived	the a	affirmative v	otes of two	-thirds	of the	members,	was

declared duly passed and adopted.

STATE OF MINNESOTA	)
	) ss.
COUNTY OF CLAY	)

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

WITNESS MY HAND officially as such recording officer this day of	, 2012
School District Clerl	<u> </u>



July 16, 2012

## Pre-Sale Report for

\$8,500,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B

Independent School District No. 152, Moorhead, Minnesota



#### Prepared and Presented by:

Joel Sutter Financial Advisor, Exec. Vice Pres.

And

Gary Olsen Financial Advisor, Vice President





#### **Executive Summary of Proposed Debt**

Proposed Issue:	\$8,500,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B
Authority/Purpose:	The Certificates are being issued pursuant to Minnesota Statutes, Chapter 475 and Sections 126C.50 through 126C.56, to provide funds to meet current expenses of the District and to cover a cash flow deficit.
	The Certificates will be general obligations of the District for which its full faith, credit and taxing powers are pledged.
Funding Sources:	The District will set aside future state aid payments, property tax levies, and other receipts for the payment of the principal and interest on the Certificates.
	If the District does not have sufficient funds to pay principal and interest on the Certificates, the District is required to levy a tax upon all the taxable property in the District to make up any deficiency.
Term/Call Feature	The Certificates are being offered without option of prior redemption.
Bank Qualification	Because the District is expecting to issue more \$10,000,000 in tax- exempt debt during the calendar year, the District will not be able to designate the Certificates as "bank qualified" obligations
State Credit Enhancement/ Rating:	By resolution the District will covenant and obligate itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, which provides for payment by the State of Minnesota in the event of a potential default of a school district obligation
	To qualify for the credit enhancement, the District must submit an application to the state. Ehlers will prepare the application and send it to the state on your behalf.
,	We do not recommend that the district request a credit rating on the issue because obtaining a rating is not likely to reduce interest costs enough to offset the cost of the rating. However, we will allow the purchaser of the Certificates to request and pay for a rating at their option.
Issuing Process:	In order to obtain the lowest interest cost to the District, we will prepare an Official Statement, advertise the issue and solicit competitive bids to purchase the Certificates.



Maturity Schedule and Estimated Interest Rate:	The District will receive the proceeds of the Certificates on the closing date of September 18, 2012; the maturity date will be September 18, 2013 (12 months later). All principal and interest will be due at maturity.
	Based on current market conditions, Ehlers estimated that the Net Interest Rate on the Certificates will be approximately 0.50% to 0.75%. The actual rate will be determined based on market conditions on the day of sale.
Review of Existing Debt:	We have reviewed all outstanding indebtedness for the District and find that there are no refunding opportunities at this time.
	We will continue to monitor the market and the call dates for the District's outstanding debt and will alert you to any future refunding opportunities.
Continuing Disclosure:	Because this issue has a stated maturity of less than 18 months, the District will be exempt from most of the Continuing Disclosure requirements of the Securities and Exchange Commission (SEC), but the District will be agreeing to provide notices of the occurrence of certain "material events" to the Municipal Securities Rulemaking Board (the "MSRB"), as required by rules of the SEC.
Arbitrage Monitoring:	Because the Certificates are tax-exempt securities, the Issuer must ensure compliance with certain Internal Revenue Service (IRS) rules throughout the life of the issue. These rules apply to all gross proceeds of the issue, including initial bond proceeds and investment earnings in cash flow and debt service funds. How issuers spend bond proceeds and how they track interest earnings on funds (arbitrage/yield restriction compliance) are common subjects of IRS inquiries. Your specific responsibilities will be detailed in the Nonarbitrage Certificate prepared by your Bond Attorney and provided at closing. We recommend that you regularly monitor compliance with these rules and/or retain the services of a qualified firm to assist you. We also recommend that you establish written procedures regarding compliance with IRS rules.



#### Proposed Debt Issuance Schedule

School Board Approves Resolution Authorizing Sale of July 16, 2012

Certificates and Committing to Participation in the State

Credit Enhancement Program

Pre-Sale Review by School Board:

July 16, 2012

Distribute Official Statement:

Week of August 13, 2012

School Board Meeting to Award Sale of the Certificates:

August 27, 2012

Estimated Closing Date:

September 18, 2012

#### Attachments

Sources and Uses of Funds

Cash Flow Analysis

Resolution Authorizing Sale (provided separately)

#### **Ehlers Contacts:**

Financial Advisors:	Joel Sutter Gary Olsen	(651) 697-8514 (651) 697-8513
Bond Analyst:	Pia Troy	(651) 697-8556
Bond Sale Coordinator:	Alicia Aulwes	(651) 697-8523
* Financial Analyst:	Brian Shannon	(651) 697-8515

The Official Statement for this financing will be mailed to the Board of Education at their home address or e-mailed for review prior to the sale date.

Estimated Sources and Uses of Funds Aid Anticipation Certificates, Series 2012B

Certificate Amount	\$8,500,000
Sources of Funds	
Par Amount of Certificates	\$8,500,000
Accrued Interest	0
Total Sources	\$8,500,000
Uses of Funds	
Financial Advisor*	\$8,725
Bond Counsel	4,775
Paying Agent	350
County Certificates**	0
Net Available for Cash Flow	8,486,150
Total Uses	\$8,500,000

- \* The financial advisor fee includes a discount of \$1,400 because Ehlers provides continuing disclosure services to the district.
- \*\* Fees for county certificates will be paid with the next annual continuing disclosure report.

## Exhibit 1.00 Estimated Monthly Cash Flow Schedule Moorhead School District No. 152 Cash Flow Before Issuance of Certificates (Funds 1 - 4)

		Estimated Receipts					Estimated Disbursements					
Mo \ Year	Beginning Balance	State Aid	Property Taxes		Certificate Proceeds	Earnings on Proceeds	Total Receipts			Certificate Payments	Total Disbursmts.	Ending Balance
7 \ 2012	\$3,692,467	\$3,064,913	\$0	\$99,952	\$0	\$0	\$3,164,865	\$2,617,458	\$902,418	\$0	\$3,519,876	\$3,337,456
8 \ 2012	3,337,456	9,651,516	0	151,816	0	0	9,803,332	2,820,460	1,285,892	0	4,106,352	9,034,436
9 \ 2012	9,034,436	8,599,385	0	475,863	0	0	9,075,248	3,437,823	1,940,958	8,567,882	13,946,663	4,163,021
10 \ 2012	4,163,021	5,312,882	988,272	283,904	0	0	6,585,058	3,571,635	2,020,326	0	5,591,961	5,156,118
11 \ 2012	5,156,118	14,565	988,272	264,136	0	0	1,266,973	3,578,569	1,337,997	0	4,916,566	1,506,525
12 \ 2012	1,506,525	3,176,435	886,211	326,295	0	0	4,388,941	3,539,706	1,532,553	0	5,072,259	823,207
1 \ 2013	823,207	3,631,648	103,953	321,904	0	0	4,057,505	3,428,520	1,301,815	0	4,730,335	150,377
2 \ 2013	150,377	3,455,987	0	290,432	0	0	3,746,419	3,457,037	1,446,531	0	4,903,568	(1,006,772)
3 \ 2013	(1,006,772)	4,318,670	0	265,604	0	0	4,584,274	3,615,847	1,246,505	0	4,862,352	(1,284,850)
4 \ 2013	(1,284,850)	4,434,841	0	232,804	0	0	4,667,645	3,542,454	1,576,052	0	5,118,506	(1,735,711)
5 \ 2013	(1,735,711)	1,808,877	1,596,849	204,648	0	0	3,610,374	3,510,180	1,286,152	0	4,796,332	(2,921,669)
6 \ 2013	(2,921,669)	0	1,596,849	0	0	0	1,596,849	3,760,180	1,117,556	0	4,877,736	(6,202,556)
Fiscal Yea	r Totals	\$47,469,719	\$6,160,406	\$2,917,358	\$0	\$0	\$56,547,483	\$40,879,869	\$16,994,755	\$8,567,882	\$66,442,506	
7 \ 2013	(\$6,202,556)	\$2,900,000	\$0	\$100,000	\$0	\$0	\$3,000,000	\$2,700,000	\$1,000,000	\$0	\$3,700,000	(\$6,902,556)
8 \ 2013	(6,902,556)	9,500,000	0	152,000	0	0	9,652,000	2,900,000	1,300,000	0	4,200,000	(1,450,556)
9 \ 2013	(1,450,556)	8,400,000	0	480,000	0	0	8,880,000	3,400,000	1,950,000	0	5,350,000	2,079,444

#### Exhibit 2.00 Estimated Monthly Cash Flow Schedule Moorhead School District No. 152 Cash Flow After Issuance of Certificates (Funds 1 - 4)

Certificate Amount: \$8,500,000

Est. Investment Interest Rate:

Est. Borrowing Rate:

0.50%

				Estimated	d Receipts				Estimated Di	sbursements		
	Beginning	nning Property Certificate Earnings on Total Payr	Payrol	1647.5	Certificate	Total	Ending					
Mo \ Year	Balance	State Aid	Taxes	Other	Proceeds	Proceeds	Receipts	Expense	Other	Payments	Disbursmts.	Balance
7 \ 2012	\$3,692,467	\$3,064,913	\$0	\$99,952	\$0	\$0	\$3,164,865	\$2,617,458	\$902,418	\$0	\$3,519,876	\$3,337,456
8 \ 2012	3,337,456	9,651,516	0	151,816	0	0	9,803,332	2,820,460	1,285,892	0	4,106,352	9,034,436
9 \ 2012	9,034,436	8,599,385	0	475,863	8,486,150	1,768	17,563,166	3,437,823	1,940,958	8,567,882	13,946,663	12,650,939
10 \ 2012	12,650,939	5,312,882	988,272	283,904	0	1,768	6,586,826	3,571,635	2,020,326	0	5,591,961	13,645,804
11 \ 2012	13,645,804	14,565	988,272	264,136	0	1,768	1,268,741	3,578,569	1,337,997	0	4,916,566	9,997,979
12 \ 2012	9,997,979	3,176,435	886,211	326,295	0	1,768	4,390,709	3,539,706	1,532,553	0	5,072,259	9,316,429
1 \ 2013	9,316,429	3,631,648	103,953	321,904	0	1,768	4,059,273	3,428,520	1,301,815	0	4,730,335	8,645,367
2 \ 2013	8,645,367	3,455,987	0	290,432	0	1,768	3,748,187	3,457,037	1,446,531	0	4,903,568	7,489,986
3 \ 2013	7,489,986	4,318,670	0	265,604	0	1,560	4,585,834	3,615,847	1,246,505	0	4,862,352	7,213,468
4 \ 2013	7,213,468	4,434,841	0	232,804	0	1,503	4,669,148	3,542,454	1,576,052	0	5,118,506	6,764,110
5 \ 2013	6,764,110	1,808,877	1,596,849	204,648	0	1,409	3,611,783	3,510,180	1,286,152	0	4,796,332	5,579,561
6 \ 2013	5,579,561	0	1,596,849	0	0	1,162	1,598,011	3,760,180	1,117,556	0	4,877,736	2,299,837
Fiscal Year	r Totals	\$47,469,719	\$6,160,406	\$2,917,358	\$8,486,150	\$16,243	\$65,049,876	\$40,879,869	\$16,994,755	\$8,567,882	\$66,442,506	
7 \ 2013	\$2,299,837	\$2,900,000	\$0	\$100,000	\$0	\$479	\$3,000,479	\$2,700,000	\$1,000,000	\$0	\$3,700,000	\$1,600,316
8 \ 2013	1,600,316	9,500,000	0	152,000	0	333	9,652,333	2,900,000	1,300,000	0	4,200,000	7,052,649
9 \ 2013	7,052,649	8,400,000	0	480,000	0	1,469	8,881,469	3,400,000	1,950,000	8,542,500	13,892,500	2,041,618



## **Moorhead Area Public Schools**

Memo OAS.13.011 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Update to Facility Rental Rates

Attached please find a revised fee schedule for facility rental rates according to administrative procedure 904.2. The associated policy, School Board Policy 904: Community Use of School Facilities and Equipment, was revised and approved at the June 11, 2012 School Board meeting.

Since the policy has now been approved, associated procedures have been updated to provide further clarity and consistency to the facility rental process; the proposed updated fee structure will be included in the newly revised administrative procedures.

Suggested Resolution: Move to approve the updated facility rental rates as presented.

WAK:nls Attachment

Facility Rental Rates	Inschool Groups &	Hourly R	ates
	Approved	Fundraising	Other
Space Name	Nonprofits	Nonprofits	Groups
All Buildings			
Classrooms	No charge	\$15	\$40
Computer Labs	No charge	\$20	\$60
Conference Rooms	No charge	\$15	\$40
Kitchens	\$50 opening fee plus	actual cost for pe	ersonnel
Media Centers	No charge	\$15	\$75
Cafeteria/Cafetorium	No charge	\$20	\$75
Gymnasium (tile surface) - PCE, SGR & HZN	No charge	\$20	\$75
Gymnasium (wood surface) - MHS, HZN (2), Asp & Hopkins	No charge	\$25	\$100
Playground	No charge	\$10	\$25
Probstfield Center for Education			·····
Board Room 224	No charge	\$100	\$200
Moorhead High School			
Auditorium/Blackbox Theater	No charge	\$100	\$200
Commons	No charge	\$15	\$75
Athletic Fields/Pool			
Baseball Field	No charge	\$25	\$50
Baseball Field with Lights	No charge	\$35	\$75
Field House & Sports Floor (3 gyms total)	No charge	\$75	\$300
Football Field	No charge	\$30	\$75
Football Field with Lights	No charge	\$40	\$100
Soccer Field	No charge	\$35	\$75
Soccer Field with Lights	No charge	\$40	\$100
Track	No charge	\$30	\$75
Track with Lights	No charge	\$40	\$100
Swimming Pool		l cost of lifeguard	*********************



#### **Moorhead Area Public Schools**

Memo OAS.13.013 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Approval of Lakes Country Service Cooperative Membership

Attached please find the Lakes Country Service Cooperative School District Membership for fiscal year 2013. Moorhead Area Public Schools' total cost of membership is \$14,950.20. This amount includes the base fee plus fees associated with capital outlay and the elective options of Curriculum Consortium/MN Academic Standards Support Program, Early Childhood/Family Education Regional Services Coordinator and Center for Academic Excellence. Other services are fee based and are in addition to this agreement.

<u>Suggested Resolution</u>: Move to approve the Lakes Country Service Cooperative School District Membership Agreement FY 2013 as presented.

WAK:nls Attachment



#### **Lakes Country Service Cooperative**

School District Membership Agreement FY 2013

#### Membership Base Fee per district plus

Total

\$1,200.00

\$1.50 per student

5,363 student count (max \$5000)

\$ 5,000.00

Capital Outlay (Cooperative facility maintenance fee)

Fergus Falls Site

\$600.00

Moorhead Site

\$400.00

#### Your membership includes these services at no additional cost.

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

→ Regional communication through newsletters, email lists & web services.

<b>Total</b>	Mem	bershi	p
· Otal	1416111	DCI 3III	μ

\$ 14,950.20

Superintendent	Date	LCSC Executive Director	Date
	- A	218-739-3273	
School District Name		Phone Number	72

#### Please return completed agreement by August 15, 2012 to:

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

Business Services  Early Childhood Educators/School Readiness  Professional Development Workshops  Student Academic Challenges:  ** Knowledge Bowl - Ir High*  ** Knowledge Bowl - Sr High*  ** Young Writers Conference*  ** Spelling Bee  ** Honors Program  District provides \$250 scholarship,  LCSC provides additional scholarship  Curriculum Consortium / MN Academic  Standards Support Program  (May 1, 2012 enrol(mext 5363 x . 50 = 2681.5 + \$2500 base fee)  Early Childhood/Family Education  Regional Services Coordinator  (must use Regional Coordinator Services to contract for staff time. Staff contract sent separately).  (Age 0-1 Child Cotunt 2434 x . 55 = 1338.7 + \$130 base fee)  LCSC Online Learning (per district participation fee)  Participation fee includes technology integration training for teachers, access to user groups, access to Moodle course management system, access to online courseware, free hosting of blended courses, reging program management and MDE coordination. Please note there are additional costs per student for furnities ourses.  Health and Safety Program  Health and Safety Management Assistance  Facilities Project Management Services  Media Services  Nutrition/Wellness for Students  Food Service Registered Dietician Consulting (hourly/daily rates available)  Print Services  Technology Consulting (hourly/daily rates available)  Technology Services  Technology Services  Technology Audits  \$520 per day + actual mileage/expenses	Separate contract Separate contract Separate contract \$40 per team/per meet \$190 per team \$27 per participant \$95 per participant Banquet cost per studen \$2500 base fee, plus .50 per K-12 student enrollment
Professional Development Workshops  Student Academic Challenges:  ** Knowledge Bowl - Jr High  ** Knowledge Bowl - Jr High  ** Young Writers Conference  ** Spelling Bee  ** Honors Program  ** District provides \$250 scholarship,  ** LCSC provides additional scholarship  Curriculum Consortium / MN Academic  Standards Support Program  (May 1, 2012 enrollment 5343 x . 50 = 2481.5 + \$2500 base fee)  Early Childhood/Family Education  Regional Services Coordinator  (must use Regional Coordinator Services to contract for staff time. Staff contract sense to contract for staff time. Staff contract sense to participation fee!  Participation fee includes technology integration training for teachers, access to user groups, access to Moodle course management system, access to online courseware, free hosting of blended courses regic program management and MDE coordination. Please note there are additional costs per student for fundine courses.  Health and Safety Program  Health and Safety Management Assistance  Facilities Project Management Services  Nutrition/Wellness for Students  Food Service Registered Dietician Consulting (hourly/daily rates available)  Print Services  Technology Consulting (hourly/daily rates available)  Technology Services	\$40 per team/per meet \$190 per team \$27 per participant \$95 per participant Banquet cost per studer \$2500 base fee, plus .50 per K-12 student
Student Academic Challenges:  ** ** ** ** ** ** ** Knowledge Bowl - Jr High**  ** ** ** ** ** ** ** ** ** ** ** **	\$40 per team/per meet \$190 per team \$27 per participant \$95 per participant Banquet cost per studen \$2500 base fee, plus .50 per K-12 student
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	Separate contract
THE REPORT OF THE PROPERTY OF	
Moodle Hosting Hosting & Support: \$1200 annually + \$1/student	
Hosting Only: \$75/class; \$750/building	
enter for Academic Excellence Student Enrollment Choose One	
apports and recognizes high levels of 1-100 \$100.00	
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#### Moorhead Area Public Schools

Memo OAS.13.012 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

July 10, 2012

SUBJECT:

Addition of 0.48 FTE at Horizon Middle School

The district's enrollment for grade 6 currently exceeds 450 students, which results in approximately 150 students in each house. Without additional FTEs, the class size for one section in each of the four core academic areas (mathematics, social studies, science and language arts) would be 37 to 38 students. In order to preserve class sizes in the core academic areas, Horizon Middle School will be adding 0.48 FTE to balance class sizes.

Red River Area Learning Center (RRALC) has openings for a 0.5 FTE General Studies teacher as well as a 0.75 FTE STEM/General Studies teacher. The district plans to combine the positions at Horizon (.16 FTE and .32 FTE) and RRALC and create two positions: one 0.91 FTE position for STEM/General Studies and one 0.82 FTE position for General Studies. Both teachers will begin their day at Horizon Middle School and teach the first two periods. The rest of their day will be spent at RRALC.

The district's ability to add these positions is directly related to the passage of the operating levy in November 2010. Please refer to the following, which was included in the literature leading up to the referendum:

Priority Area #2: To provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the elementary level.

<u>Suggested Resolution</u>: Move to approve the addition of a 0.48 FTE for General Studies at Horizon Middle School.

WAK:nls



# Moorhead Area Public Schools

Memo HR.13.004

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne Kazmierczak, Assistant Superintendent

DATE:

July 9, 2012

SUBJECT:

Family/Medical Leave

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

Norma Holland

Home School Liaison, District Wide, effective August 3, 2012 through February 3,

2013.

<u>SUGGESTED RESOLUTION</u>: Move to approve the Family/Medical Leave pursuant to Article IV, Section 3 of the Personnel Policy for Non-Aligned Employees for Norma Holland.



## Moorhead Area Public Schools

Memo HR.13.003

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne Kazmierczak, Assistant Superintendent

DATE:

July 9, 2012

SUBJECT:

Resignations

The Administration requests approval of the resignations of the following people:

Kyle Aanenson

Paraprofessional, S. G. Reinertsen, effective June 21, 2012.

Jacob Seutjens

Reading/Behavior Interventionist, S. G. Reinertsen, effective June 30, 2012.

Ryan Short

Paraprofessional, Horizon Middle School, effective July 3, 2012.

Miguel Garcia Pedraza

Bus Driver, District Wide, effective August 2, 2012.

Stephanie Dietz

Social Studies Teacher, Horizon Middle School, effective July 3, 2012.

Angela Braunagel

Science Teacher, Horizon Middle School, effective July 9, 2012.

Thomas Cox

Social Studies Teacher, Horizon Middle school, effective July 10, 2012.

Sara Foltz

Paraprofessional, Horizon Middle School, effective June 26, 2012.

<u>SUGGESTED RESOLUTION</u>: Move to approve the resignation of Kyle Aanenson, Jacob Seutjens, Ryan Short, Miguel Garcia Pedraza, Stephanie Dietz, Angela Braunagel, Thomas Cox and Sara Foltz as presented.



## **Moorhead Area Public Schools**

Memo HR.13.002

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne Kazmierczak, Assistant Superintendent

DATE:

July 9, 2012

SUBJECT:

Change in Contract

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

Kristi Rowekamp

S.G. Reintersen Teacher, .5 Special Ed and .5 Literacy to 1.0 Special Ed teacher,

effective with the 2012-2013 school year.

Beth Milbrandt

Food and Nutrition Server, Horizon Middle School to Food Service/Community

Education Secretary, B21 (0-2) \$15.08 per hour, 8 hours per day, effective August

13, 2012.

SUGGESTED RESOLUTION: Move to approve the change in contract for Kristi Rowekamp and Beth Milbrandt as presented.



## Moorhead Area Public Schools

Memo HR.13.001

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne Kazmierczak, Assistant Superintendent

DATE:

July 9, 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.

Blake Plankers

LSS Teacher, High School, BA (0) \$33,823, 1.00 FTE, effective with the 2012-

2013 school year. (Replaces Judy Wollin)

**Emily Olson** 

Language Arts Teacher, Horizon Middle Scohol, BA (9) \$44,201, 1.00 FTE,

effective with the 2012-2013 school year. (Replaces Carla Smith)

Kristin Dehmer

Director of Human Resources, Probstfield Center for Education, D71 (5)

\$91,642.00, effective August 1, 2012. (Replaces Ann Hiedeman)

Corian Carter

Elementary Teacher, S. G. Reinertsen Elementary, BA (0) \$33,823.00, 1.00 FTE,

effective with the 2012-2013 school year. (Replaces Ben Pedersen)

Melissa Campbell

Spanish Teacher, High School, BA (4) \$38,434.00, 1.00 FTE, effective with the

2012-2013 school year. (Replaces Katie Jo Johnson-Ballinas)

<u>SUGGESTED RESOLUTION</u>: Move to approve the employment of Blake Plankers, Emily Olson, Corian Carter, Kristin Dehmer and Melissa Campbell as presented.



# Department of School Improvement and Accountability

#### **Moorhead Area Public Schools**

Memo SIA.13.001 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Director of School Improvement and Accountability Me

DATE:

July 10, 2012

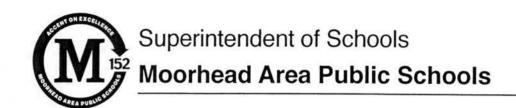
SUBJECT:

Overview and Discussion of Technology Pilots for 2012-2013 School Year

At the July 16, 2012 School Board meeting, there will be an overview and discussion regarding the district technology pilots taking place throughout the 2012-2013 school year. The district plans to investigate these options to enhance 21st century skills for students, take advantage of efficiencies that can be gained through the use of technology, and to prepare for anticipated changes from traditional to electronic resources. The following are the technology pilots that will be implemented in 2012-2013:

- 1) Horizon Middle School Science 10 iPads per classroom
- 2) Horizon Middle School Math Intervention Classroom 9 iPads
- 3) Horizon Middle School STEM Lab 30 iPads
- 4) Secondary Social Studies (Grades 6-12) 1 iPad per teacher
- 5) Media 1 iPad per Media Resource Teacher
- 6) Learner Support Services 21 iPads will be evenly distributed between an elementary school, the middle school and the high school
- 7) Bring Your Own Technology (BYOT) Students at the middle school and high school will be encouraged to bring their own devices to school and connect to the district's wireless network. With guidance and supervision from teachers, devices can be used within the classroom to enhance learning.

MOE:nls



Memo S.13.007R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

SUBJECT:

Horizon Middle School Student Handbook

Attached is the 2012-2013 Horizon Middle School Student Handbook. According to Moorhead School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be available on the district's Web site at <a href="https://www.moorhead.k12.mn.us">www.moorhead.k12.mn.us</a>.

<u>Suggested Resolution</u>: Move to approve the 2012-2013 Horizon Middle School Student Handbook as presented.

LAK:mde Attachment

# HORIZON MIDDLE SCHOOL

Moorhead Area Public Schools



# 2011-2012 2012-2013 Student Handbook

3601 12 Avenue South, Moorhead, MN 56560 Office Phone (218) 284-7300

Welcome to Horizon Middle School!

The mission statement of the district is to develop the maximum potential of every learner to thrive in a changing world. The goal of Horizon Middle School is to support this mission and make it a reality. As you walk through the doors of Horizon Middle School, you will experience enhanced educational programming and numerous activity options. You will have the advantage of learning and working in a state-of-the-art facility that was designed to accommodate small learning communities of core classes, exploratory classes and activity areas.

- Horizon Middle School follows an initiative called Positive Behavioral Interventions and Supports (PBIS). The goal of PBIS is to create and sustain school environments that are respectful, responsible, and safe for adults and students. PBIS establishes a common language and vision for all individuals in the school.
- Parent-Teacher Advisory. Council (PTAC) is a wonderful way to get involved in the school. Meetings are held the second Thursday first Tuesday of every month at 6:30 p.m. unless otherwise noted.
- InfoSnap is an information gathering process that allows parents/guardians to complete and/or update their students'
  information and register for athletics and activities online. Click on the InfoSnap link from the HMS website to log on.
- PowerSchool is a resource for parents/guardians that allows them to access their child's grades, attendance, and lunch
  account balance through their telephones or home computers. Please contact our Counseling Office at Extension 7312 to
  obtain an authorization code.

Noteworthy points of interest:

- 1) Cell phones, iPods and MP3 players are not allowed to be used during the school day. Text messaging is not allowed as phones are not to be used at all from 7:45 a.m. 2:15 p.m. 9:05 a.m. 3:50 p.m. iPods may be allowed in the weight room with teacher permission.
- We will not disrupt teachers while teaching so phone messages will be left with the secretary and then passed along to your child.
- 3) Parents/guardians will be called on discipline issues and may be asked to come to school for a conference. If the issue is major a suspension will result and the parent/guardian must come and pick the child up from school.
- 4) Inquire about lost and found items at the main office.
- Grading and homework guidelines were developed building wide. See page 9 for the principles and expectations.
- 6) Call the Attendance Line (284-7303) as soon as possible in the morning or night before if your child will not be in school or submit absences in PowerSchool.
- 7) Horizon will be a No Gum Zone.
- 8) If your child is absent for more than 3 consecutive days or 12 days per school year due to illness a doctor's note will be required.
- 9) No school on the following days: September <u>35</u>, October <u>17-19</u> <del>19-21</del>, November <u>21-23</u> <del>23-25</del>, December <u>24</u> <del>22-</del> January <u>1-2</u>, January <u>21-16</u>, February <u>18</u> <del>20</del>, March <u>6-8</u> <del>7-9</del>, March <u>29</u>, April <u>19</u> and May <u>27</u> <del>28</del>.
- 10) Parent-Teacher conferences: October 15 47 and 16 48 (5-8:30 p.m.), October 17 49 (8-11:30 a.m., 12:30-4 p.m.), March 4 5 and 5 6 (5-8:30 p.m.), March 6 7 (8-11:30 a.m.).

If we can be of assistance feel free to call us at:

School Office 284-7300.

Lori Lockhart, Principal 284-7330 Jeremy Larson, Assistant Principal 284-7331

Counseling Office 284-7312 Shari Gustafson (Gr. 6 Dean) 284-7314 William Franklin (Gr. 7 Dean) 284-7315 Keith Hartleben (Gr. 8 Dean) 284-7313 This document can be made available in an alternate format such as large print or audio recording. Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 218-284-3630.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 218-284-3330.

Req ban khone biet doc tieng Anh vs muon giop 2d trong agon ngd cus ban xia goi so 218-284-3330.

如果你不懂英语,并需要等语 中的,请打电话后 218-284-3330. รู้ สมรถเบรม ยังคล ไก้ กรัวเบลาวะ รูวยาเพรา ระวย ใด เวล ใกล้ว 218-284-3330.

ئەكىر ئۇ بەئىنگېرد ئوزا قا بىنچى، ئۇ دەئىت 218-284-3330 ھاركارقە بەزران خو ، ھىشيە ئەدىزىا 17 ئىرز كەدە

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# ACCELERATED CLASSES

Based on test scores and teacher recommendation, students are selected for accelerated classes. Students must maintain a grade of A or B in an accelerated class to continue membership in the class. Students who were not placed in an accelerated class at the beginning of the school year, but who demonstrate marked gains at any point during the school year, may be invited to move to an accelerated class. Consultation with parents is an important part of any proposed schedule change.

# ACCIDENTS

All school-related accidents, whether they involve students or visitors and whether they occur during or outside of school hours, must be reported to the school nurse or health assistant immediately.

# APPEARANCE

Horizon Middle School's (HMS) guidelines regarding dress are simple; clothing must be clean and appropriate. Clothing must not cause a disruption to the educational program. Students may not wear clothing that advertises alcohol, cigarettes, or other controlled substances or that has inappropriate wording or graphics. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Students may not wear chains, caps or jackets in school. Bare midriffs, tops with spaghetti straps, all see-through fabrics, and bandanas are examples of attire that are not suitable for school. Shorts and skirts must be of length that when the student's arms are fully extended at their sides, the length is at least as long as the student's fingertips. Underwear cannot be visible; this includes boxer shorts. Teachers and administrators also may refer students to parent(s)/guardian(s) when clothing or grooming js questioned.

Students may not wear head coverings during the school day unless approved by the principal. Exemptions will be made for medical and religious reasons.

For additional information, please refer to School Board Policy 577 on the district website or in the school office.

### ASSEMBLIES

At all times, student behavior should be courteous. Unacceptable conduct includes whistling, uncalled-for clapping, and any type of disruptive or distracting behavior during an assembly program.

Students who have caused a disruption at an assembly may be excused from attending further assembly programs within the school year.

# ATTENDANCE

We believe that students who have regular attendance achieve more at school and are better adjusted to school. Learning that is lost due to absences can never be adequately replaced. Regular, sound attendance habits require the cooperation of students, parent(s)/guardian(s), and educators.

# EXCUSED ABSENCES

HMS complies with Minnesota State Statute in requiring that all students of middle school age attend school regularly when school is in session. The state of Minnesota recognizes the following reasons for excused absences: personal illness and/or medical, dental, or orthodontic treatment, death in the student's immediate family or of a close friend or relative, serious illness in the student's immediate family, court appearances occasioned by family or personal action, religious instructions not to exceed three hours in any week, physical emergency conditions (such as fire, flood, storm, etc.), official school field trip or other school-sponsored outing, or removal of a student pursuant to a suspension. Parents/guardians must notify the school by phone at 284-7303 by 10 a.m. on the day of the absence to report the reason for the absence. When you call the attendance line, 284-7303, you will hear a voice message. Please leave your child's name, grade, and reason for absence. Please call in each day that your child is absent due to illness. Physician verification may be requested for excused absences if personal illness goes beyond three consecutive days or twelve or more cumulative days absences due to an illness.

Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g. legal appointments, travel/family vacations, state tournaments and school activities). We encourage parent(s)/guardian(s) to hold these requests for absence to a minimum. Students are responsible for completing coursework as if they were in attendance.

All work must be turned in before students participate in such an activity unless the teacher has made other arrangements. If a test is given on the day that students return to class, they are expected to take the exam. As in all cases of absence, students are responsible to obtain and complete make-up work.

Parent(s)/Guardian(s) may be asked to verify in writing the reason for a student's absence from school. School work missed because of an excused absence must be made up within two days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the student's

return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

# EXTENDED EXCUSED ABSENCE

A request for extended excused absence includes educational trips or competitions where students are accompanied by a parent(s)/guardian(s) or coaches. In order to offer the best educational experience for students, parent(s)/guardian(s) are asked to refrain from scheduling family vacations, etc., during the school year. In cases of extended excused absence, a parent or guardian should call the school or send a signed note to indicate the date(s) of the future absence, along with the reason for the absence. The students must then secure an advance make-up slip from the office. It is the students' responsibility to circulate the slip to teachers, who will give the assignments for the day(s) of the absence. Unless a teacher has indicated otherwise, all work must be made up before the student leaves on the extended excused absence.

# LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY

If students must leave school during the day for any reason, they must report to the office before leaving and/or upon returning. If a student is to be picked up from school, parent(s)/guardian(s) must call the school, send a signed note, or call for their children to receive an out-of-building pass. Students returning from an appointment during the school day must check into the office before returning to class. By presenting an appointment card, students will be given an admit-to-class pass.

Horizon Middle School students have a closed lunch period. During the lunch period, students will be released only to their own parent(s)/guardian(s); parent(s)/guardian (s) are asked to come to the office and to meet their child there.

# UNEXCUSED ABSENCES

Parents must call the school each day that a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If the parent (s)/guardian(s) does not notify the school within two days of the student's return to school, the absence will remain unexcused. Unexcused absences are all absences which can be avoided or delayed and those for which prior arrangements have not been made. Common unexcused absences include missing the bus, oversleeping, baby-sitting, hair appointments, visiting friends, skipping class, working at home, and leaving school ill without checking out with the school nurse.

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

#### BACKPACKS

Backpacks are to be kept in lockers during the school day due to space constraints and safety concerns. Exceptions will be made for students with physical impairments.

# BULLYING

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property, at school bus stops, while riding school district approved transportation, or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. A student's off-school speech or behavior that results in a "substantial disruption of the learning environment" can lead to disciplinary action by the school administration.

Any person who believes he or she has been the victim of bullying, or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

For additional information, please refer to School Board Policy 578 on the school district website or in the school office.

# **BUILDING CLEANLINESS**

Our community has provided us with a beautiful school building. We ask that students be respectful and responsible by doing their part to keep the building clean. Students are not allowed to bring food/beverages into classrooms without teacher permission. Breakfast and lunch food items must be eaten in the cafetorium. Students must discard waste and clean any spills or messes. Students who do not properly dispose of waste will face disciplinary measures.

# BUS PROCEDURES/CONDUCT

Safe and efficient transportation of students to and from school, on field trips, and to school-sponsored events is necessary to the educational process at HMS. Student cooperation is needed so that bus drivers can devote their entire attention to driving. Students are to remain seated, to refrain from loud talking, and to accept direction from bus drivers. Violations of bus conduct rules and/or failure to accept direction from a bus driver may result in suspension of bus riding privileges.

Students must ride the bus to which they've been assigned. In cases of emergency when a parent(s)/guardian(s) needs a student to ride a different bus than the assigned bus, written notification to the office must be presented. The final authority on ridership in these cases are individual bus drivers to make the determination if space is available. For additional information, please refer to School Board Policies 720-721 on the district website or in the school office.

# CELL PHONES<u>ISMART PHONES</u>|PERSONAL ELECTRONIC DEVICE (PED)

Students may not text or make calls during instructional time turn on or use their cell phones during the school day. If a student is caught texting or talking on their cell phone uses a cell phone, it will be confiscated.

1st offense – return to student at the end of the day
2nd offense – parent/guardian must pick up the phone
3rd offense – administration has the right to hold the phone
Cell phones and PEDs may be used before 9:05 after 3:50
2:15 p.m. If your teacher approves the use of your smart
phone or PED for instructional purposes during class, the
smart phone or PED must be connected to the school's
public guest wifi access. At no time should cell phones be
seen or heard during the school day. Should a student have
a cell phone that is visible during the day, the cell phone
will be confiscated.

# COMMUNICATION ASSISTANCE

If a parent(s)/guardian(s) needs accommodations to communicate with school staff or in any way participate in their child's education, please contact the school office to request accommodations such as TDD, interpreters, assistive listening device kits, etc.

# COMPUTER INFORMATION

The past few years have seen a dramatic change in the way technology helps students relate to the world. Access to the Internet is an opportunity that HMS offers to its students. Bringing the Internet into the classroom provides new resources and opportunities to the educational experience.

Because we realize that there are no present technical solutions which can completely guarantee that students will be restricted from unwanted Internet material, the staff at HMS will make every effort to educate the students in the proper use of the system and will appropriately deal with any misuses or abuses. Should any student violate any of the provisions of the district and HMS Acceptable Use

policy, his or her account may be terminated, future access may be denied, and disciplinary actions may be taken in accordance with school district policy. In addition, all users are held responsible for understanding that the inappropriate use of the communication system may be in violation of state, federal, and local laws. Violation can lead to investigation and prosecution by law enforcement agencies.

Parents/guardians who do not wish to allow their children access to the Internet, or any other electronic communication services at school, should indicate this desire by contacting a principal.

For additional information, please refer to School Board Policy 731 on the district website or in the school office.

# **CONCERNS**

When parent(s)/guardian(s) have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. They may be asked to state the concern in writing and to summarize the action taken to date. Should that fail, an appeal may be filed with the school board through the superintendent's office.

# **CONFERENCES**

Parent/guardian conferences are scheduled twice during the school year; the school calendar indicates specific dates. Parents and guardians will have the opportunity to meet with their child's team teachers and also with exploratory teachers.

At any time, parents and guardians are encouraged to call or e-mail individual teachers with questions or concerns. A staff directory is available on the district website and in the school office.

For additional information, please refer to the "Parent(s)/ Guardian(s) Involvement" section of this handbook.

# **COPYRIGHT POLICIES**

Students are reminded that indiscriminate copying of print and online material is illegal.

For additional information, please refer to School Board Policies 730 and 731 on the district website or in the school office.

# CURRICULUM REVIEW

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by the teacher(s) parent(s)/guardian(s). If you wish to review particular curricular areas, please call a principal.

For further information, please refer to School Board Policies 620 and 620.2 on the district website or in the school office.

# DEAN OF STUDENTS AND COUNSELING SERVICES

At Horizon Middle School, young people must be involved with other people to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School student dean/counseling program is designed to help young people with their social, emotional, mental, and academic concerns through this process.

A dean/counselor will be assigned to each grade level. They will be responsible for the following student services:

Student Mediation, Problem Solving and Discipline: Student Deans/Counselors will assist students in identifying problems, causes, alternatives, and consequences so that appropriate action is taken. They will facilitate minor discipline issues and contact parents with resulting actions.

Positive Behavioral Intervention Supports(PBIS): Deans/ Counselors will work with the PBIS data and PBIS committee as well as grade level teachers to determine behavioral expectations/consequences and celebrations.

Consultation: Outreach services as well as communication with parent(s)/guardian(s), educators, administrators, and other community agencies will be in place when and as needed to assist students.

Personal and Group Counseling: Counseling and problem solving is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.

504 Administration: Deans/Counselors will coordinate, facilitate, implement and monitor student 504 plans.

Testing/Assessment: The counselors coordinate the use of the MAP tests and the Minnesota Comprehensive Assessments II (grades six through eight).

### DETENTION

Students who have failed to follow the rules of the school will be assigned detention. You will receive information from your child's team teachers regarding the team's detention policies. School detention is held after school, during lunch, and/or on Saturdays. Students are given 24 hours to make arrangements for transportation. Students who have been assigned detention must arrive on time, have study materials or a book to read, and work silently. Students will spend detention time studying and/or performing service projects in the building. If students do not have transportation home from detention, parent(s)/guardian(s) should contact a principal to discuss an alternate plan.

Students who are given several detentions may be referred to a student assistance team to explore reasons for detentions. Students who accumulate detentions may be excluded from optional school functions.

# DISCIPLINE GUIDELINES AND PROCEDURES Purpose

Every student and employee of Moorhead Area Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline procedures, consequences appropriate to the behavior, and a practice to do so consistently.

# General Statement

The Moorhead Area Public School Board believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enable all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities. Employees will take corrective action when a student's behavior does not fall within discipline guidelines.

The following are district wide discipline procedures. These procedures and the minimal consequences apply any time a student is present on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. The discipline procedures and consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of improper conduct that occurred on school grounds or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Listed are the violations and minimum consequences; although all actions will be taken on a case-by-case basis. Restitution or restorative discipline/justice may also be utilized when appropriate for the disciplinary infraction.

Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable follow up to a destructive action may be to try to restore, replace, repair, clean up or apologize, as the situation may dictate.

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

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

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

Listed are the violations and minimum consequences for first, second and third offenses. Suspension may be served in school or out of school at the discretion of the administrator. The school district or school administration may impose more severe consequences beyond those set forth in these procedures based on the particular misconduct.

These procedures are based on school board policies, available on the district's website at www.moorhead.k12.mn.us or in the school offices.

# Procedures

# 1. ABUSE, VERBAL

Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people and is prohibited. Verbal abuse that is also sexual, religious, disability or racial harassment will be addressed under the guidelines for harassment.

Grade Leve	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	2-3 day suspension	3-5 day suspension

# 2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

### Definitions:

- A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.
- C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central pervous system.

Grade Leve	First Offense	Second Offense	Third Offense
Grades 6-8	attending or participating in school-related activities Not allowed to attend any school-sponsored activity for six	participating in school-related activities Not allowed to attend any school-sponsored activity for eight (8) weeks*	attending or participating in school-related activities Not allowed to attend any school-sponsored

(\*) Weeks are counted as calendar weeks.

# 3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic,

controlled substances and toxic substances, is prohibited while on district property, participating in a schoolsponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property.

# Definitions:

- A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules 1 through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.
- C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Immediate notification of legal authorities 5-10 day suspension	10 day suspension Recommendation to the superintendent	Parent(s)/ Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion

# 4. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grade Level	First Offense	
Grades 6-8	Parent(s)/Guardian(s) conference 10 day suspension Immediate notification of legal authorities (police and fire marshal)	

# 5. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grade	First Offense	Second Offense	Third Offense
Level			Av - Section

Grades 6-8	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s)	Guardian(s)	Guardian(s)
	conference	conference	conference
	1-3 day	5-10 day	10 day
	suspension	suspension	suspension
	Notify legal authorities	Referral to legal authorities	Referral to legal authorities
			Recommendation
			to the
			superintendent
			for expulsion or exclusion

# 6. ATTENDANCE, CHRONIC ABSENTEEISM

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the value of attendance each school day by each student.

Grade Level	First Offense
Grades 6-12	Parent(s)/Guardian(s) notification Detention Referral to Truancy Intervention Program

# 7. BOMB THREAT OR TERRORISTIC THREAT

Intentionally making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grade Leve	First Offense	Second Offense	Third Offense
Grades 6-8	Guardian(s) conference 5 day suspension	Parent(s)/ Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 10 day suspension Referral to legal authorities

# 8. BREAKING AND ENTERING

Entering a secured or restricted district location, during or after school hours, using an unauthorized mechanism of entering is prohibited

Grade Le	velFirst Offense	Second Offense	Third Offense
Grades	Parent(s)/	Parent(s)/	Parent(s)/
K-12	Guardian(s) conference	Guardian(s) conference	Guardian(s) conference
	3-5 day suspension	5-10 day suspension	10 day suspension
	Referral to legal authorities	Referral to legal authorities	Referral to legal authorities

# 9. BULLYING OR INTIMIDATING BEHAVIOR

"Bullying" means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities or performance.

Grade LevelFirst Offense	Second Offense	Third Offense

Grades 6-8	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s)	Guardian(s)	Guardian(s)
	conference	conference	conference
	1-2 day	2-5 day	5-10 day
	suspension	suspension	suspension
	Notification of	Notification of	Notification of
	legal authorities	legal authorities	legal authorities

# 10. DISHONESTY, ACADEMIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic

consequences may also be assigned.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Detention	And the state of t	Parent(s)/ Guardian(s) conference I-3 day suspension

### 11. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s)	Guardian(s)	Guardian(s)
	conference	conference	conference
	Detention or 1-2	2-3 day	3-5 day
	day suspension	suspension	suspension

# 12. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

- A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
- B. Willful conduct that endangers surrounding people, including school district employees, the student or other students, or the property of the school; and

C. Willful violation of any rule of conduct specified in the student handbook adopted by the school board.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 2-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

# 13. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited.

Inappropriate clothing or appearance includes, but is not

limited to:

Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or that may reasonably be construed as sexual. Examples of such clothing include "short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.

 Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.

- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in district policy.
- Wearing clothing or footwear that would damage school property.
- Wearing masks, face paint or grooming that limits or prevents identification of a student.
- Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- Wearing clothing in a manner that displays undergarments.

The appropriateness of wearing of hats and caps will be determined at each school by the principal and may be worn in some cases (i.e., student undergoing chemotherapy, medical situations, religious purposes, class outside the building). Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of this guideline, the student will be directed to make modifications or be sent home for the day.

Grade Level	First Offense	Second Offense	Third Offense
	* Student conference Modify clothing	Parent(s)/ Guardian(s) notification Modify clothing or send home	Parent(s)/ Guardian(s) conference Modify clothing or send home

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

# 14. FALSE ALARM

Intentionally calling 911 (emergency call) or giving a false alarm of a fire or tampering or interfering with any fire alarm or sprinkler system is prohibited.

Grade Level First Offense	Second Offense	Third Offense
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Grades 6-8	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s)	Guardian(s)	Guardian(s)
	conference	conference	conference
	Detention or	Detention or	Detention or
	1-2 day	2-3 day	3-5 day
	suspension	suspension	suspension
	Referral to legal	Referral to legal	Referral to legal
	authorities	authorities	authorities

### 15. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Guardian(s) conference	Parent(s)/ Guardian(s) conference 1-3 day	Parent(s)/ Guardian(s) conference 3-5 day suspension

# 16. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance for stakes) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 1-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

# 17. HARASSMENT

Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals. "Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Notification of Title IX Officer	Parent(s)/ Guardian(s) conference 1-3 day suspension Notification of Title IX Officer Notification of legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Notification of Title IX Officer Notification of legal authorities

# 18. HAZING

This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grade Leve	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s) conference	Guardian(s) conference	Guardian(s) conference
	Detention or 1-2		3-5 day
	day suspension	Suspension Notification of legal authorities	suspension Notification of legal authorities

# 19. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian(s) conference Detention or 1-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

# 20. MISBEHAVIOR ON THE SCHOOL BUS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral rules while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Student conference and warning	Parent(s)/ Guardian(s) conference 5 school day suspension from riding the bus	Parent(s)/ Guardian(s) conference 10 school day suspension from riding the bus

Further offenses: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

# 21. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects include, but are not limited to, laser pointers, flammable lighters, pagers, radios, personal electronic devices, magnets, snaps, stink bombs, bolt cutters, and crowbars.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Confiscate Detention	Parent(s)/ Guardian(s) conference Confiscate and return to parents Detention or 1-3 day suspension	Parent(s)/ Guardian(s) conference Confiscate and return to parents after one week 1-5 day suspension

# 22. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by an individual, including phones, cameras, music players, calculators, electronic games, video players, computers and personal digital assistants. See page 3 for more detail regarding cell phones.

- A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
- B. PEDs, except cell phones, may be used only in classrooms with teacher permission in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
- C. Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed. PEDs may only be used in the classroom with teacher approval.

 D. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).

E. Public WiFi is available for students to connect their Internet-capable PEDs for instructional purposes.

District-provided WiFi access is filtered and monitored for inappropriate online behavior. School district policies apply to all public WiFi users. Users who violate district policy will be disciplined accordingly, including notification of legal authorities where appropriate. The classroom teacher will determine if PEDs use is permitted for instructional purposes within their classrooms. All non-instructional online activities are not permitted on the district's public WiFi.

For additional information refer to School Board Policy 551 on the school district Web site or in the school office.

The following consequences will be used for the misuse of these devices.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Confiscate Detention	Parent(s)/ Guardian(s) conference Confiscate and return to parents Detention or 1-3 day suspension	Parent(s)/ Guardian(s) conference Confiscate and return to parents after one week 1-5 day suspension

# 23. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture (s) that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Confiscate 1-2 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference Confiscate 2-5 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference Confiscate and keep in office 5-10 day suspension Referral to legal authorities

# 24. PUSHING, SHOVING, SCUFFLING

Physical contact, which may include fighting, that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian conference Detention or 2-3 day suspension	Parent(s)/ Guardian(s) conference 1-5 day suspension

# 25. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 1-5 day suspension

# 26. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera, an automatic locking door apparatus or electronic computer network safeguards.

Grade Level	First Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Restitution Notify legal authorities	Parent(s)/ Guardian(s) conference 2-3 day suspension Restitution Referral to legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities

# 27. TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites including intentional tampering or bypassing Internet content filtering system; deliberate contamination of the electronic network and file storage system; unethical use of information; or violation of copyright laws are prohibited. In addition, the denial of network access due to misuse means that the student will not have access to the electronic network and computer resources.

Grade Level First Offense	Second Offense	Third Offense	
			1

Grades 6-8	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s)	Guardian(s)	Guardian(s)
	conference	Conference	conference
	Detention or 1-2	2-3 day	Suspension of
	day	suspension of	computer
	suspension of	computer	privileges
	computer	privileges	
	privileges	(7)	

# 28. THEFT, ROBBERY OR EXTORTION

The unauthorized taking of and/or the unauthorized possession of the property of another person is prohibited. This may also refer to the unauthorized taking of and/or the

unauthorized possession of school property.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Restitution Referral to legal authorities	Parent(s)/ Guardian(s) conference 2-3 day suspension Restitution Referral to legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities

### 29. TOBACCO, POSSESSION AND USE

Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds

or at school-sponsored events.

Grade Leve	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/	Parent(s)/	Parent(s)/
	Guardian(s) conference	Guardian(s) conference	Guardian(s) conference
	1-2 day	2-3 day	3-5 day
	suspension	suspension	suspension
	Referral to legal authorities	Referral to legal authorities	Referral to legal authorities

# 30. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

The intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting is prohibited.

Grade Level	Pirst Offense	Second Offense	Third Offense
	Parent(s)/ Guardian(s) conference Notification of legal authorities Restitution Detention	Parent(s)/ Guardian(s) conference Restitution Notification of legal authorities 1-5 day suspension	Parent(s)/ Guardian(s) conference Restitution Notification of legal authorities 5-10 day suspension

# 31. WEAPON

"Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

A. Definition: A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing

- stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
- B. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- C. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

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

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the Superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Grade Level	First Offense	Second Offense
Grades K-12	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference
	Immediate out of school suspension	Immediate out of school suspension
	Confiscation of weapon Immediate notification	Confiscation of weapon Immediate notification
	of police	of police
	Recommendation to superintendent for	Recommendation to superintendent for
	expulsion or exclusion	expulsion or exclusion

For additional information, please refer to School Board Policy 551 on the district website or in the school office.

# DRUG AND WEAPON FREE ZONES

The area around Horizon Middle School is a drug and weapon free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

For additional information, please refer to School Board Policies 572 and 576 on the district website or in the school office.

## FAILED CLASSES

Students who fail trimester-classes are expected to attend opportunities for credit make up; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

# FAMILY INVOLVEMENT

Families are encouraged to attend school events. Volunteers are needed to help in classrooms, chaperone field trips, operate concessions, supervise activities, etc. If you are interested in helping, please complete a volunteer form that is available in our office.

All parent(s)/guardian(s) are encouraged to attend Horizon PTAC meetings which are held the first Tuesday of each month (provided school is in session that day) at 6:30 p.m. in the media center. For additional information, please refer to School Board Policy 901 on the district website or in the school office.

# FIELD TRIPS

Students may have opportunities to participate in field trips. In addition to parental/guardian permission slips, teacher requirements for participation in field trips may include, but are not limited to, completed homework assignments and acceptable behavior in class. While on field trips, students are expected to observe all school rules.

# FIRE, LOCKDOWN, AND TORNADO DRILLS

Fire, lockdown, and tornado drills are held at irregular intervals throughout the school year. In drills or in a real emergency situation, remember to:

- Observe directions given by staff.
- 2. Walk quickly and quietly to the designated area.

# FOOD AND BEVERAGES

Students may not receive pizza deliveries, birthday cakes, etc., during the school day. Fast food is not allowed to be brought in or supplied by a parent/guardian. Soda, gatorade and other beverages are not allowed during the school day.

# GANG ACTIVITY

Moorhead Schools recognizes that the harm done by the presence and activities of gangs in our school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activity also creates an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. As a result, any dress, hand signs, or gestures proclaiming gang membership and/or affiliation or that may be interpreted as such are prohibited. For additional information, please refer to School Board Policy 577 on the district website or in the school office.

# GRADING SYSTEM AND REPORT CARDS

HMS uses the traditional A-F grading scale. A grade of I, or incomplete, is given when students have not been able to complete assignments due to illness, emergency, or a prearranged absence. If the incomplete work is not made up within two weeks after the end of the quarter trimester, the I grade changes to an F. It is the student's responsibility to communicate with teachers and to complete and turn in late work.

Shortly after the end of each <u>quarter trimester</u>, student report cards will be <u>posted on PowerSchool under "Student Documents" distributed</u>. Parents/guardians are encouraged to use PowerSchool to obtain grade and attendance information about their child's progress at school. PowerSchool access codes are available in the school office.

Students who fail trimester classes are expected to attend opportunities for credit makeup; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

# **GUM**

Horizon will not allow gum. It was a building wide decision to become move to a gum-free facility in 2009-2010.

# HANDBOOK

This handbook may be changed or amended during the school year. Contact the principal or visit our website at www.moorhead.k12.mn.us for more information. All students and parents are responsible for the content of this handbook. School Board policies to further explain and clarify any and all school policy can be retrieved at http://www.moorhead.k12.mn.us/district/schoolboard/policies/.

# HARASSMENT AND VIOLENCE POLICY

Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age:

- 1. name calling, joking or rumors
- 2. pulling on clothing
- 3. graffiti
- 4. notes or cartoons
- 5. unwelcome touching of a person or clothing

 offensive or graphic posters or book covers; or
 any words or actions that make you feel uncomfortable, embarrassed, hurt your feelings or make you feel bad.

If you believe you have been the victim of any type of harassment, you should report it to any school district official. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources). Your right to privacy will be respected as much as possible.

The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age, and the school district will take all appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

This is summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. For additional information, refer to School Board Policy 570 on the school district website or in the school office.

# HAZING

No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing. A parent(s)/guardian(s) permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. This policy applies to behavior that occurs on or off school property and during and after school hours. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

## **DEFINITIONS**

"Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

# REPORTING PROCEDURE

- Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- 3. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

 Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

# SCHOOL DISTRICT ACTION

- Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- 3. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

# REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

# HEALTH SERVICES

A health assistant is on duty each day from 8:50 7:30 a.m. until 4:05 2:30 p.m. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies. All accidents must be reported to the health office immediately.

Parents/guardians of students with special health conditions must notify the school nurse at the beginning of each school year. Staff will be advised of special health conditions affecting their students. Each year, all parent(s)/guardian(s) are asked to complete a student health update form, which gives information regarding home and work phone numbers, a listing of physician and hospital preferences, and the name of a person who will be contacted when parent(s)/guardian(s) are unavailable in an

emergency situation.

The school does not provide aspirin or other medication for students. If students need prescription medication dispensed during school hours, parent(s)/guardian(s) must provide the health office with a physician's written order, written parental/guardian authorization, and a properly labeled container with specific directions about how and when the medication is to be administered in school.

Students who become ill during the school day should secure from their teacher a pass to the health office. If it is necessary for students to go home because of illness, a school official will contact parent(s)/guardian(s) to provide transportation home. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher. Students should have a normal temperature for 24 hours prior to returning to school after an illness.

Vision and hearing screening is done for all seventh graders and by request for students in grades 6 or 8. Scoliosis screening to detect abnormal curvature of the spine is done for all seventh grade girls and eighth grade boys.

Certain immunizations or a signed exemption form are required by state statute. Failure to provide written verification of required immunization or an exemption form will result in a student not being able to attend school until this is received by the health office. Minnesota law requires all students who enter the seventh grade to have a total of two MMR (measles, mumps, rubella) vaccines, a series of three Hepatitis B vaccinations, and two varicella vaccination (or history of chickenpox disease). A tetanus/diphtheria (Td) booster given after age eleven will be required of all students in grades 7-12.

For additional information regarding immunizations, please refer to School Board Policy 530 on the district website or in the school office. For additional information regarding medication, please refer to School Board Policy 532.

# HOMECOMING

HMS students will not be released to attend high school homecoming activities during the school day.

# HOMEBOUND INSTRUCTION

Students who are absent for ten consecutive days are eligible for housebound instruction. In order to receive inhome tutoring, a physicians' authorization is necessary. Requests for homebound instruction should be directed to Learner Support Services at 284-3710.

# HOMEWORK AND GRADING PRINCIPLES

A task force was formed in January 2009 to review the current grading principles and use of homework. Teachers, students, parents and administrators were involved in the process. The following principles were created for building wide guidance (grades 6-8). The principles will assist us as a staff to follow common expectations that will result in more equity and clarity as it pertains to our building's practices. Here are the agreed upon principles all staff are required to follow:

- 1) Homework is necessary and expected to be completed.
- 2) Homework should be relevant and tied to a learning target. Connections between homework and the learning targets are discussed.
- 3) Students are provided feedback through teacher comments, examples, activities, reinforcement, and discussion.
- 4) The final class grade is comprised of a balance between homework and assessments. Assessments are weighed more than homework and make up the majority of the final grade.

# INFOSNAP

Infosnap is an information gathering process that allows parents/guardians to complete and/or update their students' information and register for athletics and activities online. Click on the infosnap link from the HMS website to log on.

# LAW ENFORCEMENT IN SCHOOL

A full-time school resource officer is a member of the HMS staff. Also, HMS has extended a standing invitation to any Moorhead police officer to visit our school.

Our school resource officer may be invited to participate in student conferences regarding individual student conduct. Should an official police investigation take place, parent(s)/guardian(s) will be contacted before questioning occurs.

# LEARNER SUPPORT SERVICES

Learner Support Services provides educational services designed to meet a variety of student needs. Learner Support Services encompass special education, accelerated education (STEP), and English language learners (ELL) services. Students served through Learner Support Services have met the required criteria for services and have an educational plan which is written by a team to address the student's needs.

Students can be referred for Learner Support Services by their parent(s)/guardian(s) or school personnel. If parent(s)/guardian(s) feel that their child may have unique learning needs, they should contact a guidance counselor or their child's teacher.

# LIABILITY FOR LOST OR STOLEN ARTICLES

Students are reminded not to bring valuable articles to school and to be sure that all belongings in hall and gym lockers are secured. The school is not responsible for any lost or stolen articles of personal property.

# **LOCKERS**

Each student is assigned a locker. The school does not provide locker security, and students are <u>strongly</u> advised to purchase a combination or key lock. Students are required to provide the office with an extra key or the combination. If a student occupies a locker other than the one assigned, a school employee will remove the lock from the locker and all items inside it; the student may claim any possessions in the office.

Locker maintenance concerns must be reported to a secretary in the office; lockers will be repaired by custodians as soon as possible. If something is missing from a locker, students should notify a <a href="Dean/Counselor">Dean/Counselor</a> or <a href="Assistant Principal">Assistant Principal</a>.

Under no circumstances are students to share lockers or to share their locker combinations or keys with others.

Students should not keep valuable items in their lockers.

Students are responsible for the appearance of their lockers. Lockers should be clean and free of graffiti. When students are attaching pictures, posters, or mirrors to the inside of their lockers, they must use Poster Tac or a similar product; no tape or glue may be used.

# LOCKER SEARCH

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

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

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

- "Contraband" means any unauthorized item
  possession of which is prohibited by school district
  policy and/or law. It includes but is not limited to
  weapons and "look-a-likes," alcoholic beverages,
  controlled substances and "look-a-likes," overdue
  books, and other materials belonging to the school
  district, and stolen property.
- "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
- 3. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff members, a student' suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.
- 4. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

### **PROCEDURES**

- A. School officials may inspect lockers and desks at any time they believe inspection would be in the best interest of the school, the staff, or the student body. Student lockers, desks and personal possessions may be randomly searched throughout the school year without notice, without student consent and without a search warrant.
- B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

- C. School officials may, upon a finding of individualized reasonable suspicion supported by articuable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion exits an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.
- D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.
- E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.
- H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

# DIRECTIVES AND GUIDELINES

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

# SEIZURE OF CONTRABAND

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

## VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities. For further information, please refer to School Board Policy 574 on the district website or in the school office.

# LOST AND FOUND

Articles other than P.E. clothing that are found in and around the school should be turned into the office, where owners may claim their property. After several announcements are made to the effect that students should claim items, the items left are donated to charity. The lost and found area is in the main office and may be accessed during regular office hours. Students are asked to label all clothing clearly and permanently with first and last names, so that proper identification can be made on lost items.

# LUNCH AND BREAKFAST

Horizon Middle School offers several lunch options each day - hot lunch, Subs-Your-Way and an Ala Carte line. The Subs-Your-Way line offers eight made to order sandwich or wrap choices daily. The hot lunch line has a different menu option each day as posted on the Horizon website at https://www.moorhead.k12.mn.us/schools/hzn/. The Ala Carte line provides supplemental offerings ranging from fruit cups to corndogs. This line is not intended to be a replacement for a lunch line, simply an addition.

To encourage good nutrition, a well-balanced lunch is offered for \$2.05 \$2.00. All lunches include milk. In addition, milk is sold for \$.40 and the Ala Carte line has items ranging from \$.25 to \$1.50. Breakfast is available from 8:35-8:55 7:20 7:40 a.m. and is \$1.00.

Students may deposit money into their meal accounts in the drop box outside the school office or parents may make payments online through PaySchools. To access their lunch accounts, students will type in their student number.

Parents/guardians may take their own children out to lunch if they call for the students in the office at the beginning of the lunch period. Under no circumstances will anyone other than the student's own parent(s)/guardian(s) (or teacher, in the case of a field trip) be allowed to take any student from the building during the lunch hour.

Students may not receive pizza deliveries, birthday cakes, etc., during the school day, including the lunch period. Fast food is not allowed to be brought in or supplied by a parent/guardian.

While in the lunchroom, students are expected to cooperate by:

- 1. Knowing their student number.
- 2. Being orderly in the serving line.
- Being courteous, cooperative, and respectful to food servers and lunchroom supervisors.
- 4. Remain seated except to dump their tray.
- Not removing food from the cafeteria.
- 6. Leaving the table and floor clean.

7. Depositing all lunch refuse in wastebaskets.

Failure to follow these rules will result in consequences ranging from eating in an assigned seat to receiving out-of-school suspension.

If you have questions about the lunch program, please call the food and nutrition service director at 284-3324 or the food and nutrition service secretary at 284-2327.

### MAKE-UP WORK

Regardless of the type of absence, students are responsible for obtaining and completing make-up work.

# MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

Refer to School Board Policy 534 on the website or in the school office.

# MEDIA CENTER SERVICES

The HMS media center is open Monday -Thursday from 8:15 7:00 a.m. until 4:50 3:30 p.m. and Fridays from 8:15 a.m. until 4:30; licensed personnel are on duty Monday through Friday from 8:25 7:15 a.m. through 4:10 2:45 p.m. Students are encouraged to use the media center as much as possible. The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments.

Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

# MESSAGES

Out of respect to our teachers and their need to teach we will not interrupt the instruction in the classroom with phone calls. Please leave your message with the building secretary, and it will get to your child.

### NEWSLETTER

A newsletter, which contains important school-related information, will be sent home with students. The newsletter is also available on the district website.

# NUISANCE ITEMS

Nuisance items are not allowed at school because of the disruption to our learning environment. A list of nuisance items includes but is not limited to: laser lights, stink bombs, and water pistols. All such items will be confiscated.

# OFFICE HOURS

The HMS office is open Monday through Friday from 7:30 6:30 a.m. to 4:30 3:30 p.m. Teachers are available from 8:25 7:15 a.m. through 4:10 2:45 p.m. Students should not be in the building before 7:30 a.m. or after 4:10 2:30 p.m. unless they are participating in an activity, receiving help from a teacher, using the media center, or serving detention.

# ONLINE LEARNING OPPORTUNITIES

Please contact our Counseling Office at 284-7312.

# PARENTIGUARDIAN INFORMATION

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings, that person should call the counseling office at 284-7312 to make arrangements.

# PARENT-TÉACHER ADVISORY COMMITTEE (P.T.A.C.)

The mission of the Parent-Teacher Advisory Committee of HMS is to give parent(s)/guardian(s) the opportunity to be involved in their children's education. The committee seeks parental/guardian input on issues and concerns, plans ways to provide special parent(s)/guardian(s) meetings to address these issues and concerns, publicizes the meetings, and provides program evaluations. The P.T.A.C. membership, consisting of parent(s)/guardian(s) and school personnel, meets each month. Any parent(s)/guardian(s) is welcome to attend our P.T.A.C. meetings, which are held the second Thursday first Tuesday of each month, provided that there is school that day, at 6:30 p.m. in the media center unless otherwise noted. PTAC collects a \$25 \$20 donation to assist with student activities and fees that exist above and beyond the classroom experience.

# PASSES PASS LOG SYSTEM

Students are required to have a pass from their teacher when they are outside of the classroom during class time. Passes Pass logs are needed for going to the restroom, library, locker, etc. Teachers may use emergency passes when the need arises. Students who need to meet with a teacher, counselor, or principal must get a pass from their teacher have their pass logs signed by that person before they will be excused from class.

This pass system is designed to develop student responsibility and is not intended to keep students from going where they need or want to be:

# PATRIOTIC EXERCISES

Each school day will begin with the pledge of allegiance. Any student who, for reasons of conscience does not wish to salute the flag or recite the Pledge of Allegiance will be excused from the exercise.

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Others must respect another person's right to make that choice.

For further information, please refer to School Board Policy 633 on the district website or in the school office.

# PAYSCHOOLS

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

Items that may be purchased online include lunch, breakfast and milk payments, middle school activity participation fees and high school season athletic tickets.

PaySchools uses "Secure Sockets Layer" (SSL) to encrypt and protect transaction information. Neither PaySchools nor Moorhead Area Public Schools store personal bank or credit card information to ensure privacy and security for users.

Access PaySchools at www.moorhead.k12.mn.us.

# PHYSICAL EDUCATION

Physical education at HMS is co-educational and stresses fitness, flexibility, rhythms, aerobics, and team sports. Students are expected to wear appropriate clothing for physical education classes. They may not participate in P.E. class in the same clothing that they wear during the rest of the school day. The recommended P.E. uniform consists of black shorts, white T-shirt, gym shoes, a sweatshirt, and sweatpants. Inappropriate clothing for P.E. includes but is not limited to: cut-off shorts, tank tops, and bare midriff shirts. Approved P.E. uniforms are available for purchase during orientation or from a PE teacher once classes resume. in the main office. Showers are available and recommended; students must provide their own towels. All students are assigned a P.E. locker in a locker room. It is highly recommended that a student provide his/her own combination lock. Key locks are not recommended since keys can be lost, stolen, or accidentally locked in the locker. The combination must be recorded with the P.E. teacher so that the teacher can give out the correct combination if the student has forgotten theirs. Vandalism and/or theft will be handled accordingly by district policy regarding physical education equipment.

Students are able to make up physical education classes in two ways. One is by attending the weight room in our building for 30 minutes for each class period missed. The second way is through participation in an organized school or community activity that involves physical activity over a period of time, is regularly scheduled, is supervised by a coach or program director, and is open to any student; 30 minutes of an activity must be documented for each class period missed. Verification of make-up time is the responsibility of the student. Long term absences will be handled on an individual basis (vacations, illnesses, injuries, etc.)

Students who must be excused from physical education for more than five periods of class must give the health assistant a written doctor's statement describing the reason for non-participation and the expected date that the student may resume normal activities. In these cases, the teacher will likely find an alternative assignment for students. To be excused from P.E. for fewer than five class periods, the students must provide the health assistant with a signed request from a parent(s)/guardian(s). In these cases, the student will be expected to make up time as outlined above. It's the students" responsibility to adhere to the doctor's/parent's/guardian's recommendations regarding class participation for medical concerns.

# POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT

PBIS is a school-wide program that is data driven and focuses on the school environment. Data is collected and

monitored on an on-going basis to identify areas of need. These areas can be both academic or behavioral in nature. Interventions and strategies are put in place to help alleviate problematic areas so the focus can remain on student achievement and student success.

## POSITIVE INCENTIVE PROGRAM

The Positive Incentive Program Committee seeks to provide rewards and incentives to promote and recognize academic achievement at HMS. Academic credit cards, and Breakfasts of Champions are parts of this committee's work

Academic credit cards are issued to students who have grade point averages above 3.0 and also to students who have raised their grade point averages by 0.2 percent over the previous quarter. Card holders benefit from discounts and gifts from several participating area businesses.

Throughout the year, teachers are asked to select students who excel in various areas to be honored at our Breakfasts of Champions.

# POWER SCHOOL

PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers. To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office; you will be asked to show a picture ID before codes are given.

# PROGRESS REPORTS

Progress reports are given to advise parent(s)/guardian(s) of student academic progress. The reports are <u>posted on PowerSchool sent home</u> throughout the school year and communicate praise or concern. All D and F progress reports will be mailed home midway through each <u>quarter trimester</u>. If parent(s)/guardian(s) receive a progress report and have questions, they are encouraged to contact teachers.

Parents/guardians are encouraged to use PowerSchool to receive current grade and attendance information.

# PUBLIC DISPLAY OF AFFECTION (PDA)

The staff and administration of Horizon Middle School feel that PDA in school is inappropriate. This behavior may result in parent contact and/or discipline at the discretion of administration.

# PUBLIC INFORMATION/DATA PRIVACY POLICY

The following student information is considered public and may be disclosed unless the school principal is notified in writing that the information is considered private:

- · Name and grade level
- · Date and Place of Birth
- · Participation in Activities
- · Height and Weight of Team Members
- · Dates of Attendance
- · Degree and Awards
- · Most Recent Previous School
- Photos in the normal course of school activities, including data recorded by cameras on school property, including school buses

In compliance with state law, anyone who requests data must first meet with a school administrator to discuss the use of the information and will incur any costs associated with obtaining the information. A public notice outlining this policy will be distributed by each building principal. For additional information, please refer to School Board Policies 303 and 504 on the district website or in the school office.

# REGISTRATION AND REQUIRED CLASSES

In late winter, students register for the following year's classes. Students are urged to examine future plans as well as individual interests and abilities when they choose courses.

# RENTAL OF MUSICAL INSTRUMENTS

The Moorhead School Board authorizes a rental fee of \$75 per instrument each semester for each child playing a school owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

circumstances prevail:

1. If a family cannot afford to pay the fee as determined by the building principal by using the Free or Reduced-

Price School Meals criteria.

In situations where students who provide their own musical instruments are asked to switch to a schoolowned instrument to obtain a balance in instrumentation, no fee will be requested.

No student will be denied the right to participate in music because of any or all of the above.

For additional information about rental and for the rental agreement, please refer to School Board Policy 831 and 831.1 on the school district website or in the school office.

# REPORT CARDS

Report cards will be <u>available following distributed at</u> the conclusion of each <u>quarter. In an effort to be more timely,</u> fiscally responsible and environmentally conscious all report cards will be posted on PowerSchool under "Student <u>Documents"</u>. trimester. First and second trimester report cards are distributed to students. Third trimester report

cards will be mailed out.

# RESPONSE TO INTERVENTION TEAM (Rtl)

Horizon staff meet often as a support team/problem-solving team who respond to students when they are not succeeding academically or behaviorally. RtI involves ongoing evaluations of the degree that students (a) master academic material in response to effective instruction and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or "responding," academically or behaviorally, to effective instructional conditions, RtI includes a functional assessment/problem-solving process to determine the reason(s) for the lack of success, and the implementation of strategic and intensive interventions to help those students progress and be successful.

# SCHEDULE CHANGES

In general, students are not allowed to drop courses. Parents/guardians who are concerned about their child's schedule are invited to contact a principal or counselor to discuss their concerns.

# SCHOOL DISTRICT CRISIS MANAGEMENT POLICY

Teachers and support staff have established, learned and practiced and emergency procedures. In times of emergency, it is imperative that students fully cooperate with school and emergency staff.

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

# SCHOOL DISTRICT INFORMATION NETWORK USE POLICY

Each fall, students receive training on acceptable use of district technology. Students also receive information about Internet safety. Students who use technology inappropriately will lose the privilege of using district computers.

For further information, please refer to School District Policy 731 on the district website or in the school office.

# START (STUDENTS TALKING ABOUT REAL THINGS) SEVENTH HOUR

The school day will end with a 15 minute organizational period. Every student will begin the day with a twenty-minute START period. During this time, students will hear school announcements. Activities which promote study skills, citizenship, scholastic achievement, leadership, and awareness of current news events are planned for this time. In their school supplies, students should have a notebook reserved for START activities.

# STORM AND EMERGENCY SCHOOL CLOSURE

Unless there are extreme weather conditions or emergency situations, schools in Moorhead will be in session as scheduled. When HMS or the district as a whole is closed or closing, announcements will be made over local radio and television stations. In this situation, parent(s)/guardian (s) may call for their children at school by coming to the office.

On the student registration form, parent(s)/guardian(s) of rural students are asked to submit the name of an urban Moorhead resident who will provide emergency housing for their child when rural buses are not running due to storm conditions.

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

# STUDENT TRANSPORTATION SAFETY POLICY

All students are taught bus rules and regulations regarding student conduct and school bus safety. The district's "Pupil Transportation Safety Policy" brochure is included in each student's back-to-school materials.

# SUMMER SCHOOL

Students who are not making expected academic progress may be referred to HMS or the Red River Area Learning Center to make up coursework that they have failed during the regular school year or to improve academic skills.

# SAFETY AND SECURITY TECHNOLOGY

Safety and security technology has been installed in public areas of the building and on the grounds. For additional information, please refer to School Board Policy 712 on the district website or in the school office.

# SUSPENSIONS

IN-SCHOOL SUSPENSION (ISS)

Students may be placed in in-school suspension for disciplinary reasons or for a cooling-off period. Students who are placed in ISS must report to the ISS room on time, have books and other study materials with them, and take direction from the ISS supervisor. Students will receive assignments and take tests in the ISS room. Should a student choose not to follow the rules or refuse to accept direction from the supervisor, the student will be removed from school. A student assistance team will review instances of recurrent in-school suspensions to determine causes of behavior that result in ISS assignments.

# OUT-OF-SCHOOL SUSPENSION (OSS)

Students will be placed in out-of-school suspension in compliance with the district discipline policy and this

handbook. When students are assigned out-of-school suspension, they are not to be in HMS, on the HMS school grounds, or in the buildings or on the grounds of any other school in the district during the time of the suspension.

Students are expected to make up all coursework. Parents/ guardians may request to pick up their child's assignments; twenty-four hours notice is needed to communicate the need and for teachers to compile homework assignments.

# **TARDIES**

Students who arrive at school after 9:05 7:45 a.m. must report to the office before proceeding to their class. If a parent(s)/guardian(s) has called to report an excused tardy (for illness, appointments, or emergencies) or comes into the office with the child to report such a reason, the student will be given a pass and will proceed to class. If the nature of the tardy is unexcused (for skipping, missing the bus, oversleeping, etc.), the student will be assigned one period of detention beginning on the fourth such offense and on each subsequent offense. If a student reports to the office more than one period (including START as a period) late, and the absence is unexcused, one period of detention for each period missed will be assigned.

### **TELEPHONE**

There is a free telephone for students <u>may to</u> use <u>when</u> <u>necessary</u>. Students must dial "9" to access an outside line.

# **TEXTBOOKS**

All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. In order to locate misplaced books more easily, students should write their name, grade, and school on the book label. Students will be required to pay for lost or damaged school-owned textbooks.

# THEFT

Moorhead Area Public Schools do not have insurance for stolen items. Thefts can be kept to a minimum if students:

- 1. Keep their lockers locked.
- 2. Do not share lockers.
- Do not share their locker combinations with others.
- 4. Do not bring items of significant value to school.
- 5. Immediately report any theft to the office.

To assist in the return of stolen property, students are asked to clearly and permanently label all clothing and other belongings with their first and last names. Anyone responsible for theft will be referred to the Moorhead police and will be subject to treatment as outlined in the district discipline policy.

### TOBACCO-FREE ENVIRONMENT

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

Usage of any tobacco product by any person at any time while on district property shall be considered a violation of the Tobacco-Free Environment Policy. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165).

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment. The success of this tobacco-free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

The Moorhead Public Schools will be proactive in tobaccofree help programs. A list of several resources will be made available for the convenience and preference of the employee.

Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support.

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment. This policy shall appear in the student handbook. The school district will develop a method of discussing this policy with students and employees.

For further information, please refer to School Board Policy 573 on the district website or in the school office.

# **TRANSFERS**

Students who are leaving HMS to transfer to another school should obtain a withdrawal form from the counseling office. All textbooks must be returned to teachers; teachers will sign off on the form with a check to indicate that books have been returned and will also indicate the grade earned. The completed form must then be returned to the counseling office.

For additional information, please refer to School Board Policy 517 on the district website or in the school office.

## TRUANCY

HMS complies with Minnesota State Statute by reporting to Clay County officials any student who has been absent from school without an excuse for one or more periods on seven different days within a single school year.

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

# **USE OF PESTICIDES**

Weeds will be sprayed the first two weeks of June and the last two weeks of August. Buildings will be checked on a quarterly basis by a licensed exterminator. We will monitor and control pests by the use of glue traps and mechanical devices. Should the use of a pesticide become necessary apparent, we will notify those parent(s)/guardian(s) who request. If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please complete the "Request for Pesticide Notification" form, which you can get in our school office, and return it to the principal's office.

The long-term health effects on children from the application of such pesticides or the class or chemicals to which they belong may not be fully understood.

# VANDALISM

The construction and maintenance of our school buildings and equipment are provided at great cost to taxpayers. Students who destroy or vandalize school property are required to pay for any loss or damage. If students willfully damage or destroy school property, the Moorhead police will be notified. If students should accidentally damage something, they should report it to their teacher or the office immediately.

# VISITORS

City ordinances and state statute require that all visitors display a visitor's permit. Parents/guardians are always welcome. However, because of teacher schedules, please call for an appointment if you wish to meet with a particular teacher.

Please note that during the school day, only the east and south doors will allow entrance to the building.

Students wishing to bring a guest to school must obtain approval from an administrator at least one day in advance of the visit; the visit is limited to no more than one-half day. Students in the Fargo, West Fargo, and DGF systems area are excluded from visiting. Visiting students must be in grades six through eight. Visiting students may not go on field trips. Visiting students will not be allowed during the last five days of the school year.

For additional information, please refer to School Board Policy 905 on the district website or in the school office.

Please observe the parking directions as indicated on the diagram you received during orientation sessions.

# WEDNESDAY READING PERIOD

Religious released time is observed Wednesday mornings from October through April. During that time, the Wednesday schedule extends START time by ten minutes.

# **WELLNESS POLICY**

The Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. School staff will not use food or beverage choices that do not meet nuwitional standards as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverages as punishment (see Administrative Procedure 536.1.) The Moorhead Area Pubic Schools encourages parent(s)/guardian(s) to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. Parents and guardians have a primary and active role in promoting and protecting their child's health and well-being. Parents/guardians are encouraged to participate with their children in physical activities beyond the school day.

# SCHOOL ACTIVITIES PURPOSE OF THE ACTIVITIES PROGRAM

The goals of HMS's activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the HMS staff is committed to providing a well-balanced activities program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time, and energy to pursue. All students who participate in activities are reminded that to participate, they must be making progress in their academic coursework. Another expectation for student participants is that their conduct be becoming to them and to Horizon Middle School. If a student's behavior is inappropriate, the student will be notified by a coach, by an advisor, or by the activities director that he/she is excluded from practice or competition for a specified period of time, for the season, or for the year.

Particular behaviors that could result in exclusion from activities include but are not limited to: theft, inappropriate language, unsportsmanlike conduct, insubordination (which means not accepting direction from school personnel such as coaches, hall supervisors, bus drivers, practicum students, etc.), misuse of equipment, reckless behavior, and/or not adhering to rules as presented by school personnel or in written communication. Students who are academically ineligible will NOT be allowed out of school for an early dismissal to attend activities, or be allowed to travel with a team or group. Students will be allowed, and are encouraged, to attend all practices during the time of ineligibility. Once eligible, the students can resume traveling with the team.

### ATTENDANCE

Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

# ELIGIBILITY

It is the philosophy at Horizon Middle School that academics must come before extra-curricular activities. In order for a student to participate in an activity, that student must be passing 4 classes. If the student is failing two or more classes, that student will not be allowed to participate until his or her grades have increased. The ineligibility period will run for one week from Monday to Sunday. If a student is ineligible for multiple weeks, removal from the activity may be a consequence. Students who are ineligible must attend the homework club or meet with their teacher after school Mondays and Wednesdays. The student may participate in practice on Tuesday, Thursday and Friday but may not participate in any competitions.

# **FEES**

A \$65 activity fee is charged for each middle school activity listed as a Tier 1 activity, and a \$25 fee for Tier 2 activities. There is a \$150 maximum total student activity fee for each participant during a school year. Activity fees for families will be capped at \$750. Activity fees for families that qualify for free or reduced-price lunches will be capped at \$375. In case of financial difficulty, the parent (s)/guardian(s) should contact the activity director at 284-7331 to determine that the fee can be waived. Fees are not refunded after the third week. For some activities, students are asked to purchase their own uniforms. For more information regarding activity fees, please refer to School Board Policy 542.

# **INJURIES**

Students must report all injuries immediately to their coach/adviser. If the student receives medical attention, the student must provide the trainer with a physician's signed verification that the student is able to participate in athletics. The verification forms are available from the trainer or your physician. Students who do not provide such verification are not allowed to participate until the form is received.

# INSURANCE

The school does not assume liability for any injuries that occur while students are participating in activities. It is recommended that parent(s)/guardian(s) secure adequate coverage for their children. Each fall, the school distributes a flier for a private carrier that insures school children; participation is optional.

# LIABILITY

The school does not assume liability for any injuries that occur while students are participating in activities. In order to take part in any school activity, students and parent(s)/guardian(s) are required to sign acknowledgment of risk and/or eligibility statements. By signing these documents, parent(s)/guardian(s) and students assume liability for any injury, or even death, that may occur as a result of student participation in activities.

# ATHLETIC ACTIVITIES

Athletic activities at HMS are scheduled into four blocks. First block activities are football, girls' volleyball, cross country running, girls' swimming, and girls' diving. Second block activities are girls' basketball, boys' wrestling, boys' swimming, and boys' diving. Boys' basketball and gymnastics occupy the third block. In the fourth block, golf, tennis, and track are offered.

# INTRAMURAL ACTIVITIES

Sixth grade intramural activities will be scheduled if student interest is demonstrated and if adult supervision can be secured.

## IMPORTANT NOTICE!

All students participating in extracurricular athletics must have a physical examination performed by a licensed medical professional on record before beginning practice. Physical examinations need to be done every three years.

All students are required to complete the registration on InfoSnap or fill out paper forms to register for a sport, return a Horizon Middle School Eligibility Statement form, an Acknowledgment of Risk form, and a health history form. All information must be submitted forms must be in before a student is issued equipment and may participate. These forms must be signed by the student and his/her parent or guardian.

HMS belongs to the FM Middle School League. Member schools are West Fargo Middle School, Carl Ben Eielson Middle School, Ben Franklin Middle School, Discovery Middle School, Sullivan Middle School, and Dilworth/Glyndon/Felton. Although most contests are held in the metro area, occasionally teams may be required to travel a greater distance. Most transportation to other schools or sites for practices is provided by the school.

Transportation to and from games is provided by our school district. Students are expected to ride player buses to and from contests. If a student's parent(s)/guardian(s) attend a contest and wish to take their child home, they must personally inform their child's coach. No notes are accepted. Players are allowed to ride home with their own parent(s)/guardian(s) only; coaches will not authorize students to ride home with friends or other relatives. For additional information regarding transportation, please refer to School Board Policy 543.

The philosophy of HMS athletics emphasizes participation. All students who attend regularly and whose behavior is appropriate will play in athletic competitions. We do not, however, guarantee equal playing time to all individuals. At the beginning of each season, organizational meetings are held. All meetings are announced on the daily announcements.

Practices for fall sports begin before the start of school. With this exception, HMS teams do not compete in the summer or during any school vacations.

Basically, there are two practice sessions for indoor sports at the middle school: from 2:30 to 4 p.m. and from 4 to

5:30 p.m. Football and track practices begin right after sehool. The schedules for sports practices other outdoor sports will vary. Practices for some sports are held scheduled at the Moorhead Sports Center, Moorhead High School, local parks, and local golf courses; these practices are scheduled when facilities are free and are announced at the beginning of each season.

No after school activities will occur on the last school day before vacations.

Games are normally held on weekday afternoons; there will be occasional evening, Saturday, and school day contests. At the beginning of the season, each participating student receives a game schedule along with coaches' names and phone numbers. If students are unable to attend practice or competition, they must validate the absence with their coach.

Students must advise their coaches of any illnesses or previous injuries that may impact participation.

Sanford Health provides a certified athletic trainer to our school. The trainer is usually available Monday through Friday from 3:50 2:15 p.m. until all home activities are concluded. The trainer assists with conditioning and manages emergencies. Students and parent(s)/guardian(s) are invited to consult with our trainer about conditioning, exercise, diet, and sports injuries.

When students must miss school because of <u>activity</u> participation, they must have work made up before they leave. Students must be in school for at least one-half day on the day of a practice or activity in order to participate. When activities are terminated due to poor weather, students are expected to be in attendance for the remainder of the school day.

All teams have coaches; coaches may be assisted by practicum students and other volunteers.

# BOYS' BASKETBALL - THIRD BLOCK

There are four seventh and four eighth grade boys' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches; consideration will be given to attendance, skill level, and improvement. Practices are held in the middle school gyms and may be before or after school. After the

initial practice time, games are scheduled one or two times per week. It has been the custom to have a tournament at the high school near the end of the season. **Tier 1** 

# BOYS' SWIMMING AND DIVING - SECOND BLOCK

HMS students practice and compete with high school athletes. Practices are at the high school pool daily from 3:30 p.m. to 5:30 p.m. Competition suits are provided. Swimming and diving will begin in late November. **High School Fee \$150** 

# CROSS COUNTRY RUNNING - FIRST BLOCK

There is one HMS cross country team. Practices are held after school and last approximately one hour. Middle school students run 1.6 miles in meets, which are held throughout the season. Uniforms are provided by the school. Tier 1

### FOOTBALL - FIRST BLOCK

There are two seventh and two eighth grade football teams. Practices are held daily at the middle school field. All teams practice for approximately one and one half hours. After the initial practice period, games are held once a week. If students do not receive adequate game time during F-M League contests, coaches may schedule inter-squad or intra-squad games in lieu of practices.

Students purchase their own jerseys at approximately \$18. Students are placed on either a gray or black team in their seventh grade year; they will remain on that team in eighth grade, so that they may use the same jersey. If a student has an older sibling or friend who already has a jersey, and the student wishes to use that uniform as well, the student should let a coach know, so the student can be placed on the matching team. Protective and safety equipment and game pants are school issue; students will be charged only if they have damaged equipment beyond usual wear and tear. Students must purchase and wear mouth guards.

# Tier 1

# GIRLS' BASKETBALL - SECOND BLOCK

There are three seventh and three eighth grade girls' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches. Games are scheduled once or twice per week.

# Tier 1

# GIRLS' SWIMMING AND DIVING - FIRST BLOCK

HMS students practice and compete with high school athletes. Practices are at the high school pool daily from 3:30 p.m. to 5:30 p.m. **High School Fee \$150** 

### GOLF - FOURTH BLOCK

Boys' and girls' golf competitors practice together but compete separately. Indoor practices may be held at the Moorhead Sports Center before or after school, and outdoor practices are after school at local golf courses. Transportation is provided to and from the middle school for both practices and meets. Students must have their own set of golf clubs to participate. No uniforms are required. Golf meets are held during the school day. Most meets are held in town; competitions in places such as Detroit Lakes are scheduled also. Meets are scheduled according to weather conditions. Tier 1

# GYMNASTICS - THIRD BLOCK

HMS students practice and compete with high school athletes. High School Fee \$150

# HIGH SCHOOL TEAMS

Occasionally, middle school students may, because of interest or ability, be invited to participate on high school athletic teams. The petitioning procedure in such cases is that the high school coach write a letter and confer with the high school activities director. If both are in agreement that high school competition is in the best interest of the student, the high school activities director then approaches the HMS activities director and principal. If everyone is still in agreement that the move would be a positive one, the coach will approach the student's parent(s)/guardian(s). If the parent(s)/guardian(s) confirms the school's decision, the student is then approached with the matter. The letter or petition is signed; then the HMS student becomes a member of the high school team. Students and/or parent(s)/ guardian(s) may express an interest in the process to a coach. For information about lettering, please refer to School Board Policy 545.

# TENNIS - FOURTH BLOCK

Girls' tennis and boys' tennis are offered to seventh and eighth graders. Indoor practices may occur at HMS before and after school. Outdoor practices are held at MSUM, Concordia College and Moorhead High School after school and evenings. Transportation to and from the parks is provided; students and their parent(s)/guardian(s) are responsible for transportation for practices at the senior high. Students provide their rackets; the school supplies tennis balls. No uniforms are required. Tier 1

Girls' tennis participants are divided into beginning and intermediate groups. Each group is likely to be a mixed group, containing both seventh and eighth graders. Students practice through the season for tournaments, which are held in the parks during a school day in May. Ribbons are awarded to tournament winners. **Tier 1** 

# TRACK AND FIELD - FOURTH BLOCK

Girls' and boys' track and field practices and meets are held on the same days and times. Practices are held on the HMS track, weather permitting. Indoor practices may be called before and after school in the middle school gym. During competitions, athletes will compete against others of the same grade and gender.

After an initial practice period, an indoor evening meet is held at the Bison Sports Arena on the NDSU campus. Outdoor meets are held after school, with the exception of an all-city, all-day meet at NDSU that concludes the season. Ribbons are awarded to event winners of the all-city outdoor meet. Tier 1

# VOLLEYBALL - FIRST BLOCK

Practices are held at HMS after school. After the initial practice period, games are scheduled once or twice a week.

There are actually two teams within each volleyball team. Participants are ability-grouped; attendance and progress may cause students to move from one team to the other. Tier 1

# **WEIGHT ROOM**

Our weight room is open during first and fourth blocks on Mondays and Thursdays from 4:00-5:30 2:30 to 4 p.m. During second and third blocks, the weight room is open Monday through Thursday from 4:00-5:30 2:30 to 4 p.m. A weight room supervisor is on duty to assist with safety concerns and individual programs. The weight room at the high school is also available for middle school students to use. In general, weekdays from 3:30 to 5 p.m. are scheduled for student use. No Fee

# WRESTLING - SECOND BLOCK

HMS has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held HMS. After the practice period, meets are scheduled. Wrestling uniforms are provided by the school. Students must purchase and wear mouth guards. Tier 1

# ACADEMIC AND OTHER\* ACTIVITIES

**DESTINATION IMAGINATION** 

Destination ImagiNation is a program that promotes problem solving, creativity and teamwork. Teams of five to seven students solve two types of Challenges within the program year. The Central Team Challenge involves structural, technical or theatrical oriented skills and takes several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. All Moorhead teams compete at the regional competition at Horizon. The top team in each problem, at each level, advances to the state competition in Minneapolis in April. State winners compete at the Global Finals in May. Each team requires an adult team manager.

Tier 2

### GEOGRAPHY BEE

The National Geographic Society's National Geography
Bee is held each year beginning in December and involves
over 5 million students nationwide. The bee consists of
three levels of competition: school, state, and national. All
students at HMS compete in the preliminary round which is
conducted in all social studies classes. From this
competition, a school champion is determined. The school
level winner then must complete a written examination to
qualify for the state competition with only the top 100
scorers moving on to the bee in St. Paul. The winner of the
state competition advances to the national competition,
which is held at the headquarters of the National
Geographic Society in Washington, D.C. The winner there
receives a \$25,000 scholarship. There is no charge to
participate. No Fee

# HONOR CHOIR

A selected group of students will be invited to become Honors Choir members; singing and dancing skills are the primary determiners for selection. The group will practice before and/or after school and will perform at school and community events. Students may be asked to provide concert attire. Tier 2

# HONOR BAND

Honor Band is open to all band students at the middle school. Auditions are held in the fall and rehearsals take place after school in the band room. See Mrs. Pesola for more information. **Tier 2** 

# JAZZ BAND

Jazz Band is open to students in seventh and eighth grade. Auditions are held in the fall and rehearsals take place after school. **Tier 2** 

# SCHOOL NEWSPAPER

Students plan, write, edit, lay out, print, and fold our school newspaper. The newspaper is produced periodically throughout the school year. No Fee

# KNOWLEDGE BOWL

The Knowledge Bowl Team practices twice a week after school and participates in three regional meets each fall. During the meets, teams of students compete in both written and oral rounds by answering questions related to all areas of learning. Questions test students' recall, problem solving, and critical thinking skills. The middle school Knowledge Bowl season ends after Thanksgiving. Tier 2

# KNOWLEDGE MASTER

There are two Knowledge Master Open competitions each year, one in December and one in April. Each competition consists of 200 challenging questions that require higher-level thinking skills and cover 14 curriculum areas. The contests run on school computers to allow all schools the opportunity to compete in a large academic event without the expense of traveling to a central site. Scores are based on a combination of speed and accuracy. The HMS Team competes with more than 900 teams nationwide in this competition. **No Fee** 

### LEGO LEAGUE

Lego League is open any student interested in learning how to program Lego NXT robots and participating in a team challenge in January. Our team is called "TEAM SPUDNIK"! Yearly Challenges are based on "real world" scientific topics like Nanotechnology, energy, transportation, and accessibility. Teams can choose to participate in official tournaments or local competitions. We plan on having one local competition this year and our annual competition in Grand Forks. We typically meet in mornings, lunch periods and one afternoon per week from 2:15-4 p.m. Tier 2

# **MATHCOUNTS**

Mathcounts is a national competition sponsored by the Society of Engineers. Math teachers receive a sample problem kit, which is used in algebra and pre-algebra classes. After these "warm-ups," students are tested. These test scores, plus grades, are used to choose the top four students plus two alternates; these students are named to the Mathcounts team. This team moves on to chapter competition at Minnesota State University Moorhead. The top two chapter teams compete at state level, and the four individuals who earn top scores there move on to national competition. National winners receive scholarships. Tier 2

PLAY

Each winter, the middle school, with support from community education, produces a play or review. All students are invited to try out for the production, and volunteers are needed to assist with props, makeup, programs, and other tasks. Most practices are held here at HMS; the play will be presented at the high school, and several practices near the production date will also be held at Moorhead High. Tier 2

# SCIENCE OLYMPIAD

HMS students who enjoy science have the opportunity to join the Science Olympiad Team. The team meets after school two or three times each week to work on the fifteen activities that have been chosen for the year. These activities may include building a car, plane or bridge, identifying fossils, performing experiments, or developing competencies in other areas. The team competes in the Regional Tournament at Minnesota State University Moorhead in February and the State Tournament at the University of St. Thomas in St. Paul in March. The top Minnesota team advances to the national competition. Tier 2

# SPELLING BEE

In January, all HMS English students take a spelling test. The top twenty sixth, seventh, and eighth grade spellers then compete in a spelling bee at HMS. The top six spellers from each grade advance to district competition. The top three spellers at the district level then participate in the regional competition; winners there advance to state and national contests. HMS students have competed at the state level. No Fee

# STUDENT COUNCIL

Each fall, sixth, seventh, and eighth grade students are selected as Student Council representatives. Student Council members meet throughout the school year; they are involved in decisions that impact students here at HMS and also are active in fundraising to benefit the school and the community. In the past, Student Council has conducted daffodil sales to benefit the Cancer Society, organized a dance and donated its proceeds to the F-M Food Pantry, and purchased weight room equipment for our building. No Fee

# TRI-COLLEGE MATH

The Tri-College Math contest is held each year on a rotating basis at North Dakota State University, Minnesota State University Moorhead, and Concordia. Each school may enter four teams. A team consists of eight members, not more than four of whom are in the ninth grade and at least one of whom is in the seventh grade. Students are chosen by teachers based on classroom achievement, Mathcounts testing, and the student's previous Tri-College

Math Contest scores. Team members participate in the individual and in the team competitions. No Fee

#### PUBLIC NOTICE

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

- 1. Parents/guardians and eligible students are hereby informed that they have the following rights:
- a. That parent/guardian or eligible student has a right to inspect and review the student's education records. A parent/guardian or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent/guardian or eligible student will be notified of the time and place where the records may be inspected. b. That the parent/guardian or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent/guardian or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent/guardian or eligible student wishes the school district to make. The request shall be signed and dated by the parent/guardian or eligible student. If the school district decides not to amend the record as requested by the parent/ guardian or eligible student, the school district will notify the parent/ guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- c. That the parent/guardian or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.
- d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent/ guardian or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;
- e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for

committing an illegal act on school district property and certain other illegal acts;

f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-4605.

- g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
- h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's Web site (www.moorhead.k12.mn.us).
- 2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:
- a. It classifies records as public, private or confidential.
- b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
- c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- d. It establishes procedures and regulations for access to and disclosure of education records.
- e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.
- 3. Copies of the School Board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.
- 4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."
- "Directory information" includes the following information relating to a student: the student's name; grade level; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.
- a. The information listed above shall be public information which the school district may disclose from the education records of a student.

- b.Should the parent/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/ guardian's or eligible student's prior written consent except to school officials as provided under federal law.
- c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
- (1) Name of student and parent/guardian, as appropriate;
- (2) Home address;
- (3) School presently attended by student;
- (4) Parent's/guardian's legal relationship to student, if applicable;
- (5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.
- 5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents/guardians of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent/guardian or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

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

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

- (1) NAME OF STUDENT AND PARENT/GUARDIAN, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) STUDENT'S GRADE LEVEL;
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S/GUARDIAN'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

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

# INDEPENDENT SCHOOL DISTRICT NO. 152 MOORHEAD, MINNESOTA JULY 2011

# Year at a Glance

# August 2012

- 13 Season begins for Girls' Swimming and Diving, (MHS)
- 15 Registration for students new to the district, 7 a.m.-2 p.m., Counseling Office
- 20 Season begins for Cross Country, Football, and Volleyball
- Orientation: Grades 6, 7 & 8 Stop in between 7 a.m.-3 p.m. Pick up schedules and other back-to-school materials. Have photo taken.
- 28 Back-To-School Night, Grade 6, 6-7:30 p.m. House meeting, Classroom visit, Principals presentation.

# September 2012

- 6 Back-To-School Night, Grade 7, 6:30 7:30 p.m. Grade 8, 7:30 - 8:30 p.m. House meeting, Classroom visit, and Principals presentation.
- 13 Orchestra Registration for Grade 5, 6-8 p.m., Horizon Cafetorium
- 13 PTAC meeting, 6:30 p.m., Media Center
- 21 Band and Orchestra in Homecoming Parade

# October 2012

- 8,9 Vision and hearing screening
- 11 PTAC meeting, 6:30 p.m., Media Center
- 15,16 Conferences, 5-8:30 p.m.
- 17 Conferences, 8-11:30 a.m., 12:30-4 p.m.
- 22 Season begins for Girls' Basketball
- 22,23 Vision and hearing rescreening
- 29 All City Band Concert at MHS, 7:30 p.m.
- 30 Grade 5 & 6 Orchestra Concert at NDSU, 7:30 p.m.

# November 2012

- 1 Grade 7 and 8 Orchestra Concert at Horizon, 7:30 p.m.
- 5 Season begins for Wrestling
- 6 End of 1st Quarter Trimester
- 8 PTAC meeting, 6:30 p.m., Media Center
- 12 Season begins for Gymnastics (MHS)
- 19 Grade 7 Band Concert, 6:30 p.m., cafetorium
- 19 Grade 8 Band Concert, 7:30 p.m., cafetorium
- 26 Season begins for Boys' Swimming and Diving (MHS)

# December 2012

- 4 Grade 6 Choir Concert, 6:30 p.m., cafetorium
- 4 Grade 7 Choir Concert, 8:00 p.m., cafetorium
- 6 Grade 8 Choir Concert, 7:30 p.m., cafetorium
- 11 Grade 6 Band Concert, 7:00 p.m., cafetorium
- 13 PTAC meeting, 6:30 p.m., Media Center
- 20 Grade 6 Holiday Concert, 6:00 p.m., cafetorium
- 20 Grade 7 & 8 Orchestra Concert, 7:30 p.m., cafetorium

# January 2013

- 2 Season begins for Boys' Basketball
- 10 PTAC meeting, 6:30 p.m., Media Center

18 End of 2nd Trimester

# February 2013

- 4 Grade 7 Band, Honor Band and Jazz Band Concert, 7:30 p.m., cafetorium
- 4,5,7 Registration at Moorhead High for 8th graders, 6 p.m., New Commons
- 11 Grade 8 Band, Choir, and Orchestra Valentine's Concert, 7:30 p.m., cafetorium
- 14 PTAC meeting, 6:30 p.m., Media Center
- 28 Horizon Play, 7 p.m. MHS

# March 2013

- 1,2 Horizon Play, 7 p.m. MHS
- 3 Horizon Play, 2 p.m. MHS
- 4 Conferences, 5-8:30 p.m.
- 5 Conferences, 5-8:30 p.m.
- 6 Conferences, 8-11:30 a.m.
- 14 PTAC meeting, 6:30 p.m., Media Center
- 21 Grade 5 & 7 Orchestra Concert at MHS, 6:00 p.m.
- 21 Grade 6 & 8 Orchestra Concert at MHS, 7:30 p.m.
- 25 Season begins for Track and Field, Boy's Tennis, Girls'
- Tennis, Boys' Golf, and Girls' Golf
  Grade 5 Band Instrument Fitting and Selection, 5:30-8:30
- Grade 5 Band Instrument Fitting and Selection, 5:30-8:30 p.m.

# April 2013

- 11 PTAC meeting, 6:30 p.m., Media Center
- 11 Grade 5 Band Instrument Display Night, 7-9 p.m.
- 23 Grade 6 Choir Concert, 6:30 p.m., cafetorium
- 23 Grade 7 Choir Concert, 8:00 p.m., cafetorium
- 25 Grade 8 Choir Concert, 7:00 p.m., cafetorium

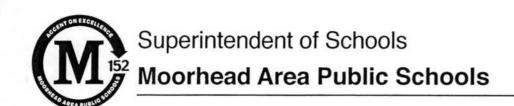
# May 2013

- 9 PTAC meeting, 6:30 p.m., Media Center
- 13 All City Orchestra Concert at MHS, 7:30 p.m.
- 16 Grade 6 Band, Honor Band and Jazz Band Concert, 7:00
- 20 Grades 7 and 8 Band Concert, 7:00 p.m., cafetorium
- 28 Grade 6 Orchestra Concert, MHS Gym, 6:00 p.m
- 28 Grade 7 & 8 Orchestra Concert, MHS Gym, 7:30 p.m.
- 30 Last day of school

Possible Emergency Make-Up Days

May 31, June 3, 4, 5, 6, 7 and beyond

This calendar includes one built-in make-up day. If this day is unused, the end date of the school year will be adjusted.



Memo S.13.008R

TO:

School Board

FROM:

Lynne A. Kovash, Superintendent

DATE:

July 5, 2012

SUBJECT:

2012-13 Memberships

Attached please find information related to memberships to The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota School Boards Association, Minnesota State High School League, National School Boards Association, and Schools for Equity in Education.

<u>Suggested Resolution</u>: Move to approve the following 2012-13 memberships: The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota School Boards Association, Minnesota State High School League, National School Boards Association, and Schools for Equity in Education.

LAK:mde Attachments

# MOORHEAD AREA PUBLIC SCHOOLS 2012-13 SCHOOL BOARD MEMBERSHIPS

ORGANIZATIONS:	COST
The Chamber (Fargo-Moorhead-West Fargo) (12-13)	\$1,540
Minnesota Rural Education Association (12-13)	\$2,400
Minnesota School Boards Association (12-13)	\$9,692
Minnesota State High School League (11-12)	\$2,530
National School Boards Association (12-13) *	\$4,525
Schools for Equity in Education (12-13)	\$5,993
TOTAL	\$26,680

<sup>\* 2011-12</sup> Membership deferred for one year.



MAY 4 2012

May 4, 2012

Lynne Kovash Moorhead Area Public Schools 2410 14 St S Moorhead, MN 56560

Dear Lynne:

Thank you for your support of your Chamber during the past year. We've accomplished so much through the engagement and commitment of members like you. As we move forward, The Chamber remains committed to ensuring the strength of our regional business community and helping its members stay fiscally healthy.

As a member, you are The Chamber, and you have access to extensive opportunities to connect with potential clients and customers through referrals, networking events and affordable marketing opportunities.

- Get involved! Attending Chamber events and activities means networking with local leaders, creating business alliances and ultimately, growing the value of your business.
- Enhance your exposure and increase attention to your business by getting connected through our web site and social media such as Facebook, Twitter and LinkedIn. We promote member businesses in our Chamber's online member directory. Help us "keep it local" whenever you do business by consulting it before you buy!
- Take advantage of member-to-member deals and save money through discounts on group health insurance, business and personal insurances (Auto Owners and AAA) and our new Employee Assistance Program.

It is a priority of The Chamber to advocate for pro-business legislation at all levels of government and to represent its membership in the public policy arena. When you don't have the time, the Chamber is speaking on your behalf to ensure our lawmakers are aware of the needs of our business community. Visit our new online Advocacy Center (FMWFChamber.com; click on "Advocacy") for details on what we're currently working on and let us know what's important to you.

Your Chamber staff is here to help you maximize your membership investment. As you renew, contact us for ideas on how to get more out of your Chamber membership.

Enclosed is your membership renewal invoice. Your continuing investment ensures access to our broad array of benefits and helps us to promote economic growth and prosperity for business.

Sincerely,

President/CEO

Promoting economic growth and prosperity for business and its members through advocacy, education and engagement



Lynne Kovash Moorhead Area Public Schools 2410 14 St S Moorhead, MN 56560 Invoice Date: 05/02/2012 Invoice#: 117530 Member ID: 999817

P.O.#:

Reference#:

Description	Date Due	Amount
Membership Investment	06/01/2012	\$1,540.00
For period covering 06/01/2012 to 05/31/2013		
	Total	\$1,540.00
	Amt Paid	\$0.00
	Balance Due	\$1,540.00

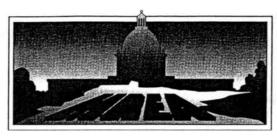
# **INVOICE MEMO**

Thank you!

Membership dues to The Chamber are not tax deductible as a charitable contribution for income tax purposes but may be deductible as an ordinary and necessary business expense. A portion of the dues, however, is not deductible as an ordinary and necessary business expense to the extent that The Chamber engages in state or federal lobbying.

# The nondeductible portions of dues for 2010-11 is 5%.

The Chamber promotes economic growth and prosperity for business and its members through advocacy, education and engagement.



MAY 1 2012

"Making Real Education Advances"

Dear Superintendent Kovash,

The Minnesota Rural Education Association is the only advocate exclusively for Greater Minnesota districts. With school board members, administrators, teachers and community members on the board of directors, MREA recommitted last year to a mission to focus on what "puts the education, growth, and development of learners first to bring about our best possible future."

In many cases, that starts with the Legislature. Membership in MREA gives your district a strong voice at the Legislature – for the issues that matter most to you. MREA Lobbyist Sam Walseth follows the issues closely and has daily contact with legislative leaders and decision makers to influence legislation from the perspective of Greater Minnesota.

# Some of the successes we've had in the past year:

- Additional funding with \$50 per pupil each year on the formula and Small Schools Revenue (SSR)
- Permanent Mandate Relief, which included January 15 contract deadline and penalty, safe schools maintenance of effort requirement, and halting the state's short term borrowing of district reserves to help with cash flow.
- Two-Year Mandate Relief, which included staff development required set aside and Legislative required approval
  of fund transfers.
- Licensed Community Education Director required only for districts over 6,000 residents.
- Schools will be able to use prone restraints for one more year with SF 1917 signed into law.
- A new law (HF 2376) repeals the requirement to get MDE approval for kitchen equipment purchases.

We know there is much more to be done – and we're focused on getting more results this session. Here's a look at the issues we are continuing to work on:

- Clearly defining that Science Standards and Graduation Credits can apply to Ag and CTE classes
- · Preventing any constitutional budget amendments
- Preventing further limitations in school districts' Operating Referendum and Bond election dates
- Preventing the further expansion of PSEO to 10th graders and for-profit trade schools
- · Preventing further mandates or working to make them manageable for Greater MN schools

While we know advocacy is important to our members, we continue to look for new ways to help them put the education of learners first. Recently, we developed three partnerships to offer cutting edge professional development and curriculum support for districts and educators – a discount. Our partnerships with Atomic Learning, Editure, and Rubicon International's Atlas Curriculum Management System also will allow member districts to collaborate across district lines and even statewide. As a member, you get to choose what services you want to use and it will not change your membership dues. Review the enclosed brochures from each partner for more information.

The strength of MREA is in its membership. We thank you for renewing your membership and look forward to serving you in the coming year. If you have any questions or would like to talk more about what MREA is doing, please call me at 320-333-8890, or email me at fred@e-f-services.com

OTval Hal

Fred Nolan

**Executive Director** 

73



# Minnesota Rural Education Association

P.O. Box 155, Brandon, MN 56315-0155 Phone: 320-762-6574 Email: mrea@mnrea.org www.mnrea.org

District # 0152
Moorhead Public Schools
2410 14th Street S.
Moorhead MN 56560-0000

Invoice date: April 20, 2012 Due Date: July 15, 2012 (Membership year - 7/12 to 6/30/13)

# Membership Dues Invoice 2012-2013

# MREA Membership Fee

ISD base fee \$1,000.00

Legislative Fee

AMCPU = 6256 \$1,400.00

\$1.00 per Adjusted Marginal Cost Pupil Unit (AMCPU) to \$1,400 maximum. Pupil units are based on MDE estimates for FY 2012.

**Total MREA dues** 

\$2,400.00

1900 W. Jefferson Ave. St. Peter, Minnesota 56082-3015

Tel: 507.934.2450

MN: 800 324 4459

Leadership Conference January 17 & 18, 2013



BOARDS ASSOCIATION

Fax: 507.931.1515 www.mnmsba.org

OFFICERS AND DIRECTORS

PRESIDENT Kent Thiesse Lake Crystal Wellcome Memorial

> PRESIDENT-ELECT Walter Hautala Mesabi East

DIRECTOR DISTRICT 1
Kathy Green

DIRECTOR DISTRICT 2 Jodi Sapp Mankato Area

DIRECTOR DISTRICT 3 Linden Olson Worthington

DIRECTOR DISTRICT 4
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DIRECTOR DISTRICT 5 Marilynn Forsberg Spring Lake Park

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DIRECTOR DISTRICT 7
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Lakeville Area

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DIRECTOR DISTRICT 10
Dana Laine
Frazee-Vergas

DIRECTOR DISTRICT 11 Tim Riordan Virginia

DIRECTOR DISTRICT 12 Ann Long Voelkner Bemidii Area

DIRECTOR DISTRICT 13 Deborah Pauly Jordan

NSBA Board Jackie Magnuson Rosemount-Apple Valley-Eagan

EXECUTIVE DIRECTOR

Bob Meeks

St. Peter

MSBA's Mission: Support, promote, and enhance the work of public school boards and public education. June 28, 2012

JUL 2 - 2012

Dear Superintendent:

It's time to renew your district's membership to MSBA.

On behalf of your Association's Board and staff, I want to thank you for the opportunity to "support, promote and enhance" your important work. We look forward to another year of serving your board and school district.

Your dues invoice is included with this letter. Dues are the stabilizing support for any association. It is only through the strong support of membership through the payment of dues that MSBA is able to maintain and expand the menu of programs and services needed and enjoyed by our members.

Please note that the MSBA dues formula has been frozen for the 2012-13 school year by action of the MSBA Board of Directors. Your district dues may have minimal change due to fluctuations in your enrollment.

In these years of financial strain, members naturally want to ensure they are getting the maximum services and benefits for their dues. Here is a list of some of your membership's primary benefits:

- Free on-call assistance on matters ranging from the open meeting law to personnel issues to elections. Checking with MSBA first may save significantly on attorneys' fees.
- Lobbying at the state and federal levels coupled with daily Capitol updates during the legislative session.
- Negotiations training and master agreement analysis.
- Access to insurance products and services offered through MSBA Insurance Trust-endorsed insurers and their agents.
- Access to Policy Services (if a subscriber) and customized policy audits.
- Free access to the Public Education Employee Relations Network (PEERNet)
  which provides employee salary, benefits, and leave data as well as Master
  Agreement language and grievance arbitration decisions.
- Free registration to the annual Leadership Conference for the entire district leadership team.
- Free "toolkits," such as the School Board Recognition Week program.
- Free electronic news clipping service from the state's daily and weekly newspapers.
- Power-Card a highly secured procurement card program available for the direct purchase of goods and services, which greatly increases the efficiency of the purchasing process and has the potential to generate rebates to your district.

(over)

- Reduced-cost board training, including seminars, workshops, and customized inservice training brought to your board room. Online training is also available for your convenience.
- Access to money-saving cash management and borrowing programs, including but not limited to, the Minnesota School District Liquid Asset Fund Plus and the Minnesota Tax and Aid Anticipation Borrowing Program.
- Access to BoardBook Web-based paperless meetings.
- Free electronic and print postings for administrative job vacancies.
- Free access to an electronic, downloadable MSBA calendar listing important dates for elections and education-related events.
- Free subscriptions to MSBA publications, including the following: Boardcaster (electronic), Journal magazine, Capitol Compass (electronic), and Management Services Newsletter (electronic).
- Newly elected board members receive MSBA's Service Manual, a comprehensive resource of education-related laws and regulations at a minimal cost. This manual will be sent to them on a CD.
- MSBA Online, the Association website that provides round-the-clock access to information and services.
- Access to MSBA-endorsed PaySchools, an electronic payment processing system that enables districts to receive school-related fees from parents via electronic check, credit, or debit card.

Subscribers to Policy Services will also find their renewal notice on the same invoice. Policy revisions keep your district in compliance with current law. You can access and download all model policies from the MSBA website 24 hours a day, seven days a week. Also, our policy consultants are here to answer your questions about policy issues. If you are not a member of Policy Services, please call us for more information.

MSBA is recognized nationwide as an outstanding service organization, and we will strive to uphold that reputation. MSBA's Board and staff look forward to working with you. If you have any questions, please don't hesitate to call your Association office at 800-324-4459.

Sincerely.

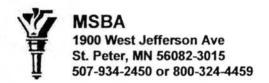
30b Meeks

**Executive Director** 

Kent Thiesse (Lake Crystal Wellcome Memorial)

MSBA President

Enc.



### INVOICE

ATTN: Accounts Payable I.S.D. 152 2410 14TH ST S MOORHEAD, MN 56560-4622

Invoice No: 02916P0H5V9 Invoice Date: 7/1/2012

Acct No: 272

Due Date: 11/15/2012

PO Number:

Invoice Item	Qty	<b>Unit Price</b>	Extended
Association Dues (FY 7/1/12 to 6/30/13)	1	\$9,142.00	\$9,142.00
Policy Services Renewal (FY 7/1/12 to 6/30/13)	1	\$550.00	\$550.00
		Subtotal:	\$9,692.00
		Amount Paid:	
		Balance Due:	\$9,692.00

Dues for ISD #152 are based on 5397.15 "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2011, as provided by the Minnesota Department of Education.

In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.

# The Minnesota State High School League provides educational opportunities for students through interscholastic athletic and fine arts programs and provides leadership and support for member schools.



Member of the National Federation of State High School Associations

April 2012

APR 1 8 2012

#### Dear Superintendent:

Minnesota Statutes 1993, Section 128C.01, requires individual school boards each year to authorize membership in the Minnesota State High School League. The Resolution for Membership affirms (1) that the board of education for your school delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; (2) that your school board adopts the Constitution, Bylaws and Rules and Regulations of the League; and, (3) that the administration for and the responsibility for supervising the activities are assigned to your official school representative.

Formal approval by the governing board of your school district or school must be made prior to August 1, 2012, to enable the League office to certify your continuation or new membership in the League. If your Designated School Board Representative has changed from the fall, please make that change in the MSHSL website database.

I am enclosing the resolution form which provides for the appropriate school board action. The resolution form is provided in duplicate. Please return one copy of the 2012-2013 Resolution for Membership to the Minnesota State High School League and retain one copy for your school files. The deadline for returning the resolution form is September 1, 2012. If the form is not received by the above date, a \$250 late fee will be assessed. No school is eligible to compete in post-season tournaments unless the Resolution for Membership is on file in the League office.

A billing for services, rule books and other supplies will be mailed to schools in mid-August as has been the accepted procedure in the past. This billing, which includes a \$100 service fee, will be based on the information your school has submitted to the League office regarding the activities your school will sponsor during the 2012-2013 school year.

Please be reminded of the following:

Jan Hoo

- September 1 is the due date for return of the resolution form. If you do not submit the resolution, your students ARE NOT covered by the catastrophic insurance plan, your school district must assume that responsibility, and your students will not be allowed to participate in League-sponsored events.
- 2. The resolution form must be completed in full, including signatures of the superintendent and clerk/secretary of the board of education.

I am sure that membership in the Minnesota State High School League will provide your students with rewarding benefits as they participate in the interscholastic activities sponsored by your school.

I would suggest that you place this resolution on your agenda as soon as possible and certainly not later than a June or July board meeting in order to avoid last-minute efforts late in the summer which may create problems for your board and administrative staff to meet the September 1, 2012 deadline.

Sincerely,

David V. Stead Executive Director

DVS/mj 8

#### Minnesota State High School League 2100 Freeway Boulevard Brooklyn Center, MN 55430-1735 763-560-2262 Fax: 763.569.0499 www.mshsl.org

#### 2012-2013 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

State o	f Minn	that the Governing Board of School District Number 152, County of Clay, esota delegates the control, supervision and regulation of interscholastic athletic and fine arts
		ed to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so es to the State Commissioner of Education as provided for by Minnesota Statutes.
FURTH	ER RE	ESOLVED, that the high school(s) listed below (name all high schools in the district):
	Мос	rhead High School
is/are a	uthoriz	ed by this, the Governing Board of said school district or school to:
	1.	Make new application for membership in the Minnesota State High School League; School Enrollment (9-12):
		OR;X Renew its membership in the Minnesota State High School League; and,
2	2.	Participate in the approved interschool activities sponsored by said League and its various subdivisions.
Regulat the Lea website, adminis	ions of gue's , as th tration	ESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and f said League and all amendments thereto as the same as are published in the latest edition of Official Handbook, on file at the office of the school district or as appears on the League's e minimum standards governing participation in said League-sponsored activities, and that the and responsibility for determining student eligibility and for the supervision of such activities are e official representative identified by the Governing Board.
		solution was adopted by the Governing Board of this school district and is recorded in the official d Board and hereby is certified to the State Commissioner of Education as provided for by law.
Signed:	Clerl	Signed:Superintendent or Head of School
Date:		Date:
District (	Office /	Address, City, Zip: 2410 14th Street South, Moorhead, MN 56560
School S	Superir	ntendent's Phone: 218/284-3330 School Superintendent's Email:1kovash@moorheadschools



JUN \_ 4 2012

June 1, 2012

Superintendent Lynne Kovash Moorhead Public Schools 2410 - 14th Street South Moorhead, MN 56560

Lynne: Umm.

Enclosed with this letter is the dues statement for the 2012-2013 program year.

The challenges facing public education have never been greater. For school districts with low property wealth, these challenges are even more intense. Per pupil funding has lagged behind inflation for more than a decade and this funding has not been distributed equitably. This has caused an increasing number of school districts to turn to voter-approved referendum levies, a funding tool that has never worked well for low property wealth school districts and is even less helpful with the erosion of the equalization formulas established over two decades ago to bring greater fairness to property taxpayers in low property wealth school districts.

To remedy the current situation, an aggressive effort must be made to bring the twin issues of funding adequacy and funding equity to the forefront of legislative discussions. As a SEE member, you are the key to this effort. SEE is the sole education organization whose focus is on funding equity and making certain that, in the words of its mission statement: "All public school children must have equal access to a high quality education regardless of where they live in Minnesota." I invite you to join once again in the effort to make this mission central to legislative discussions and to make Minnesota's constitutional guarantee a true, and lasting, reality for the state's public school students.

I look forward to serving you again in the coming year as Executive Director of the organization. During my tenure, I've stressed that the organization <u>must</u> add value for members and the organization's staff has joined me in the on-going effort to provide you—the member—with the services you need in terms of policy development and lobbying.

Thank you so much for your past membership and continued support as a SEE member.

Sincerely,

Brad Lundell

Executive Director, Schools for Equity in Education

80



Superintendent Lynne Kovash Moorhead Public Schools 2410 - 14th Street South Moorhead, MN 56560

#### **Invoice**

#### Membership Fee for 2012-13 Schools for Equity in Education

Following is the membership fee for the Moorhead School District commencing July 1, 2012 through June 30, 2013.

Fall 2011	Basic Fee*	Communication/	Meals & Meeting	<b>Total Amount</b>
Enrollment		Legal/Research**	Fee***	Due

<sup>\* \$0.78</sup> per enrolled student in fall 2011 with minimum of \$1,350 and maximum of \$7,250

Please make check payable to Schools for Equity in Education and mail to:

Schools for Equity in Education

Attn: Membership 1884 Como Avenue St. Paul, MN 55108

If you have any questions, please contact Brad Lundell at 612/220-7459 or Deb Griffiths at 612/309-0089.

Thank you for your interest and support. We look forward to serving you and your district during the coming year.

<sup>\*\* \$0.25</sup> per enrolled student in fall 2011

<sup>\*\*\* \$425</sup> for two district members to attend SEE meetings during the year

Memo S.13.009R

TO:

School Board

FROM:

Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

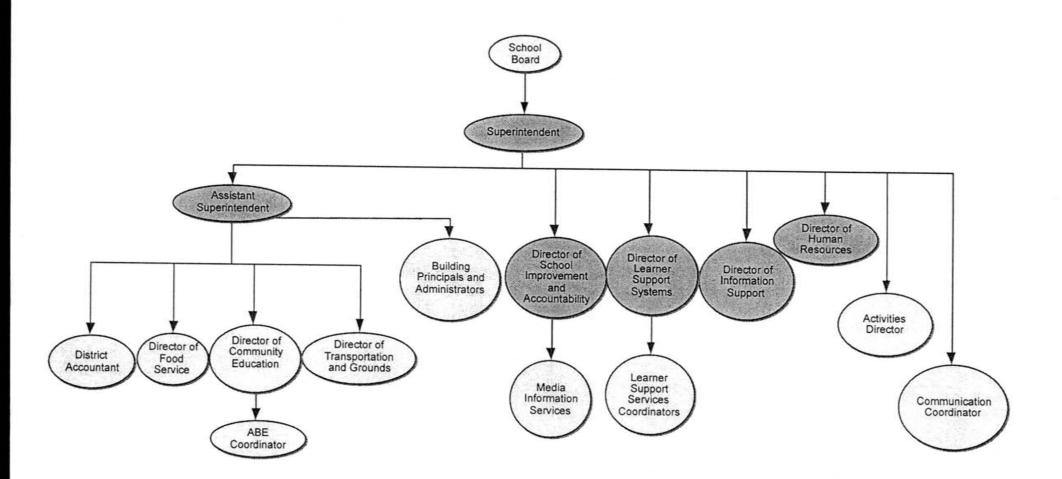
SUBJECT:

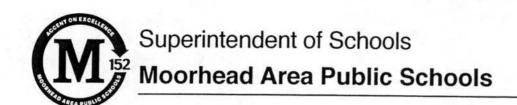
Organizational Chart

Attached please find the Administrative Cabinet Organizational Chart. One of the priority areas for our district is "Organizational Effectiveness," and we are working to provide the structure that will continue to provide leadership to all areas of the organization.

This will be a discussion item with no formal action needed.

LAK:mde Attachment





Memo S.13.005R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

July 5, 2012

SUBJECT:

Schedule Special School Board Meeting

A Special School Board meeting is recommended for Monday, August 27, 2012 from 5:00 to 7:00 p.m. in the Board Room 224 to conduct the Superintendent's annual evaluation.

Suggested Resolution: Move to approve Monday, August 27, 2012 from 5:00 to 7:00 p.m. to schedule a Special School Board meeting for the purpose of conducting the Superintendent's annual evaluation.

LAK:mde



# Office of Human Resources

# Moorhead Area Public Schools

Memo HR.13.005

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne Kazmierczak, Assistant Superintendent

DATE:

July 9, 2012

SUBJECT:

Principals' Master Agreement

A new two-year contract was successfully negotiated with Principals' Group 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 X, Section 1, Subd 1 & Subd 4 Insurance

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

Year	Cost	Percentage Increase
2012-2013	\$22,928	2.17%
2013-2014	\$20,724	1.83%
TOTAL	\$43,652	4.00%

SUGGESTED RESOLUTION: Move to approve the Principals' Master Agreement for 2012-2014 as presented with the cost as follows:

Year	Cost	Percentage Increase
2012-2013	\$22,928	2.17%
2013-2014	\$20,724	1.83%
TOTAL	\$43,652	4.00%

WAK:sw

5-M9-80S

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Page 4

# INDEPENDENT SCHOOL DISTRICT #152

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

August 13, 2012 5:00 p.m.

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

Lic	a Erick	zeon	V. d. m
		gerlie	Kristine Thompson
Lau	rie Iol	hnson	Bill Tomhave
Mik	Laurie Johnson Mike Siggerud		Trudy Wilmer Dr. Lynne A. Kovash
	Ů.		Di Byinio II. Novusii
			AGENDA
1.	CA	LL TO ORDER	
	A.	Pledge of Allegiance	
	B.	Preview of Agenda - I	Or. Lynne A. Kovash, Superintendent
	C.	Approval of Meeting A	Agenda
			Seconded by
	D.	(Citizens who wish to raising their hand and state their name and w	Citizens/Other Communications (Non-Agenda Items) address a non-agenda item have the opportunity to speak by being recognized by the School Board chair. Speakers must rill be limited to three minutes. Speakers must complete the utlines the public input process, and submit it to the School

SUPERINTENDENT EVALUATION TOOL: Siggerud

**STRATEGIC PRIORITIES**: Kovash

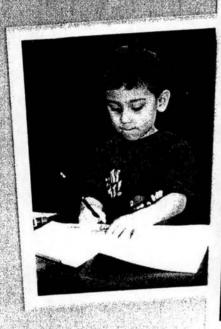
#### SCHOOL BOARD AGENDA - August 13, 2012 PAGE 2

- 4. MASTER FACILITIES PLAN: Kovash
- 5. **FOUNDATION DEVELOPMENT**: Kovash
- 6. ADJOURNMENT

## SCHOOL BOARD AGENDA - August 13, 2012 PAGE 3

# CALENDAR OF EVENTS

Event	Date	Time	Place
Candidate Filing Period Closes	August 14	5 pm	PCE
Last Day for Candidates to Withdraw	August 16	5 pm	PCE
MDE Commissioner Cassellius Visit	August 16	5:30 pm	PCE
Special School Board Meeting	August 21	5:30 pm	PCE
New Teacher Induction Luncheon	August 22	12 pm	PCE.
Special School Board	August 27	5 pm	PCE
School Board	August 27	7 pm	PCE
All Staff Breakfast and Assembly	August 30	8 am	MHS
K-12 Classes Begin	September 4		







# Focus on Results

Moorhead Area Public Schools

2011-12 Strategic Plan

# Guiding Philosophy: Mission, Vision & Core Values

#### **Guiding Philosophy**

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

#### Mission

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

#### Vision

The vision of Moorhead Area Public Schools is to be a school district where all students will become lifelong learners and productive citizens. We will work collaboratively with our community to provide the resources necessary to be a school district of excellence.

#### **Core Values**

Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- · making research-based, data-driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- · advocating for children and youth within our community and district.
- · celebrating students and staff.
- promoting pride in the Moorhead community and schools.

# Strategic Priorities and Goals

### Priority Area 1 (Academic):

Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.

Goal 1.1: Implement District Improvement Plan (teacher effectiveness, PBIS, PLCs, data, parent involvement).

Outcome: Data collected through MCA, EPAS, NWEA, AIMS Web, Discipline Reporting Survey.

Goal 1.2: Implement PS Studio (multi-year goal).

Outcome: Monitor usage of PS Studio with 80 percent utilization year one with data analytics.

**Goal 1.3:** Determine and implement an early childhood model to align with school-age expectations (multi-year goal).

Outcome: Model developed with clear outcomes tied to kindergarten readiness.

## Priority Area 2 (Human Capital):

Increase growth of all employees through recruitment, retention, training, development and supervision.

Goal 2.1: Implement systematic evaluation process.

**Outcome:** System determined with plan for implementation to provide evaluation of staff on a cyclical basis with 100 percent of staff evaluated.

Goal 2.2: Implement teacher induction program.

Outcome: 95 percent retention of high quality teachers.

## Priority Area 3 (Environment):

Provide a safe, healthy and respectful environment.

Goal 3.1: Implement system of positive behavior supports.

Outcome: Behavior referrals will decrease by 25 percent district wide.

Goal 3.2: Improve school safety.

Outcome: 100 percent of school manuals updated.

# Strategic Priorities and Goals

# Priority Area 4 (Community Involvement): Improve satisfaction and involvement with students, parents and community.

**Goal 4.1:** Develop and implement district communication plan. **Outcome:** Listed in communication plan.

**Goal 4.2:** Collaborate with community partners to improve student outcomes. **Outcome:** Community partnerships will be used to focus on student learning priorities.

**Goal 4.3:** Commitment to operating levy referendum priorities. **Outcome:** 75 percent of community members know use of operating levy referendum funding.

# Priority Area 5 (Organizational Effectiveness): Improve overall organizational effectiveness to support high standards throughout the district.

**Goal 5.1:** Implement district communication plan. **Outcome:** Listed in communication plan.

**Goal 5.2:** Maintain fiscal accountability by aligning resources to instructional needs and priorities for student achievement.

Outcome: Compliance and accuracy with all financial reports.



## Moorhead Area Public Schools Independent School District 152

2410 14th St. S., Moorhead, MN 56560 www.moorhead.k12.mn.us

#### 2011 School Board

Kristine Thompson, Chair • Lisa Erickson, Vice Chair Cindy Fagerlie, Clerk • Bill Tomhave, Treasurer Laurie Johnson, Director • Mike Siggerud, Director • Trudy Wilmer, Director

#### Administration

Dr. Lynne A. Kovash Superintendent

Wayne Kazmierczak Assistant Superintendent

#### INDEPENDENT SCHOOL DISTRICT #152

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

> August 13, 2012 7:00 p.m.

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

ATT	TENDA	ANCE:
Lisa Erickson Cindy Fagerlie Laurie Johnson Mike Siggerud		erlie Bill Tomhave nson Trudy Wilmer
		AGENDA
1.	CAL	L TO ORDER
	A.	Pledge of Allegiance
	B.	Preview of Agenda - Dr. Lynne A. Kovash, Superintendent
	C.	Approval of Meeting Agenda
		Moved bySeconded by Comments
	D.	Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

#### 2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

# SCHOOL BOARD AGENDA - August 13, 2012 PAGE 2

3.

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School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A.	SUPERINTENDENT MATTERS - Kovash
	(1) Approval of July 16, 2012 Meeting Minutes - Pages 6
В.	ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
	(1) Approval of August Claims - Page 13
C.	HUMAN RESOURCES MATTERS - Dehmer
	(1) Approval of Resignations - Page 14
	(2) Approval of New Employees - Pages 16
	(3) Change in Contract - Pages 18
	(4) Other Leave - Pages 19
	(5) Family/Medical Leave - Pages 20
	(6) Early Retirement - Pages 21
D.	LEARNER SUPPORT SERVICES MATTERS - Skarvold
	(1) Accept Renewal of Indian Education Grant - Pages 22
Sugg	gested Resolution: Move to approve the Consent Agenda as presented.
	ved by Seconded by
	nmentsseconded by
0011	
MO	ORHEAD PROPERTY TAX ABATEMENT PROGRAM: Kovash
	es 26
VX #	CA SCHOOL ACE DEPORT SCHOOL PROCEDURE IN A TOP OF THE PORT OF THE
	CA SCHOOL AGE BEFORE SCHOOL PROGRAM AT HORIZON MIDDLE
	HOOL: Kazmierczak
Page	e 42
мо	ORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK:
Kov	
Page	e 43
Sugg	gested Resolution: Move to approve the 2012-2013 Moorhead Elementary Schools
Pare	ent and Student Handbook as presented.

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

Comments

# SCHOOL BOARD AGENDA - August 13, 2012 PAGE 3

6.	Pages 44
7.	SCHEDULE SPECIAL SCHOOL BOARD MEETING: Kovash Page 53
	<u>Suggested Resolution</u> : Move to approve Thursday, August 21, 2012 at 5:30 p.m. to conduct a special School Board meeting to accommodate election requirements.
	Moved by Seconded by Comments
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.	BUS DRIVERS' AND ASSISTANTS' MASTER AGREEMENT: Kazmierczak Page 54
	<u>Suggested Resolution</u> : Move to approve the Bus Drivers' and Assistants' Master Agreement for 2012-2014 as presented with the cost as follows:
	School Year Cost Percentage Increase 2012-2013 \$ 7,436 2.03%

# SCHOOL BOARD AGENDA - August 13, 2012 PAGE 4

	\$ 7,404	<u>1.98</u> %	
TOTAL	\$14,840	4.01%	
Moved by		Seconded by	
Comments			
Page 55	ASTER AGR	EEMENT: Kazmierczak	
0			
		prove the Custodians' Master Agreem	ent for 2012-201
Suggested Resolution			ent for 2012-201
Suggested Resolution as presented with the	e cost as follow	vs:	ent for 2012-201
Suggested Resolution as presented with the School Year	e cost as follow <u>Cost</u>	Percentage Increase	ent for 2012-201
Suggested Resolution as presented with the School Year 2012-2013	Cost \$26,969	Percentage Increase 2.00%	ent for 2012-201
Suggested Resolution as presented with the School Year 2012-2013 2013-2014	Cost \$26,969 \$27,740 \$54,709	Percentage Increase 2.00% 2.02% 4.02%	

# 15. **ADJOURNMENT**

# SCHOOL BOARD AGENDA - August 13, 2012 PAGE 5

#### **CALENDAR OF EVENTS**

Event	Date	Time	Place
Candidate Filing Period Closes	August 14	5 pm	PCE
Last Day for Candidates to Withdraw	August 16	5 pm	PCE
MDE Commissioner Cassellius Visit	August 16	5:30 pm	PCE
Special School Board Meeting	August 21	5:30 pm	PCE
New Teacher Induction Luncheon	August 22	12 pm	PCE
Special School Board	August 27	5 pm	PCE
School Board	August 27	7 pm	PCE
All Staff Breakfast and Assembly	August 30	8 am	MHS
K-12 Classes Begin	September 4		

<u>MEMBERS PRESENT</u>: Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: Laurie Johnson.

<u>CALL TO ORDER</u>: 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.

**APPOINTMENT OF CLERK**: Erickson moved, seconded by Thompson, to appoint Fagerlie as clerk for the July 16 meeting. Motion carried 6-0.

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

#### WE ARE PROUD:

We Are Proud of Pam Gibb, communications coordinator, whose work on the 2011-12 Calendar and School Information publication was recognized by the National School Public Relations Association. The district calendar, with the theme "Focus on Results," received an honorable mention in NSPRA's 2012 Publications and Electronic Media Contest.

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

#### ORGANIZATION OF THE SCHOOL BOARD:

Meeting Date. Time and Location - Siggerud moved, seconded by Wilmer, to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: Monday, December 10 (one meeting in December); Tuesday, May 28 (Monday, May 27 Memorial Day holiday); and the annual organizational meeting Monday, July 15 (one meeting in July). Motion carried 6-0.

<u>School Board Compensation</u> - Thompson moved, seconded by Tomhave, to set the School Board member compensation rate at \$800 per month. Motion carried 6-0.

<u>Committee Assignments</u> - Fagerlie moved, seconded by Tomhave, to approve the committee appointments for the 2012-2013 school year as discussed:

#### **DISTRICT-WIDE STANDING COMMITTEES:**

Erickson and Wilmer - Activities Advisory Council

Thompson and Tomhave - 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 (ICAC)

Thompson and Wilmer - Safe and Healthy Learners Committee

Tomhave and Siggerud - Policy Review Committee

#### ADMINISTRATIVE COMMITTEES:

Not Required - Calendar Committee

Thompson - Continuing Education Committee

Thompson - Early Childhood Advisory Committee

Siggerud and Johnson - Health/Safety/Wellness Committee

Fagerlie - Indian Education Parent Committee

Erickson and Thompson - Legislative Committee

Siggerud - Minnesota State High School League

Thompson and Fagerlie (Siggerud Alternate) - Negotiations Committee

Erickson - Sabbatical Leave Committee

Erickson and Siggerud - Staff Development Committee

Johnson - Special Education Parent Advisory Committee

Fagerlie - Technology Committee

Wilmer - Title I Parent Advisory Committee

#### **COMMUNITY COMMITTEES:**

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

Siggerud and Tomhave - Clay County Joint Powers Committee

#### ADOPT-A-SCHOOL:

Fagerlie - Ellen Hopkins

Tomhave - Robert Asp

Wilmer - S.G. Reinertsen

Johnson - Horizon Middle

Siggerud - Moorhead High

Erickson and Thompson - Red River Area Learning Center

Motion carried 6-0.

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

Newspaper Designation - Designate *The Forum* as the school district's official newspaper for the 2012-2013 school year.

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

Minutes - Approve the June 11 and 25, 2012 Meeting Minutes as presented.

<u>Claims</u> - Approve the July Claims, subject to audit, in the amount of \$1,171,402.15 and the June wire payments, subject to audit, in the amount of \$1,468,293.49.

General Fund: \$1,104,930.52 Food Fund: \$52,193.30 Community Service Fund: \$14,278.33 TOTAL \$1,171,402.15

<u>Resolution for Investment of Excess Funds</u> - Approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent or designee in accordance with Minnesota Statute 118A.04 for the 2012-2013 school year.

<u>Authorize Staff to Initiate Financial Transactions</u> - Authorize the listed district personnel to make transactions on the listed accounts for the 2012-2013 school year. Accounts include Wells Fargo Bank and Bremer Bank.

Official Depositories - Designate the 2012-2013 school district official depositories: Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern Bank, Minnesota School District Liquid Asset Fund Plus.

<u>Resolution Authorizing Payment of Goods and Services</u> - Approve the resolution to authorize the Assistant Superintendent to make payment for goods and services in advance of School Board approval for the 2012-2013 school year consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

<u>Resolution for Collection of NSF Checks and Leases</u> - Approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent for the 2012-2013 school year.

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

West Central Regional Juvenile Center Clerical Contract Renewal - Approve the West Central Regional Juvenile Center Clerical Contract for the 2012-2013 school year. The district share is one-half or \$27,318.09.

<u>Dairy and Bakery Bids</u> - Accept the dairy bid received from Cass Clay Creamery and the bakery bid received from Pan-O-Gold Baking Company.

Resolution Authorizing Sale of Aid Anticipation Certificates - Approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2012B; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guaranteer the payment of the principal and interest on these certificates.

<u>Updated Facility Rental Rates</u> - Approve the updated facility rental rates as presented.

<u>Lakes Country Service Cooperation Membership</u> - Approve the Lakes Country Service Cooperative School District Membership Agreement FY 2013 as presented. The cost of the membership is \$14,950.20.

Addition of .48 FTE at Horizon Middle School - Approve the addition of a 0.48 FTE for General Studies at Horizon Middle School.

#### Family/Medical Leave

Norma Holland - Home School Liaison, District Wide, effective August 3, 2012 through February 3, 2013.

#### Resignations

Kyle Aanenson - Paraprofessional, S.G. Reinertsen, effective June 21, 2012. Jacob Seutjens - Reading/Behavior Interventionist, S.G. Reinertsen, effective June 30, 2012.

Ryan Short - Paraprofessional, Horizon Middle School, effective July 3, 2012.

Miguel Garcia Pedraza - Bus Driver, District Wide, effective August 2, 2012.

Stephanie Dietz - Social Studies Teacher, Horizon Middle School, effective July 3, 2012.

Angela Braunagel - Science Teacher, Horizon Middle School, effective July 9, 2012.

Thomas Cox - Social Studies Teacher, Horizon Middle School, effective July 10, 2012.

Sara Foltz - Paraprofessional, Horizon Middle School, effective June 26, 2012.

#### Change in Contracts

Kristi Rowekamp - S.G. Reintersen Teacher, .5 Special Ed and .5 Literacy to 1.0 Special Education Teacher, effective with the 2012-2013 school year.

Beth Milbrandt - Food and Nutrition Server, Horizon Middle School to Food Service/ Community Education Secretary, B21 (0-2) \$15.08 per hour, 8 hours per day, effective August 13, 2012.

#### New Employees

Blake Plankers - LSS Teacher, Moorhead High School, BA (0) \$33,823, 1.00 FTE, effective with the 2012-2013 school year (replaces Judy Wollin).

Emily Olson - Language Arts Teacher, Horizon Middle Scohol, BA (9) \$44,201, 1.00 FTE, effective with the 2012-2013 school year (replaces Carla Smith).

Kristin Dehmer - Director of Human Resources, Probstfield Center for Education, D71 (5) \$91,642.00, effective August 1, 2012 (replaces Ann Hiedeman).

Corian Carter - Elementary Teacher, S.G. Reinertsen Elementary, BA (0) \$33,823.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Ben Pedersen).

Melissa Campbell - Spanish Teacher, Moorhead High School, BA (4) \$38,434.00, 1.00 FTE, effective with the 2012-2013 school year (replaces Katie Jo Johnson-Ballinas).

Motion carried 6-0.

#### OVERVIEW AND DISCUSSION OF TECHNOLOGY PILOTS FOR 2012-2013 SCHOOL

YEAR: Missy Eidsness, Director of School Improvement and Accountability, and Dan Markert Director of Informational Systems and Instructional Support, provided an overview and discussion regarding the district technology pilots taking place throughout the 2012-2013 school year. The district plans to investigate these options to enhance 21st century skills for students, take advantage of efficiencies that can be gained through the use of technology and to prepare for anticipated changes from traditional to electronic resources. Technology pilots that will be implemented include 1) Horizon Middle School Science - 10 iPads per classroom; 2) Horizon Middle School Math Interventionn Classroom - 9 iPads; 3) Horizon Middle School STEM Lab - 30 iPads; 4) Secondary Social Studies (Gades 6-12) - 1 iPad per teacher; 5) Media - 1 iPad per

Media Resource Teacher (high school and middle school); 6) Learner Support Services - 21 iPads will be evenly distributed between an elementary school, the middle school and the high school; and 7) Bring Your Own Technology (BYOT) - Students at the middle school and high school will be encouraged to bring their own devices to school and connect to the district's wireless network. With guidance and supervision from teachers, devices can be used within the classroom to enhance learning.

**HORIZON MIDDLE SCHOOL STUDENT HANDBOOK**: Jeremy Larson, Assistant Principal at Horizon Middle School, highlighted changes in the handbook.

Tomhave moved, seconded by Thompson, to approve the 2012-1013 Horizon Middle School Student Handbook as presented. Motion carried 6-0.

**2012-13 MEMBERSHIPS**: Fagerlie moved, seconded by Tomhave, to approve the the following 2012-13 memberships: The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota School Boards Association, and Minnesota State High School League. Motion carried 6-0.

**ORGANIZATIONAL CHART**: Kovash reviewed the Administrative Cabinet Organizational Chart noting one of the priority areas for the district is "Organizational Effectiveness" and the district is working to provide the structure that will continue to provide leadership to all areas of the organization.

SCHEDULE SPECIAL SCHOOL BOARD MEETING: Tomhave moved, seconded by Wilmer, to approve Monday, August 27, 2012 from 5:00 to 7:00 p.m. to schedule a Special School Board meeting for the purpose of conducting the Superintendent's annual evaluation. Motion carried 6-0.

SUPERINTENDENT REPORT: Superintendent Kovash reported a team of administrators attended a 90/90/90 Schools Summit in Minneapolis. The conference included the latest research on sustainable improvements in the nation's most challenging schools where 90 percent of students are from minority, ethnic or linguistic backgrounds, 90 percent of students are from low income families and 90 percent of students are meeting or exceeding academic standards. Kovash also reported that the Minnesota Commissioner of Education is scheduled to visit the school district on July 30 on her Back to School Tour to discuss education finance and funding education. The Commissioner was invited to attend the District Instructional Team Induction meeting and a community meeting is scheduled for 5:30 p.m. in the PCE Board Room. Kovash announced information received from MREA regarding a town hall meeting on the

Governor's Tax Reform Initiative is scheduled for July 20 at 9:30 a.m. at MSU-Moorhead. Kovash urged board members to contact her if they were not receiving emails due to the recent installation of Googlemail.

**COMMITTEE REPORTS**: Tomhave noted he attended the annual Minnesota Service Cooperatives meeting on July 11-13 at Breezy Point Resort.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Erickson reminded board members of the August 13 work session scheduled for 5:00 p.m. and added the board room would be set up in a large square formation for both the work session and the regular meeting that follows. Audience members were welcomed to attend.

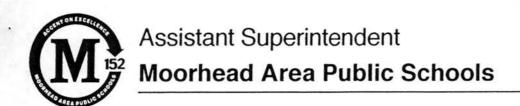
<u>CLOSE PUBLIC MEETING</u>: Thompson moved, seconded by Tomhave, to close the public meeting at 9:31 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

**OPEN PUBLIC MEETING**: Thompson moved, seconded by Fagerlie, to open the public meeting at 9:48 p.m. Motion carried 6-0.

**PRINCIPALS' MASTER AGREEMENT**: Siggerud moved, seconded by Fagerlie, to approve the Principals' Master Agreement for 2012-2014 as presented with the cost as follows: 2012-13 = 2.17 percent for \$22,928; and 2013-14 = 1.83 percent for \$20,724; for a total of 4.00 percent and \$43,652. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:50 p.m.

Laurie Johnson, Clerk	



Memo OAS.13.015 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendenty

DATE:

August 7, 2012

SUBJECT:

**August Claims** 

The August claims are as follows:

General Fund	\$1,573,860.94
Food Service Fund	\$3,974.47
Community Service Fund	\$40,797.80
Post Employment Benefits Debt Service Fund	\$450.00
TOTAL	\$1,619,083.21

The July wire payments are as follows:

General Fund	\$1,832,959.91
Debt Redemption Fund	\$10,218.75
Post Employment Trust Fund	\$78,281.50
Post Employment Debt Fund	\$243,993.75
TOTAL	\$2,165,453.91

<u>Suggested Resolution</u>: Move to approve the August claims, subject to audit, in the amount of \$1,619,083.21 and the July wire payments, subject to audit, in the amount of \$2,165,453.91.

WAK:nls



# Department of Human Resources

# **Moorhead Area Public Schools**

Memo HR.13.006

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Mehr Kristin Dehmer, Director of Human Resources

DATE:

August 1, 2012

SUBJECT:

Resignations

The Administration requests approval of the resignations of the following people:

Michael Weiss

Paraprofessional, Robert Asp Elementary, effective July 31, 2012.

Elizabeth Mackowick

Elementary Teacher, Ellen Hopkins Elementary, effective August 1,

2012.

Bonnie Swenson

Adult Basic Education Instructor, Barnesville site, effective July 9,

2012.

Barbara Honer

Adult Basic Education Paraprofessional, effective July 24, 2012.

A. J. Valan

Paraprofessional, High School, effective July 19, 2012.

Lindsay Wangler

Paraprofessional, Robert Asp Elementary, effective July 26, 2012.

Lynn Glatt

Food and Nutrition Server, Ellen Hopkins Elementary, effective July

25, 2012.

JoAnn Spiering

Liaison, Red River Area Learning Center, effective August 20, 2012.

Nate Lindgren

Paraprofessional, Horizon Middle School, effective August 7, 2012.

Nancy Richards

Food and Nutrition Server, S. G. Reinertsen Elementary, effective

August 3, 2012.

Leah Trontvet Paraprofessional, Ellen Hopkins Elementary, effective August 8,

2012.

Robin Martin Paraprofessional, EIS, effective August 9, 2012

<u>SUGGESTED RESOLUTION</u>: Move to approve the resignation of Michael Weiss, Elizabeth Mackowick, Bonnie Swenson, Barbara Honer, A. J. Valan, Lindsay Wangler, Lynn Glatt, JoAnn Spiering, Nate Lindgren, Nancy Richards, Leah Trontvet and Robin Martin as presented.

KLD:smw



# Department of Human Resources

# Moorhead Area Public Schools

Memo HR.13.007

TO:

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 1, 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.

Chelsey Gauer

Physical Therapist, EIS, MA+30(2) \$44,932.76, 1.0 FTE, effective August

23, 2102. (Replaces Mary Lee Leikas)

Julia Kramer

Early Childhood Special Education Teacher, EIS, BA (0) \$16,911.50, .5

FTE, effective July 30, 2012. (New position)

Ashley DeCoteau

COTA, High School/Horizon Middle School, B31 (1) \$18.72 per hour, 6.75

hours per day, effective August 28, 2012. (Replaces Tessa Petrowske)

Lexy Steinle

Music Teacher, District wide, BA (0) \$33,83.00, 1.0 FTE, effective with the

2012-2013 school year. (Replaces Dustin Gramstad)

Jennifer Clow

Food and Nutrition Server, Robert Asp Elementary, \$10.00 per hour, 2.75

hours per day, effective September 4, 2012. (New position)

Shelley Nelson

Food and Nutrition Server, Ellen Hopkins Elementary, \$10.00 per hour, 2.75

hours per day, effective September 4, 2012. (New position)

Leah Tyedt

Food and Nutrition Computer Operator, Horizon Middle School, \$10.00 per

hour, 2.75 hours per day, effective September 4, 2012. (Replaces Beth

Milbrant)

Kacie Holcomb

Social Studies Teacher, Horizon Middle School, BA +10 (3) \$38,840.00, 1.0

FTE, effective with the 2012-2013 school year. (Replaces Stephanie Dietz)

Joshua Ogaard

Soccer JV2 coach, High School, .070 (0) \$2,559.00, effective with the 2012-

2013 season. (Replaces Kirk Militzer)

Social Studies Teacher, Horizon Middle School, BA (2) \$36,122.00, 1.0 Craig Lachowitzer FTE, effective with the 2012-2013 school year. (Replaces Tom Cox) Olivia Stephenson Behavioral Skills Trainer/Early Risers Family Advocate, S. G. Reienertsen Elementary, C41 (12) \$13.71 per hour,7 hours per day, effective August 28, 2012. Kristen Feickert Kindergarten/Litracy Teacher, S. G. Reinertsen Elementary, BA (0) \$33,823.00, effective with the 2012-2013 school year. (Replaces Colleen Geffe-Dahle and Kristy Rowekamp) Tyler Carlson Paraprofessional, S. G Reinertsen Elementary, .5 FTE, B21 (0-2) \$15.03 per hour, effective August 22, 2012. (Replaces Ashlee Sirek) Debbie Bjorem Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$10.00 per hour, effective September 4, 2012. (Replaces Jenny McLeod) Sarah Score Food & Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day. \$10.00 per hour, effective September 4, 2012. (Replaces Kasey Krogen) Melissa Bloom Secretary/Health Teach, Early Learning Center, B21 (4) \$15.55 per hour, 6.5 hours per day, effective August 28, 2012. (Replaces Kathy Evert and Denice Paulson) Penny Yackley Paraprofessional, Robert Asp Elementary, B21 (3) \$15.24 per hour, 6.75 hours per day, effective August 25, 2012. (Replaces Michael Weiss) Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) \$15.03, 6.75 hours Amy Griego per day, effective August 22, 2012. (Replaces Kyle Aanenson)

<u>SUGGESTED RESOLTUION</u>: Move to approve the employment of Chelsey Gauer, Julia Kramer, Ashley DeCoteau, Lexy Seinle, Jennifer Clow, Shelley Nelson, Leah Tvedt, Kacie Holcomb, Josh Ogaard, Craig Lachowitzer, Olivia Stephenson, Kristen Feickert, Tyler Carlson, Debbie Bjorem, Sarah Score, Melissa Bloom and Penny Yackley as presented.

KLD:smw



# Department of Human Resources

# Moorhead Area Public Schools

Memo HR.13.011

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 8, 2012

SUBJECT:

Change in Contract

Kristi Rowekamp

Early Childhood Special Education Teacher, EIS, 1.0 FTE to Literacy Teacher, S. G. Reinertsen Elementary, .75 FTE effective with the 2012-2013 school year. (Replaces Jacob Seuntjens)

Charles Glidden

Night Custodian, S. G. Reinertsen Elementary, A13 (3) \$15.00 per hour, 8 hours per day 260 days per year to Assistant Lead Custodian, Horizon Middle School, B21 (3) \$15.44 per hour, 8 hours per day,

260 days per year. (Replaces Steve Huebner)

Lisa Hasbargen

Paraprofessional, EIS to Jump Start teacher, Probstfield Center for Education, \$25.96 per hour, effective with the 2012-2013 school

year. (New position)

Michelle Hanson

Paraprofessional, EIS to Jump Start teacher, Probstfield Center for Education, \$25.96 per hour, effective with the 2012-2013 school year. (New position)

SUGGESTED RESOLUTION: Move to approve the change in contract for Kristi Rowekamp, Charles Glidden, Lisa Hasbargen and Michelle Hanson as presented.

KLD:smw



# Department of Human Resources

# **Moorhead Area Public Schools**

Memo HR.13.009

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 8, 2012

SUBJECT:

Other Leave

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

Darlene Gulsvig

Paraprofessional, Horizon Middle School, effective for the 2012-

2013 school year.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Abesence for Darlene Gulsvig pursuant to Article VIII, Section 8 of the Paraprofessional Master Agreement.

KLD:smw



# Department of Human Resources

# Moorhead Area Public Schools

Memo HR.13.010

TO:

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 8, 2012

SUBJECT:

Family/Medical Leave

Julia Kramer

Early Childhood Special Education Teacher, EIS, effective approximately

December 9, 2012 for approximately six weeks.

Karie Currie

Occupational Therapist, EIS, effective approximately January 2, 2013 for

approximately 10 weeks.

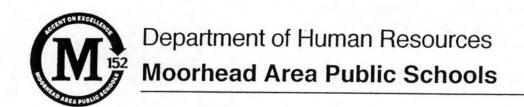
Karen Byram

Secretary, Horizon Middle School, effective 08-13-2012 for approximately

six to eight weeks

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article 39, Section 1 of the Teachers' Master Agreement for Julia Kramer and Karie Currie and Karen Byram pursuant to Article IX, Section 3 of the Secretary Master Agreement.

KLD:smw



Memo HR.13.012

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 8, 2012

SUBJECT:

Early Retirement

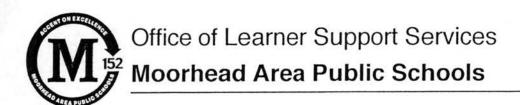
The administration requests approval of Early Retirement for the following person:

Leslie Doyle

Media Secretary, Horizon Middle School, effective August 10, 20112.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Leslie Doyle as presented.

KLD:smw



LSS.13.001

TO:

Lynne Kovash, Superintendent

FROM:

Jill Skarvold, Director of Learner Support Services

DATE:

July 9, 2012

RE:

Indian Education Grant Renewal

The U. S. Department of Education Office of Indian Education has issued the Grant Award Notification Renewal for Indian Education for the 2012-2013 school year in the amount of \$55,354.00 to Moorhead Area Public Schools.

The majority of the grant funding will be used for the American Indian Home School Liaison, American Indian Resource Teacher, and Academic Tutors.

**SUGGESTED RESOLUTION:** Move to accept the renewal of the Indian Education Grant from the U. S. Department of Education for \$55,354.00 for the 2012-2013 school year.

JS:ds

Attachment



# US Department of Education Washington, D.C. 20202

# **GRANT AWARD NOTIFICATION**

1 REC	IPIENT NAME			2 AWARD	INFORMATION	NC		
Mo	OORHEAD AREA PUI	BLIC SCHOOL	LS	PR/A	AWARD NUM	IBER	S060A12063	7
37373	10 14th Street South				ACTION NUM		1	
Mo	oorhead, MN 56560				<b>ACTION</b> 7	TYPE	New	
					AWARD	TYPE	Formula	
3 PRO	JECT STAFF			4 PROJECT	DESCRIPTION	N	************	
RE	CIPIENT STATE DIRI	ECTOR	1	84.06	0A			
	Jill Skarvold		284-3711	1002000000	ula Grants to L	EAs		
	jskarvold@moorhed.k			-				
ED	UCATION PROGRAM		260 1464	1				
	Bernard L Garcia bernard.garcia@ed.gov		260-1454					
ED	UCATION PAYMENT							
	G5 PAYEE		86-8930					
	HELPDESK							
	edcaps.user@ed.gov							
5 KEY	PERSONNEL							
N/	A							
6 AWA	ARD PERIODS							
٩	DUDGET	DEDIOD	07/01/2012	26/20/2012				
	FEDERAL FUNDING	PERIOD	07/01/2012 - 0 07/01/2012 - 0					
	PEDERAL FUNDING	PERIOD	07/01/2012 - (	00/30/2013				
FUTU	JRE BUDGET PERIOI	OS						
N/A								
7 AUTI	HORIZED FUNDING							
	CURRENT	AWARD AMO	DUNT	\$55,354.00				
	PREVIOUS CUMU			\$0.00				
	CUMU	LATIVE AMO	TNUC	\$55,354.00				
8 ADM	INISTRATIVE INFOR	MATION						
	DUNS/SSN	076510668						
	REGULATIONS	CFR PART N	Not Available					
			APPLICABLE					
	ATTACHMENTS	A, E4, E5, I	E6 , L - OIE , N	1 - OESE, N, O	, P , S , U , V	, W , c		
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FUND CODE	FUNDING AWARD YEAR YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT	AMOUNT
0101A	2012 2012	ES000000	В	E10	000	060	CLASS 4101A	\$55,354.00
1	The second secon						HOIM	\$33,334.00



# US Department of Education Washington, D.C. 20202

# GRANT AWARD NOTIFICATION

10 PR/AWARD NUMBER:

S060A120637

RECIPIENT NAME:

MOORHEAD AREA PUBLIC SCHOOLS

#### TERMS AND CONDITIONS

- (1) This grant award is subject to the terms and conditions (if any) identified in Attachment T.
- (2) THE FOLLOWING ITEMS ARE INCORPORATED INTO THE GRANT AGREEMENT:
  - 1. THE RECIPIENT'S APPROVED APPLICATION.
  - 2. THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS - 34 CFR 75, 77, 78, 79, 80, 81, 82, 85, AND 86.
  - 3. THE BUDGET PERIOD FOR THIS AWARD IS 12 MONTHS. ALL ALLOWABLE COSTS MUST BE INCURRED WITHIN THIS PERIOD. CARRYOVER OF FUNDS ARE NOT AUTHORIZED.
  - 4. UNDER SECTION 75.261(c) OF EDGAR, THE DEPARTMENT REQUIRES PRIOR APPROVAL FOR EXTENSION OF THE FUNDING PERIOD SPECIFIED IN BLOCK 6 ACCORDING TO THE PROCEDURES SPECIFIED IN SECTION 75.261(c).

REMINDER: PAYMENT OF GRANT FUNDS WILL BE BY DIRECT DEPOSIT TO THE RECIPIENT'S FINANCIAL INSTITUTION AND ONLY UPON THE RECIPIENT'S REQUEST.

OTHER INFORMATION AFFECTING THIS ACTION IS PROVIDED IN THE ATTACHMENTS SHOWN IN BLOCK 8.

Span Salelisle

JUN 3 0 2012

AUTHORIZING OFFICIAL

DATE



# UNITED STATES DEPARTMENT OF EDUCATION

# OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Dear Superintendent/Project Director:

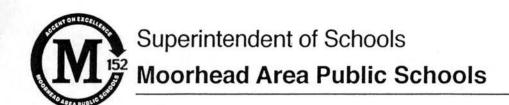
Congratulations, you have been approved for a Title VII Indian Education Formula grant. Your grant award notification is enclosed. Your grant award funds for Fiscal Year (FY) 2012 have been entered into the Department's G5 payment system. Please read all attachments enclosed with your Grant Award Notification (GAN) as there are grant requirements which need your attention. The grant funds for this program will be available to you on July 1, 2012.

Sincerely,

Joyce A. Silverthorne

Director

Office of Indian Education



Memo S.13.013R

TO:

School Board

FROM:

Lynne A. Kovash, Superintendent

DATE:

August 1, 2012

SUBJECT:

Moorhead Property Tax Abatement Program

Attached is information that will be discussed at the August 1 School Board meeting regarding the City's proposed two-year property tax abatement program. The materials include a draft marketing message which further explains the reasons/benefits of the program, a tax capacity rate estimate prepared by Lori Johnson and other materials.

Michael Redlinger, City Manager, and Scott Huthins, Community Services Director, will provide additional information and answer questions you may have regarding the property tax abatement program.

LAK:mde Attachment



# Property Tax Rebate Proposal New Residential Construction

Position

A two-year property tax rebate for newly constructed homes is an important inducement to residential growth, affecting the sustainability of Moorhead's quality of life. While a new construction incentive is directed to buyers of new homes, the larger community needs and benefits from growth. More residents mean more students for our schools, more customers for our businesses, and more taxpayers to support our community. A larger population helps to spread the costs of public services, helping to balancing the demand for quality services and public amenities with the need to keep taxes at an affordable level.

\*\*\*

Moorhead currently has 500 fully serviced vacant lots, which would equal about a 2-year supply at the rate of construction five years ago, but at the present rate, it is a 6-year supply. If housing is not constructed on these lots, taxpayers bear the burden of bond payments on the infrastructure costs.

While Moorhead grew significantly from 2000 – 2010, Moorhead is no longer growing at a proportionate rate to the cities of Fargo and West Fargo. Just as these other cities have done, the City of Moorhead has invested millions of dollars in infrastructure improvements—roads, sewers, water and electric utilities to ensure developing areas have the services they need to grow. As homes are constructed, the homebuyers repay this investment in the form of special assessments.

Morth Daketa Composition

Fargo and West Fargo offer two-year property tax exemption for single family home construction up to \$150,000 in building value. These incentive programs have been in place continuously for decades. When consumers are considering building a new home, an incentive of this nature helps to bridge the extra entry costs to new construction. Realtors and developers indicate these opportunities have been an advantage to Fargo and West Fargo in attracting new housing development. We want to level this playing field.

# MORHEAD your home town

Proposal

Minnesota law authorizes local jurisdictions to grant tax abatements for economic development. The City proposes that the City, County, and School District abate property taxes levied on any newly constructed home in the City for the first two years following construction. It is important that Clay County and Moorhead Public Schools participate since the City taxes represent only about 25% of total property taxes. The School District's market value referendum, and levies such as the EDA and Watershed would not be included.

Detaile

2 year rebate of property taxes (land and building) Two-year value of rebate to buyer"

> \$250,000 = \$5,758 \$350,000 = \$8,426 \$1,000,000 = \$27,534

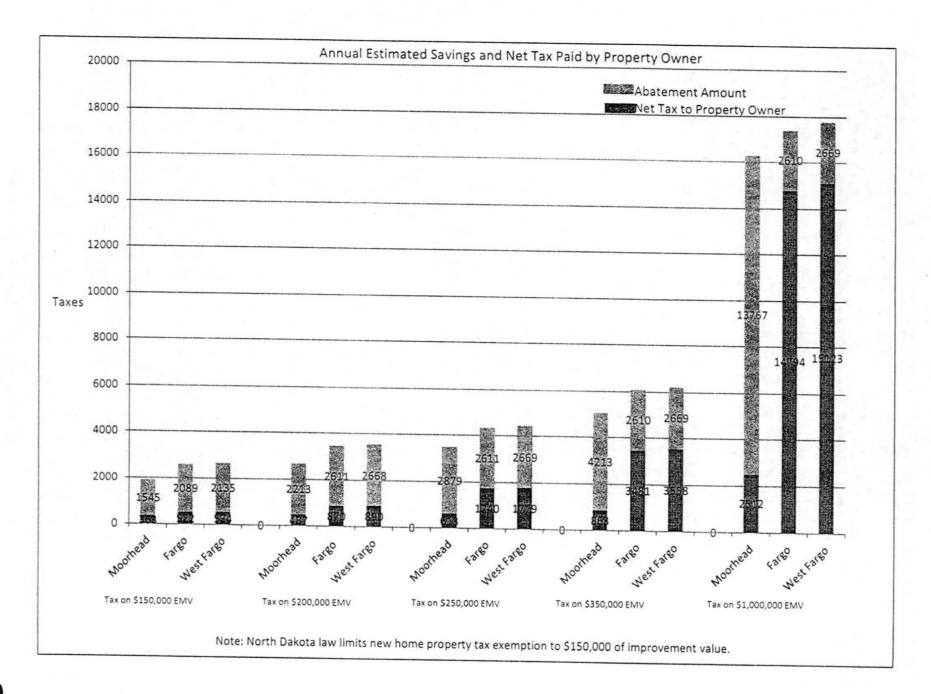
Effective Date: 1/1/2012 - no gap in availability of incentive

Costableadi

Jobs, customers, taxpayers, and students! All Moorhead taxpayers benefit from this incentive to bring new residents and additional homes to our community. Housing is an important industry that provides construction jobs and ongoing local income from taxes and consumer spending to support other businesses in our community and support the local government services that benefit new and existing Moorhead residents. An economic analysis conducted by the National Association of Homebuilders for our region indicates that over 15 years, every 100 single family homes and 75 multifamily homes generate a cumulative \$14.45 million in revenue for local governments, but only \$9.38 million in costs. Foregoing two years of taxes assures payments of property taxes and special assessments in the years to come.

History

In 2009 following record flooding, the Minnesota Legislature passed legislation providing Moorhead, Dilworth, East Grand Forks, and Breckenridge the ability to offer a state-paid two-year property tax exemption for new single and multifamily homes to serve as a housing market recovery incentive. Taxes on the first \$200,000 in building value were exempted on single-family homes for two years following construction, and \$20,000 per unit of building value was exempted on multifamily apartments for the same period. The legislation was renewed in 2010 and 2011, but expired December 31, 2011. The City of Moorhead's legislative delegation proposed continuing the tax abatement program without state assistance, but the legislation was not passed.



# CLAY COUNTY MINNESOTA PAYABLE 2012 TAX EXTENSION RATES

Unique Taxing District	County	School	City or Township	EDA/HRA	Watershed	Total Tax Extension Rate
Moorhead Increase for abatement program	54.63981 0.23219	33.26820 0.21900	34.46654 0.28861	1.13471	2.23452	125.74378 0.73981
New TC rate	54.87200	33.48720	34.75516	1.13471	2.23452	126.48359

# City of Moorhead Parcel

_	2012	2012
	150,000.00	150,000.00
	1,500.00	1,500.00
	-237.40	-237.40
	1,262.60	1,262.60
	125.744%	126.484%
	1,587.64	1,596.98
Tax Increase		9.34

# Moorhead Property Tax Abatement: Risk Analysis

Three major components will be looked at for this risk analysis.

- 1. Tax Base/Market Value
- 2. Market Share
- 3. Special Assessments or Public Debt

# 1. Risk to Tax Base/Market Values

Tax Base Analysis	Value	Percentage
Total Tax Base	\$4,875,912,100	100%
<b>Town Portion</b>	2,147,347,700	44%
City Portion	2,728,566,400	56%

Cities	Value	Percentage
Barnesville	\$118,821,300	4.4%
Comstock	5,185,600	.2%
Dilworth	226,744,400	8.3%
Felton	8,156,300	.3%
Georgetown	5,074,700	.2%
Glyndon	58,674,100	2.2%
Hawley	96,683,600	3.5%
Hitterdal	8,277,600	.3%
Moorhead	2,149,661,000	78.8%
Sabin	25,737,800	.9%
Ulen	25,549,000	.9%
Total	2,728,565,400	100%

# **Residential New Construction**

Barnesville	\$1,481,100	6.2%
Comstock	0	0%
Dilworth	3,387,900	14.3%
Felton	134,100	.6%
Georgetown	15,500	.1%
Glyndon	338,500	1.4%
Hawley	279,400	1.2%
Hitterdal	18,800	.1%
Moorhead	17,990,500	75.8%
Sabin	58,400	.2%
Ulen	33,400	.1%
Total	23,737,600	100%

Source: Spring Clay County 2012 Mini Abstract

Conclusion: The Clay County tax base value is 44% from rural properties and this value comes primarily from agricultural land. The market value of land is largely driven by external factors such as price of commodities and the federal farm bill which is predominately outside the local influence. Cities in Clay County make up 56% of the tax base value and this value has a higher tax capacity than agricultural land. The market values of cities will be impacted by both external factors and local factors.

Moorhead and Dilworth make up about 90% of the cities value and of all new residential construction. Therefore Moorhead and Dilworth represent 90% of the tax base that can be influenced by local factors. The City, County and School District should take the steps necessary to positively influence Moorhead and Dilworth's market value/tax base. If Moorhead and Dilworth are unable to attract new residential construction tax base from new construction as well as increasing market value of the existing tax base will be lost. It is very possible decreasing market values would decrease the tax base and increase the tax rate more than the increase rate caused by the proposed abatement. A 10% decrease in the tax base would be very difficult to address in the City, County and School budget process.

# 2. Risk and Cost of Declining Market Share

The following table illustrates the percentage of new residential construction Moorhead, Fargo and West Fargo has captured for Single Family (S.F.) and all residential units which would include twin homes and apartments. It also shows by city population for 2000 and 2010.

Basically Moorhead since 1980 had slowly been losing market share but reversed that trend starting around 2002 or 2003 and gained construction activity and population. Recent trends (post recession) demonstrate the strongest growth is going to Fargo and West Fargo and Moorhead sliding back into the slow declining market share of construction and population.

	WIOOI	head	Fargo	)	West	t Fargo
Year	S.F.	All Units	S. F.	All Units	F.	All Units
2000	19%	12%	58%	72%	23%	16%
2001	17%	11%	48%	66%	35%	23%
2002	24%	19%	45%	62%	32%	19%
2003	18%	18%	39%	49%	43%	33%
2004	22%	20%	31%	39%	47%	41%
2005	26%	21%	39%	36%	35%	43%
2006	32%	30%	45%	52%	23%	19%
2007	24%	21%	47%	60%	29%	20%
2008	25%	34%	54%	52%	21%	14%
2009	25%	19%	50%	67%	25%	14%
2010	32%	13%	42%	67%	26%	20%
2011	16%	11%	50%	68%	33%	21%
Total						
Avg	24%	19%	44%	55%	33%	26%
Year			Pop	oulation		
2000	23%		66%		11%	
2010	22%		62%		15%	

### Conclusion:

West Fargo is located on the back side of the West Acres Commercial Hub and provides direct access to this commercial hub. The Sheyenne diversion addressed the flood plain concerns. In addition a major Developer started a middle and upper end large master planned set of subdivisions. These combined factors launched West Fargo into a strong market position allowing them to capture two to three times their market share proportionate to their share of the metro population. In addition West Fargo has recently

developed across the interstate going south with city services, a new I-94 overpass access new land for growth, three consecutive years of flooding for Moorhead and Fargo, new schools and a strong state economy has positioned West Fargo to capture strong market share.

Fargo is the largest city in the metropolitan. The strong success of West Acres commercial hub has led to substantial multi-family and commercial growth to the point where success brings more success in the area. Fargo's weaknesses are it growth is limited to north and south which is an inefficient growth pattern and much of this area is fairly flood prone. Market strengths, they have reached critical mass, a strong state economy plus they are the largest market and political force in the state giving them major clout on many issues.

Moorhead received a needed boost with Minnesota's 2000 property tax reform which resulted in several new residential plats, an efficient growth ring and new schools. Moorhead's residential property taxes, since the 2000 tax reform are lower than Fargo and West Fargo and border city legislation makes commercial property taxes similar. Moorhead has good infrastructure with low cost, good quality utilities and offers solid neighborhoods with cheaper commercial and apartment opportunities. When all factors are considered Moorhead has been a comparable economic choice for nearly all sectors of the residential market. Moorhead's position as a "community of choice" is affected by consumer's negative perception of Minnesota compared to North Dakota. Many of the programs that made Minnesota better than other states (North Dakota) such as strong funding for education, local governments, public amenities and infrastructure has decreased to the point of becoming a negative market stigma.

Both Fargo and West Fargo have a two year residential property tax exemption (\$150,000 of improvement value), a very strong state economy and a market perception that future property taxes will likely be reduced. To be competitive, Moorhead needs to effectively address negative state influences and compete by using local incentives or Moorhead's market and population share is at risk. A declining market share could affect the existing tax base and cause the rate of taxation to increase and cause the school to lose students.

# 3. Special Assessment/Public Debt

To promote residential growth, Moorhead funds infrastructure by means of public debt to be collected through special assessments. Moorhead's risk is mitigated by a 30% Letter of Credit, provided by the Developer and the land if taxes and specials are not paid.

Various subdivisions have been analyzed with price points of \$150,000, \$250,000 and \$350,000. For the first price point both single family and twin home lots were view. Special assessments vary for lot size, location and when platted. The estimated typical outstanding specials and annual installment for each price point is:

Price	Outstanding Specials	Annual Installment
\$150,000	\$16,000	\$2,000
\$250,000	\$24,000	\$2,700
\$350,000	\$30,000 plus	\$4,000

Estimated outstanding special assessments on 100 homes  $(\$16,000 \times 60) + (\$24,000 \times 30) + (35,000 \times 10) = \$2,030,000$ 

Rule of thumb – Land expense is often around 20% of the total value of a residential property. It appears specials assessment runs about ½ the land cost or 10% of the overall value.

Conclusion: Two years of abatement for 100 homes is estimated to cost \$442,508. This cost will remove over \$2,000,000 of public debt by converting it to private debt or equity which is secured by an improved house. Newer houses almost never go tax forfeit and the building of new houses typically strengthen market values. Therefore, each dollar of public abatement removes nearly five dollars of public debt and has a positive influence to market values/tax base. Conversely too many lots going tax forfeit will decrease the market value/tax base and Moorhead tax payers will need to cover any uncovered debt service expenses. It is crucial that the public debt fronted for increasing the tax base is covered in a manner that does not negatively impact the market value. Incentivizing new construction will assist paying the public debt in a market positive manner. Rather than the City selling land at a discount, thus running the risk of lowering market values and tax base.

# Proposed City of Moorhead's New Residential Construction Property Tax Abatement (Rebate) Program

The City of Moorhead proposes to establish a two-year Property Tax Abatement (Rebate) Program pursuant to Minnesota statutes 469.1813 – 469.1816. Further, the City requests Moorhead School District and Clay County also participate.

Enclosed please find projected construction activity and levy estimates by jurisdiction for a two year abatement program. Also, enclosed is additional background information from East Grand Forks Economic Development Housing Authority (EDHA) which has been involved with this type of program since 2006.

# Suggested Program Terms:

- The City of Moorhead, Clay County and Moorhead School District are requested to participate and abate their general property taxes levied on any newly constructed home in the city. The School District's market value referendum and other levies such as the Moorhead EDA and Watershed are not eligible to be abated.
- The program will be a two year tax rebate on residential new construction that
  occurs during the calendar years of 2012 and 2013. No limitation will be placed
  on the market value and both land and improvement valuation will be considered
  in the rebate.
- Each participating jurisdiction must conduct its own public hearing. City staff will prepare the appropriate notice and be available to attend each hearing.
- A levy by each participating jurisdiction, for Pay 2014, 2015 and 2016 is required
  to cover the cost of the rebates. Only the net tax capacity based local tax rates are
  subject to the rebate.
- 5. The property owner will be responsible for full payment of all taxes including special assessment against the property. Verification of payment will be made prior to any rebate check being mailed back to property owner. With the property owner being responsible for a portion of the total tax, the benefits of this program will be somewhat similar to that of the flood abatement enacted during 2009.
- 6. With each payable year, city staff will submit to the county a listing of qualifying parcels. The county will need to verify that the current year's taxes are paid and disburse funds (county, city and school district portions) to the city on those parcels. The city will mail out rebate checks to the taxpayers.
- 7. This program will be for residential construction only. It will not include apartment construction. The city presently has property tax exemption program for 4 or more units.

# Estimate of Activity and Costs by Jurisdiction

Currently, in the City of Moorhead there have been 44 permits issued for new home construction through the end of June. There will be at least 4 more months of concentrated building time so an estimate of 100 homes is a reasonable projection. The total valuation as stated on the current building permit applications indicates an average value of \$153,000 for those improvements. Typically building valuations are understated when applying for the permit. Along with the average improvement value, land valuation would need to be added in as well could bring the average total value to that of \$200,000. To support that further the following computation was used:

Total Value	Percentage	
150,000	60% or 60 homes	
250,000	30% or 30 homes	
350,000	10% or 10 homes	
150,000  X  .6 =	90,000	
250,000  X .3 =	75,000	
$350,000 \times .1 =$	35,000	
	200,000	

# Total Cost for the Two Year Abatement Program

	Pay 2014 100 Homes	Pay 2015 200 Homes	Pay 2016 100 Homes	Totals
County	98,789	197,578	98,789	395,156
City	62,316	124,632	62,316	249,264
School District	149 60 149	120,298	60,1419	240,5961
Totals	221,254	442,508	221,254	885,016

- The total costs are based on the projection of 100 homes being built in 2012 and 100 homes being built in 2013 which impacts taxes payable in 2014, 2015 and 2016.
- · Costs are based on the Pay 2012 rates for county, city and school district.
- Looking at just the City of Moorhead, this first year of the program will increase current tax levy by approximately one percent (1%).

# House Research

# **Short Subjects**

Joel Michael

Updated: June 2012

# Property Tax Abatements for Economic Development

What is economic development property tax abatement?

Minnesota law authorizes political subdivisions to grant property tax abatements for economic development (e.g., to encourage a business to locate or expand at a location or to redevelop an area). Minn. Stat. §§ 469.1813-469.1816.

Abatements may be either permanent forgiveness or temporary deferral of property tax. Abatements can serve similar purposes to tax increment financing (TIF), a widely used development tool. The legislature enacted the abatement law in 1997 to provide an alternative to TIF and to supplement it.

These economic development tax abatements should be distinguished from property tax abatements that are granted by the county board primarily to correct errors (e.g., to reduce the assessor's market value or to change the classification of the property). Minn. Stat. § 375.192.

For what purposes may abatements be used?

The law allows abatements to be used for a broad range of projects and purposes, if the political subdivision finds that public benefits exceed the costs. Permitted uses of abatements include the following:

- General economic development, such as increasing the tax base or the number of jobs in the area
- · Construction of public facilities or infrastructure (e.g., streets and roads)
- · Redevelopment of blighted areas
- Providing access to services for residents (e.g., housing or retail would be common examples)
- Deferring or phasing in a large (over 50 percent) property tax increase
- Stabilizing the tax base resulting from the updated utility valuation administrative rules
- Providing relief for businesses with estimated market value of \$250,000 or less who have disrupted access due to public transportation projects

Which local governments can grant abatements?

Counties, cities, towns, and school districts may grant abatements of the taxes they impose. The governing body grants an abatement by resolution. For towns, action at the town meeting is not required. Taxes imposed by special taxing districts (e.g., watersheds or regional agencies) cannot be abated. Similarly, the state general property tax (on commercial/industrial and seasonal-recreational properties) cannot be abated. In the Twin Cities metropolitan area and on the Iron Range, the fiscal disparities tax cannot be explicitly abated. However, a political subdivision may increase its abatement amount to reflect the amount of the tax imposed under fiscal disparities. The abatement does not directly enter into the fiscal disparities calculations.

How long does an abatement apply?

The political subdivision sets the length of the abatement, which cannot exceed 15 years. The term can be extended to 20 years if only two of the three political subdivisions (city/town, county, and school district) grant an abatement.

What is the limitation on abatements?

The total amount of property taxes abated may not exceed the larger of:

- 10 percent of the net tax capacity of the political subdivision, or
- \$200,000.

How do the mechanics of abatement work?

The abatement resolution, approved by the political subdivision, specifies the duration and the amount of property taxes that will be abated. The political subdivision has considerable flexibility in setting the terms of the abatement; for example, it may set the abatement as a percentage of tax payable, a dollar amount, tax attributable to a portion of the parcel's market value, or something else. The local government adds the abatement to its property tax levy for the year. (The abatement levy is not subject to levy limits.) The owner pays property tax on a parcel and the political subdivision uses the payments as provided by the abatement resolution. For example, the abatement may be used to pay bonds or be given back to the property owner.

May abatements be used to pay bonds?

The abatement law authorizes the issuance of bonds to be paid back with the abatements. For example, bonds could be issued to construct public improvements or to pay for a site for a business. As the property owners pay the abated taxes, they are used to pay the bonds. These bonds can be general obligation bonds or revenue bonds. The abatement bond provisions parallel those in the TIF law: the abatement bonds are not subject to referendum approval and are excluded from debt limits.

How do abatements compare with TIF?

The legislature designed the abatement law as an alternative to and a supplement to TIF. The two programs can be used for similar purposes and both rely upon property tax funding. Both programs have very similar bonding powers. However, abatement and TIF differ in important respects. Some differences include:

- TIF can be used for longer durations (up to 25 years in some cases) than abatements (typically 15 years)
- TIF requires approval only by the municipality (usually the city) to capture all local property taxes, while abatement requires each entity's approval to capture its taxes and cannot capture special district taxes
- TIF use is subject to more legal restrictions than abatement. These
  include a blight test for redevelopment districts, but-for findings, and
  stricter limits on what increments may be spent on. Abatement is more
  flexible.

How widely has abatement been used?

The following amounts of abatement levies were reported for property taxes payable in 2011, as reported to the Departments of Revenue (cities and counties) and Education (schools).

	Number	Amount
Cities	62	\$8,152,836
Counties	31	3,211,570
Schools	8	881,069
Total	101	\$12,245,475

For more information: Contact legislative analyst Joel Michael at joel.michael@house.mn. Also see the House Research publication *Tax Increment Financing*, October 2011.

The Research Department of the Minnesota House of Representatives is a nonpartisan office providing legislative, legal, and information services to the entire House.

House Research Department | 600 State Office Building | St. Paul, MN 55155 | 651-296-6753 | www.house.mn/hrd/hrd.htm



Published July 24, 2012, 02:17 PM

# Construction activity in Fargo-Moorhead strongest since 2007

West Fargo shows biggest gains in association's report

FARGO – The construction industry in the Fargo-Moorhead area is having its strongest year since 2007, building permit information compiled by the Home Builders Association of Fargo-Moorhead shows.

By: Dave Olson, INFORUM

FARGO – The construction industry in the Fargo-Moorhead area is having its strongest year since 2007, building permit information compiled by the Home Builders Association of Fargo-Moorhead shows.

Total construction value for the first half of the year is more than \$263 million, up almost \$100 million from the same period in 2011, said Terry Becker, the association's president.

"After three years of flooding and a shaky national economy, it is refreshing to see the home-building industry thriving again and crews are extra busy on job sites," Becker said.

The association's report said housing starts are up 90 percent compared to the first half of last year, with West Fargo showing the biggest gains.

West Fargo posted 178 housing starts so far this year, compared to 69 last year at this time.

Fargo went from 104 housing starts in the first half of 2011 to 172 this year, while Moorhead numbers went from 27 to 44.

In Dilworth, housing starts fell from 10 in the first half of 2011 to four this year.

In addition to housing, total permit numbers and construction values in the Fargo-Moorhead area increased for residential remodeling, new commercial construction and commercial remodeling, said Becker, who added that a mild winter and no flooding this past spring likely contributed to the jump in construction.

He said attention, however, must remain focused on the threat future flooding may pose.

"The home-building industry still faces some large hurdles in upcoming flood insurance mandates and the long wait for permanent flood protection," he said.

"But with our strong local economy," Becker added, "the housing needs are prevalent and that's a good thing, because we are putting people to work and we are continuing to create jobs."

With the area seeing a nearly 49 percent increase in building permits, it is one of the few places in the country experiencing an increase in housing value, according to Becker.

Still, it's a buyer's market, Becker said. With interest rates remaining low and area banks ready to lend, there are many reasons to build or buy a home, he said.

"It is what we work for each day and want to provide for our families," he said.

Besides the mild winter and relatively dry spring, Becker said another factor driving growth is an influx of people moving from the hectic Oil Patch of western North Dakota.

"We are seeing that," he said, adding that his own business has built homes for families moving here from the west.

"It is directly related probably to the busyness of that area," Becker said.

Readers can reach Forum reporter Dave Olson at (701) 241-5555

Have a comment to share about a story? Letters to the editor should include author's name, address and phone number. Generally, letters should be no longer than 250 words. All letters are subject to editing. Send a letter to the editor.

Tags: business, news, updates, targo, moorhead, construction

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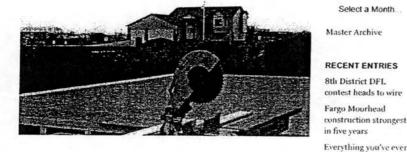
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## Statewide blog

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# Fargo Moorhead construction strongest in five years

Posted at 10:09 AM on July 25, 2012 by Dan Gunderson (o Comments) Filed under: Economy, Government, Northwest Minnesota



#### MPR file photo Dan Gunderson

Building permit activity in the Fargo Moorhead area this year is the highest it's been since 2007 according to data released by the Fargo Moorhead Home Builders Association.

Total construction value for the second quarter of 2012 is more than \$263 million That's up almost \$100 million from a year ago. New housing starts are up 90 percent from the number during the same time in 2011.

Local officials attribute the increase to a strong economy, low interest rates and housing incentives offered by cities in the Fargo Moorhead metro area.

"After three years of flooding and a shaky national economy, it is refreshing to see the home building industry thriving again," said Home Builders President Terry Becker.

Data from the National Association of Home Builders shows Fargo Moorhead is one of a handful of places in the upper Midwest where home values are increasing.

Recommend

Be the first of your friends to recommend this.

#### Post a comment

The following HTML tags are allowed in your comments: Bold: <b>Text</b>

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# Assistant Superintendent

# Moorhead Area Public Schools

Memo OAS.13.014 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendent

DATE:

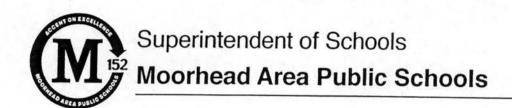
August 7, 2012

SUBJECT:

YMCA Before and After School Program at Horizon Middle School

Becky Mueller, School Age Director for YMCA of Cass and Clay Counties, will be in attendance at the August 13, 2012 School Board meeting to discuss a YMCA School Age Program that will be offered at Horizon Middle School before and after school beginning with the 2012-2013 school year. The goal of the YMCA School Age Program is to support the YMCA's mission of building strong kids, strong families and strong communities by offering a unique before and after school program to families and children that will build children physically, emotionally, intellectually and socially while offering a safe, positive and enriching experience for all youth.

WAK:nls



Memo S.13.006R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

July 31, 2012

SUBJECT:

Moorhead Elementary Schools Parent and Student Handbook

Attached is the 2012-2013 Moorhead Elementary Schools Parent and Student Handbook. According to School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

Changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be available on the district's Web site at <a href="https://www.moorhead.k12.mn.us">www.moorhead.k12.mn.us</a>.

<u>Suggested Resolution</u>: Move to approve the 2012-2013 Moorhead Elementary Schools Parent and Student Handbook as presented.

LAK:mde Attachment

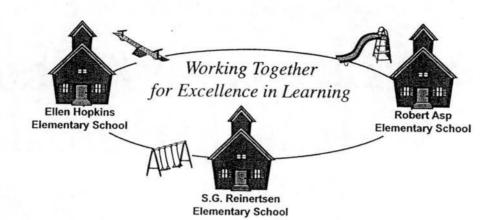
# Moorhead Elementary Schools Parent & Student Handbook 2012-13



# Working together for excellence in learning

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

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



# **Elementary School Phone Numbers**

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

Ellen Hopkins Elementary Se	chool
2020 11th St. S	218-284-4300
Mary Jo Schmid, Principal	4330
Michael Daugs, Assistant Principal	4331
Monnie Soderberg, Secretary	4301
Karen Thom, Secretary	4302
Health Office	4310
Library Media Center	4334
Fax	4333

Robert Asp Elementary Scho	ol
910 11th St. N	218-284-6300
Chris Triggs, Principal	6330
Jacob Scandrett, Assistant Principal	6331
Winifred Evensen, Secretary	
Kathy Enkers, Secretary	
Health Office	
Library Media Center	
Fax	

Fax	
S.G. Reinertsen Elementary S	chool
1201 40th Ave. S	218-284-5300
Anne Moyano, Principal	5330
Travis Okerlund, Assistant Principal.	5331
Heather Hedlund, Secretary	
Kathy Martinez, Secretary	
Health Office	
Library Media Center	
Fax	
Kindergarten at Probstfield	3800

# **Daily Schedule**

# Grades 1-5

Classes Begin 7:55 a.m.

Lunch Periods Staggered, between

10:45 a.m. and 12:50 p.m.,

varies by school

Dismissal 2:40 p.m.

# Kindergarten

Morning 7:55–10:30 a.m. Afternoon 12:05–2:40 p.m.

# **School Year Office Hours**

7 a.m.-3:45 p.m. Monday-Friday

Probstfield: 7 a.m.-3:30 p.m. Monday-Friday

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

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

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

Reg ban khone biet doc tieng Anh vs muon giup dd trong ngôn ngư cua ban xia gọi số 284-3330.

ชะเมลาแบรเมรัฐมิกสำกั กรัฐมนการมาจอนเมร. พ.ว.นา ใก.เวมใกล้. 284-3330.

نه کسر تو به ئینگیرد فرزا نه بخینی، کو متعملیت 284-3330 هاریکارده به زمان خو ، هیئیه شدندرا از ندره بکست

> 如果你不懂英语,并需要作品 种助,请打电话后284-3330.

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

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

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# Welcome Moorhead Elementary Students and Families

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

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

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

# Arrival Time and Morning Routine

We ask that children who do not ride a bus arrive no earlier than 8 7:45 a.m. unless they will be eating breakfast at school. Since there is no playground supervisor prior to 8 7:45 a.m., the school does not assume the responsibility of accidents that occur during unsupervised periods. Breakfast is served from 7:4515 a.m. to 8:10 7:45 a.m.

# Procedure for Dropping Off Children

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

# Procedure for Picking Up Children

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

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

After school, teacher supervision is provided until 2:50 p.m. In the case of an emergency, if the office is notified, a student may be supervised in the office until 3:30 p.m.

# School Safety Procedures and Locked Doors

Visitors are asked to enter the main entrance doors and register at the office before going to any other part of the building or classrooms. The main entrance doors by the office are unlocked during building hours 7 a.m. to  $4\underline{3:45}$  p.m. and for after-school programming.

To secure the building during the school day, all other doors will be locked. Locked doors are inconvenient at times, but student and staff safety is important and worth some inconvenience. The school staff know the

procedures for safety in the event of a lockdown or evacuation situation. Locked doors are a proactive step we take to decrease the likelihood of a dangerous incident at school.

# **Absences and Tardies**

We believe:

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

# Types of Absences

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information. In the case of a prolonged (three or more days) excused absence, the teacher and student should mutually agree upon a deadline for completion of makeup work.

The State of Minnesota recognizes the following reasons for absence: illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, or inclement weather. To be considered an excused absence, the student's parents/guardians may be asked to verify, in writing, the reason for the student's absence from school. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g., legal appointments, religious activities, travel, family vacations, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a minimum. A doctor's statement may be required after three or more consecutive absences or excessive periodic absences due to illness. If your child is absent due to illness for more than three consecutive days or 12 days per school year, a doctor's statement may be required.

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

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

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

Every effort should be made to have your child at school on time. Tardiness is unfair to the child who misses instruction. It also interrupts the classroom for other children. Children should be in their classrooms by 8:15 7:50 a.m. Students who arrive at school after 8:20 7:55 a.m. for any reason, must come to the office for a tardy slip before going to class.

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

# Reporting Absences

Please report all absences either through PowerSchool, by calling the school by 9 a.m. each day or by sending a signed note. When calling, speak to the secretary or leave a message stating your child's name, the teacher's name and the reason for the absence. This report allows us to inform the teacher so that plans can be modified in the classroom. It also keeps us current on the childhood illnesses which may be affecting our students.

#### If You Move

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

#### **New Students**

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

# Breakfast, Lunch, Milk

A nutritious lunch and breakfast will be served every day. School breakfast is available beginning at 7:4515 a.m. and costs \$1. Students have a thirty-minute lunch period. Lunch periods are staggered beginning at 10:50 10:45 a.m. Lunch costs \$1.75 1.90 and includes milk. Students eligible for free or reduced lunch are also eligible for free breakfast. More information about free and reduced meals is available in the school office.

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

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

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

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

children who choose to eat cold lunch at noon. It is sold for \$.40. Milk break snacks may be purchased for \$.60 though a student's meal account if interested.

### **Lunch Invitation**

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

#### Recess

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

# ACADEMIC AND ACTIVITY PROGRAMS

#### Art

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

## **Curriculum Review**

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

# Elementary Guidance (Counseling)

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

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

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

# **Field Trips**

Visits to various places in our community and in other communities enhance our educational program. Field trips are held in correlation with the curriculum for a particular grade level. Trips are always well supervised,

but we do ask that you sign the "field trip permission" line on the registration form. Your child's teacher will notify you when parent volunteers are needed to assist on field trips. If you have a question about a field trip, feel free to call the classroom teacher.

# **Homebound Instruction**

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

#### Homework

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

# Kinder Plus (K+)

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

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

Classrooms are at Ellen Hopkins and Robert Asp Elementary. Students in the S.G. Reinertsen Elementary attendance area will attend kindergarten and K+ at Probstfield Center for Education. Call Moorhead Community Education at 218-284-3400 or visit https://communityed.moorhead.k12.mn.us for more information.

# Library Media Center

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

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

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

# Minnesota Academic Standards

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

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

### Music

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

#### Orchestra

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

# **Physical Education**

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

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

Please send a written note to the physical education teacher if your child is unable to participate in class. In most cases, if a child is well enough to attend school he or she should be allowed to participate in physical education. If a child is unable to participate for more than three days a doctor's statement may be required.

## **School Safety Patrol**

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

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

# **Spanish Immersion Program**

The Spanish Immersion Program at Ellen Hopkins Elementary School provides students the opportunity to become fluent in Spanish as well as English. All children in the district who are entering kindergarten in the fall are eligible to register for the program. Parents/guardians choose to enroll their children in the program. Transportation is not provided to students living outside the Ellen Hopkins attendance area. Limited space is available in grades K, 1 and 2.

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

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

## Testing

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

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

#### **POLICIES**

## **Activity Travel**

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

### Bullying/Intimidation

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the

student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening or terrorizing another student, teacher, administrator, volunteer, contractor or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.

If a student has been bullied or knows of other students being bullied or intimidated, the student should contact an adult staff member for help. Refer to the discipline procedures section in this handbook and to School Board Policy 578 on the school district website or in the school office.

## Child Abuse and Neglect

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the policy of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services or the proper city or county law enforcement agency.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years. Refer to School Board Policy 534 on the website or in the school office.

## Crisis Management

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

## Drug-Free and Weapon-Free Zones

The area around each elementary school is a drug-free and weapon-free zone. Anyone caught possessing or selling, alcohol or chemicals or using or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law. Refer to School Board Policies 572 and 576 on the website or in the school office.

## **Emergency Drills**

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

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

Emergency drills are conducted so we can:

- practice the skills involved with evacuation or securing of the school,
- · test, evaluate and refine the emergency response plan, and
- provide training for our staff to learn how to respond decisively and constructively to unexpected situations.

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

## Harassment and Violence

Moorhead Area Public School District 152 Policy Against Harassment and Violence Related to Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation and Age

- 1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age of any kind.
- 2. A harasser may be a student or an adult. Harassment may include the following when related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age:
  - a. name calling, joking or rumors;
  - b. pulling on clothing;
  - c. graffiti;
  - d. notes or cartoons;
  - e. unwelcome touching of a person or clothing;
  - f. offensive or graphic posters or book covers; or
  - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
- 3. If you believe you have been the victim of any type of harassment you should report it to any school district official.
- 4. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).
- 5. Your right to privacy will be respected as much as possible.
- 6. The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age, and the school district will take all appropriate actions based on the report.
- 7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

8. This is summary of the school district policy harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age.

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

## Hazing Prohibition - Policy 571

#### 1. PURPOSE

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

#### II. GENERAL STATEMENT

- A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

#### III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
- 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

- 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
- 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. Moorhead Area Public Schools encourages the reporting party or complainant to use the report form (Administrative 571.1) available from the building administrator or the school district office, but oral reports shall be considered complaints as well.
- B. The building administrator, the administrator's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district human rights officer (Human Resource Director) by the reporting party or complainant.
- C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building administrator immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

## V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The Moorhead Area Public School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

#### VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

## VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building administrator is responsible for the annual review of the handbook with students and staff.

## School District Electronic Network and Systems Responsible Acceptable Use and Safety

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

# Search of Student Lockers, Desks, Personal Possessions, and Student's Person - Policy 574 I. PURPOSE

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

## II. GENERAL STATEMENT

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

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

#### C. Desks

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

#### D. Personal Possessions and Student's Person

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

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

#### III. DEFINITIONS

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

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

- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

#### IV. PROCEDURES

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

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

internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

- C. School officials may, upon a finding of individualized reasonable suspicion supported by articuable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.
- D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.
- E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.
- H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

#### V. DIRECTIVES AND GUIDELINES

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

## VI. SEIZURE OF CONTRABAND

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

#### VIII. VIOLATIONS

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

## **Tobacco-Free Environment**

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition includes all school district property and all off campus school district-sponsored events.

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy. Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The Moorhead Area Public Schools will be proactive in tobacco-free help programs. Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support. Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

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

## Weather Related and Emergency School Closings

Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow, ice or other emergencies. As soon as the decision to close schools is made, an announcement will be made on all local radio and television stations and posted on the district's website at www.moorhead.k12.mn.us. If you hear no announcement concerning Moorhead Area Public Schools, you should assume that school is open and that a regular schedule is being followed. We do not close early as often as many of our neighboring rural school districts. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

Please do not call the school to find out whether school is being canceled. Our phone lines are very limited and we need to be able to make outgoing calls in an emergency situation. Please listen to radio or television and plan ahead so that your child knows what to do in case school closes early. If your family has any unusual circumstances that might cause difficulty in case of a school closing, let us know when your child registers for school.

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

#### Wellness

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

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

Beginning with the 2012-13 school year, elementary students will be recognized for their birthdays at school, but families are asked to reserve the cake, ice cream, cupcakes and sweets for home birthday celebrations.

Refer to School Board Policy 536 and Administrative Procedures on the website or in the school office.

#### DISCIPLINE PLAN

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

## Discipline at School

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

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

Teachers are guided by School Board Policy 551 Student Discipline which states: All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm to themselves or to another.

The board policy also states: All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm to themselves or to another.

Teachers will create classroom rules with their students during the opening days of school. If a teacher decides to involve the principal or building administrator in a disciplinary situation, or if the principal becomes involved as the result of a situation in one of the common areas of the school, they will consult if possible before deciding upon a course of action.

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

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

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

follow directions

respect people

respect property

keep hands, feet, and objects to self

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

Lunchroom

use quiet voices and proper table manners

stay in seats until excused

Hallways

use quiet voices

walk

Bus lines

stay behind the white lines on the sidewalk stay in line while waiting and while loading

the bus

Assemblies

use quiet voices

show courtesy to presenters

sit in assigned place

remain in the gym for the entire program

Playground

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

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

## **Discipline Procedures**

## Purpose

Every student and employee of Moorhead Area Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline procedures, consequences appropriate to the behavior, and a practice to do so consistently.

#### General Statement

The Moorhead Area Public School Board believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enable all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities. Employees will take corrective action when a student's behavior does not fall within discipline guidelines.

The following are district wide discipline procedures. These procedures and the minimal consequences apply any time a student is present on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. The discipline procedures and consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of improper conduct that occurred on school grounds or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Listed are the violations and minimum consequences; although all actions will be taken on a case-by-case basis. Restitution or restorative discipline/justice may also be utilized when appropriate for the disciplinary infraction.

Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable follow up to a destructive action may be to try to restore, replace, repair, clean up or apologize, as the situation may dictate.

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

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

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

Listed are the violations and the minimum consequences for first, second and third offenses. Suspension may be served in school or out of school at the discretion of the administrator. The school district or school administration may impose more severe consequences beyond those set forth in these procedures based on the particular misconduct.

These procedures are based on school board policies, available on the district's website at www.moorhead.k12.mn.us or in the school offices.

#### **Procedures**

## 1. ABUSE, VERBAL

Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people and

is prohibited. Verbal abuse that is also sexual, religious, disability or racial harassment will be addressed under the guidelines for harassment.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference Removal from class or suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference Removal from class or suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

#### Definitions:

- A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.
- C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Notification of legal authorities	Parent(s)/Guardian(s) conference 1-3 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Notification of legal authorities	Parent(s)/Guardian(s) conference 1-3 day suspension Notification of legal authorities Referral to Student Assistance	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities Referral to Student Assistance

## 3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property.

## Definitions:

- A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.
- C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities 3 day suspension
Grades 4-5	Parent(s)/Guardian(s) conference Notification of legal authorities 5-10 day suspension	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion

## 4. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grade Level	First Offense	
Grades K-3	Parent(s)/Guardian(s) conference 1-5 day suspension Immediate notification of legal authorities (police and fire marshal)	
Grades 4-5	Parent(s)/Guardian(s) conference 3-10 day suspension Immediate notification of legal authorities (police and fire marshal)	

## 5. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference 1-5 day suspension Notification of legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities

## 6. ATTENDANCE, CHRONIC ABSENTEEISM

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the value of attendance each school day by each student.

Grade Level	First Offense
Grades K-5	Parent(s)/Guardian(s) conference Referral to Truancy Intervention Program

## 7. BOMB THREAT OR TERRORISTIC THREAT

Intentionally making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities
Grades 4-5	* Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 8. BREAKING AND ENTERING

Entering a secured or restricted district location, during or after school hours, using an unauthorized mechanism of entering is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-12	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

#### 9. BULLYING OR INTIMIDATING BEHAVIOR

"Bullying" means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities or performance.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 10. DISHONESTY, ACADEMIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Same/next day dismissal
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Same/next day dismissal

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 11. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

#### 12. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

- A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
- Willful conduct that endangers surrounding people, including school district employees, the student or other students, or the property of the school; and
- C. Willful violation of any rule of conduct specified in the student handbook adopted by the school board.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 13. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or

that may reasonably be construed as sexual. Examples of such clothing include "short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.

- Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in district policy.
- Wearing clothing or footwear that would damage school property.
- Wearing masks, face paint or grooming that limits or prevents identification of a student.
- Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat
  to the health and safety of others.
- Wearing clothing in a manner that displays undergarments.

The appropriateness of wearing of hats and caps will be determined at each school by the principal and may be worn in some cases (i.e., student undergoing chemotherapy, medical situations, religious purposes, class outside the building). Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of this guideline, the student will be directed to make modifications or be sent home for the day.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-8	* Student conference Modify clothing	Parent(s)/Guardian(s) notification Modify clothing or send home	Parent(s)/Guardian(s) conference Modify clothing or send home

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

#### 14. FALSE ALARM

Intentionally calling 911 (emergency call) or giving a false alarm of a fire or tampering or interfering with any fire alarm or sprinkler system is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Referral to legal authorities

Grades 4-5	* Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Referral to legal authorities
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<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 15. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 16. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance for stakes) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian conference Removal from class or activity or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

#### 17. HARASSMENT

Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals. "Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Notification of Title IX Officer	Parent(s)/Guardian(s) conference Notification of Title IX Officer	Parent(s)/Guardian Conference Removal from class or activity or 1-2 day suspension Notification of Title IX Officer
Grades 4-5	* Notification of Title IX Officer	Parent(s)/Guardian(s) conference Notification of Title IX Officer	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Notification of Title IX Officer

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

#### 18. HAZING

This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. Hazing, by its very nature, often occurs off school grounds, after school hours, on nonschool days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 19. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 20. MISBEHAVIOR ON THE SCHOOL BUS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral rules while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Student conference and warning	Parent(s)/Guardian(s) conference 3 school day suspension from riding the bus	Parent(s)/Guardian(s) conference 5 school day suspension from riding the bus
Grades 4-5	Student conference and warning	Parent(s)/Guardian(s) conference 3 school day suspension from riding the bus	Parent(s)/Guardian(s) Conference 5 school day suspension from riding the bus

**Further offenses**: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

#### 21. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects include, but are not limited to, laser pointers, flammable lighters, pagers, radios, personal electronic devices, magnets, snaps, stink bombs, bolt cutters, and crowbars.

Grade Level First Offense Second Offense Third	d Offense
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Grades K-3	* Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 4-5	* Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 22. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by an individual, including phones, camera, music players, calculators, electronic games, video players, computers and personal digital assistants.

- A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
- B. Elementary: PEDs may not be used during the school day. Cell phones may be used before and after school. Secondary: PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
- C. PEDs may only be used in the classroom with teacher approval.
- D. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).

The following consequences will be used for the misuse of these devices.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)
	conference	conference	conference
	Confiscate	Confiscate	1-2 day suspension
Grades 4-5	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)
	conference	conference	conference
	Confiscate	Confiscate	1-2 day suspension

#### 23. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s) that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension

Grades 4-5	*	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)
		conference	conference
			1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 24. PUSHING, SHOVING, SCUFFLING

Physical contact, which may include fighting, that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 25. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 26. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera, an automatic locking door apparatus or electronic computer network safeguards.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension

<sup>(\*)</sup> Indicates disciplinary action assigned by building administration.

## 27. TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites including intentional tampering or bypassing Internet content filtering system; deliberate contamination of the electronic network and file storage system; unethical use of information; or violation of copyright laws are prohibited. In addition, the denial of network access due to misuse means that the student will not have access to the electronic network and computer resources.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 2-3 day suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges
Grades 4-5	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 2-3 day suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges

## 28. THEFT, ROBBERY OR EXTORTION

The unauthorized taking of and/or the unauthorized possession of the property of another person is prohibited. This may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference 1-2 day suspension Notify legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference 1-2 day suspension Notify legal authorities

## 29. TOBACCO, POSSESSION AND USE

Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 1-2 day suspension Referral to legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 1-2 day suspension Referral to legal authorities

# 30. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

The intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension
Grades 4-5	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension

## 31. WEAPON

"Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

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

- stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
- B. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- C. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

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

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the Superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Grade Level	First Offense	Second Offense
Grades K-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion

## School Bus Service, Safety and Responsibility

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

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

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

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

Refer to School Board Policy 720 and 721 on the website or in the school office.

## Student Dress and Appearance

It is the policy of the Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

- 1. Clothing appropriate for the weather (i.e., winter coats and boots in the winter).
- 2. Clothing that does not create a health or safety hazard (i.e., shoes with wheels).
- 3. Clothing appropriate for the activity (i.e., physical education or the classroom).

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

## MEETING UNIQUE NEEDS

## English as a Second Language (ESL)

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

#### **Health Services**

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

vision screening, and specialized health procedures which must be done at school. Communication and cooperation between school personnel and parents/guardians is essential in understanding and meeting our children's health.

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

5 - D.P.T. (Diphtheria, Pertussis, and Tetanus) immunizations

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

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

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

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

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

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

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

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

#### **Special Education Services**

The Moorhead Area Public Schools offer a variety of programs and services for children with disabilities. Disability areas include speech and language, learning disabilities, emotional/behavior disorders, hearing, vision, mental, physical, and health impairments and others. We have staff licensed to work with children in these areas as well as a school psychologist, social worker, occupational and physical therapists, and an

adaptive physical education teacher. A team made up of staff and a student's parents/guardians determine the need for the program of special services. Children receive a comprehensive assessment, or evaluation, of their strengths and weaknesses before services begin. Information from parents/guardians is an important part of the process. We follow the due process procedures set by state and federal laws.

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

## Supplemental Teaching and Enrichment Program (STEP)

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

*Novel Groups* is a reading program for first through fifth grade children interested in more challenging literature. It is led by trained parent volunteers.

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

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

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

## Other Supplemental Programs

At the elementary level we also offer programs that provide extra help and instruction in reading, writing, and math. These include Reading Recovery, Early Literacy Groups, Read 180/System 44 and Title I support at Hopkins and Asp. The America Reads program provides Minnesota State University Moorhead and Concordia College education majors to assist students with reading. We have tutors to assist students in the area of reading through the Minnesota Reading Corps. We use an after school Targeted Services program called EXCEL to give students extra help in reading, writing and math. We also use parent, community, and college student volunteers to assist our students.

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

## PARENTS AND TEACHERS IN PARTNERSHIP

#### Addressing Concerns

When parents/guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If you do not receive satisfaction from that person, then contact the building

principal or administrator for assistance. If the matter is still unresolved, then contact the superintendent of schools. You may be asked by the superintendent to state the concern in writing and summarize the action taken to date. Should that fail, an appeal may be filed with the School Board through the Superintendent's Office.

## **Conferences and Progress Reports**

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

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

## **Family Involvement**

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

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

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

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

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

#### infosnap

Moorhead Area Public Schools uses *infosnap*, the district's online student registration system which provides a secure and efficient registration process. *infosnap* allows parents/guardians to enter registration information about their students — including emergency contacts, nutrition services, transportation, health, athletics and activities — in one online form. Computer access is available at the school if needed. Once a student's registration information is complete, parents/guardians only need to review and update the information annually.

If you have a question on how to complete an infosnap form, contact your school's main office. If you are

having technical difficulties, contact the *infosnap* support line at 866-986-1601 Ext. 7095 or support@infosnap.com. Moorhead Area Public Schools does not provide technical support for *infosnap*.

## Messages and Phone Calls

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

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

## Parent Teacher Advisory Council (PTAC)

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

## Parents Right to Know (Title I)

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

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

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

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

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

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

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

#### PowerSchool

PowerSchool, the district's student management system, provides information about your student's attendance and meal and lunch account transactions and balance through any Internet-capable computer or smartphone. Parents/guardians are provided usernames and passwords to access information about their child. Usernames and passwords have not changed. You do not need new password information if you have have it from previous years. Parents/guardians who do not have a username and password may get those in the school office. Parents/guardians must bring a photo ID with them.

## Visitors to the Building / Visiting Classrooms

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

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

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

#### OTHER INFORMATION

#### Bicycles

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

## **Birthday Celebrations**

Beginning with the 2012-13 school year, elementary students will be recognized for their birthdays at school, but families are asked to reserve the cake, ice cream, cupcakes and sweets for home birthday celebrations.

## District Calendar

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

## **District Website**

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

## Gift Giving

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

#### Insurance

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

#### Lost and Found

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

#### Parent/Guardian Information

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings and other school information, that person should call the office to make arrangements.

## **Parking**

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

## **Party Invitations**

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

## Patriotic Exercises

In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week. Any student who, for reasons of conscience, does not wish to salute the flag or say the Pledge of Allegiance, will be excused from the exercises. Refer to School Board Policy 633 on the website or in the school office.

## **PaySchools**

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

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

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

## Personal Electronic Devices (PEDs)

Students should not bring articles such as personal listening devices, electronic games, video players, music players and other electronic equipment to school. Cell phones may be used before and after school. The school district shall not be liable for the loss, damage, or misuse of any electronic or other valuable item brought to school.

Personal electronic devices also are governed by other district policies (e.g., harassment, copyright, acceptable use). Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

Student conference and confiscation of items may be used if students do not follow this policy. Refer to School Board Policy 551 on the website or in the school office.

## **Pesticide Applications**

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

#### Pets in School

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

#### Treats

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

## PUBLIC NOTICE: Protection and Privacy of Student Records - Policy 504

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

- 1. Parents/guardians and eligible students are hereby informed that they have the following rights:
- a. That parent/guardian or eligible student has a right to inspect and review the student's education records. A parent/guardian or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent/guardian or eligible student will be notified of the time and place where the records may be inspected.
- b. That the parent/guardian or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent/guardian or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent/guardian or eligible student wishes the school district to make. The request shall be signed and dated by the parent/guardian or eligible student. If the school district decides not to amend the record as requested by the parent/guardian or eligible student, the school district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- c. That the parent/guardian or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.
- d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;
- e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
- f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-4605.

- g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
- h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's website (www.moorhead.k12.mn.us).
- 2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:
- a. It classifies records as public, private or confidential.

- b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
- c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- d. It establishes procedures and regulations for access to and disclosure of education records.
- e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.
- 3. Copies of the School Board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.
- 4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; grade level; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

- a. The information listed above shall be public information which the school district may disclose from the education records of a student.
- b. Should the parent/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.
- c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
- (1) Name of student and parent/guardian, as appropriate;
- (2) Home address;
- (3) School presently attended by student;
- (4) Parent's/guardian's legal relationship to student, if applicable;
- (5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.
- 5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents/guardians of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent/guardian or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

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

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

- (1) NAME OF STUDENT AND PARENT/GUARDIAN, AS APPROPRIATE;
- (2) HOME ADDRESS;

- (3) STUDENT'S GRADE LEVEL:
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S/GUARDIAN'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

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

INDEPENDENT SCHOOL DISTRICT NO. 152 MOORHEAD, MINNESOTA JULY 2012

### 2012-2013 Elementary Calendar

### August 2012

- 22 EIS-12 Para Prof. Development Day
- 28 Prof. Development (a.m.) / Teacher Work Day (p.m.)
- 28 Back-to-School Night Kindergarten (5:30-7:30 p.m.)
- 29-30 Professional Development
  - 30 Back-to-School Night Grades 1-5 (6-7:30 p.m.)

#### September

- 3 Labor Day
- 4 K-12 Classes Begin
- 12, 26 K-12 Prof. Development Before/After School
  - 19 K-5 Prof. Development After School

#### October

- 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); No Kindergarten
  - 17 No Classes K-12 / K-12 P/T Conferences (8-11:30 a.m.) / K-8 P/T Conferences (12:30-4:15 p.m.) / EIS-12 Para Prof. Development Day
- 18-19 No School / Education Minnesota (EM)
  - 31 K-5 Prof. Development After School

### November

- 6 End of 1st Quarter
- 7 K-8 Prof. Development Before/After School
- 14, 28 K-12 Prof. Development Before/After School
  - 21 K-12 No School / Teacher Comp. (Conf.)
- 22-23 No School

#### December

- 5 K-12 Prof. Development Before/After School
- 22 Winter Break Begins

#### January 2013

- 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 / K-5 Teacher Comp Day (PD) / Martin Luther King Jr. Day

### **February**

- 6, 20 K-12 Prof. Development Before/After School
  - 13 K-8 Prof. Development Before/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); No Kindergarten
  - 6 No Classes K-12 / Grades K-5 P/T Conferences (8-11:30 a.m., 12:30-4:15 p.m.)
- 7-8 No School / Teacher Comp. (Conf. / PD)
- 11-May 10 Grades 3-8 MCA Mathematics Online Testing Window
- 13, 27 K-12 Prof. Development Before/After School
- 18-May 10 MTAS Reading and Math Testing Window
- 18-May 10 Grades 3-8, 10 MCA Reading Online Testing Window
- 18-May 17 MCA Science Testing Window (Gr. 5, 8, MHS)
  - 20 K-5 Prof. Development After School
  - 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
- 15-May 3 MCA Paper Reading and Math Testing Window
  - 17 K-12 Prof. Development Before/After School

#### May

- 1 K-12 Prof. Development Before/After School
- 15 K-5 Prof. Development After School
- 27 No School / 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 (4.25 hrs)

#### Possible Emergency Makeup Days

May 31, June 3, 4, 5, 6, 7 and beyond

This calendar contains no built-in makeup days. All makeup days will be at the end of the year.

For more events at specific schools or in the district, please see the district calendar or view the calendar information online at www.moorhead.k12.mn.us.



## Department of School Improvement and Accountability

### **Moorhead Area Public Schools**

Memo SIA.13.002 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Director of School Improvement and Accountability C

DATE:

July 31, 2012

SUBJECT:

2011-2012 Assessment Results

Attached please find copies of the following assessment reports for Moorhead Area Public Schools' Minnesota Comprehensive Assessment (MCA), EXPLORE, PLAN and Advanced Placement (AP) scores for the 2011-2012 school year. The reports show five-year trend data for MCA and AP results and three-year trend data for EXPLORE and PLAN results.

There will be a discussion regarding the results of these assessments at the August 13, 2012 School Board meeting.

MOE:nls Attachment

# MCA 2012 Results Update

By Melissa Eidsness

Director of School Improvement and

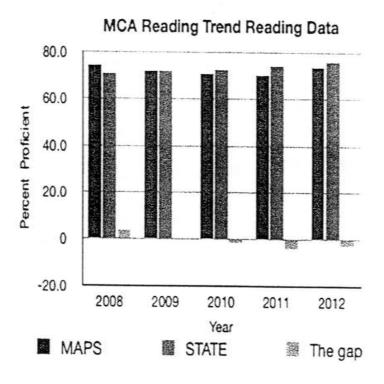
Accountability

August 13, 2012

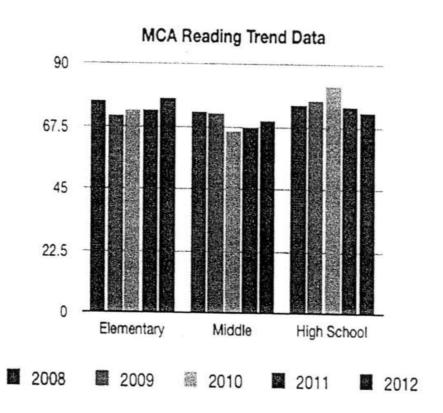
# Highlights

- Gap reduced between the state and district reading score.
- Scores improved on mathematics MCA-III for elementary and middle school.
- State test scores in mathematics improved.
- Trends show improvement.
  - Elementary reading scores have increased each year for the last four years.
  - Middle school reading scores have increased each year for the last three years.
  - Elementary and middle school MCA-III mathematics scores have increased over the last two years.

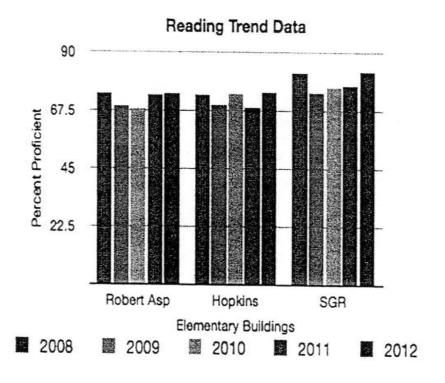
		Reading	Data		
MCA READING TREND DATA	2008	2009	2010	2011	2012
MAPS	74.5	72.1	70.9	70.4	73.4
STATE	70.7	71.9	72.3	74.5	76.0
THEGAP	3.8	0.2	-1.4	-4.1	-2.6



MCA READING	2008	2009	2010	2011	2012
TREND					
DATA					
ELEMENTARY	76.8	71.4	73.4	73.6	77.6
MIDDLE	73.1	72.4	65.9	67	70.1
HIGH SCHOOL	75.8	77.3	82.7	75.1	73

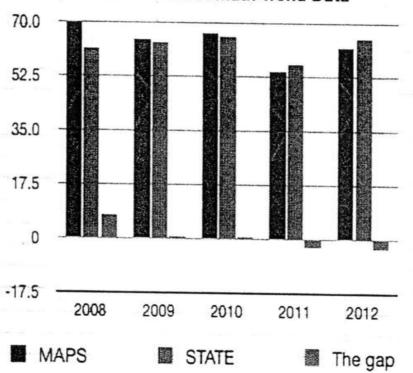


MCA	2008	2009	2010	2011	2012
READING TREND DATA					
ROBERT ASP	74	69.2	68.6	73.8	74.3
HOPKINS	73.9	70	74.2	68.7	74.9
SGR	82.3	74.5	76.9	77.5	82.6



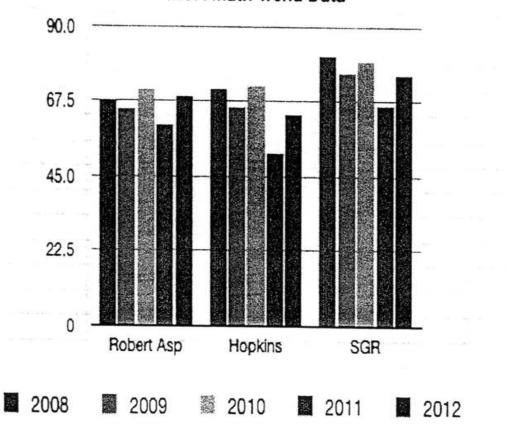
MCA MATH TREND DATA	2008	2009	2010	2011	2012
MAPS	69.9	64.9	66.6	54.3	62.3
STATE	62.0	63.9	65.9	57.0	65.4
THEGAP	7.9	1.1	0.7	-2.7	-3.1

## MCA District Math Trend Data

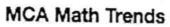


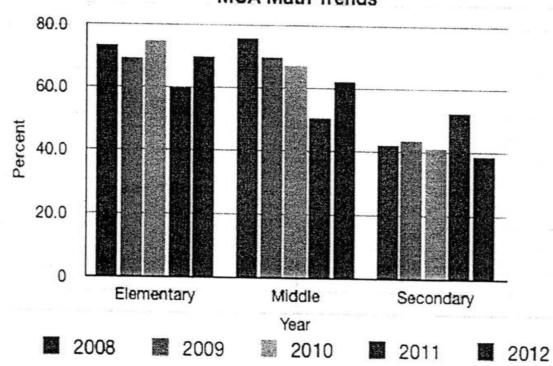
MCA MATH TREND	2008	2009	2010	2011	2012
* ROBERT ASP	67.4	65.0	71.2	60.2	68.8
HOPKINS	70.9	65.6	72.3	51.9	63.8
SGR	81.0	76.0	79.6	66.1	75.5

## MCA Math Trend Data



MCA MATH TREND DATA	2008	2009	2010	2011	2012
ELEMENTARY	73.4	69.2	74.7	59.9	69.8
MIDDLE	75.9	69.6	67.4	50.5	62.5
SECONDARY	42.3	43.8	41.3	52.6	39.1





Memo S.13.012R

TO:

School Board

FROM:

Lynne A. Kovash, Superintendent

DATE:

July 31, 2012

SUBJECT:

Special School Board Meeting

Due to the election timeline for the upcoming November 6 general election, a special School Board meeting is necessary to meet the following election requirements:

- The last day to file for the November general election is Tuesday, August 14.
- The last day to file affidavits of withdrawal of candidacy is Thursday, August 16 (5:00 p.m. deadline).
- The last day to adopt the resolution calling the general election is Friday, August 24.
- The last day to notify the county auditor of the school district general election is Friday, August 24.

The next regularly scheduled board meeting is August 27.

The recommended special School Board meeting date is Tuesday, August 21 at 5:30 p.m.

<u>Suggested Resolution</u>: Move to approve Thursday, August 21, 2012 at 5:30 p.m. to conduct a special School Board meeting to accommodate election requirements.

LAK:mde



### **Moorhead Area Public Schools**

Memo HR.13.009

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 2, 2012

SUBJECT:

Bus Drivers & Assistants Master Agreement

A new two-year contract was successfully negotiated with the Bus Drivers & Assitants Group 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 X: Holidays

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

Year	Cost	Percentage Increase
2012-2013	\$7,436	2.03%
2013-2014	\$7,404	1.98%
TOTAL	\$14,840	4.01%

<u>SUGGESTED RESOLUTION</u>: Move to approve the Bus Drivers & Assistants Master Agreement as presented with the cost as follows:

Year	Cost	Percentage Increase
2012-2013	\$7,436	2.03%
2013-2014	\$7,404	1.98%
TOTAL	\$14,840	4.01%

KLD:smw



Memo HR.13.008

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 2, 2012

SUBJECT:

Custodians Master Agreement

A new two-year contract was successfully negotiated with the Custodian Group 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 VI, Section 8 License Fee Reimbursement

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

Year	Cost	Percentage Increase
2012-2013	\$26,969	2.00%
2013-2014	\$27,740	2.02%
TOTAL	\$54,709	4.02%

**SUGGESTED RESOLUTION**: Move to approve the Custodian Master Agreement as presented with the cost as follows:

Year	Cost	Percentage Increase
2012-2013	\$26,969	2.00%
2013-2014	\$27,740	2.02%
TOTAL	\$54,709	4.02%

KLD:smw

5-N9-BOS 21 Aug 12

Pages 4-8

### **INDEPENDENT SCHOOL DISTRICT #152**

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

August 21, 2012 5:30 p.m.

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

Lis	a Ericl	cson	Kristine Thompson
Cin	dy Fa	gerlie	Bill Tomhave
Lau	irie Jo	hnson	Trudy Wilmer
Mil	ce Sig	gerud	Dr. Lynne A. Kovash
			AGENDA
1.	CA	LL TO ORDER	
	A.	Pledge of Allegiance	
	В.	Preview of Agenda - Dr	. Lynne A. Kovash, Superintendent
	C.	Approval of Meeting A	genda
		Moved by	Seconded by
		Comments	
	D.	(Citizens who wish to a raising their hand and b state their name and wil	itizens/Other Communications (Non-Agenda Items) ddress a non-agenda item have the opportunity to speak by eing recognized by the School Board chair. Speakers must l be limited to three minutes. Speakers must complete the tlines the public input process, and submit it to the School

### SCHOOL BOARD AGENDA - August 21, 2012 PAGE 2

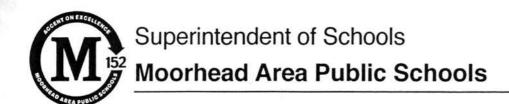
	ve to approve the Resolution Relating to the Election of Sch ag the School District General Election.	100
Moved by	Seconded by	_

### 3. ADJOURNMENT

## SCHOOL BOARD AGENDA - August 21, 2012 PAGE 3

## **CALENDAR OF EVENTS**

Event	Date	Time	Place
New Teacher Induction Luncheon	August 22	12 pm	PCE
School Board - Special Meeting	August 27	5 pm	PCE
School Board	August 27	7 pm	PCE
All Staff Breakfast and Assembly	August 30	7:45 am	MHS
K-12 Classes Begin	September 4		



Memo S.13.016R

TO:

School Board

FROM:

Lynne A. Kovash, Superintendent

DATE:

August 15, 2012

SUBJECT:

**Election Resolution** 

Attached please find the Resolution relating to the Election of School Board Members and Calling the School District General Election.

Suggested Resolution: Move to approve the Resolution relating to the Election of School Board Members and Calling the School District General Election.

LAK:mde Attachment

## RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

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

1. It is necessary for the school district to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

- 2. The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the 6th day of November, 2012.
- 3. Pursuant to Minnesota Statutes, Section 205A.11, precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.
- 4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election.

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

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

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

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

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

- 5. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.
- 6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

#### GENERAL ELECTION BALLOT

### INDEPENDENT SCHOOL DISTRICT NO. 152 MOORHEAD AREA PUBLIC SCHOOLS

NOVEMBER 6, 2012

	INSTRUCTIONS TO VOTERS
To vote, cor	mpletely fill in the oval(s) next to your choice(s), like this
	SCHOOL BOARD MEMBER
	VOTE FOR UP TO FOUR

Lisa Erickson
Cindy Fagerlie
John Rowell
Michael Siggerud
Scott Steffes
Matt Valan
Trudy Wilmer
Write-in, if any
O
Write-in, if any
O
Write-in, if any
O
Write-in, if any

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

- 7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.
- 8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.

04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The individuals designated as judges for the state general election shall act as election judges for this election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

S-M9-BOS 27 Aug 17

### **INDEPENDENT SCHOOL DISTRICT #152**

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

August 27, 2012 7:00 p.m.

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

		5	
AT	TEND.	DANCE:	
Lisa	Ericks	ckson Kristine Thompson	
Cinc	dy Fag	agerlie Bill Tomhave	
Lau	rie Joh	ohnson Trudy Wilmer	
Mik	e Sigg	ggerud Dr. Lynne A. Kovash _	
		AGENDA	
1.	CAL	ALL TO ORDER	
	A.	Pledge of Allegiance	
	В.	Preview of Agenda - Dr. Lynne A. Kovash, Superintendent	
	C.	Approval of Meeting Agenda	
		Moved bySeconded by Comments	
	D.	"We Are Proud"	
		We Are Proud of Dr. Bill Tomhave, School Board treasure 2012 outstanding service award from the Minnesota Servic Tomhave was recognized for his work with the Lakes Cour Cooperative during the MSC annual board conference in June 1981.	e Cooperatives. htry Service
		We Are Proud of the Moorhead High boys and girls track who qualified for the 2012 Class AA state tournament. The Ellingson, Gabe Wright, Brady Andersen, Austin Moon, Jac	y are Glen

Lawrence, Avery Selberg, Mallori Johnson, Mackenzie Kelly and Taylor Janssen. Individual place winners were Glen Ellingson, sixth place in 3,200

## SCHOOL BOARD AGENDA - August 27, 2012 PAGE 2

meter run and seventh place in 1,600 meter run, Gabe Wright, sixth place tie in high jump, and Avery Selberg, Mallori Johnson, Mackenzie Kelly and Taylor Janssen, seventh place in 4 x 800 meter relay. The boys and girls head track coaches are Jon Moe and Justin Gall and the assistant coach is Jeremy Blake.

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 Dehmer
  - (1) Approval of Resignations Page 5
  - (2) Approval of Change in Contracts Page 6
  - (3) Approval of Early Retirement Page 7
  - (4) Approval of Family/Medical Leave Page 8
  - (5) Approval of New Employees Pages 9-11

Suggested Resolution: Mo	ve to approve the Consent Agenda as presented.	
Moved by	Seconded by	
Comments		

3. MOORHEAD HIGH SCHOOL HALL OF HONOR: Kovash

Pages 12-14

## SCHOOL BOARD AGENDA - August 27, 2012 PAGE 3

4.	ELLEN HOPKINS SCHOOL IMPROVEMENT PLAN: Kovash Pages 15-48
	<u>Suggested Resolution</u> : Move to approve the Ellen Hopkins School Improvement Plan as presented.
	Moved by Seconded by Comments
5.	ACT TEST RESULTS: Kovash Pages 49-53
6.	RESOLUTION AUTHORIZING SALE OF AID ANTICIPATION CERTIFICATES: Kazmierczak Pages 54-81
	<u>Suggested Resolution</u> : Move to approve the resolution relating to \$8,500,000 general obligation aid anticipation certificates of indebtedness, Series 2012B; authorizing the issuance, awarding the sale and establishing the terms thereof.
	Moved by Seconded by Comments
7.	2012-13 STRATEGIC PRIORITIES: Kovash Page 82
8.	SUPERINTENDENT'S ANNUAL EVALUATION: Erickson
9.	SUPERINTENDENT REPORT: Kovash
10.	COMMITTEE REPORTS
11.	OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD
12	ADJOURNMENT

### SCHOOL BOARD AGENDA - August 27, 2012 PAGE 4

### CALENDAR OF EVENTS

Event	Date	<u>Time</u>	Place
All Staff Breakfast and Assembly	August 30	8 a.m.	MHS
K-12 Classes Begin	September 4		
Joint Powers Committee	September 6	7 a.m.	Clay County
School Board	September 10	7 p.m.	PCE
MHS PTAC	September 10	7 p.m.	Media Center
Early Childhood Advisory Com	September 11	5-7 p.m.	PCE
Hopkins PTAC	September 11	6:30 p.m.	Media Center
Asp PTAC	September 11	6:30 p.m.	Media Center
Reinertsen PTAC	September 11	6:30 p.m.	Media Center
Instr and Curr Advisory Com	September 13	7 a.m.	PCE
Horizon PTAC	September 13	6:30 p.m.	Media Center
Safe and Healthy Learners Com	September 18	3 p.m.	PCE
Community Ed Advisory Council	September 18	7 p.m.	PCE
Homecoming Parade	September 21	2 p.m.	
Hall of Honor Induction Ceremony	September 22	5 p.m.	MSUM
School Board	September 24	7 p.m.	PCE
Technology Committee	September 25	3:45 p.m.	PCE
Title I District Parent Adv Com	September 25	5:30-7 p.m.	PCE



### Moorhead Area Public Schools

Memo HR.13.013

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 21, 2012

SUBJECT:

Resignations

The Administration requests approval of the resignations of the following people:

Lance Kelly

9<sup>th</sup> Grade Football Coach, High School, effective with the 2012-2013

football season.

Diana Dykema

9th Grade Assistant Volleyball Coach, High School, effective August 6,

2012.

Sandy Arntson

Paraprofessional, Horizon Middle School, (currently on leave), effective

August 13, 2012.

Gina Swenson

Paraprofessional, Robert Asp Elementary, effective September 3, 2012.

Dennis Bolda

Paraprofessional, Ellen Hopkins Elementary effective August 1, 2012.

<u>SUGGESTED RESOLUTION</u>: Move to approve the resignation of Lance Kelly, Diana Dykema, Sandy Artnson, Gina Swenson and Dennis Bolda as presented.

KLD:smw



## Moorhead Area Public Schools

Memo HR.13.014

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 21, 2012

SUBJECT:

Change in Contract

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

Olivia Latimer

Music Teacher, Horizon Middle School, .66 FTE to Music Teacher, Horizon

Middle School and Ellen Hopkins Elementary, 1.00 FTE, BA (5) \$39,590.00

effective with the 2012-2013 school year.

Eng Nguyen

Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, to

K+ Paraprofessional, Robert Asp Elementary, 4 hours per day, \$15.03 per

hour, effective September 4, 2012. (new position)

Olivia Stephenson

Behavioral Skills Trainer/Early Risers Family Advocate, S. G. Reienertsen

Elementary, C41 (0-3) \$25.61 per hour,7 hours per day, effective August 28, 2012. (Replaces Jacob Seuntjens & contracted service) (revision from 8-13-

12 meeting)

**SUGGESTED RESOLUTION**: Move to approve the Change in Contract for Olivia Latimer, Eng Nguyen and Olivia Stephenson as presented.



## **Moorhead Area Public Schools**

Memo HR.13.016

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 21, 2012

SUBJECT:

Early Retirement

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

Wendy Hausauer

Paraprofessional, Robert Asp Elementary, effective August 21, 2012.

**SUGGESTED RESOLUTION:** Move to approve the Early Retirement of Wendy Hausauer as presented.



## **Moorhead Area Public Schools**

Memo HR.13.017

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 21, 2012

SUBJECT:

Family/Medical Leave

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

Jennifer Nelson

Art Teacher, Horizon Middle School, effective approximately September 19,

2012 for approximately six to eight weeks.

**SUGGESTED RESOLUTON**: Move to approve the Family/Medical Leave pursuant to Article 39, Section 1 of the Teachers' Master Agreement.

KLD:smw



## Moorhead Area Public Schools

Memo HR.13.015

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

August 21, 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.

Kori Knipple

K+ Teacher, Probstfield Center for Education, 8 hours per day, \$25.96 per

hour, effective September 4, 2012. (Replaces Julia Kramer)

Andrea Werth

Lunchroom Supervisor, Robert Asp Elementary, 2 hours per day, \$10.00 per

hour, effective September 4, 2012. (new position)

Alexandra Thorson

Paraprofessional, Horizon Middle School, 6.75 hours per day, B21 (0-2)

\$15.03 per hour, effective August 22, 2012. (Replaces Ryan Short)

Christina Tareski

Elementary Teacher, Ellen Hopkins Elementary, MA+10 (7) \$51,541.00,

1.00 FTE, effective with the 2012-2013 school year. (Replaces Elizabeth

Mackowick)

Brent Butenhoff

Night Lead Custodian, S. G. Reinertsen Elementary, A13 (4) \$15.58 per

hour, 8 hours per day, effective August 20, 2012. (Replaces Charles

Glidden)

Stephanie Gruenbrg

Lunchroom Supervisor, S. G. Reinertsen Elementary, 2 hours per day.

\$10.00 per hour, effective September 4, 2012. (Replaces Sarah Bitzer)

Katie Boer

Family Consumer Science Teacher, High School, .50 FTE, BA (0)

\$16,911.50, effective with the 2012-2013 school year. (New position)

Hermon Khalid

Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) \$15.03, 6.75 hours

per day, effective August 22, 2012. (Replaces Katie Palinski)

Bonita Hellerstedt

Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day,

\$10.00 per hour, effective September 4, 2012. (Replaces Amanda Bostick)

Stephanie Lorz

Early Childhood Special Education Teacher, Probstfield Center for

Education, BA (4) \$38,434.00, 1.0 FTE, effective with the 2012-2013 school

year. (Replaces Kristi Rowekamp)

Joshua Carlson Science Teacher, Horizon Middle School, BA (1) \$34,980.00, 1.0 FTE, effective with the 2012-2013 school year. (Replaces Angela Braunagel) Fentress Cromwell Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, \$10.00 per hour, effective September 4, 2012. (new position) Jennifer Maxfield Paraprofessional, Robert Asp Elementary, B21 (3) \$15.24 6.75 hours per day, effective August 22, 2012. (Replaces Long term sub from 11-12) Karen Reichel Paraprofessional, Robert Asp Elementary, B21 (8) \$16.34, per hour, 6.75 hours per day, effective August 22, 2012. (Replaces Lindsay Wangler) Lunchroom Supervisor, Robert Asp Elementary, 5 hours per day, \$10.00 per Joy Grotberg hour, effective September 4, 2012. (new position) Tyler Roehl Physical Education Teacher, High School/Ellen Hopkins Elementary, 1.0 FTE, BA+10 (0) \$35,194.00, effective with the 2012-2013 school year. (new position) Football Assistant Coach, .080 (5) \$ 3,436 to begin with the 2012-2013 Tyler Roehl football season. (Replaces Chauncy Hendershot) Joshua Petruska Paraprofessional, Horizon Middle School, B21 (0-2) \$15.03 per hour, 6.75 hours per day, effective August 22, 2012. (Replaces Nate Lindgren) Sara Baird Social Studies Teacher, Horizon Middle School/Red River Area Learning Center, .82 FTE, BA (1) \$26,683.60, effective with the 2012-2013 school year. (Replaces Dan Kotaska) Samantha Guttu Sign Language Interpreter, Robert Asp Elementary, 2.5 hours per day, B32 (1) \$26.04 per hour, effective August 28, 2012. (Replaces contracted service) Kassie Zimmer Sign Language Interpreter, High School, 7 hours per day, B32 (1) \$26.04 per hour, effective August 28, 2012. (Replaces Connie Coyle-Draeger) Tim Ness Paraprofessional, Horizon Middle School, B21 (0-2) \$15.03 per hour, 6.75 hours per day, effective August 22, 2012. (Replaces Michael Thompson) Levi Tronnes Paraprofessional, Horizon Middle School, B21 (0-2) \$15.03 per hour, 6.75 hours per day, effective August 22, 202. (Replaces Dar Gulsvig) Kristin Mohs Paraprofessional, Horizon Middle School, B21 (0-2) \$15.03 per hour, 6.75 hours per day, effective Augsut 22, 2012. (Replaces Sara Foltz) Jennifer Neumiller Paraprofessional, Probstfield Center for Education, B21 (0-2) \$15.03 per hour, 6.75 hours per day, 4 days per week, effective August 22, 2012. (Replaes Lisa Hasbargen)

Laura Smith Paraprofessional, Probstfield Center for Education, B21 (0-2) \$15.03 per

hour, 6.75 hours per day, 4 days per week, effective August 22, 2012.

(Replaces Michelle Hanson)

Steven Waldron Cook/Manager, Horizon Middle School, B22 (0) \$15.31, 8 hours per day,

effective September 4, 2012. (Replaces Denise Balzum)

<u>SUGGESTED RESOLUTION</u>: Move to approve the employment of Kori Knipple, Andrea Werth, Alexandra Thorson, Christina Tareski, Brent Butenhoff, Stephanie Gruenberg, Katie Boer, Hermom Khalid, Bonita Hellerstedt, Stephanie Lorz, Joshua Carlson, Fentress Cromwell, Jennifer Maxfield, Karen Reichel, Joy Grotberg, Tyler Roehl, Joshua Petruska, Sara Baird, Samantha Guttu, Kassie Zimmer, Tim Ness Levi Tronnes, Kristin Mohs, Jennifer Neumiller, Laura Smith and Steve Waldron as presented.

Memo S.13.020R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

August 21, 2012

SUBJECT:

Moorhead High School Hall of Honor

Each year the Moorhead High School Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni are recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School.

Faculty, staff and other community members are recognized for their contributions to Moorhead High School. Individuals may not be current employees of the school district and may not be considered for nomination until five years following their completion of employment with the district.

Beginning with eight inaugural members in 2004, 44 members have been inducted into the Hall of Honor. This fall the five 2012 members to the Hall of Honor will be recognized at an induction ceremony on September 22. This year's inductees are:

- Benjamin Dille, a 1978 Moorhead High School graduate and National Merit Scholar, was
  accepted into the State Department's Foreign Service in 1992, serving in posts in Venezuela,
  Mexico, Shanghai, Nicaragua, Washington, D.C., The Czech Republic and Iraq. In 20 years of
  service in seven nations and five continents, Dille has been the recipient of numerous awards,
  including the Secretary of State's Arnold Raphel Memorial Award in 2008.
- Dorothy A. Dodds, a 1941 Moorhead High School graduate, is a lifelong educator who taught kindergarten at Moorhead State Campus School from 1949-1972 and then taught in Minnesota State University Moorhead's education department until her retirement in 1986. She was a founding member of Moorhead Healthy Community Initiative.

- Bob Paulson, a 1970 Moorhead High School graduate, has worked at The Nature Conservancy in Rapid City, S.D., since 1996, serving as Western Dakotas Program Director since January 2008 to preserve the ecosystem of the region. Paulson created Whitney Preserve, which conserves more than 17,000 acres, and he negotiated the acquisition of three Conata Basin ranches on 32,000 acres of private and public land, enhancing endangered black-footed ferret habitat while providing grazing income.
- Lloyd W. Paulson, a Parkers Prairie, Minn., native, is a generous supporter of youth and the
  community. Paulson and his wife helped found the Moorhead Area Education Foundation,
  which has provided 1,389 Moorhead High graduates with \$1,127,950 in scholarships since
  1992. Paulson has also supported Moorhead Kiwanis, River Keepers, Scandinavian Hjemkomst
  Festival, Nordic Culture Clubs, and the Historical and Cultural Society of Clay County.
- Steve Wonderlich, a 1974 Moorhead High School graduate, is a Chester Fritz Distinguished Professor in the Department of Clinical Neuroscience at University of North Dakota School of Medicine, Grand Forks, director of clinical research at the Neuropsychiatric Research Institute, Fargo, and chair of the Department of Eating Disorders for Sanford Health, Fargo.

The nomination form is attached. Nominations may also be submitted on the district's website. The Hall of Honor committee has reviewed nominations and conducted research of records to select outstanding candidates. Hall of Honor committee members were Curt Borgen, Gene Boyle, Mary Flesberg, Pam Gibb, Don Hulbert, Darvin Miller, Donna Richards, and Arnold Ellingson.

The administration of Moorhead Area Public Schools expresses appreciation for the hard work of committee members to continue to make the Moorhead High School Hall of Honor a reality.

Corporate sponsors of the Moorhead High School Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

LAK:mde Attachment

### Moorhead High School Hall of Honor

### Nomination Form

Membership in the Moorhead High School Hall of Honor will consist of alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni will be recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School. Faculty, staff and other community members will be recognized for their contributions to Moorhead High School. The individual must not be a current employee of the school district and may not be considered for nomination until five years following his or her completion of employment with the district.

Nominations are accepted continuously throughout the year. Nominations received after Jan. 15 of the induction year will be considered for future recognition. Nominations previously received are kept to be considered for future recognition.

Please provide as much of the following information as possible.

Alumnus/Alumna	riate category / categor For	mer Faculty/Staff		O	ther
Name of Nominee					
	(First)	(MI)	(Las	t)	(Maiden Name)
Graduation Year _	Ret	tirement Year			
Present Address _					
	(Street)	(City)		(State)	(Zip Code)
Work Phone (	)	Home Phor	ne (	)	
E-mail Address					
Demonstrates quali     Attained achievem demonstration that Former Faculty / S	es/academic endeavors while ties of character and leaders ent in at least one of the fol- education is a lifelong expe- staff or Other Community or made significant contribut	thip flowing areas: personal erience by Member	l and/or		
	nts and additional letter			555 XX	: <del>.</del>
Address			Moorl Hall o 2300 4	n Nomination nead High Scho f Honor Ith Avenue Sou nead, MN 5656	ool th
Home Phone (	)				

E-mail



## Department of School Improvement and Accountability

### **Moorhead Area Public Schools**

Memo SIA.13.004 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Director of School Improvement and Accountability

DATE:

August 21, 2012

SUBJECT:

Ellen Hopkins School Improvement Plan

Last year, Ellen Hopkins Elementary was designated as a Focus School by the Minnesota Department of Education (MDE). A Focus School is in the ten percent of Title I schools making the biggest contribution to the state's achievement gap. Focus Schools are identified once every three years.

Identified schools are required to work with their districts, MDE and the statewide system of support to develop an improvement plan. The plans are required to be in place at the beginning of the 2012-2013 school year so that implementation can begin immediately.

Dr. Mary Jo Schmid will be presenting the attached school improvement plan.

Suggested Resolution: Move to approve the Ellen Hopkins School Improvement Plan as presented.

MOE:nls Attachment

#### Priority, Focus and Continuous Improvement School Plans

	DISTRICT INFORMA	TION			
District Name and Number:	DISTRICT INFORMA	Phone:			
Moorhead Area Public Schools ISD 152		218-284-3300			
Superintendent (Director):		Fax:			
Dr, Lynne Kovash	218-284-3332				
District Address:		Email:			
2410 14th Street S. Moorhead. MN 56560		lkovash@moorheadschools.org			
	SCHOOL INFORMAT	ION			
School Name: Ellen Hopkins Elementary School		Phone: 218-284-4300			
School Address:		Fax:			
2020 11th Street S. Moorhead, MN 56560		218-284-4333			
Principal:		Email: mjschmid@moorheadschools.org			
Dr. Mary Jo Schmid					
Check one:Priority School X Focus School	Check if applies:	Check one (Regional Center of Excellence):			
Continuous Improvement School	X Schoolwide Plan	X NorthSouth/CentralSE/Metro			
LOCAL	BOARD OF EDUCATI	ON ACTION			
The local Board of Education/Charter Board of	Moorhead Area Public S	chools (LEA Name) has authorized			
representative in reviewing and filing the attache Representative will ensure that the school district	d plan as provided under t (LEA) will maintain con sponsible authority in all	matters relating to the administration of this			
improvement plan. The district (LEA) ensures the implementation team and work in collaboration wassistance through the Minnesota School Improvement	with the Regional Centers	s of Excellence and/or MDE providing technical			

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- Template: This Word document will guide leadership implementation teams in completing Title I Priority and Focus school improvement plans in accordance with the ESEA Flexibility Request. This may also serve as the Title I Schoolwide plan for eligible Priority and Focus schools. Priority and Focus school improvement plans for 2012-13 must be submitted in this MDE template and are due September 1, 2012.
- Directions: Complete and update Priority and Focus school plans with the assistance of your Regional Center of Excellence staff (see page 3). Begin by examining what interventions you have in place that can be continued in your action plan efforts. Use multiple data sources to determine needs and prioritize interventions. It is highly recommended to limit the number of interventions (two-three) to ensure effective school action plan implementation.
- Review: MDE will only review 2012-13 Priority or Focus school plans after local board approval. Plans that have not met ESEA Flexibility Request guidelines will be returned for changes and/or additional information. (When identification of Continuous Improvement schools occurs, timelines will be determined for developing Continuous Improvement school plans.)

#### MESSAGE FROM THE CABINET

Minnesota Department of

# Educati<sub>o</sub>n

## A Message from Commissioner Cassellius and the Cabinet: Purpose of the School Improvement Plan and Essential Partnerships for Improvement Planning

A school improvement plan is an organized, focused, inclusive and public way to plan improvement for student benefit. It guides a school to ask new and deeper questions about teacher and student learning as well as conditions and strategies for success. The School Improvement Plan supports our shared mission: Leading for Educational Excellence and Equity. Every day for Every One.

Regional Centers of Excellence—Provide a Statewide System of Support (SSOS) to Focus and Priority Schools that enables implementation leadership teams at district and school to effectively implement evidence-based practices impacting positive student outcomes. Center staff with support from the Minnesota Department of Education specialists, will work on site in participating schools. Building capacity to support growth and improved reading, mathematics and graduation outcomes for all students will focus on closing the achievement gap.

District and Charter School Boards—Set direction and provide support for the School Improvement process. Establish policies to ensure that school teams, staff, parents, and other community partners have meaningful roles in developing, communicating, monitoring, and evaluating student benefit as a result of SIP (School Improvement Plan) planning and implementation. Celebrate incremental successes as schools reach established benchmarks for student achievement.

**District and School Leadership**—Meet together regularly about progress towards school goals and intervention support for students. Determine next step supports for teaching and learning based on classroom practices and teacher feedback. Monitor the progress of the interventions and report progress to stakeholders on a regular basis.

#### Priority, Focus and Continuous Improvement School Plans

2012-13

School Staff—Lead and participate in assessing and establishing priority needs for student equity and achievement. Understand the root cause of student performance challenges. Ensure that classroom strategies for improvement address the needs of students at all levels of learning.

Parents and Families— Learn how to actively contribute to improved academic achievement. Continue a dialogue with school staff about the type of parent engagement that will best support student learning for all students.

**Students**—Participate in strategies to reach individual and school goals. Be responsible for personal learning and achievement. Celebrate progress with teachers, students and parents.

Continuous Improvement is the shared learning goal and responsibility of our entire culture. Together, let us continue to explore better information about student performance, better information about factors that impact performance, and increase our focus on improvement planning, progress, and results.

## REGIONAL CENTERS OF EXCELLENCE

The ESEA Flexibility Request states:

"The primary goal of Regional Centers of Excellence is to focus schools and districts on closing the persistent achievement gap between high and low performing children, especially the achievement gaps between minority and nonminority students and between disadvantaged children and their more advantaged peers."

The Department has established three Regional Centers of Excellence to:

- Bring together cross-agency Statewide System of Support (SSOS) implementation teams with specific expertise
- Build state capacity to support regional teams
- · Provide equitable technical assistance in evidence-based practices for Focus and Priority Schools
- · Assist school leadership teams in taking evidenced-based practices to scale

The vision of the Regional Centers of Excellence is to create a Statewide infrastructure that will support a common, coherent implementation of evidence-based practices and interventions; and apply the Common Principles of Effective Practice (WHAT) and key components of implementation (HOW) to support the infrastructure.

The roles of Center staff which will include a director, and several educational specialist in the areas of reading, mathematics, English language development, special education, and implementation science to:

- Determine the district's or school's current operational and performance status
- Assist the district and school with school improvement planning (SIP) to prioritize interventions based on identified needs
- Provide consultation, training and technical assistance to support the school's or district's implementation of its specific planned interventions
- Monitor the district's or school's progress with implementation and provide support for necessary modifications to the plan

## PLAN DO STUDY ACT (PDSA) IMPROVEMENT CYCLE



Reflect, Celebrate and Re-engage; Maintain Momentum PLAN

Take Stock and Choose the Right Focus/Intervention



Minn	esota Dep	partment of
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#### Priority, Focus and Continuous Improvement School Plans

2012-13

The PDSA Improvement Cycle is an ongoing effort to identify student learning challenges and change instruction for student
benefit. Continual follow-up and assessment of intervention implementation and impacts (results) informs next right steps to
support both teacher and student learning.

LEADERSHIP IMPLEMENTATION TEAM REFLECTION QUESTIONS (NO WRITTEN RESPONSES REQUIRED)

<u>PLAN</u> (Take Stock and Choose the Right Focus/Intervention): What is the school plan for identifying the need and intervention(s) to close the achievement gap?

- Is there an existing team that serves as the instructional leadership implementation team? Is there appropriate representation of stakeholders based on identified student groups?
- How will intervention planning be aligned with the school's vision and goals?
- How do implementation and results data from the previous school action plan inform the next right steps?
- How do the district and school Comprehensive Needs Assessments determine reading/math SMART goals, interventions and supports that will best increase student achievement for identified areas?
- How will the leadership team target a root cause of student performance challenges?
- How will the leadership team prioritize the development, implementation and evaluation of the action plan as the central focus of the Continuous Improvement process ( $\underline{\mathbf{P}}$ lan  $\underline{\mathbf{D}}$ o  $\underline{\mathbf{S}}$ tudy  $\underline{\mathbf{A}}$ ct)?
- · How do selected interventions fit with current culture, initiatives, priorities, supports and parent engagement?
- What technical assistance, professional development and resources are available for implementation and what will practices look like when successfully implemented?
- How will instructional leadership plan for immediate results (Quick Wins) for math/reading interventions?

DO (Take Collective Action): How is the intervention(s) being implemented?

- How will Persons Responsible (School Action Plan Leadership) communicate intervention action steps, roles, staff responsibilities, and parent/community partner roles and responsibilities?
- When will best practice coaching in reading/math begin and how will implementation data and student outcomes be measured and monitored?

STUDY (Monitor and Adjust): How is the intervention working within the PDSA improvement cycle?

- What do Benchmarks predict about student learning toward growth, proficiency and/or graduation?
- How will progress monitoring based on one-to-one coaching and feedback determine training, re-training, re-teaching and resource needs?
- How will job-embedded professional development (PLC coaching) strengthen intervention teaching and student learning?
- Is there data and lesson planning evidence that are addressing the root causes of student performance challenges?

<u>ACT</u> (Reflect, Celebrate and Re-engage; Maintain Momentum): What evidence supports continuing with the intervention or moving to a new PDSA cycle?

- · How does student results data inform next steps for intervention implementation?
- · How does feedback from staff implementation practices inform school (and district) leadership team intervention goals and supports?
- How will available funds and resources continue to support interventions and sustain evidence-based practices?

A formal leadership implementation team should be in place to lead the process of developing the school plan. Primarily, this team should organize and oversee the Comprehensive Needs Assessment process; lead the staff in developing and evaluating the school plan; and conduct or oversee the implementation of instruction/interventions on an ongoing basis. The school will want to consider these questions to determine the selection of the leadership implementation team:

- Is there an existing team or committee that can serve as the school leadership implementation team?

  The Hopkins School Instructional Leadership Team (ILT) will serve as the Focus School implementation team.
- If a new team is established, how will members be selected and recruited?

The ILT provides instructional, curricular, and professional leadership to staff at Hopkins School. Members address issues involving Adequate Yearly Progress, assessment, family involvement, and professional development. They provide leadership in the areas of Title I, curriculum interpretation, corrective action, and mentoring. Members are selected by each PLC to work with building leaders.

- How will the leadership implementation team organize its work, establish working relationships and communicate with stakeholders?
- · Serve as a Learning Community Leader for a team of colleagues forming a PLC
- Attend Summer 2010 Workshops
- · Complete training on implementation of PLC.
- · Facilitate weekly PLC meetings
- · Meet monthly with ILT
- · Provide data for review with building principal monthly
- · Lead the examination of student work

Leadership Implementation Team membership must represent identified school needs: Principal, Title I staff, data coach, reading & math instructors/coaches, parent representatives, and specialists as determined by the Multiple Measurements Rating or Focus Rating (i.e. special education, English Language Development).

Name	Role
1. Dr. Mary Jo Schmid	Principal
2. Michael Daugs	Assistant Principal
3. Heidi Moe	Title I Literacy Coach
4. Dawn Hanson	1st grade teacher
5. LaRae Mikkelson	Kindergarten Spanish Immersion teacher
6 Maggie Thoreson	3 <sup>rd</sup> grade teacher
7. Paul Larson	2nd grade teacher
8. Lindsay Buchholz	4th and 5th grade Spanish Immersion teacher
9. Cheri Puetz	5th grade teacher
10. Stacey Schroeder	Special Education Teacher
11. Jackie Klesaas	2nd grade Spanish Immersion teacher
12. Kaylee Black	Physical Education teacher
13. Louie Lauer	Media Specialist
14. Vicki Brenneman	Elementary Math Coach
15. Missy Eidsness	Director of School Improvement and Accountability
16. Cassidy Bjorkland	Parent
17. Amy Zanotti	District Data Coach
	NSIVE NEEDS ASSESSMENT SUMMARY

2012-13

After thorough needs analysis, the leadership implementation team should summarize the information, quantitative/qualitative data (including demographic), and needs that have emerged. This information should be shared with all stakeholders in as many ways as possible because it will be used as the basis for the goals and interventions. Once this sharing has taken place, the team will work with the school staff to prioritize needs and determine interventions. Address the following questions below:

- 1. What are the strengths and the challenges that emerged from the Comprehensive Needs Assessment?
- 2. What does the evidence/data tell us about student strengths and needs in reading/math?
- 3. What priority needs does the data suggest? What high leverage interventions will be selected based on needs?

#### 1. Strengths:

- · Vision and Mission statements are developed and provide direction in school improvement planning
- Hopkins educators recognize formal collaboration time is essential to their ability to address students needs through
  comprehensive lessons, common vocabulary, the scaffolding of meaningful activities, and the analysis of assessment data.
  Maintaining weekly collaboration time is essential to increasing teacher effectiveness, developing common content and
  language objectives based on the MN standards, developing meaningful activities, and common assessments.
- · School leadership recognizes the student learning needs
- · Curriculum is aligned to the MN standards and benchmarks.
- · Hopkins educators understand the need for imbedded professional development.
- · Hopkins educators believe that all students can learn and achieve success.

#### Challenges:

- Parent partnerships and involvement has not been effective. Educators recognize the need to increase parent involvement
  but have limit their efforts to past practices that include using regular reporting periods and notification of student
  infractions. Data from the Comprehensive Needs Assessment indicates that educators need to provide parent support that
  includes information on how to help students with curriculum related activities.
- Hopkins educators need to further implement research based educational practices selecting effective instructional strategies. There is a need to move from research to imbedding effective strategies in to daily instruction.
- · Hopkins educators do not understand the achievement gap and the resulting implications.
- Data is substantial but Hopkins educators are limited in their ability to use it to make instructional decisions, select appropriate strategies, progress monitoring, and evaluating effectiveness of instructional interventions.
- 2. Based on our Needs Assessment, a systematic approach for teaching literacy and math needs to be implemented using data for diagnostic interpretation for our specific subgroups.
- 3. Utilizing a PLC approach allows teaching staff to collaborate about student data, identifying student needs, and adjust instruction which provides the diagnostic approach that is needed when working with low progress students. In addition, focusing on state standards in both math and reading within the PLC model will assist teachers on the essential outcomes all students need when developing their lesson plans. Instructional coaches will also provide support for all teaching staff in using effective instructional practices through professional development and coaching sessions.

lc   Priority School x_ Focus School Continuous Improvement School	School Action Plan (Copy School Action Plan template as needed for each Intervention)  Literacy				
Priority School (including SIG School) Initial Designation MMR:%	MathGradua	x_Reading ation (if applicable)	SMART Goal: The Ellen Hopkins Elementary School Staff will reduce the achievement gap between Hopkins' students in all sub-groups in grades 3- 5 in the area of literacy so that their proficiency increases by 15% on the MCA (all achievement tests) by May 2013. The following percentages of growth will be demonstrated on the MCA (all achievement tests) by May 2013.  Special Ed growth from 35.8% to 50.8% Economically Disadvantaged growth from 64.6% to 79.6% Limited English Proficient growth 55.6% to 70.6% Hispanic growth 43.2% to 58.2% Black growth from 68% to 83% Native American growth from 43.5% to 58.5%		

#### Priority, Focus and Continuous Improvement School Plans

2012-13

Focus School 4a Initial Designation FR: INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow 26.7\_% through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do. (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?) 1a 9. ACT 10 (What actions will you take PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS **EVIDENCE** to implement this Intervention?) RESPONSIBLE MONITORING

Minnesota Department of

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Hopkins

Teachers in

#### Priority, Focus and Continuous Improvement School Plans

2012-13

and specialists

acquisition is enhanced

Students' language

Plan:						
rian:						
Teachers will utilize a balanced literacy approach to instruction which includes phonemic awareness, phonics, fluency, comprehension, vocabulary, and writing at students instructional levels.  1. Balanced literacy instruction will include differentiate Instruction time in addition to Core Instructional time.  2. Balanced literacy instruction lesson planning will include: a. Language and Content Objectives for Literacy Instruction. b. Focus Walls c. Building Background Information d. Checking for Understanding e. Interaction/activating student engagement  In coordination with the balanced literacy approach teachers during PLCs will: • Share the best classroom practices • Share effective materials and resources • Develop new teacher skills • Increase teacher-to-teacher engagement and relationships • Align teacher-intended outcomes with curriculum-defined outcomes • Provide information and knowledge support systems for teachers • Provide monitoring of progress and assessment for educators and students	Hopkins Teachers in Grades K- 5, Special Education, and Title I.  Hopkins Teachers in Grades K- 5, Special Education, and Title I. Hopkins School Literacy Coach ESL Teacher Hopkins School Media Specialist Hopkins School Principal and Assistant Principal District Assistant Superintendent District Data Coach	Planning time built into the teacher contract day.  Funding through 20% Title I funds set aside.	PLCs will meet to review Balanced Literacy components in coordination with the MN ELA Atandards  Hopkins Literacy Coach will meet with Hopkins staff members by grade level to review student progress. During these meetings teachers will examine student work & data to inform instruction and integrate interventions.	Meeting will be held monthly September 2012-May 2013	Progress Monitoring will be completed weekly and monthly in all instructional settings for at-risk students.  Data will be used to inform instruction and integrate interventions. Teachers will also review common assessments and the resulting data retrieved from their use.	Results are shared with PLCs and stakeholders.  Walkthroughs will be conducted daily by the building principals.  Building Principal will spend no less than 50% of a day in classrooms.  District learning walks will be conducted 3 times a year by district level administrators  Progress monitoring data will be collected in the District Assessment Reporting System (DARS), DARS provides real time data for teachers to examine and use data from the following assessments  AimsWeb  NWEA MAP  Developmental Reading Assessment (DRA)  Common assessments as developed by classroom teachers

Planning time

built into

Professional

development

Training and

review will be

Instructional

differentiation will

Sheltered Instruction Observation Protocol

## Priority, Focus and Continuous Improvement School Plans

1. SIOP is a research-based model that	Grades K-	the teacher	will be designed	held monthly	he desired to	
provides strategies for teachers to use as they plan, deliver, and assess their curriculum and instruction.  2. All teachers in grades K-5 and learner support staff will use the SIOP model to create standard based lesson plans for all students.  3. By utilizing teacher facilitators who have had some training in the SIOP model, staff will be able to collaborate during our PLC's on how to improve their instructional practices.	5, Special Education, and Title I.	Funding through 20% Title I funds set aside.	will be designed and developed to meet teachers' needs	held monthly September 2012-May 2013	be designed to meet the evolving needs of the students.	through meaningful us and interaction.  SIOP lessons incorporate engaging activities that integrate the four language skills with academic content instruction
Educators will receive training in order to develop their data analysis skills. They will determine the most useful data sources in order to derive a focus for improvement efforts	Hopkins Teachers in Grades K- 5, Special Education, and Title I.	Planning time built into the teacher contract day. Funding through 20% Title I funds set aside.	Data walls will be developed so educators can map progress and identify areas of need.	Training and review will be held monthly September 2012-May 2013	Students who receive strategic or intensive interventions delivered through a multi- tiered service delivery model and classroom-based measures have their specific needs identified at an early level	Teachers deliver high quality instruction and intervention matched to student needs and use learning rate over time and level of performant to make important educational decisions to guide instruction

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Education

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## Priority, Focus and Continuous Improvement School Plans

Do:	Model teaching				Teachers will	The Model Classrooms
Model Classrooms will be utilized to model how teachers are to apply instructional strategies, resources, and research in their classrooms.	will be utilized by the Literacy Coach and Hopkins classroom teacher.	Planning time built into the teacher contract day.	Utilization by 10 classroom teachers during each month	Monthly visits October 2012- May 2013	have opportunities to observe and discuss the model teaching lessons	will provide hands-on and site-based guidance.
Peer Coaching will be instituted to assist teachers in the implementation of new instructional practices. Peer Coaching will include two or three teachers rotating roles and sharing in a conversation, focused on a teacher's reflection and thinking about his/her instructional processes.	Teachers in grades K-5, Special Ed Teachers	Substitutes hired to allow teachers time to visit other classes during the instructional day	Utilization by 10 classroom teachers during each month	Monthly visits October 2012- May 2013	1. ensured success for teachers & students, 2. provide a structure for supporting staff development, 3. sharing of successful strategies, 4. opportunity to collaborate & engage in professional dialogue using a common language and vocabulary.	Peer Coaching leads to a refinement of classroom practice. It creates an environment where teachers and students can be secure, connected, competent and empowered.
Leveled Literacy Intervention (LLI): Learner support staff will use the LLI program with select students to provide supplementary reading instruction. LLI consists of a series of planned lessons designed to provide supplementary instruction to K-3 <sup>rd</sup> grade children who are finding it difficult to learn to read and write.	Teachers in grades K-2, Special Ed Teachers, Title I teachers	LLI Kits LLI Training Funding through 20% Title I funds set aside.	LLI used with integrity resulting in measurable student growth	Teachers implement daily 30-minute lessons that incorporate a variety of instructional approaches, each of which is supported by research	Participation in the training and share a lesson experience with their PLC team one time per month.	measurable student growth
Read 180 and System 44: At-risk students in 4 <sup>th</sup> and 5 <sup>th</sup> grade who are two or more grade levels behind in reading will receive instruction using the reading intervention programs System 44 and Read 180. Students will utilize adaptive technology, structured curriculum, and	Special Ed teacher and Title I teacher trained in Read 180/System 44	Training and materials  Funding through 20%  Title I funds set aside.	Read 180/ System 44 used with integrity resulting in measurable student growth	Daily use	Participation in the training and share student growth with PLC teams one time per month	measurable student growth



## Priority, Focus and Continuous Improvement School Plans

					2012-13
Classroom teachers in grades K-5,	Survey developed by ILT	Review of student identified needs	September 17- 21, 2012	Share findings with PLC teams	Awareness of students' perception of their academic needs  Set learning targets for students with student in
Teachers in grades K-5, Special Ed Teachers Title I teachers Literacy Coach Principal Asst. Principal Data Coach	Morning meeting times	Review of student data and response to interventions	Every other week after Sept. 17, 2012 through May 24, 2013	Share findings with PLC teams  PLCs will select students to focus on at data team meetings.	Set learning targets for students
Teachers in grades K-5 Principal Asst. Principal	Monthly meetings	Review of student data and response to interventions	Every month October 2012 through May 2013	Share student growth with building administrators.	Set learning targets for students
	Teachers in grades K-5,  Teachers in grades K-5, Special Ed Teachers Title I teachers Literacy Coach Principal Asst. Principal Data Coach  Teachers in grades K-5 Principal	teachers in grades K-5,  Teachers in grades K-5, Special Ed Teachers Title I teachers Literacy Coach Principal Asst. Principal Data Coach  Teachers in grades K-5 Principal	teachers in grades K-5,  Teachers in grades K-5, Special Ed Teachers Title I teachers Literacy Coach Principal Asst. Principal Data Coach  Teachers in grades K-5 Principal  Morning meeting times  Review of student data and response to interventions  Review of student data and response to interventions	teachers in grades K-5,  Teachers in grades K-5, Special Ed Teachers Title I teachers Literacy Coach Principal Asst. Principal Data Coach  Teachers in grades K-5 Principal  Monthly meetings  developed by ILT  Identified needs  21, 2012  Every other week after Sept. 17, 2012 through May 24, 2013  Every other week after Sept. 17, 2012 through May 24, 2013  Every month October 2012 through May	teachers in grades K-5,  Teachers in grades K-5,  Special Ed Teachers Title I teachers Literacy Coach Principal Asst. Principal Data Coach  Teachers in grades K-5 Principal  Monthly meetings  developed by ILT  Review of student data and response to interventions  Review of student data and response to interventions  Every other week after Sept. 17, 2012 through May 24, 2013  PLC teams  PLC teams  PLC teams  Share findings with PLC teams  PLCs will select students to focus on at data team meetings.  PLCs will select students to focus on at data team meetings.  Share student growth with building

2012-13

#### Act:

Teachers will meet as Professional Learning Communities (PLC) to collaborate on specific student progress & implementation of curriculum. Meetings will be used to determine which practices are producing results and need to be continued as well as determining which are not proving to be effective.

Teachers in
grades K-5,
Special Ed
Teachers
Title I teachers
Literacy Coach
Principal
Asst. Principal
Data Coach

District Some Development: extended days

Student growth on monthly goals established by each PLC.

2 Wednesdays each month Track student progress

Development of common assessments

0.

School Action Plan Review (Check each box if template addresses the following questions):

- x Who will coach the intervention/strategy, support conditions for instructional change and monitor learning progress (include both name and assigned roles)? What will be the role of common formative assessments in the intervention? How does research support the intervention?
- x How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
- x How will you know this intervention works?
- x As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

1c Priority School \_\_x\_ Focus School \_\_\_ Continuous Improvement School

1b 1c

## **School Action Plan**

(Copy School Action Plan template as needed for each Intervention)

Math

## Priority, Focus and Continuous Improvement School Plans

Initial Designation MMR:  ——Graduation (if applicable)  ——Graduati			
Initial Designation MMR:	Priority School (including SIG School)	_x_ Math Re	Reading SMART Goal: The Ellen Hopkins Elementary School
Students in all sub-groups in grades 3- 5 in the area of Math so that their proficiency increases by 15% on the MCA (all achievement tests) by May 2013. The following percentages of growth will be demonstrated on the MCA (all achievement tests) by May 2013.  Special Ed growth from 36.7% to 53.7% Economically Disadvantaged growth from 49.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8% Native American growth from 26.1% to 41.1%  Procus School Initial Designation FR:  26.7 %  INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE		le	Staff will reduce the achievement gap between Hopkins'
Math so that their proficiency increases by 15% on the MCA (all achievement tests) by May 2013. The following percentages of growth will be demonstrated on the MCA (all achievement tests) by May 2013.  Special Ed growth from 36.7% to 53.7% Economically Disadvantaged growth from 49.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8% Native American growth from 26.1% to 41.1%  Procus School Initial Designation FR:  INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  ACC 46  (What actions will you take PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE	%	Graduation (if ap	annlicable)
MCA (all achievement tests) by May 2013. The following percentages of growth will be demonstrated on the MCA (all achievement tests) by May 2013.  Special Ed growth from 36.7% to 53.7% Economically Disadvantaged growth from 49.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8% Native American growth from 26.1% to 41.1%  Procus School Initial Designation FR:  1 INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  1			1 The second sec
percentages of growth will be demonstrated on the MCA (all achievement tests) by May 2013.  Special Ed growth from 36.7% to 53.7% Economically Disadvantaged growth from 49.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8% Native American growth from 26.1% to 41.1%  INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for nelp from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  ACC 48  (What actions will you take  PERSONS ESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE			
[all achievement tests) by May 2013.  Special Ed growth from 36.7% to 53.7% to 53.7% to 64.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8% Native American growth from 26.1% to 41.1%  Focus School Initial Designation FR:  15		1	
Special Ed growth from 36.7% to 53.7% to 53.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8% Native American growth from 26.1% to 41.1%  Focus School Initial Designation FR:  26.7%  INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  ACL 46 (What actions will you take)  RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE			percentages of growth will be demonstrated on the MCA
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Initial Designation FR:  INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  ACC 16  What actions will you take  PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE			Economically Disadvantaged growth from 49.7% to 64.7% Limited English Proficient growth 37% to 52% Hispanic growth 29.7% to 44.7% Black growth from 36.8% to 51.8%
Initial Designation FR:  26.7 %  INTERVENTION: Using Student Achievement Data to Support Instructional Decision Making The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  ACT  ACT  The Comprehensive Needs Assessment indicates that while Hopkins educators have collected data we do not follow through on our findings. Educators continue to utilize the same instructional strategies despite indications that some students have not demonstrated gains. Educators indicate that they recognize that students are not making gains but do not know what to do to meet students' needs. Educators also indicate that they are unsure of who to ask for assistance, that they are hesitant to ask for help from colleagues who are occupied with their own students, and are unable to follow through with making changes because they are unclear about what to do.  (How did Root Cause Analysis determine that this strategy, evidenced based practice or framework will best increase student achievement for identified areas?)  PROGRESS  TIMELINES  PROGRESS  EVIDENCE	Focus School	146	
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achievement for identified areas?)  ACI 10  (What actions will you take PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE	-	unable to follow through with ma	naking changes because they are unclear about what to do.
achievement for identified areas?)  ACI 10  (What actions will you take PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE		(How did Poot Cause Analysis dater	arming that this strategy, guideneed based massing or from small will be at in severe at deat
ACI 4b 5 6 7 8 9 1		achievement for identified areas?)	ermine that this strategy, evidenced based practice of trainework will best increase student
(What actions will you take PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE	Α.	PESSENGER FEBRUARY	
(What actions will you take PERSONS RESOURCES BENCHMARKS TIMELINES PROGRESS EVIDENCE	AC1-10		8 9
to implement this Intervention?) RESPONSIBLE MONITORING	(What actions will you take		
	to implement this Intervention?)	RESPONSIBLE	MONITORING

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#### Priority, Focus and Continuous Improvement School Plans

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Add+Vantage Math/Math Recovery
(AVMR) strategies will be utilized to
improve students' number sense. AVMR
draws significantly on an extensive program
of research into young children's number
learning. An important focus of AVMR is
provision of extended and on-going programs
of professional development and school
renewal related to both intensive intervention
for low-attainers and whole-class instruction.

In coordination with AVMR PLCs will train on:

- Sharing the best AVMR classroom practices
- Sharing effective math materials and resources
- Developing new teacher skills in Math instruction
- Increasing teacher-to-teacher engagement and relationships
- Aligning teacher-intended outcomes with curriculum-defined outcomes
- Providing information and knowledge support systems for teachers on MN Math Standards
- Providing monitoring of progress and assessment for educators and students

Hopkins Planning time Teachers in built into the teacher Grades Kcontract day. 5, Special Education Funding Title I. through 20% Hopkins Math Title I funds Intervention set aside Specialist MAPS Elementary Math Coach Principal Assistant Principal

Hopkins

Teachers in

MAPS Elementary Math Coach will meet with Hopkins staff members by grade level to review student progress. During these meetings teachers will examine student work & data to inform instruction and integrate interventions.

Professional

Training and

Planning time

Implementation Staff will discuss Sept. 2012-May math progress for 2013 students during their professional learning Every month communities October 2012 (PLC) meetings through May 2013 using their common unit assessments. In addition, SpEd staff will share IEP math goal progress.

AVMR results are shared with PLCs and stakeholders. Data is used to determine appropriate instructional strategies. Teachers also review common assessments and the resulting data retrieved from their use.

Instructional

Walkthroughs will be conducted daily by the building principals.

Building Principal will spend no less than 50% of a day in classrooms.

District learning walks will be conducted 3 times a year by district level administrators

AVMR significantly changes teacher practice in the classroom.

Teachers participating in the AVMR professional development became much more reform oriented in their teaching

Common math assessments as developed by classroom teachers and district math and assessment specialists

Students' language

Sheltered Instruction Observation Protocol

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## Priority, Focus and Continuous Improvement School Plans

(SIOP):  1. SIOP is a research based model that provides strategies for teachers to use as they plan, deliver, and assess their curriculum and instruction.  2. All teachers in grades K-5 and learner support staff will use the SIOP model to create standard based lesson plans for all students.  3. By utilizing teacher facilitators who have had some training in the SIOP model, staff will be able to collaborate during our	Grades K- 5, Special Education, and Title I.	built into the teacher contract day. Funding through 20% Title I funds set aside.	development will be designed and developed to meet teachers' needs	review will be held monthly September 2012-May 2013	differentiation will be designed to meet the evolving needs of the students.	acquisition is enhanced through meaningful use and interaction.  SIOP lessons incorporate engaging activities that integrate the four language skills with academic content instruction
PLC's on how to improve their instructional practices.  Educators will receive training in order to develop their data analysis skills. They will determine the most useful data sources in order to derive a focus for improvement efforts. Data walls will be developed so educators can map progress and identify areas of need.	Hopkins Teachers in Grades K- 5, Special Education, and Title I.	Planning time built into the teacher contract day. Funding through 20% Title I funds set aside.	Data walls will be developed so educators can map progress and identify areas of need.	Training and review will be held monthly September 2012-May 2013	Students who receive strategic or intensive interventions delivered through a multi- tiered service delivery model and classroom-based measures have their specific needs identified at an early level	Teachers deliver high quality instruction and intervention matched to student needs and use learning rate over time and level of performance to make important educational decisions to guide instruction

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Students receive core math instruction through Every Day Math instruction. Students needing math interventions receive additional instruction through guided math and math workshops.

Guided Math will be utilized to support student learning as a part of AVMR. During Guided Math students that have been assessed and found lacking in mathematical development are placed in homogenous groups for interventions at their zone of proximal development. Students not in the intervention group are involved in daily lessons from the Everyday Math (EDM) curriculum. Connections to the EDM curriculum are made for the students in the intervention groups once holes/gaps in mathematical learning have been identified and targeted for instruction during the small group intervention time.

Math Workshop will be used to differentiate math instruction. During this time teachers may use rotating stations, games, graduated difficulty work, seatwork, etc. to meet the needs of the students. Students may

Hopkins Teachers in Grades K-5, Special Education, and Title I. Elementary Math Coach

Every Day Math Materials and manipulatives

The Everyday Math pacing guides developed by the district math committee are reviewed. Pacing of EDM will be maintained and monitored.

Teachers will Implementation examine math September standards 2012-May 2013 and improve instructional strategies in an effort to improve mathematical thinking and the fidelity of instruction using Everyday Math.

Student learning is the focus. Teachers aim for a high and deep level of student understanding that goes beyond traditional textbookbased or lesson-based instruction.

Hopkins

Grades K-5, Special Education, and Title I. Elementary Math Coach

Teachers in

instructional kits. Funding through 20% Title I funds set aside.

AVMR

Materials and

Teachers trained in AVMR conduct intervention groups during a structured intervention time.

Intervention lessons have a clear mathematical focus and a child friendly instructional goal that reflects the decisions based assessment.

Meaningful Activities that integrate lesson concepts with language practice opportunities in reading. writing, listening and/or speaking are utilized.

also be developmentally grouped so that

**Hopkins** Teachers in Grades K-5, Special Education, and Title I.

Math manipulatives Funding through 20% Title I funds

Intensive intervention for low-attainers and whole-class instruction

Implementation September 2012-May 2013

Implementation

2012-May 2013

September

During Math Workshop teachers use rotating stations. games, graduated difficulty work, & seatwork to

Teachers identify & apply research based instructional strategies including the use of progress monitoring, which result in high levels of student learning including:

differentiation may occur in small groups.	Elementary Math Coach	set aside.			meet the needs of the students. Students may also be developmentally grouped so that differentiation is used.	formative assessments to make adjustments that will improve student achievement on essential outcomes.     selecting instructional materials that are research based and aligned to meet essential outcomes.     Results shared with PLCs and stakeholders.
						Language and Content Objectives and math vocabulary are posted in each instructional setting as observed during walkthroughs.
Peer Coaching will be instituted to assist teachers in the implementation of EDM instructional practices. Peer Coaching will include two or three teachers rotating roles and sharing in a conversation, focused on a teacher's reflection and thinking about his/her instructional processes.	Teachers in grades K-5, Special Ed Teachers	Substitutes hired to allow teachers time to visit other classes during the instructional day	Utilization by 10 classroom teachers during each month	Monthly visits October 2012- May 2013	Peer Coaching Results: 1. ensured success for teachers & students, 2. provide a structure for supporting staff development, 3. sharing of successful strategies, 4. opportunity to collaborate & engage in professional dialogue using a	Peer Coaching leads to a refinement of classroom practice. It creates an environment where teachers and students can be secure, connected, competent and empowered.

## Priority, Focus and Continuous Improvement School Plans

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6	-	•6			common language and vocabulary.	
Study:  Student Academic Attitude Survey will be given to all students so educators can user the resulting data to tailor the classroom environment and instructional strategies to address student needs and to encourage student self efficacy.	Classroom teachers in grades K-5,	Survey developed by ILT	Review of student identified needs	September 17- 21, 2012	Share findings with PLC teams	Awareness of students' perception of their academic needs  Set learning targets for students with student input.
Two Hopkins Data teams will form be formed. During Data Team meetings teachers will examine student work & data to inform instruction and integrate interventions. Their findings will be shared with teachers during PLC meetings.  Team #1 will review student data for students in K-2 <sup>nd</sup> grade.  Team #2 will review student data for students in 3-5 <sup>th</sup> grade.	Teachers in grades K-5, Special Ed Teachers Title I teachers Elementary Math Coach Data Coach	Morning meeting times	Review of student data and response to interventions	Every other week after Sept. 17, 2012 through May 24, 2013	Share findings with PLC teams  PLCs will select students to focus on at data team meetings.	Set learning targets for students
Teachers will meet monthly with the principals to review student progress. In meeting test scores, achievement data, discipline data, and attendance data will be examined.	Teachers in grades K-5 Principal Asst. Principal Coach Principal Asst. Principal Data Coach	Monthly meetings	Review of student data and response to interventions	Every month October 2012 through May 2013	Share student growth with building administrators.	Set learning targets for students

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#### Priority, Focus and Continuous Improvement School Plans

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#### Act:

Teachers will meet as Professional Learning Communities (PLC) to collaborate on specific student progress & implementation of Math curriculum. Meetings will be used to determine which practices are producing results and need to be continued as well as determining which are not proving to be effective.

I cachers in
grades K-5,
Special Ed
Teachers
Title I teachers
Literacy Coach
Principal
Asst. Principal
Data Coach

Teachers in

District Student growth on monthly goals established by each PLC.

2 Wednesdays each month

days Track student progress

Development of common assessments

10

School Action Plan Review (Check each box if template addresses the following questions):

- X Who will coach the intervention/strategy, support conditions for instructional change and monitor learning progress (include both name and assigned roles)? What will be the role of common formative assessments in the intervention? How does research support the intervention?
- X How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
- X How will you know this intervention works?
- X As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teachers' learning needs?

11

Job-embedded Professional Development (Answer each question below):

Q: Define the intervention work of professional learning teams at the school. How is it aligned with academic standards, curriculum and goals?

A: PLCs allow teacher teams to explore and define the work teachers need to do to meet student needs. In doing they create a collective responsibility for student growth. Collaboration becomes key to creating the right instruction for the right reasons. PLCs review the academic standards and correlate these with district curriculum. SMART goals are developed by each PLC and are reviewed weekly. Common assessments are developed to monitor student growth toward these goals. The result is a systematic, targeted approach to delivering standards based instruction.

#### Priority, Focus and Continuous Improvement School Plans

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Q: How is the district (charter LEA) providing support and assistance to implement the intervention?

- A: The MAPS provide support and assistance through professional development and coaching. Supportive activities include:
  - 1. Data analysis training and support
  - 2. Learning walks conducted at Hopkins School three times a year
  - 3. Coaching in the areas of technology integration
  - 4. Training workshops on SIOP, LLI, Read 180, System 44
  - 5. Interpretation and support in the implementation of MN Standards
  - 6. Assessment resources and support

### SCHOOL ACTION PLAN INSTRUCTIONS:

Persons Responsible (Identify Action Plan leaders by name and role.)

- Carefully select Persons Responsible who can provide training and support in reading, math and/or graduation interventions and follow-up with coaching and implementation progress monitoring. How will you assess the leadership team capacity to design and implement an effective School Action Plan that meets the challenges of identified areas (MMR/FR)? Consider the following:
  - o Include parent and community partners that represent needs.
  - · Clarify team member roles and responsibilities.
  - · Establish data coaches, resources and information.
  - e Establish communication linkages with regional center, district, school staff and families.

School Action Plan (Copy School Action Plan template as needed for each Intervention.)

- All Title I Priority, Focus and Continuous Improvement schools must use the Action Plan template based on the ESEA Waiver Request. This school plan will also fulfill Title I Schoolwide requirements. The purpose of the Action Plan is to select high leverage interventions (strategies, evidence-based practices, frameworks) that are specifically linked to identified needs (reading, math, student groups, graduation). The leadership implementation team is charged to write an action plan that is meaningful, relevant and actionable and aligned with processes, people and instruction to address the achievement gap. Consider the following:
  - Begin by examining what interventions you have in place that can be continued in your action plan efforts.
  - Use multiple data sources to determine needs and prioritize interventions.
  - o It is highly recommended to limit the number of interventions (two-three) to ensure effective implementation.

1c	Priority Sch	hool I	Focus School	 Continuous Improvement School	(Check school classification.)	)
C						

- What is the Title I school classification for writing the action plan? Identify classification in this section. Priority and Focus schools must submit a school plan by September 1, 2012 for MDE review. A Regional Center implementation specialist will be assigned to work with Priority and Focus schools.
- Priority Schools- The five percent lowest performing schools in the state. These schools will be identified in one of two ways: 1) status as a SIG (School Improvement Grant) School, or 2) the lowest MMRs in their grade classification group (elementary, middle school, high school, other). These schools will be required

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#### Priority, Focus and Continuous Improvement School Plans

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to collaborate with MDE and Regional Centers of Excellence to develop a school turnaround plan based on the federal turnaround principles. These schools will be identified once every three years.

- Focus Schools- The ten percent of Title I schools making the biggest contribution to the state's achievement gap and high schools with graduation rates of less than 60 percent. These schools will be identified in one of two ways: 1) the lowest Focus Ratings in their grade classification group (elementary, middle school, high school, other), or 2) graduation rates of less than 60 percent. These schools will work with their district to develop a school improvement plan that directly addresses poor performance either within a subgroup, or in graduation rates. These schools will be identified once every three years.
- Continuous Improvement Schools- All Title I schools with MMRs in the bottom 25 percent (not identified as Priority or Focus schools) will be identified in the Fall of 2012. A Continuous Improvement School Plan will be developed and the district (Charter LEA) will have oversight and responsibility for support and technical assistance. When identification occurs, timelines will be determined for developing Continuous Improvement school plans.

#### SCHOOL ACTION PLAN INSTRUCTIONS:

- Priority School (including SIG) -- Initial Designation Multiple Measurements Rating (Provide Initial Designation MMR.)
- reduction, and graduation rates (if applicable). Schools earn points in each category. The percentage of possible points that a school earns is the school's MMR. (In summary, the MMR is generated by dividing the total number of points earned by the total number of points possible.)
- Priority Schools (including SIG) will develop a detailed action plan on how they will address the specific root causes of the school's identification, whether it is based on a lack of student growth, an achievement gap with a specific subgroup, overall student proficiency, low graduation rates, or a combination of these issues. Use the MDE website, Data Center/Data Reports and Analytics for further information.
- Focus School -- Initial Designation Focus Rating (Provide Initial Designation FR.)
- Rating (FR) Minnesota's new measurement for identifying Focus Schools. In addition to an MMR, every school gets a Focus Rating (FR). The Focus Rating measures proficiency and growth of minority students and students receiving special services (EL, Special Ed, Free and Reduced Price Lunch). The Focus Rating combines Achievement Gap Reduction and Focused Proficiency.
- Focus Schools will develop a detailed action plan for addressing the specific root causes of the school's identification, whether it is based on subgroups with low levels of proficiency, subgroups with low levels of growth or both of these issues. Use the MDE website, Data Center/Data Reports and Analytics for further information.
- 2c \_\_\_\_ Math \_\_\_\_ Reading \_\_\_\_ Graduation (Check area that SMART goal/intervention will address.)
- All Priority, Focus and Continuous Improvement schools must have at least one reading and math goal. Graduation must be addressed if this was an area of school identification. Use separate template for reading, math and/or graduation areas.
- Specific, Measurable, Attainable, Realistic and Timely (SMART) Goal (Provide a SMART Goal.)
- MART Goals- Once priority needs and potential interventions have been identified, it is time for the leadership implementation team to draft goals that set the course for the schoolwide program. Because goal statements are broad indicators of intention, they must be connected to specific objectives, strategies, practices, and

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action steps to become effective targets that truly guide intervention and implementation activities. A well-written action plan goal is specific, measurable, attainable, time-bound and, most importantly, focused on increasing achievement for all students in the school.

INTERVENTION (Select an Intervention. Begin by examining current interventions that can be continued in action plan efforts.)

\*\*rventions\*\*- What are the processes for getting input from staff about potential interventions at your school? How did your Comprehensive Needs Assessment inform team decision(s)? What is the selected strategy, evidence-based practice, or framework the school will use based on prioritized needs? Whatever is put into practice must be responsive to the school's specific needs, context, and capacity.

#### SCHOOL ACTION PLAN INSTRUCTIONS:

- ACTIONS (Determine actions you will take to plan and implement the intervention.)
- cretion steps establish boundaries for results. The PDSA Cycle details the Intervention and helps the school define the work of school improvement.
- PDSA Improvement Cycle- The stages of  $\underline{P}$ lan,  $\underline{D}$ o  $\underline{S}$ tudy,  $\underline{A}$ ct are essential to continuous improvement success and are the basis for a four-step improvement process:
- (1) Plan: Take Stock and Choose the Right Focus/Intervention. Determine professional development needs, PLC support and one-to-one coaching for implementation. Consider alignment of other initiatives and resources such as time and funding. Ensure school staff has an understanding about sources, types and uses of data.
- (2) Do: Take Collective Action. Determine who will do the intervention and how it will be implemented. Communicate selected intervention, actions and persons responsible to staff, parents and community partners. Provide best practice coaching. Ensure data systems are in place for measuring implementation and reporting student outcomes. Review and document initial implementation strengths and challenges.
- (3) Study: Monitor and Adjust. Benchmarks are used to assess student learning. Continue progress monitoring and support for full implementation. Determine training and re-training needs based on coaching, feedback loops, and progress monitoring.
- (4) Act: Reflect, Celebrate and Re-engage; Maintain Momentum. Analyze data to make decisions about full implementation Purpose, Processes and Outcomes. Determine funds and resources to continue support for interventions and sustaining evidence-based practices. Reflect, re-engage and plan the next implementation cycle. The length of the improvement cycle is determined as a result of student impacts.
- Plan for a Quick Win cycle- "Quick wins" can accelerate intervention implementation. Turnaround schools often make one or a few visible improvements ("quick wins") early in the improvement process to generate buy-in and gain momentum. Quick wins are very focused accomplishments within the first weeks and may include strategic climate/behavioral and/or academic supports.
- 5

RESOURCES (Identify resources/time/funds to implement selected intervention, including 20% Title I Building Setaside.)

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- Determine funding requirements and available funds to implement and sustain the intervention or evidence-based practice as intended.
- Priority and Focus Schools will be required to reassess the use of their Title I, II and III funds to address the specific components of their schoolwide plan. Consider coordination of funds to optimize the use of time, staff, supplies, materials and technology.
- Priority Schools, to achieve turnaround, will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked in a Priority School's turnaround plan to ensure that resources are being directed to the specific aspects of a school's plan.
- Focus Schools, to close achievement gaps and improve graduation rates, will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked to ensure that resources are being directed to the specific aspects of a Focus School's plan.

#### SCHOOL ACTION PLAN INSTRUCTIONS:

BENCHMARKS (Identify Benchmark Assessments.)

• Benchmarks, aligned to state standards, are identified to assess student learning toward growth, proficiency and/or graduation. Benchmark assessment data are frequently and systematically collected across a grade level or content area (often across a whole school system) at several predetermined times throughout the school year. They may have a variety of titles, such as short-cycle assessments or system-wide unit tests. Benchmark assessments often result in a great deal of student information, requiring teacher teams to have adequate time to analyze the data and plan appropriate instructional adjustments. Benchmark (and common) assessments provide regular and timely feedback on the strengths and weaknesses of students so teachers have opportunities to adjust instruction.

TIMELINES (Establish timelines for PDSA actions.)

• Targets or timelines have been established by the leadership implementation team to assist in determining progress with PDSA action steps.

PROGRESS MONITORING (Track progress of Intervention implementation continually throughout the school year)

Document changes in teacher practice and student learning. Data collection may include teacher observation, PLC minutes, coaching logs, interim assessments and classroom formative assessments.

EVIDENCE (Continue the Intervention or move to a new PDSA cycle.)

• Determine evidence that supports continuing with the Intervention or moving to a new PDSA cycle. Consider end of cycle data, teacher feedback, observations, student feedback and student results. Does the data and lesson plan evidence address root causes of student performance challenges?

School Action Plan Review (Check each box if template addressed the questions in this section.)

purpose of questions under section 10 is to assure that the "who, how and what questions" have been addressed within the School Action Plan template for each selected intervention.

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Pob-Embedded Professional Development (Answer questions within this section.)

• The purpose of questions in section 11 is to define the intervention work of teacher teams at the school. This work must be aligned with academic standards, curriculum and goals.

## ENSURING TITLE I SCHOOLWIDE COMPONENTS (ONLY FOR SCHOOLS CHOOSING SCHOOLWIDE PLAN OPTION)

As stated in the general instructions on page 1, this template may also serve as the Title I Schoolwide plan for schools classified as Priority, Focus or Continuous Improvement schools. The plan template has readily addressed the following Title I Schoolwide Components:

- Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement
- · Offer high-quality, ongoing professional development
- . Identify measures to include teachers in decisions regarding the use of academic assessments

All Title I Schoolwide Components could be addressed in the School Action Plan Template. To ensure that all Components are proficiently addressed, please respond to the following questions:

#### HIGHLY QUALIFIED STAFF

- 1. Do all teachers and paraprofessionals meet the highly qualified (HQ) requirements?
- 2. Are all teachers assigned to the areas in which they are certified to teach?
- 3. How does the district plan and establish policy that recruits, assigns and retains HQ staff based on student learning needs as identified through the MMR/FR?
- 1. All teachers at Hopkins School meet the HQ requirements.
- 2. All teachers at Hopkins school are assigned to areas in which they are certified to teach.
- 3. The MPAS Strategic Plan states that the district will increase the growth of all employees through recruitment, retention, training, development and supervision. To do this specific goals have been set and outcomes defined. These are as follows:

Goal. 1 Implement systematic evaluation process.

Outcome: System determined with plan for implementation to provide evaluation of staff on a cyclical basis with 100 percent of staff evaluated.

2012-13

Goal 2: Implement teacher induction program.

Outcome: 95 percent retention of high quality teachers.

The MAPS school board, through district policy, has established a district professional development committee that ensures Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
- b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
- f. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

The policy states that Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills;
- e. Align with state and local academic standards;
- f. Provide opportunities to build professional relationships, foster collaboration among building administrators and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring.

2012-13



## CREATE STRATEGIES TO INCREASE PARENT ENGAGEMENT

- 1. What types of parent engagement will best support priority learning needs as identified through the MMR/FR?
- 2. How will parent feedback inform parent/community involvement in the planning, implementation and monitoring of the school plan?
- 1. Hopkins School, as directed by the district, shares assessment results with parents each August, October, March and May for all students. The WIDA assessments will be sent home in the family's native language. The families of students scoring below the defined benchmarks will be provided with appropriate interventions to enhance a child's level of literacy as well as the interventions used in school.

Hopkins staff will communicate with families through a grade-level specific literacy newsletter written by the District Literacy Committee twice a year. The newsletter, which will be available at conference time, will provide parents with activities to accelerate literacy development for their children. The school district also will post the newsletter to the website for parents to view.

The school district continues to involve parents in established committees. The district will tap the existing structure of parent involvement as observed in the building-level Parent Teacher Advisory Councils and the district-level committees, including Instruction and Curriculum Advisory Committee, Special Education Parent Advisory Council and District Title I Advisory Committee.

Hopkins staff members will use the following best practices to increase parent involvement

#### Volunteering

- All Hopkins parents will sign the Title I Compact. Compacts are helpful in encouraging homework completion, reading at home, and discipline (National Parent Involvement Standards, 1996).
- A volunteer coordinator, provided through the Minnesota Reading Corp, will establish a volunteer program that will recruit, train, and organize parent volunteers in classrooms, school, and home based activities.

### Parenting

- · 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 in the evening so families can visit with their children
- 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.
- 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

2012-13

#### Communicating:

- Progress monitoring reports will be sent to parents at each assessment point. A cover letter explaining progress modeling will be provided.
- · The Math and Literacy Standards will be provided in classroom newsletters.
- Quarterly AYP Presentations to PTAC: parents will receive pertinent information regarding student progress and school programming at the monthly Parent Teacher Advisory Committee meetings.
- · Interpreters assist with parent communication at conferences, home visits, and at school events.
- Teachers will examine current Parent Teacher Conference practices to ensure successful communication with all families. Home visits will be utilized as a means to reach more parents and to educate parents on the best ways to become involved in the children's education.

#### Learning at home:

- Home Visits: Teachers will meet with parents in their homes to provide student progress information, assistance with school work, and information on how to assist students to improve academic skills.
- Family math and reading events are scheduled for September 2012, December 2012, February 2013, and April 2013. Parents will be provided with information
  and materials for assisting students to improve math and reading skills.

#### Decision making:

- The Hopkins Parent Teacher Committee (PTAC) will hold monthly meetings at which parents will receive school update, AYP information, and information on establishing a home environment that supports children as students.
- The PTAC president will serve as a member of the ILT.
- · A parent mentor program offers parents networking with other parents through email, Facebook, and serving as school tour guides.

## Collaborating with Community:

- Information on community health, cultural, and recreational activities that link to learning skills is provided through school announcements and classroom newsletters.
- Students participate in service learning projects that link academic growth to community involvement. These activities include food drives and book exchanges.
- 2. Parent feedback will be obtained through a parent survey sent to Hopkins families via email and made available in a paper format. Parents will be asked to identify current practices that facilitate their involvement as well as suggest changes and improvements. Members of the Instructional Leadership Team will collect data and use it to determine necessary changes. Parent Focus Groups will be held during Fall 2012 and Spring 2013 at the Title I Parent Meeting and the Parent Teacher Advisory Committee. Findings will be used to further examine parent involvement practices and to make changes for the 2012-2013 and 2013-2014 school year.

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## TIMELY AND ADDITIONAL ASSISTANCE FOR STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

- 1. What evidence indicates that the school is standards-based and that all students have equal access and instruction to meet Minnesota standards?
- 2. How does the school choose interventions and additional assistance/learning time for students not meeting Minnesota standards?
- 1. Through the use of a standards based, core curriculum Hopkins School ensures that all students have equal access and instruction to meet the MN standards.

Moorhead Area Public Schools has worked to align the English Language Arts Standards with all grade levels and content areas as directed by state law. This alignment provides standards of achievement that guide all instructional activities. Our core instruction strives to implement a balanced literacy approach that includes reading, writing, listening and speaking. To support a balanced approach, Hopkins teachers are expected to write and implement Sheltered Instruction Observation Protocol (SIOP) based lesson plans.

In the area of Math Teachers, using standards based learning, will utilize math standards and researched based instructional strategies to improve mathematical thinking and the fidelity of instruction. Hopkins staff members identify and apply scientifically research-based instructional strategies including the use of progress monitoring, which result in high levels of student learning which include:

- Using formative assessments to make adjustments that will improve student achievement on essential outcomes.
- Selecting instructional materials that are research based and aligned to meet essential outcomes.
- · Results are shared with PLCs and stakeholders.

Through the implementation of Sheltered Instruction Observation Protocol (SIOP) based lesson plans Language and Content Objectives and math vocabulary are posted in each instructional setting as observed during walkthroughs.

Since the standards drive instruction, students are regularly monitored to ensure satisfactory progress. Students struggling to make progress are provided support with a Multi-Tiered System of Support (MTSS) through observations and referrals by grade-level teams/data teams for the prescription of research-based interventions. The grade-level teams continue to monitor students until satisfactory achievement is maintained. The Multi-Tiered System of Support includes differentiated core literacy instruction and interventions implemented by qualified staff. Moorhead literacy coaches, in partnership with building administrators, will continue to provide support to classroom teachers in implementing research-based interventions for core literacy instruction.

## 2. Interventions and Supports:

Grade-level and student support teams use multiple data points from diagnostic assessments (see above assessment chart) to select from a menu of research-based interventions illustrated on the district Literacy Toolbox. The interventions are selected from a continuum of needs to address phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

The grade-level teams participate in data meetings three times per school year. The teams review multiple data points and identify students with two or more data

2012-13

points indicating areas of concern. These students are then recommended for interventions in addition to core literacy instruction. Moorhead Area Public Schools uses Leveled Literacy Intervention which is linked to our core literacy instruction and Minnesota's ELA Standards and the MN State Math Standards.

The Multi-Tiered System of Support includes additional strategic and intensive interventions implemented by licensed specialists daily. Once interventions are determined, the school notifies families of current skill development and pending interventions. The district also incorporates the trained staff from Minnesota Reading Corps.

Building-level literacy coaches and the district math coach, in partnership with building-level administrators, are active in promoting the use of the interventions appropriate for each student based upon assessment data. The district Literacy Toolbox will be the hub for interventions with support being delivered by the building literacy coaches. As grade-level teams determine interventions, the literacy coaches and building administrators will work with classroom teachers to apply the defined interventions as well as gauging the effectiveness through progress monitoring.

### PRESCHOOL TRANSITION STRATEGIES (ELEMENTARY SCHOOLS)

- 1. What kinds of collaborations and strategies are evident between the elementary school and preschool programs (i.e. Head Start, Even Start) to transition pre-school students, especially those considered "at risk"?
- 2. How does the K-3 District Literacy Plan and the B-12 Blueprint for Literacy inform pre-school program alignment to reading achievement?
- 1. Collaboration efforts between Hopkins Elementary and preschool programs include the following:
- A. Keys to Kindergarten: This program will provide important school readiness experiences to age eligible, low-income children and their parents. This collaborative effort develops a partnership between parents and schools to ensure children possess positive social, emotional, physical and Cognitive skills for a seamless transition to kindergarten. Parents will also become familiar with one another and their Children's future classmates through this experience. The program targets children four or five years of age who will start kindergarten the following fall.
- B. Kinder Plus (K+) Program: K+is an optional, sliding fee-based enrichment program for kindergarten students offered through Moorhead Community Education. K+ provides a full-day opportunity for kindergarten students by combining the traditional free, half-day kindergarten curriculum with an additional half day of enrichment activities. A MN licensed teacher engages children in enrichment activities and provides opportunities to develop language, math and social skills. The K+ program is located at Hopkins Elementary School. K+ teachers and kindergarten teachers form a PLC in an effort to coordinate efforts to identify and meet student needs.
- C. Early Childhood Family Education: ECFE is a program for every family with young children birth to kindergarten entry offered by Community Education, a program of Moorhead Area Public Schools. Families from Moorhead, Fargo, West Fargo and the surrounding areas are all welcome to attend ECFE classes. ECFE is based on the idea that the family provides a child's first and most important learning environment, and parents are a child's first and most significant teachers.

2012-13

Elcensed and experienced teachers keep up to date on the latest research on early brain development, parent-child relationships, child development and guidance techniques. They provide useful and practical information to parents and families.

- 2. The MAPS Literacy Plan and the MN Birth-12 Blueprint for Literacy provides meaningful alignment for pre-school programming for reading achievement in the following ways:
- A. The MAPS Literacy Plan provides stakeholders with a community wide message of the importance language development and reading for pre-school learners and their literacy development.
- B. The MAPS Literacy Plan provides a plan for family involvement that enhances early learning opportunities through communication, opportunities for family literacy activities, and parent education. The plan proactively engages families with the district elementary schools by establishing literacy goals and encouraging achievement toward those goals.
- C. The MAPS Literacy Plan provides and explains the standards based, balanced literacy curriculum used within the MAPS. It clearly establishes a scaffolding of skills, instruction, and assessments that align with the MN Early Childhood Indicators of Progress, Head Start Outcomes and the MN ELA Academic Standards.
- D. The MAPS Literacy Plan lays the ground work for further development of early childhood literacy programming for preschool children entering the MAPS. The plan ensures preschoolers equal access to the literacy standards and readiness activities appropriate to their level of growth and development.

## COORDINATE AND INTEGRATE FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

- 1. Is the school coordinating resources to implement and sustain interventions or evidence-based practices as intended?
- 2. Has the leadership implementation team reassessed the use of their Title I, II and III funds to address the specific components of their Title I Schoolwide plan? (Consider coordination of funds to optimize the use of time, staff, supplies, materials and technology.)
- 1. Hopkins School is coordinating resources in an effort to implement and sustain intervention as well as evidence-based practices. Resources from Titles I, II, and III will be used to focus instructional efforts of our fragile student populations. Funding will be combined and used to employ specialists in the areas of Literacy Intervention and Literacy Instruction, an additional .25 FTE English as a Second Language teacher, to support the Elementary Math Coach, and Hopkins Literacy Coach.
- 2. The coordination of funds will allow for substantial professional development focusing on the following areas.
  - Development of two model classrooms. A literacy based model classroom and a math model classroom
  - Formation and training of two data teams focusing on Grades K-2 and Grades 3-5
  - Professional development on the use of data to make effective instructional decisions.
  - Professional development in the area of cultural understanding and the implications of the achievement gap at Hopkins School.
  - Employment of a Family Liaison to create parent connections and involvement in the school.
  - Funding Second Chance transportation to allow for additional transportation to and from school for students to improve school attendance.



## Department of School Improvement and Accountability

## **Moorhead Area Public Schools**

Memo SIA.13.003 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Director of School Improvement and Accountability 900

DATE:

August 21, 2012

SUBJECT:

**ACT Test Results** 

Attached please find a copy of the report for Moorhead Area Public Schools' ACT scores for 2012 graduates. The report shows trend data for average ACT scores over the last five years, as well as the percentage of ACT-tested students ready for college-level coursework. The ACT is a curriculum-based achievement test in the areas of English, mathematics, reading and science which is designed to measure skills and knowledge needed for success in the first year of college. Scores range on a scale from 0-36.

Average composite ACT scores decreased slightly for Moorhead's 2012 graduates from 22.8 in 2011 to 22.7 in 2012, which is .1 below the Minnesota state average. Reported results will be discussed in further detail at the August 27 school board meeting.

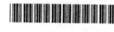
MOE:nls Attachment



August 22, 2012

Code: 247140

AUG 17 2012



011062110

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

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

MOORHEAD IND SCHOOL DIST 152

SUPERINTENDENT

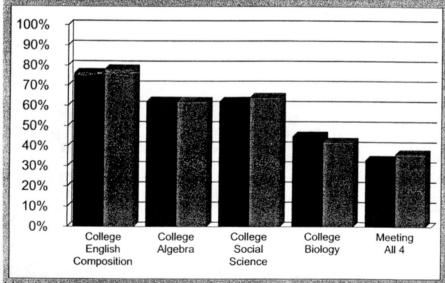
MOORHEAD, MN 56560

2410 14TH ST S

Table 1: Five Year Trends - Average ACT Scores

Grad Year	District	State 1	District	State	District	Sidle	District	State	District	State	District	State
2008	289	44,863	21.3	21.9	23.8	22.6	23.0	23.0	22.8	22.5	22.9	22.6
2/0/0/3	251	43,642	21.4	22.0	23.6	22.7	23.0	23.1	23.1	22.6	22.9	22.7
20910	283	44,323	21.0	22.3	22.6	22.9	22.3	23.2	22.1	22.8	22.1	22.9
× 52011	269	44,952	21.8	22.3	23.1	23.0	23.1	22.9	22.9	22.8	22.8	22.9
42012	260	44,977	21.7	22.1	22.9	23.0	22.7	22.9	22.9	22.7	22.7	22.8

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



## Are Your Students Ready for College?

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

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

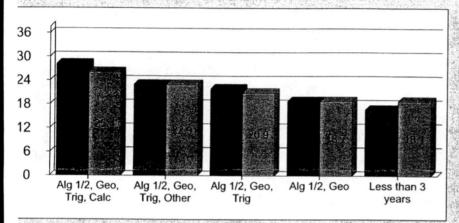
Your District State

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

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

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

gure 2. Average ACT Mathematics Scores by Course Sequence

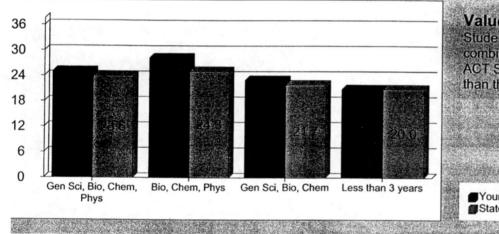


## Value Added by Mathematics Courses

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

■Your District
■State

gure 3. Average ACT Science Scores by Course Sequence



#### Value Added by Science Courses

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

Your District
State

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

#### ollege Readiness for All: An Action Plan for Schools and Districts

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

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

Total Students in Report: 260

5

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
Year	School	State	School	State	School	State	School	State	School	State	School	State
2008	288	44,863	74	77	65	56	61	64	41	40	35	32
2009	249	43,642	74	78	65	57	59	65	48	39	39	32
2010	280	44,323	75	79	59	61	61	65	36	42	30	35
2011	267	44,952	75	78	65	62	63	64	42	43	35	36
2012	260	44,977	76	78	62	62	62	64	45	42	33	36

Table 1.2. Five Year Trends-Average ACT Scores

	Number of	f Students			2)		Average A	CT Scores	3			
	Tested		English		Mathematics		Reading		Science		Composite	
Year	School	State	School	State	School	State	School	State	School	State	School	State
2008	288	44,863	21.3	21.9	23.9	22.6	23.1	23.0	22.8	22.5	22.9	22.6
2009	249	43,642	21.5	22.0	23.7	22.7	23.1	23.1	23.2	22.6	23.0	22.7
2010	280	44,323	21.1	22.3	22.6	22.9	22.3	23.2	22.2	22.8	22.2	22.9
2011	267	44,952	21.8	22.3	23.1	23.0	23.1	22.9	22.9	22.8	22.8	22.9
2012	260	44,977	21.7	22.1	22.9	23.0	22.7	22.9	22.9	22.7	22.7	22.8

Table 1.3. Five Year Trends-Average ACT Scores Nationwide

	Number of Students		-	Average ACT Scores		
Year	Tested	English	Mathematics	Reading	Science	Composite
2008	1,421,941	20.6	21.0	21.4	20.8	21.1
2009	1,480,469	20.6	21.0	21.4	20.9	21.1
2010	1,568,835	20.5	21.0	21.3	20.9	21.0
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
2012	1,666,017	20.5	21.1	21.3	20.9	21.1

Table 1.4. Five Year Trends - Average ACT Scores by Level of Preparation

	Number	of Students	E			1			Average /	ACT Scores				
		sted	Perc	ent <sup>2</sup>	En	glish	Mathe	ematics	Rea	ading	Sci	ence	Co	
	_		Core	Less							301	l	Com	posite
Year	Core or More <sup>1</sup>	Less than Core	or More	than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than
2008	242	32	84	11	21.7	18.0	24.2	21.1	23.4	20.3	23.0			Core
2009	233	14	94	6	21.7	19.2	23.9	20.9	23.3	19.9		20.7	23.2	20.2
2010	236	39	84	14	21.6	18.6	23.3	19.0	22.9		23.4	21.3	23.2	20.4
2011	244	22	91	8	22.2	17.5		1,7-39,355		20.0	22.8	18.9	22.8	19.3
2012	218	42	84	16	22.1	19.2	23.6 23.4	18.4 20.2	23.3 <b>22.9</b>	20.6 21.4	23.3 23.4	19.3 <b>20.3</b>	23.2 23.1	19.1 20.4

"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity<sup>1</sup>

		2008			2009			2010		2011			2012		-
	N	%	Avg	N	%	Ava	N	%	Avg	N	%	Ava	N	%	Ave
All Students	288	100	22.9	249	100	23.0	280	100	22.2		_			_	
Black/African American	1	1	10000	0.000	100		200	100	200	267	100	22.8	260	100	22.7
	-		19.3	3	1 1	19.3	2	1	15.5	3	1	16.7	2	1	19.0
American Indian/Alaska Native	3	1	18.0	0	0		4	1	19.5	2	4	19.0	4		100
White	251	87	23.1	224	90	23.1	248	00	100000000000000000000000000000000000000	~~		1.51.0.0	1	0	15.0
Hispanic/Latino							240	89	22.5	241	90	23.0	230	88	23.1
#####################################	3	1	19.3	4	2	22.8	4	1	21.8	7	3	20.0	10	4	18.5
Asian	0	0		1	0	32.0	6	2	18.3	4	4	29.0	2		100000
Native Hawaiian/Other Pacific Islander	0	0		0	0		0	_	10.0	7	1	29.0	2	1	17.0
Two or more races		0	-:-	U			U	0		0	0		0	0	
	6	2	21.5	5	2	21.6	5	2	23.8	7	3	18.6	8	2	20.0
Prefer not to respond/No response	21	7	22.8	12	5	21.5	11	1		•	1 4		-	3	
Refer to the section header on page 5 for a description	1 1-11-1-11	<del></del>	1.0000000000000000000000000000000000000			21.0	1.1	4	17.9	3	1	21.3	7	3	22.7

of reader on page 5 for a description of race/ethnicity changes.



<sup>&</sup>lt;sup>2</sup>Percent of all students tested. Numbers will not add up to 100% due to student non-response.



### Assistant Superintendent

### Moorhead Area Public Schools

Memo OAS.13.017 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Wayne A. Kazmierczak, Assistant Superintendenţ

DATE:

August 21, 2012

SUBJECT:

Resolution Authorizing 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 August 13, 2012 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.

At the August 27, 2012 school board meeting, a representative from Ehlers & Associates, Inc. will be in attendance to explain the background behind the certificates, the proposals that are received, and to go over the results. At the same meeting, a resolution will go before the board awarding the sale of the aid anticipation certificates.

<u>Suggested Resolution</u>: Move to approve the resolution relating to \$8,500,000 general obligation aid anticipation certificates of indebtedness, Series 2012B; authorizing the issuance, awarding the sale and establishing the terms thereof.

WAK:nls Attachment

### CERTIFICATION OF MINUTES RELATING TO

\$8,500,000 GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2012B

ISSUER:

INDEPENDENT SCHOOL DISTRICT NO. 152

(MOORHEAD AREA PUBLIC SCHOOLS) MOORHEAD, MINNESOTA

GOVERNING BODY:

SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting held on August 27, 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 2012B; AUTHORIZING THE ISSUANCE, AWARDING THE SALE AND ESTABLISHING THE TERMS THEREOF

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

	WITNESS	my	hand	officially	as	such	recording	officer	this		day	of	August,
2012.													
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# EXTRACT OF MINUTES OF A MEETING OF THE SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 152 (MOORHEAD AREA PUBLIC SCHOOLS) STATE OF MINNESOTA

HELD: AUGUST 27, 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 August 27, 2012, at 7:00 o'clock p.m.

It was reported that \_\_\_\_\_ proposals for the purchase of the \$8,500,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B of the District had been received prior to 10:00 o'clock a.m., Central Time, pursuant to the Terms of Proposal contained in the Official Statement; that the proposals had been opened, read and tabulated; and that the best proposal of each proposal maker was determined to be as follows:

SEE ATTACHED

Member	. 9	introduced	the	following	resolution	and	moved	its
adoption:								

# RESOLUTION RELATING TO \$8,500,000 GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2012B AUTHORIZING THE ISSUANCE, AWARDING THE SALE AND ESTABLISHING THE TERMS THEREOF

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

### Section 1. Authorization and Sale.

- 1.01 Authorization. This Board hereby determines it to be necessary and desirable for Independent School District No. 152 (the "District") to issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B, in the total aggregate principal amount of \$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 (2012-2013), 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, 2012 and ending June 30, 2013 is not less than \$24,100,000 and 75% of said sum is \$18,075,000. 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 \$9,793,415. Thus, the District is authorized to issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B 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. In accordance with Minnesota Statutes, Section 126C.56, subdivision 2, the District is authorized to issue the Certificates herein authorized without advertisement for bids and by receipt of proposals solicited privately or by direct negotiation. The Board has received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, the terms of which are ratified and confirmed in all respects. The most favorable of such proposals is ascertained to be that of \_\_\_\_\_\_ (the "Purchaser"), to purchase the Certificates at a price of \$\_\_\_\_\_\_, plus interest accrued to settlement, with interest payable at

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

- 1.04 Execution of Proposals. The Chair and Clerk are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser. The Treasurer is directed to retain the good faith check of the Purchaser pending delivery of the Certificates and payment therefor.
- 1.05 Compliance with Law. All acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed precedent to the issuance of the Certificates having been done, having happened and having been performed in regular and due form, time and manner as required by law, it is necessary for this Board to establish the form and terms of the Certificates, to provide for the security thereof, and to provide for the issuance of the Certificates forthwith.
- 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 sold on this date shall be designated General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012B, shall be prepared forthwith under the supervision of the Clerk, shall bear a date of original issue of September 18, 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 18, 2013 without option of prior payment, and shall bear interest from date of issue until paid at the annual rate above stated. The Certificates shall be issuable only in fully registered form. The interest thereon and the principal amount thereof shall be payable by the Registrar as described herein.

2.02 Payment Dates. Principal and interest on the Global Certificate shall be paid as provided in the first paragraph thereof, and principal and interest on any Replacement Certificate shall be paid at maturity by check or draft mailed to the person in whose name the Certificate is registered (the "Holder") on the registration books of the District maintained by the Registrar and at the address appearing thereon at the close of business on September 3, 2013. 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

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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.

Global Certificate. Upon their original issuance, the Certificates will be (c) 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. 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

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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.
  - Transfer of Certificates. A Global Certificate shall be registered in the name (b) 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.
- Mutilated, Lost, Stolen or Destroyed Certificates. In case any Certificate (h) 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 When the Global Certificate has been prepared, executed and under this resolution. 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 "2012B 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, 2012B of the District.
- Section 4. Payment of Principal and Interest. Said Certificates and the interest thereon in the amount of \$\_\_\_\_\_\_ will be paid by the District from the receipt of the aids which will become available and will be deposited in said Sinking Fund for said purpose on or before the date of maturity of said Certificates, together with such other school funds as become available for said purpose. All of the taxable property within the limits of the District is subject to the levy of an ad valorem tax without limit as to rate or amount to pay the Certificates of this issue and the interest thereon. The full faith and credit of the District is hereby pledged for the payment of principal and interest on said Certificates.
- Section 5. Registration of Certificates. The Clerk is hereby authorized and directed to file a certified copy of this resolution with the County Auditors of each county in which the District is located in whole or in part, and to obtain from each said County Auditor a certificate that the Certificates have been duly entered upon said Auditor's bond register.
- **Section 6.** Authentication of Transcript. The officers of the District and each said County Auditor is hereby authorized and requested to furnish to the Purchaser and to the attorneys approving the legality of the issuance of the Certificates, certified copies of all resolutions of the District relating thereto, and such certificates and affidavits as to other matters appearing in their official records or otherwise known to them as may be reasonably required to evidence the legality and marketability of the Certificates, and all such certified

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

### Section 7. 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 2012 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.

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**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: <a href="https://www.emma.msrb.org">www.emma.msrb.org</a>, 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.
- 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 option to allow the Bonds to be issued in a nonbook-entry format was included in the Terms of Proposal and if the Purchaser specified on the proposal form that the Bonds are not to be issued in global book-entry form, they shall then be issued in nonbook-entry format in registered form in the name of the Purchaser.

The motion for the adoption of the for Member following voted in favor thereof:	egoing reso and, upon				
and the following voted against the same:					
whereupon said resolution, having received the members, was declared duly passed and adopted.	e affirmativ	e votes	of two-	thirds of	the

### 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 2012B

INTEREST	MATURITY	DATE OF	
<u>RATE</u>	<u>DATE</u>	ORIGINAL ISSUE	<b>CUSIP</b>
%	SEPTEMBER 18, 2013	SEPTEMBER 18, 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 3, 2013 (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 August 27, 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:	Registrable by:
	BOND TRUST SERVICES CORPORATION
September 18, 2012	ROSEVILLE, MINNESOTA
REGISTRAR'S CERTIFICATE	Payable at:
OF AUTHENTICATION	BOND TRUST SERVICES CORPORATION
This Certificate is one of the	ROSEVILLE, MINNESOTA
Certificates described in the	
within mentioned Resolution	INDEPENDENT SCHOOL DISTRICT NO. 152
	(MOORHEAD AREA PUBLIC SCHOOLS)
	MOORHEAD, MINNESOTA
BOND TRUST SERVICES CORPORA	<del></del>
Registrar	Chair

/s/ (Facsimile)

Authorized Signature

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	Pagistarad Overson	Cianatura of David
Registration	Registered Owner	Signature of Registrar
	Cede & Co.	
	P.O. Box 222	
	Bowling Green Station	
September 18, 2012	New York, NY 10274	
<u>September 18, 2012</u>	New 101K, N1 102/4	
<del></del>		-
		<del>,</del>
	-	
*		
		:
		:
	·	

### **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:

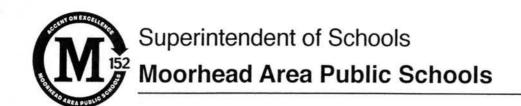
TEN COM	 as tenants	UTMA Cu	stodian
	in common	(Cust)	(Minor)
TEN ENT	 as tenants		•
	by entireties	Under Uniform Transf	ers to Minors
JT TEN	 as joint tenants		
	with right of	Act	
	survivorship and	(State)	
	not as tenants in		
	common		

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

### ASSIGNMENT

	FO	OR VAI	LUE RECEIVE	ED, t	he und	lersigned	hereby sells, assigns and transfers unto the within Certificate of Indebtedness
and	all	rights	thereunder,	and	does		irrevocably constitute and appoint rney to transfer the said Certificate of
			he books kept stitution in the			ion of the	e within Certificate of Indebtedness, with
Date	ed:						
	NO	OTICE:	name as	it ap	opears every	upon tl	s assignment must correspond with the ne face of the within Certificate of ar, without alteration or enlargement or
Sign	ature	Guaran	teed:				
havii Instit The	ng a i tution Regi	member " as def strar w	ship in one of ined in 17 CFR	the n 240 tran	najor s Ad-15 sfer o	tock exclusion $\delta(a)(2)$ .	or trust company or by a brokerage firm nanges or any other "Eligible Guarantor Certificate of Indebtedness unless the is provided.
Nam	e and	Addres	s:	_			ASS
							ion for all joint owners if the Certificate sheld by joint account)
other		Identific	al Security or cation Number				

STATE OF MINNESOTA	)	COUNTY AUDIT	OR'S CERTIFICATE
	)SS	AS TO R	EGISTRATION
COUNTY OF CLAY	)		
I, the undersigned,	being the duly qua	lified and acting C	ounty Auditor of Clay
County, Minnesota, DO HE	EREBY CERTIFY th	at there was filed in	my office on the
day of,	2012, a certified cop	by of a resolution ac	dopted by the Board of
Independent School Distric	t No. 152 awarding	the sale of \$8,500,0	000 General Obligation
Aid Anticipation Certificate	es of Indebtedness, S	Series 2012B of said	d District and that said
issue has been entered in my	Bond Register.		
WITNESS my hand a	and official seal this	day of	, 2012.
		County Auditor	
(SEAL)			



Memo S.13.019R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

August 20, 2012

SUBJECT:

2012-13 Strategic Priorities

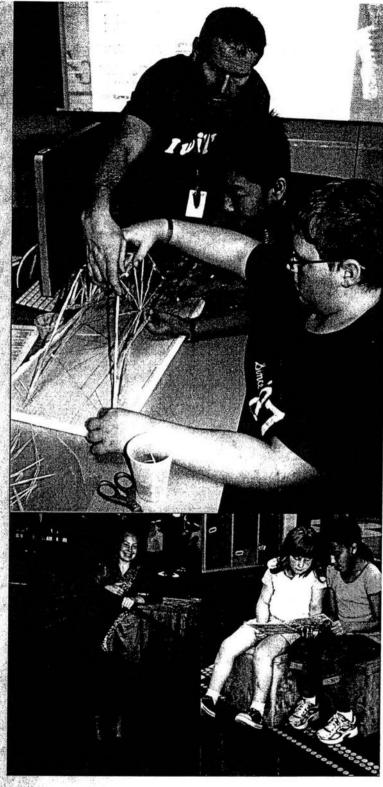
Attached please find the updated 2012-13 Strategic Priorities that were reviewed and discussed at the August 13 School Board meeting.

Suggested Resolution: Move to approve the 2012-13 Strategic Priorities as presented.

LAK:mde Attachment

# PURPOSE PASSION PRIDE





MOORHEAD AREA PUBLIC SCHOOLS
2012-13 STRATEGIC PRIORITIES

### **Guiding Philosophy**

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

### Mission

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

### Vision

The vision of Moorhead Area Public Schools is to be a school district where all students will become lifelong learners and productive citizens. We will work collaboratively with our community to provide the resources necessary to be a school district of excellence.

### **Core Values**

Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- · creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research-based, data-driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- advocating for children and youth within our community and district.
- celebrating students and staff.
- promoting pride in the Moorhead community and schools.

### Priority Area 1 (Academic):

## Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.

- Goal 1.1: Implement District Improvement Plan (teacher effectiveness, PBIS, PLCs, data, parent involvement).
  - A. Decrease the achievement gap at each school site by 8 percent in the areas of ethnicity, free and reduced lunch, special education, and English language learners for the 2012-2013 school year.
  - B. Increase district reading achievement to exceed state average and be ranked in the top 25 percent of districts in the state.
  - C. Increase district mathematics achievement to exceed state average and be ranked in the top 25 percent of districts in the state.
  - Outcome: District, state and national assessment data, formative assessment data, graduation rates and other academic and behavioral indicators
- Goal 1.2: Implement the District 2013-15 Technology Plan to include implementation of Schoolnet (Instructional Management System) and Haiku (Learning Management System) with an increased focus on technology integration to transform teaching practices for our 21st century learners.
  - Outcome: 100 percent of staff will use Google mail, 85 percent will use Google apps, 75 percent will use Haiku and 100 percent of district-created common assessments will use Schoolnet to administer, store and analyze test results.
- **Goal 1:3:** Continue implementation of early childhood programming that aligns with school-age expectations and Reading Well Plan.
  - Outcome: Students who have participated in early childhood classes will demonstrate readiness for kindergarten skills.

### Priority Area 2 (Human Capital):

## Increase growth of all employees through recruitment, retention, training, development and supervision.

**Goal 2.1:** Continue to develop and implement a systematic evaluation system to include district priorities with stakeholder representation.

Outcome: Principal and teacher evaluation task forces will be formed with reports to administration (December – Principal Evaluation Task Force Report, May – Teacher Evaluation Task Force Report)

**Goal 2.2:** Continue teacher and instructional leadership induction program to embed SIOP and other district priorities.

Outcome: 95 percent retention of high quality teachers with non-evaluative feedback in the first 90 days for new teachers.

### Priority Area 3 (Environment):

### Provide a safe, healthy and respectful environment.

Goal 3.1: Implement system of positive behavior supports.

Outcome: Districtwide all disciplinary data (majors) will be recorded in consistent format and using consistent vocabulary.

Goal 3.2: Improve school safety.

Outcome: 100 percent of school manuals updated with updated information and procedures. School security projects (cameras, school entrance and others) will be completed by 2013.

### Priority Area 4 (Community Involvement): Improve satisfaction and involvement with students, parents and community.

**Goal 4.1:** Implement district communication plan to establish a clear brand identity for the district, building on that image and reputation, and create key messages and talking points for a consistent voice throughout all communications (internal and external).

Outcome: Brand identity clear and key messages established to communicate through the organization and community.

Goal 4.2: Collaborate with community partners to improve student outcomes.

Outcome: Community partnerships will be used to focus on student learning priorities.

Goal 4.3: Commitment to operating levy referendum priorities.

Outcome: Levy referendum priorities embedded in strategic and district improvement plans.

### Priority Area 5 (Organizational Effectiveness):

## Improve overall organizational effectiveness to support high standards throughout the district.

**Goal 5.1:** Implement district communication plan to establish a clear brand identity for the district, building on that image and reputation, and create key messages and talking points for a consistent voice throughout all communications (internal and external).

Outcome: Brand identity clear and key messages established to communicate through the organization and community.

**Goal 5.2:** Maintain fiscal accountability by aligning resources to instructional needs and priorities for student achievement.

Outcome: Compliance and accuracy with all financial reports. Comprehensive facilities plan developed by May 2013.



### **Moorhead Area Public Schools**

### **Independent School District 152**

2410 14th St. S., Moorhead, MN 56560 www.moorhead.k12.mn.us

### 2012 School Board

Lisa Erickson, Chair • Cindy Fagerlie, Vice Chair Laurie Johnson, Clerk • Bill Tomhave, Treasurer Mike Siggerud, Director • Kristine Thompson, Director • Trudy Wilmer, Director

### Administration

Dr. Lynne A. Kovash Superintendent

Wayne Kazmierczak Assistant Superintendent