

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

Copyright Notice:

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

Version 3
August 20, 2018

S-M9 - B05
13 January 2014

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

January 13, 2014
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Scott Steffes _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Carol Ladwig _____	Wayne Kazmierczak _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Wayne Kazmierczak, Assistant Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   We Are Proud of the Moorhead High girls swimming and diving team members who qualified for the 2013 Class AA state tournament. Kenya Arends qualified in the 100 yard freestyle, and Maren Seljevold qualified in 1 meter diving. Seljevold placed 16th at state. Coaches are Pat Anderson, John Schmidt and Stacie Fossum.

   We Are Proud of Moorhead High School graduate Matthew Lillehaugen for being one of only 33 students in the world to earn a perfect score on the Advanced Placement Microeconomics exam in spring 2013. Lillehaugen answered every multiple-choice question correctly and earned the maximum scores on each of the essays in the free-response section of the exam. In total, 67,682 students took the AP Microeconomics Exam in 2013. Lillehaugen was a student of Moorhead High economics teacher Michael Kieselbach.

We Are Proud of Moorhead High boys cross country team member Josh Young and girls cross country team member Mallori Johnson for qualifying for the 2013 Class AA state tournament. Cross country coaches are Jeremy Blake, Tom Dooher and Dan Dooher.

We Are Proud of Jana Kasper, chemistry teacher at Moorhead High School, for being named the 2014 Moorhead Teacher of the Year. Kasper has been teaching biology and chemistry at Moorhead High School since 1986. She also serves as the Key Club advisor and on the district's Health and Safety Committee. Kasper has a master's degree in education from North Dakota State University. She was selected as Teacher of the Year by the Education Moorhead Communications Committee.

We Are Proud of the 2014 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2014 Teacher of the Year Building Representatives include:

- Daniel Dooher, eighth-grade language arts teacher at Horizon Middle School
- Leah Green, special education teacher at Robert Asp Elementary
- Stephenie Herbranson, fifth-grade teacher at S.G. Reinertsen Elementary
- Jana Kasper, chemistry teacher at Moorhead High School

Remaining building representatives will be recognized at a future meeting.

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash

(1) Approval of December 9, 2013 Regular Meeting Minutes and December 16, 2013 Special Meeting Minutes - Pages 8-14

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of January Claims - Page 15
(2) Acceptance of Donation - Page 16

C. HUMAN RESOURCES MATTERS - Dehmer
(1) Approval of Resignation - Page 17
(2) Approval of Retirements - Page 18
(3) Approval of Family/Medical Leaves - Page 19
(4) Approval of Change in Contracts - Page 20
(5) Approval of New Employees - Pages 21-22

D. LEARNER SUPPORT MATTERS - Skarvold
(1) Approval of Clay County Interagency Purchase of Services Agreement - Pages 23-29

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

Moved by _____ Seconded by _____
Comments _____

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

A. Election of Officers

Suggested Resolution: Move to nominate the following slate of officers for the one-year term (2014) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chairperson -
Vice-Chair -
Clerk -
Treasurer -

Moved by _____ Seconded by _____
Comments _____

B. Committee Assignments

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

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF RESOLUTION AWARDING THE SALE OF GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2014A**: Kazmierczak
Pages 30-73

Suggested Resolution: Move to approve the resolution awarding the sale, determining the form and details, authorizing the execution, delivery, and registration, and providing for the payment of general obligation school building refunding bonds, series 2014A.

Moved by _____ Seconded by _____
Comments _____

5. **RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE**: Dehmer
Pages 74-75

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

Moved by _____ Seconded by _____
Comments _____

6. **FISCAL YEAR 2014 REVISED BUDGET, FISCAL YEARS 2015-2016 PROJECTED BUDGETS**: Kazmierczak
Pages 76-77

Suggested Resolution: Move to approve the Fiscal Year 2014 Revised Budget as presented.

Moved by _____ Seconded by _____
Comments _____

7. **FIRST READING OF POLICIES**: Kazmierczak
Pages 78-97

8. **COMMITTEE REPORTS**

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

10. **CLOSE PUBLIC MEETING**: School Board Chair

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies.

Moved by _____ Seconded by _____
Comments _____

11. **OPEN PUBLIC MEETING**: School Board Chair

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

Moved by _____ Seconded by _____
Comments _____

12. **2014-2016 SUPERVISOR MASTER AGREEMENT**: Dehmer
Page 98

Suggested Resolution: Move to approve the Supervisor Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$59,443	3.61%
2015-2016	$53,952	3.16%
TOTAL	$113,395	6.77%

Moved by _____ Seconded by _____
Comments _____

13. **2014-2016 CONFIDENTIAL ADMINISTRATIVE ASSISTANT MASTER AGREEMENT**: Dehmer
Page 99

Suggested Resolution: Move to approve the Confidential Administrative Assistant Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$8,403	3.45%
2015-2016	$8,445	3.35%
TOTAL	$16,848	6.80%

Moved by _____ Seconded by _____
Comments _____

14. **2014-2016 PRINCIPAL MASTER AGREEMENT**: Dehmer
Page 100

Suggested Resolution: Move to approve the Principal Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$5,362	3.59%
2015-2016	$4,914	3.18%
TOTAL	$10,276	6.77%

Moved by _____ Seconded by _____
Comments _____

15. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Reinertsen PTAC	January 14	6:30 p.m.	Media Center
Hopkins PTAC	January 14	6:30 p.m.	Media Center
Horizon PTAC	January 16	6:30 p.m.	Media Center
MSBA Leadership Conference	January 16-17		Minneapolis
Intergovernmental Retreat	January 24	9a.m.- 4:30p.m.	MSCTC
RRALC Family Night	January 27	5:30 p.m.	RRALC
School Board	January 27	7 p.m.	PCE
Activities Advisory Council	January 28	7 a.m.	MHS Conf Rm
District Technology Committee	January 28	3:45 p.m.	PCE
Superintendent's Advisory Council	January 30	7 p.m.	PCE

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Matt Valan, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: Bill Tomhave.

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

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

APPROVAL OF AGENDA: Fagerlie moved, seconded by Johnson, to approve the agenda as presented. Motion carried 5-0.

WE ARE PROUD RECOGNITION:

We Are Proud of the Moorhead High School volleyball team for advancing to the state tournament after winning the section title for the first time since 2010. The Spuds beat Alexandria to win the Minnesota Class 3A, Section 8 championship on Nov. 1. The volleyball team placed sixth at the state tournament Nov. 7-9 at Xcel Energy Center in St. Paul.

Team members are Bailey Lund, Amber Gunkel, CeCe Borgen, April Johnson, Emily Uglem, Maddie Swanson, Emily Tollefson, Brianna Carney, Olivia Ostlie, Bailee Gulseth, Alyssa LaFlamme, Britta Hanson, Kayla Dalquist, Kenna Taylor and Brooke Tonsfeldt. Head coach is Char Lien, assistant coaches are Amy Bjerke, Carrie Karch and Darrin Olmscheid, and student managers are Britta Holland and Caleigh Fullmer.

SUPERINTENDENT'S SPUD AWARD:

The Superintendent's Spud Award is presented to kindergarten teachers Su Botner and Deb Dawson, S.G. Reinertsen/Probstfield Elementary, Colleen Geffe-Dahle, Robert Asp Elementary, and Megan Hilleren, Ellen Hopkins Elementary, for their distinguished service and leadership. This team of teachers has provided leadership over the summer and this fall in planning and implementing the district's all-day kindergarten program.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the November 12 and 25, 2013 Meeting Minutes as presented.

Claims - Approve the December Claims, subject to audit, in the amount of $1,475,237.70.

General Fund:	$1,314,264.56
Food Service Fund:	$145,935.57
Community Service Fund:	$15,037.57
TOTAL	$1,475,237.70

The November Wire Payments, subject to audit, in the amount of $1,510,358.35.

General Fund:	$1,460,729.35
Post Employment Irrevocable Trust Fund:	$49,629.00
TOTAL	$1,510,358.35

Bismarck State College Internship Contract Agreement - Approve the Bismarck State College Agreement beginning January 13, 2014. Moorhead Schools will provide students an opportunity to work cooperatively in a teacher-learning situation with a certified teacher.

Other Leave

Erik Hest - Paraprofessional, Moorhead High School, effective December 2, 2013 until February 4, 2014.

Jeremy Larson - Assistant Principal, Horizon Middle School, effective January 1, 2014 thru June 30, 2014.

Change in Contract

Jeremy Larson - Assistant Principal, Horizon Middle School to Interim Assistant Superintendent Probstfield Center for Education, E82 (0-2) $53,418.90, effective January 1, 2014 thru June 30, 2014 (replaces Wayne Kazmierczak).

Family/Medical Leaves

Michelle Hanson - Early Childhood Special Education Teacher, EIS, effective approximately, April 14, 2014 until May 30, 2014.

Emily Yule - Early Childhood Special Education Teacher, EIS, effective approximately, January 17, 2014 until June 14, 2014.

Chelsey Gauer - Physical Therapist, EIS, effective approximately, March 28, 2014 until June 5, 2014.

Amy Jensen - Jump Start Teacher, Probstfield Center for Education, effective approximately, April 19, 2014 until June 5, 2014.

Resignations

Jim MacFarlane - Assistant Golf Coach, Moorhead High School, effective November 20, 2013.

Part-Time and Substitute Pay Schedule Revision - Approve the approved part-time and substitute pay schedule revision as presented.

Sabbatical Leave Request - Approve the sabbatical leave for Carla Smith as presented. The district cost of the leave is $6,856.

American Indian Education Transmittal of Resolution Renewal - Approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 15, 2013.

Motion carried 5-0.

FISCAL YEAR 2013 AUDIT REPORT: Brian Stavenger, Eide Bailly LLP, presented the fiscal year 2013 school district audit report. For the fiscal year ending June 30, 2013, general fund revenues exceeded expenditures by $2,547,519 resulting in an overall fund balance of $13,162,690 of which $6,442,627 is unassigned, $5,692,350 is committed and assigned, and $1,027,713 is either restricted or nonspendable.

Steffes moved, seconded by Valan, to accept the fiscal year 2013 school district audit report as presented by Brian Stavenger, Eide Bailly LLP. Motion carried 5-0.

APPROVAL OF RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2014A: Fagerlie moved, seconded by Johnson, to approve the resolution providing for the sale of general obligation school building refunding bonds, series 2014A; 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 bonds. Motion carried 5-0.

CERTIFICATION OF FINAL 2013 PAYABLE 2014 PROPERTY TAX LEVY:
Kazmierczak presented information related to certifying the 2014 property tax levy. The total levy amount is $13,502,121.94 million. Kazmierczak reported on the list of 96 properties that qualify for the two-year economic development property tax abatement that was approved by the School Board on September 10, 2012. Of the 96 properties listed, 87 are newly constructed residential structures and 9 are remodeled existing homes and apartments. Pursuant to Minnesota Statute 469.1813, Subd. 5a, a governing body of the political subdivision may approve an abatement only after holding a public hearing on the abatement. Annually for the three-year period of the abatement, the abated amount will be included in the approved final levy figures as presented for final certification. The total estimated abatement for the 2013 assessment is $51,533.

A revised budget for fiscal year 2014 will be brought to the board in January.

Chair Erickson requested comments and questions from the public. None were received.

Steffes moved, seconded by Fagerlie, to approve the certification of the final 2013 Payable 2014 Property Tax Levy in the amount of $13,502,121.94. Motion carried 5-0.

APPROVAL OF REVIEW AND COMMENT DOCUMENT: Kazmierczak reported the review and comment document pursuant to Minnesota Statutes, Section 123B.71 will be submitted to the Minnesota Department of Education (MDE) upon School board approval. Review and comments from MDE are required for projects that have a cost in excess of $500,000. The projects detailed in the document relate to the Robert Asp Elementary addition, the Probstfield Elementary addition and the Moorhead High School track replacement and artificial turf installation that were presented to the board on November 12, 2013.

Valan moved, seconded by Johnson, to approve the review and comment document as presented. Motion carried 5-0.

APPROVAL OF POLICY: Steffes moved, seconded by Johnson, to approve the policy, Tuition Fees 512, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Johnson, to approve the policy, Home Schooled Students 608, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Johnson moved, seconded by Valan, to approve the policy, Safety and Security Technology 712, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Steffes moved, seconded by Fagerlie, to approve the policy, District Fiscal Management 801, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Johnson, to approve the policy, Credit Card Usage and Electronic Funds Transfer 805, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Johnson moved, seconded by Fagerlie, to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences 824, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Johnson moved, seconded by Steffes, to approve the policy, Rental of District Musical Instruments 831, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Johnson, to approve the policy, Visitors to Moorhead Area Public Schools Buildings and Sites 905, as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Steffes, to approve the policy, Rewards 907, as presented. Motion carried 5-0.

PROCESS FOR SELECTION OF SCHOOL BOARD VACANCY: Chair Erickson recommended administration contact former board members who have remained active in the schools and community to determine interest in filling the one-year vacancy. Valan noted the importance of identifying former board members who left the board voluntarily. A brief discussion was held and board members recommended the vacancy be filled at the December 16 special board meeting.

SCHEDULE SPECIAL SCHOOL BOARD MEETING: Fagerlie moved, seconded by Johnson, to approve Monday, December 16, 2013 at 6:30 p.m. to conduct a Special School Board meeting to take action related to filling the School Board vacancy. Motion carried 5-0.

SUPERINTENDENT REPORT: Dr. Kovash reported Fagerlie, Johson and Steffes and central office team members attended MSBA's BoardBook Webinar related to moving meetings into a paperless system by electronically distributing agenda packets and posting materials on the district's website. Additional discussions regarding paperless meetings will be held in January. Kovash requested board members determine their vote related to the MREA Board of Directors balloting. Kovash reminded board members that the Region1 ballots were due prior to the end December.

COMMITTEE REPORTS: Brief reports were heard related to the MSBA Delegate Assembly and Activities Advisory Council, MHS PTAC and Indian Education Parent Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Erickson thanked community members for their interest in the board member vacancy.

CLOSE PUBLIC MEETING: Steffes moved, seconded by Johnson, to close the public meeting at 9:01 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 5-0.

OPEN PUBLIC MEETING: Johnson moved, seconded by Fagerlie, to open the public meeting at 9:22 p.m. Motion carried 5-0.

2013-2015 DIETARY AND FOOD SERVICE MASTER AGREEMENT: Steffes moved, seconded by Fagerlie, to approve the Dietary and Food Service Master Agreement for 2013-2015 as presented with the cost as follows:

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes (6:31 p.m.), Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Erickson called the meeting to order at 6:30 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT: Fagerlie moved, seconded by Steffes, to approve the Resolution Filling School Board Vacancy by Appointment as follows:

RESOLUTION

WHEREAS, a vacancy exists in the office of the school board member with a term expiring the first Monday in January, 2015; and

WHEREAS, the vacancy has occurred on or after the first day to file affidavits of candidacy for the school general election or less than two years remain in the unexpired term; and

WHEREAS, Carol Ladwig meets the qualifications established by Minnesota law to serve as a school board member,

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

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, Carol Ladwig is hereby appointed to fill the vacancy and to serve the remainder of the unexpired term ending the first Monday in January, 2015 and until a successor is elected and qualifies.

Motion carried 6-0.

OATH OF OFFICE: Chair Erickson led the Oath of Office Ceremony for Carol Ladwig appointed to fill the vacancy and to serve the remainder of the unexpired term ending the first Monday in January, 2015 and until a successor is elected and qualifies.

Kovash reported Ladwig served as a School Board member for 17 years (1992-2009), was named 2009 MSBA All State School Board member and served as board representative on the Instruction and Curriculum Advisory Committee and Community Engagement Initiative.

Valan left the meeting at 6:36 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:39 p.m.

_____
Laurie Johnson, Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.043 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: January 7, 2014

RE: January Claims

The January claims are as follows:

General Fund	$1,770,719.02
Food Service Fund	$157,396.18
Community Service Fund	$26,959.65
TOTAL	$1,955,074.85

The December wire payments are as follows:

General Fund	$1,676,860.03
Post Employment Irrevocable Trust Fund	$2,551.00
TOTAL	$1,679,411.03

Suggested Resolution: Move to approve the January claims, subject to audit, in the amount of $1,955,074.85 and the December wire payments, subject to audit, in the amount of $1,679,411.03.

JKL:ajj

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.044 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: January 7, 2014

RE: Donation

Moorhead Area Public Schools has received the following donation:

- Tri-State Manufacturers' Association of West Central Minnesota has donated $500 to the Red River Area Learning Center's Robotics Team.

Suggested Resolution: Move to accept the donation of $500 and direct administration to send a thank you.

JKL:ajj

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.069

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 6, 2014

RE: Resignations

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

Desirae Gilmour	Food and Nutrition Server, Robert Asp Elementary, effective December 20, 2013.

SUGGESTED RESOLUTION: Move to approve the resignation of Desirae Gilmour as presented.

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.070

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 6, 2014

RE: Retirement

The administration requests approval of Retirement for the following people:

Marjo Lysne	GED Examiner, Community Education, effective December 31, 2013.
Tamara Krupich	Paraprofessional, High School, effective January 9, 2014.
Vicky Anderson	Title 1 Teacher/Coach, Robert Asp Elementary, effective January 31, 2014.

SUGGESTED RESOLUTION: Move to approve the Retirement of Marjo Lysne, Tamara Krupich and Vicky Anderson as presented.

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.071

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: January 6, 2014

RE: Family/Medical Leave

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

Sarah Anderson	Paraprofessional, Robert Asp Elementary, effective November 14, 2013 for the remainder of the year.
Joan Degerness	Teacher, Ellen Hopkins Elementary, effective December 9, 2013 for an undetermined amount of time.
Sandy Klemz	Teacher, Robert Asp Elementary, effective December 17, 2013 until January 31, 2014.
Kayla Hoherz	Bus Driver, Transportation, effective approximately April 19, 2014 for remainder of the school year.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Sarah Anderson pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and pursuant to Article 38, Section 2 of the Teachers' Master Agreement for Joan Degerness and Sandy Klemz and pursuant to Article VIII, Section 4 of the Bus Driver/Assistant Master Agreement for Kayla Hoherz as presented.

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.073

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: January 6, 2014

RE: Change in Contract

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

Jacob Scandrett	Assistant Principal, Robert Asp Elementary, to Interim Assistant Principal Horizon Middle School, D62 (5) $41,393.52, effective January 1, 2014 thru June 30, 2014. (Replaces Jeremy Larson)
Rachel Burcham	Interpreter, District wide, 3.5 hours per day to 7 hours per day, effective January 2, 2014. (Replaces Kassie Zimmer)
Katie Tonn	Breakfast/Lunchroom Supervisor, Probstfield Center for Education to Paraprofessional, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 2, 2014. (New position)
Travis Henry	Web/Application Developer, Probstfield Center for Education, B32 (7) $22.08 per hour to C44 (7) $31.96 per hour, effective January 1, 2014. (Job Evaluation)

SUGGESTED RESOLUTION: Move to approve the change in contract for Jacob Scandrett, Rachel Burcham, Katie Tonn and Travis Henry as presented.

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.072

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 6, 2014

RE: New Employees

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

Lori Swaser	Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective December 4, 2013. (Replaces Ayako Dooher)
Kristen Shockley	Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, 6 hours per day, $10.00 per hour, effective December 11, 2013. (Replaces Marcella Shorey and Shannon Albertson)
Susan Enger	Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, 3.5 hours per day, $10.00 per hour, effective December 13, 2013. (Replaces Linda Ambuehl)
Bayan Amedy	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective December 18, 2013. (Replaces Teresa Somers)
Beth Anne Johnson	Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 3.38 hours per day, effective December 19, 2013. (New position)
Cassie Beedy	Teacher, High School, 1.0 FTE, BA (0) $20,326.79, effective January 2, 2014. (Replaces Erin Monteith)
Chantell Kinslow	Paraprofessional, Horizon Middle School, B21 (3) $15.58 per hour, 6.75 hours per day, effective January 2, 2014. (New position)

MOORHEAD
AREA PUBLIC SCHOOLS

Ashley Cole	Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 6, 2014. (Tuition position)
Mauren Bogden	Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 2, 2014. (Replaces Sarah Anderson)

SUGGESTED RESOLUTION: Move to approve the employment of Lori Swaser, Kristen Shockley, Susan Enger, Bayan Amedy, Beth Anne Johnson, Cassie Beedy, Chantell Kinslow, Ashley Cole and Mauren Bogden as presented.

MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support
Services
Memo LSS.14.005

TO: **Dr. Lynne Kovash, Superintendent**

FROM: **Jill Skarvold, Director of Learner Support Services**

DATE: **January 3, 2014**

RE: **Clay County Interagency Purchase of Services Agreement**

Attached is the renewal agreement with Clay County Department of Social Services in cooperation with Lakeland Mental Health Center to continue mental health services to identified students with disabilities as part of the Interagency Mental Health Programming, which includes "Outreach".

The agreement is being submitted for a time period of 6 months (Jan-Jun). We recently received guidance from the Minnesota Department of Education regarding interagency agreements and will be reviewing that guidance as it relates to the local agreements. Any changes, if needed, would then be reflected in future agreements. A provision in the agreement will enable us to operate for up to 2 months beyond the end of the agreement if needed.

The renewal agreement, which covers the period from January 1, 2014, to June 30, 2014, and is not to exceed the amount of $120,276.00. The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

SUGGESTED RESOLUTION: Move to approve the January 1, 2014, to June 30, 2014, renewal agreement with Clay County Social Services in cooperation with Lakeland Mental Health Center to continue mental health services to identified students and their families as part of the Clay County Mental Health & Outreach Treatment Program not to exceed the amount of $120,276.00

JS:ca
Attachment

CLAY COUNTY
INTERAGENCY PURCHASE OF SERVICE AGREEMENT

Clay County Social Service Center, Moorhead Independent School District #152 and Lakeland Mental Health Center Inc., enter into this interagency agreement for the period January 1, 2014 to June 30, 2014 for the provision of:

SCHOOL BASED MENTAL HEALTH SERVICES FOR CHILDREN

WITNESSETH

WHEREAS, the Lakeland Mental Health Center, Inc. and Moorhead Independent School District #152 in cooperation with Clay County Department of Social Services agree to participate in providing Interagency School Based Mental Health Services for Children; and

WHEREAS, it is to the Moorhead Independent School District #152's best interest, the community's benefit, and the enhancement of Children's Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially, and educationally; and

WHEREAS, Clay County Department of Social Services is required to provide mental health services in accordance with the Comprehensive Mental Health Act; and

WHEREAS, the Moorhead Independent School District #152, along with the Clay County Department of Social Services, will fund the School Based Mental Health Services for Children; and

WHEREAS, LAKELAND MENTAL HEALTH CENTER, INC. IS PREPARED TO ASSUME THE RESPONSIBILITY OF PROVIDING THE SPECIALIZED SERVICES AS FOLLOWS:

1. Provide direct individual, group and family services to qualified students with disabilities in the Clay County Interagency Day Treatment Program/Outreach of the Moorhead Independent School District #152 Emotionally and Behaviorally Disturbed Program. The IEP's of these qualified students with disabilities contain documentation of the need for the services.

2. Provide direct services to the parents (guardians) and families of the Clay County Interagency School Based Mental Health Services for Children through family mental health services, and mental health consultation.

3. Serve as support liaison between home, school, and community agencies. School Based Mental Health Services clinicians will participate in county meetings related to children in this program and school child study team meetings on children served by this program. In addition to providing general clinical input, the clinicians will complete evaluations and make recommendations for appropriate mental health services.

4. Insure that the mental health professional should participate on a school based mental health services interagency committee to consider the special needs and develop appropriate services for each child referred to the program.

5. Provide mental health consultation to education personnel to support IEP educational goals and objectives.

NOW THEREAFTER, THE PARTIES TO THIS AGREEMENT HEREBY AGREE AS FOLLOWS:

1. **Purpose of Agreement.** The purpose of this Agreement shall be to provide, through cooperative effort, a comprehensive program of instructional and therapeutic services to the children and families who are residents of the Moorhead School District #152.

2. **Compliance with Laws/Standards.** The contractor agrees to comply with all Federal, state and local laws, ordinances, rules, regulations and executive orders pertaining to unlawful discrimination on account of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability or age.

3. **Records Disclosure/Retention.** Contractor's bonds, records, documents, papers, accounting procedures and practices, and other evidences relevant to the Contract are subject to the examination, duplication, transcription and audit by the County and either the Legislative or State Auditor, pursuant to Minn. Stat. §16B.06, Subd. 4. Such evidences are also subject to review by the Comptroller General of the United States, or a duly authorized representative, if federal funds are used for any work under this Contract. The Contractor agrees to maintain such evidences for a period of five(5) years from the date services or payment were last provided or made or longer if any audit in progress requires a longer retention period.

4. **Worker Health, Safety and Training.** Contractor shall be solely responsible for the health and safety of its employees in connection with the work performed under this Contract. Contractor shall make arrangements to ensure the health and safety of all subcontractors and other persons who may perform work in connection with this Contract. Contractor shall ensure that all personnel of contractor and subcontractors are properly trained and supervised and, when applicable, duly licensed or certified appropriate to the tasks the personnel are engaged in under this Contract. Contractor shall comply with t he "Occupational Safety and Health Act" and the "Employee Right to Know Act," Minn. Stat. §182.65, et seq., where applicable.

5. **Data Privacy.** For purpose of the Contract all data collected, created, received, maintained or disseminated shall be governed by the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minnesota Rules implementing the Act now in force or hereafter adopted, as well as federal laws on data privacy. The Contractor will strictly comply with these statutes and rules. All subcontractors shall contain the same or similar data practices compliance requirements. The person employed by the Contractor to assure compliance with Minn. Stat. § 13.46, subd. 10(d), shall be the authorized representative unless otherwise states in the Contract.

6. **HIPAA.** The Contractor agrees to maintain and protect all individual identifiable Health Information (IIHI) in accordance with all regulations promulgated pursuant to the Health Insurance Portability and Accountability Act (HIPAA) an applicable state law relating to

medical records. Specifically, the Contractor will use the IIHI only to effectuate the purposes of the agreement and will:

A. Appropriately safeguard IIHI
B. Report any misuse of IIHI
C. Secure satisfactory assurances from any subcontractor, if applicable
D. Grant individuals access and ability to amend their IIHI
E. Make available an accounting of disclosures of an individual's IIHI
F. Release applicable records to the County
G. Upon termination, return or destroy all IIHI in accordance with retention schedules

7. **Appeals.** The Contractor shall assist the County in complying with the provisions of Minn. Stat. §256.045, Administrative and Judicial Review of Human Services Matters.

8. **Reporting.** Contractor shall comply with the provisions of the "Child Abuse Reporting Act," Minn. Stat. §626.556, as amended, and the "Vulnerable Adult Reporting Act," Minn. Stat. §626.557, as amended, and any rules promulgated by the Minnesota Department of Human Service, implementing such Acts.

9. **MDHS Third-Party Beneficiary.** Contractor acknowledges and agrees that the Minnesota Department of Human Services is a third-party beneficiary and as a third-party beneficiary, is an affected party of this Contract. Contractor specifically acknowledges and agrees that the Minnesota Department of Human Services has standing to and may take any appropriate administrative action or sue Contractor for any appropriate relief in law or equity, including but not limited to, rescission, damages or specific performance of all or any part of the Contract between the County Board and Contractor. Contractor specifically acknowledges that the County Board and the Minnesota Department of Human Services are entitled to, and may recover from Contractor, reasonable attorneys' fees and costs and disbursements associated with any action taken under this paragraph that is successfully maintained. This provision shall not be construed to limit the rights of any party to the Contract or any other third party beneficiary, nor shall it be construed as a waiver of immunity under the Eleventh Amendment to the United States Constitution or any waiver of immunity. (Minn. Stat. §245.466, Subd. 3; Minn. R. 9525.1870, subp.2)

10. **Psychotherapists.** Contractor has and shall continue to comply with the provisions of Minn. Stat. Ch.604.20 to 604.205, as amended, with regard to any currently or formerly employed psychotherapists and/or applicants for psychotherapist positions.

11. **Insurance Requirements.** Contractor further agrees that in order to protect itself as well as the County under the indemnity provisions set forth above, it will at all times during the term of this Contract keep in force insurance protection in the minimum amount established for maximum liability pursuant to Minnesota Statute §466.04

    Any policy obtained and maintained under this clause shall provide that it shall not be cancelled, materially changed, or not renewed without thirty days prior notice thereof to County.

NOW THEREFORE, IT IS AGREED, by and among the Moorhead Independent School District #152, Clay County Department of Social Services, and Lakeland Mental Health Center, Inc. the conditions of the contract as follows:

1. Licensed mental health professionals (approximately 3.0 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of the contract. Personnel will hold appropriate licensure issued by the Board of Teaching or the MN Department of Education for the necessary service for which they provide. If neither issues a license for the necessary service, the professionals will be members of good standing in their professional organization. (See Appendix)

2. Mental Health Practitioner social workers (4.5 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of this contract. (See Appendix)

3. Direct service will be provided each day school is in session, including the regular school year, Extended School Year. The student's IEP will document need for services, including need for extended school year.

4. Schedule flexibility will be allowed so that evening family mental health services may be provided and the mental health component can be integrated, and coordinated with the educational component.

5. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, family therapy and counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Moorhead Independent School District #152, Clay County Department of Social Services and Lakeland Mental Health Center, Inc. The process of providing a service offered through this contractual agreement will be done as an IEP team decision function and not solely by a decision of a district or agency.

6. Direct clinical time and direct clinical supervision as required by CTSS and Day Treatment will be provided by the Lakeland Mental Health Center staff. (See Appendix)

7. The Moorhead Independent School District #152 agrees to provide the facility, including appropriate space for the provision of mental health services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education program, shall provide an atmosphere conducive to learning, and shall meet students' special physical, sensory and emotional needs. Rent for this space will be billed to Lakeland at an annual (12 month) rate of $13,000. Moorhead Independent School District #152 rates will be billed to Lakeland for technology costs (phone, technology security) for Lakeland staff working in the Moorhead Independent School District #152 facility.

8. The cost of the Interagency Program for Children will include direct services, clinical consultation for program staff at Lakeland Mental Health Center, therapy supplies and equipment, travel, postage and printing, secretarial expenses, maintenance/utilities, benefits and administrative expenses.

9. Lakeland Mental Health Center will bill the Minnesota Medical Assistance program, pre-paid medical assistance plans, Minnesota Care, and other qualified third party sources for each of the clients eligible for such with informed consent.

10. The provision of services to non-MA and/or other third party ineligible clients will be funded through Clay County Social Services and the Moorhead Independent School District #152.

11. Lakeland Mental Health Center will bill Moorhead Independent School District #152 $52.00 per hour for the provision of school based mental health services. Moorhead Independent School District #152 agrees to pay Lakeland Mental Health Center $52.00 per hour for students who are non-MA and/or other third party ineligible but not to exceed a total of $120,276. The cost to Clay County Social Services will not exceed $57,734.

12. It is understood and agreed that in the event the reimbursement to Moorhead Independent School District #152, Lakeland Mental Health Center, Inc., and/or the County from State and Federal Sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder shall thereupon be modified or terminated. If contract is modified or terminated, notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.

13. The Director of Special Education for Moorhead Independent School District # 152 shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

14. Upon agreement by all parties, this Purchase of Service Agreement may be extended for a period of up to two (2) months, allowing finalization of a new Purchase of Service Agreement. All terms of the new agreement will be retroactive. All terms of this Purchase of Service Agreement will remain in effect pending execution of an agreement amendment, execution of a new agreement, or notice of termination as provided under item #12 above.

Chair, Board of Education
Moorhead Independent School District #152

Date

Donna Baker, Moorhead Site Director
Lakeland Mental Health Center, Inc.

12-20-18
Date

Rhonda Porter, Director
Clay County Social Services

Date

Chair, Clay County Commission
Clay County

Date

Approved as to Form and Execution:

Clay County Attorney

Date

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.045 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 7, 2014

RE: Approval of Resolution Awarding the Sale of General Obligation School Building Refunding Bonds, Series 2014A

As was discussed and approved at the December 16, 2013 School Board meeting, the district has proceeded with the process to sell general obligation school building refunding bonds. Attached please find a resolution related to the sale of these bonds. The proposed bond issue will finance a current refunding of the 2015 through 2022 maturities of the $42,080,000 General Obligation School Building Refunding Bonds, Series 2005, dated March 1, 2005.

At the January 13, 2014 School Board meeting, Joel Sutter of Ehlers and Associates, the district's financial advisor, will be in attendance to further explain the background behind the bond refunding, review the proposals that are received and to go over the results.

Suggested Resolution: Move to approve the resolution awarding the sale, determining the form and details, authorizing the execution, delivery, and registration, and providing for the payment of general obligation school building refunding bonds, series 2014A.

WAK:ajj
Attachments

CERTIFICATION OF MINUTES RELATING
TO
GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2014A

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

BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING: A regular meeting held on January 13, 2014, at 7:00 o'clock p.m., in the District.

MEMBERS PRESENT:

MEMBERS ABSENT:

DOCUMENTS ATTACHED: Extract of Minutes of said meeting.

RESOLUTION AWARDING THE SALE, DETERMINING THE FORM AND DETAILS, AUTHORIZING THE EXECUTION, DELIVERY, AND REGISTRATION, AND PROVIDING FOR THE PAYMENT OF GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2014A

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

WITNESS MY HAND officially as such recording officer this ____ day of January, 2014.

_____
School District Clerk

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

HELD: JANUARY 13, 2014

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on January 13, 2014, at 7:00 o'clock p.m.

It was reported that _____ proposals for the purchase of the approximately $35,235,000 General Obligation School Building Refunding Bonds, Series 2014A of the District (said amount being subject to adjustment in accordance with the Terms of Proposal) had been received prior to 10:00 o'clock a.m., Central Time, pursuant to the Terms of Proposal contained in the Official Statement; that the proposals had been opened, read and tabulated; and that the best proposal of each proposal maker was determined to be as follows:

SEE ATTACHED

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION AWARDING THE SALE, DETERMINING THE FORM AND DETAILS, AUTHORIZING THE EXECUTION, DELIVERY, AND REGISTRATION, AND PROVIDING FOR THE PAYMENT OF GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2014A

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

Section 1. Authorization and Sale.

1.01 Authorization. At a meeting held December 9, 2013, this Board determined to sell and issue approximately $35,235,000 principal amount of general obligation refunding bonds of Independent School District No. 152 (the "Issuer" or the "District"). Said Bonds shall hereinafter be referred to as the "Bonds" or the "Refunding Bonds". In the Terms of Proposal, the District reserved the right, after proposals were opened and prior to award, to increase or decrease the principal amount of the Bonds offered for sale, with the increase or decrease to occur in multiples of $5,000 in any of the maturities. The Refunding Bonds, together with other available funds of the Issuer in the amount of $_____, shall provide funds for a current refunding of the Refunded Bonds and to prepay on April 1, 2014, the 2015 to 2022 maturities, aggregating $34,920,000 in principal amount, of the Issuer's General Obligation School Building Refunding Bonds, Series 2005, bearing a date of original issue of March 1, 2005 (the "Refunded Bonds"). The Refunded Bonds were originally issued to provide funds for the crossover refunding of the District's General Obligation School Building Bonds, Series 2002, bearing a date of original issue of May 1, 2002.

1.02 Sale. The Board, having been advised by Ehlers & Associates, Inc., its independent financial advisor, has determined that this issue shall be privately sold after receipt of written proposals, as authorized pursuant to Minnesota Statutes, Section 475.60, Subdivision 2. The Board has publicly received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, which are hereby ratified and confirmed in all respects and are incorporated herein by reference as though fully specified in this paragraph. The most favorable of such proposals is ascertained to be that of _____ (the "Purchaser") to purchase the Bonds at a price of $_____ plus interest accrued to settlement, and upon the further terms and conditions set forth in the Terms of Proposal contained in the Official Statement and this resolution. Said proposal is hereby accepted and the sale of the Bonds is hereby awarded to said Purchaser.

1.03 Execution of Documents; Return of Good Faith Deposits. 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 deposit of the Purchaser pending delivery of the Bonds and payment therefor, and the good faith deposits of the other proposal makers shall forthwith be returned to them.

1.04 Purpose; Compliance with Current Refunding Law; Debt Service Savings; Findings; Security.

(a) Compliance. The Refunding Bonds shall provide moneys for a current refunding of the Refunded Bonds. It is hereby determined and declared that the refunding of the Refunded Bonds complies with Minnesota Statutes, Section 475.67, and is consistent with the covenants made with the holders thereof. The Issuer has observed and complied with all of the obligations and covenants made by the School Board in connection with the issuance of the Refunded Bonds.

(b) Use of Proceeds of Refunded Bonds. All of the proceeds, including the investment earnings thereon, of the Refunded Bonds have heretofore been expended by the Issuer for the uses and purposes for which the District issued the Refunded Bonds.

(c) Redemption. The Refunded Bonds are called for redemption on April 1, 2014, the earliest date on which they may be called for redemption without payment of any premium.

(d) Security. Until retirement and prepayment of the Refunded Bonds, all provisions made for the security of the Refunded Bonds shall be observed by the Issuer.

(e) Supplemental Resolution. The resolutions of the School Board authorizing the issuance of the Refunded Bonds are hereby supplemented to the extent necessary to give effect to the provisions of this resolution.

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 Bonds 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 Bonds, to provide for the security thereof, and to provide for the issuance of the Bonds forthwith.

1.06 Minnesota School District Credit Enhancement Program. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond 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 Bond Registrar for the Bonds 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 Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Bond 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 Bonds 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. Bond Terms.

2.01 Designation; Registration; Denomination; Maturities. The $_____ aggregate principal amount of general obligation bonds sold on this date shall be designated General Obligation School Building Refunding Bonds, Series 2014A, shall be dated February 5, 2014, as the date of original issue, and shall be issued forthwith on or after such date using a global book-entry system. The Bonds shall be issued as fully registered bonds and shall be numbered R-1 upward, in the denomination of $5,000 each or any integral multiple thereof of a single maturity. The Bonds shall mature on April 1 in the years and amounts set forth below, and shall bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been duly paid or provided for, from the date of original issue until paid or duly called for mandatory redemption, if herein provided, at the rates per annum set forth below opposite such years and amounts, as follows:

Year	Amount	Interest Rate	Year	Amount	Interest Rate
	$			$	

The maturities for the years _____ to _____ have been adjusted pursuant to the proposal of the Purchaser and as authorized in the Terms of Proposal. The Bonds maturing on April 1 in the years _____ and _____ are term bonds subject to mandatory redemption in the years and principal amounts specified in Paragraph 2.04(b).

These maturities, together with the maturities of all other outstanding general obligation bonds of the Issuer, meet the requirements of Minnesota Statutes, Section 475.54.

2.02 Interest Payments. Interest shall be payable semiannually on each April 1 and October 1 to maturity (each an "Interest Payment Date"), commencing October 1, 2014. Interest will be calculated on the basis of a 360-day year of twelve 30-day months and will be rounded pursuant to the rules of the MSRB. Interest will be payable in the manner set forth in the form of Global Certificate or Replacement Bond and Paragraph 4.06 of this resolution.

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. The 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 Bonds 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 Issuer and the Depository setting forth various matters relating to the Depository and its role with respect to the Bonds. 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 C, 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 Issuer. Execution of the Blanket Issuer Letter of Representations by such official shall be conclusive evidence as to the necessity and propriety of such changes and their approval by Bond Counsel. So long as DTC is the Depository or it or its nominee is the Holder of any Global Certificate, the District shall comply with the provisions of the Blanket Issuer Letter of Representations, as it may be

amended or supplemented by the District from time to time with the agreement or consent of DTC.

(c) Global Certificates. Upon their original issuance, the Bonds will be issued in the form of a single Global Certificate for each maturity which shall represent the aggregate principal amount of the Bonds due on a particular maturity date (the "Global Certificates"). The Global Certificates will be originally issued and fully registered as to principal and interest in the name of Cede & Co., as nominee of DTC. The Global Certificates will be deposited with the Depository by the Purchaser and will be immobilized as further provided herein. No beneficial owners of interest in the Bonds will receive certificates representing their respective interests in the Bonds except as provided below in clause (e) of this Paragraph 2.03. Except as so provided, during the term of the Bonds, beneficial ownership (and subsequent transfers of beneficial ownership) of interests in the Global Certificates 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, despite the larger authorized denominations of the Global Certificates. Payment of principal of, premium, if any, and interest on the Global Certificates will be made to the Bond Registrar as paying agent, and in turn by the Bond Registrar to the Depository or its nominee as registered owner of the Global Certificates. 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 Certificates.

(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 Bonds, the Purchaser will deposit the Global Certificates representing all of the Bonds with the Depository. The Global Certificates 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 Bondholders. The Depository or its nominee will be the sole Holder of record of the Global Certificates and no investor or other party purchasing, selling or otherwise transferring ownership of interests in any Bond is to receive, hold or deliver any Global Certificates so long as the Depository holds the Global Certificates immobilized from circulation, except as provided below in clause (e) of this Paragraph 2.03.

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

Global Certificates evidencing the Bonds may not, after their original delivery, be transferred or exchanged except:

(i) Upon exchange of a Global Certificate after a partial redemption, if authorized 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 Issuer upon (a) the determination by the Depository that the Bonds shall no longer be eligible for its depository services or (b) a determination by the Issuer 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 Bonds or be declared no longer able to carry out its functions and the Issuer is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility, or (b) the Issuer 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 Bonds, or (2) it is in the best interests of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, then the Issuer shall notify the Holders of its determination and of the availability of Replacement Bonds to Holders. The Issuer, the Bond Registrar and the Depository shall cooperate in providing Replacement Bonds to Holders requesting the same and the registration, transfer and exchange of such Bonds shall thereafter be conducted as provided in Paragraph 4.04 of this resolution.

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

2.04 Redemption. (a) Optional Redemption. The Bonds of this Issue are not subject to optional redemption or prepayment prior to maturity.

(b) Mandatory Redemption. (1) The Bonds maturing in the year ____ shall be subject to mandatory redemption at a redemption price equal to the principal amount of the Bonds to be so redeemed plus interest accrued thereon to the date fixed for redemption, on April 1 in the years and principal amounts set forth below:

Year	Amount
	$

(2) The Bonds maturing in the year ____ shall be subject to mandatory redemption at a redemption price equal to the principal amount of the Bonds to be so redeemed plus interest accrued thereon to the date fixed for redemption, on April 1 in the years and principal amounts set forth below:

Year	Amount
	$

(3) Mandatory redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the order of redemption of Bonds; and if only part of the Bonds having a common maturity date are called for prepayment, the Global Certificates to be prepaid may be prepaid in $5,000 increments of principal and, if applicable, the specific Replacement Bonds to be prepaid shall be chosen by lot by the Bond Registrar as provided below. Bonds or portions thereof called for redemption shall be due and payable on the designated redemption date, and interest thereon shall cease to accrue from and after the redemption date.

(c) Mandatory Redemption of Global Certificates. Upon a partial redemption in the aggregate principal amount of a Global Certificate which results in the stated amount thereof being reduced, the Holder may in its discretion make a notation of such redemption on the panel provided on the Global Certificate stating the amount so redeemed, or may return the Global Certificate to the Bond Registrar in exchange for a new Global Certificate authenticated by the Bond Registrar, in proper principal amount. Such notation of redemption, if made by the Holder, shall be for reference only, and may not be relied upon by any other person as being in any way determinative of the principal amount of such Global Certificate outstanding, unless the Bond Registrar has signed the appropriate column of the panel.

(d) Mandatory Redemption of Replacement Bonds. To effect a partial redemption of Replacement Bonds having a common maturity date, the Bond Registrar, prior to giving a notice of redemption, shall assign to each Replacement Bond having a common maturity date a distinctive number for each $5,000 of the principal amount of such Replacement Bond. The Bond Registrar shall then select by lot from the numbers so assigned to such Replacement Bonds, using such method of selection as it shall deem proper in its discretion, as many numbers as, at $5,000 for each number, shall equal the principal amount of such Replacement Bonds to be redeemed. The Replacement Bonds to be

redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Replacement Bond of a denomination of more than $5,000 shall be redeemed as shall equal $5,000 of principal amount for each number assigned to it and so selected. If a Replacement Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of such Replacement Bond, without service charge, a new Replacement Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Replacement Bond so surrendered.

(e) Notice of Mandatory Redemption of Global Certificates and Replacement Bonds. The Bond Registrar shall call Bonds for redemption and payment as herein provided upon receipt by the Bond Registrar of a request of the Issuer. The request shall be in written form. The request shall specify the principal amount of Bonds to be called for redemption, the redemption date and the redemption price.

Published notice of redemption shall in each case be given in accordance with law, and mailed notice of redemption shall be given to the paying agent and to each affected Holder. If and when the Issuer shall call any of the Bonds for redemption and payment prior to the stated maturity thereof, the Bond Registrar shall give written notice in the name of the Issuer of its intention to redeem and pay such Bonds at the office of the Bond Registrar. The Notice of Redemption shall be given by first class mail, postage prepaid, mailed not less than thirty (30) days prior to the redemption date, to each Holder of Bonds to be redeemed, at the address appearing in the records of the Bond Registrar. For the purpose of giving notice of the redemption of Global Certificates, the Holder of the Global Certificates shall be the Depository or its nominee. In connection with any such notice, the "CUSIP" numbers assigned to the Bonds shall be used. All notices of redemption shall state:

(i) The redemption date;

(ii) The redemption price;

(iii) If less than all outstanding Bonds are to be redeemed, the identification (and, if the case of partial redemption, the respective principal amounts) of the Bonds to be redeemed;

(iv) That on the redemption date, the redemption price will become due and payable upon each such Bond, and that interest thereon shall cease to accrue from and after said date; and

(v) The place where such Bonds are to be surrendered for payment of the redemption price (which shall be the office of the Bond Registrar).

Section 3. Form of Bonds.

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

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

3.02 Replacement Bonds. If the Issuer has notified Holders that Replacement Bonds have been made available as provided in Paragraph 2.03(e) of this resolution, then for every Bond thereafter transferred or exchanged (including an exchange to reflect the partial mandatory redemption of a Global Certificate not previously exchanged for Replacement Bonds), the Bond Registrar shall deliver a bond in the form of a Replacement Bond rather than a Global Certificate, but the Holder of a Global Certificate shall not otherwise be required to exchange the Global Certificate for one or more Replacement Bonds since the Issuer recognizes that some Holders may prefer the convenience of the Depository's registered ownership of the Bonds even though the entire issue is no longer required to be in global book-entry form. The Replacement Bonds, together with the Bond Registrar's Certificate of Authentication, the form of Assignment and the registration information thereto, 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.

Section 4. Execution; Delivery; Registration.

4.01 Appointment of Registrar. Bond Trust Services Corporation in Roseville, Minnesota, is appointed to act as the bond registrar and transfer agent (the "Bond Registrar") and shall do so until a successor Bond Registrar is duly appointed, all pursuant to a contract the Issuer and Bond Registrar shall execute which is consistent herewith and which the chair and clerk are hereby authorized to execute and deliver. A successor Bond Registrar shall be a bank or trust company eligible for designation as bond registrar pursuant to Minnesota Statutes, Chapter 475. The terms of the appointment of the successor Bond Registrar and its duties shall be specified in a contract between the Issuer and such successor Bond Registrar that is consistent herewith and that the Chair and Clerk are hereby authorized to execute and deliver. The Bond Registrar, which may act through an agent, shall also serve as paying agent until and unless a successor paying agent is duly appointed. The Bond Registrar shall pay principal and interest on the Bonds to the registered Holders (or record Holder) of the Bonds in the manner set forth in the form of Global Certificate or Replacement Bond, as applicable, and Paragraph 4.06 of this resolution. The Issuer agrees to pay the reasonable and customary charges for the services of such Bond Registrar.

4.02 Execution of Bonds. The Bonds shall be executed on behalf of the Issuer by the manual signatures of the Chair and Clerk of the School Board; provided, however that both of such signatures may be printed facsimiles, in which event the Bonds shall also be executed manually by the authenticating agent as provided in Minnesota Statutes, Section 475.55. In the event of disability or resignation or other absence of either such officer, the Bonds 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 Bonds shall cease to be such officer before the delivery of the Bonds, 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 Issuer has adopted a corporate seal, it shall be omitted on the Bonds as permitted by law.

4.03 Authentication; Date of Registration. No Bond 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 Bond, substantially in the form set forth in the form of Global Certificate or Replacement Bond, shall have been duly executed by the manual signature of an authorized representative of the Bond Registrar. Certificates of authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate each Bond by execution of the Certificate of Authentication on the Bond and shall date each Bond in the space provided as of the date on which the Bond is registered. For purposes of delivering the original Bonds (Global Certificates) to the Purchaser, the Bond Registrar shall insert as the date of registration the date of original issue; and the executed Certificate of Authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution.

4.04 Transfer or Exchange. The Issuer will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged as herein provided.

A Global Certificate shall be registered in the name of the payee on the books of the Bond Registrar by presenting the Global Certificate for registration to the Bond Registrar, who 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. Thereafter a Global Certificate may be transferred by delivery with an assignment duly executed by the Holder or the Holder's legal representative, and the Issuer and Bond 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 Bond Registrar, all subject to the terms and conditions provided in this resolution and to reasonable regulations of the Issuer contained in any agreement with, or notice to, the Bond Registrar.

Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the Issuer shall execute (if necessary), and the Bond 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 Bonds 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 Bond may be registered in blank or in the name of "bearer" or similar designation.

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

At the option of the Holder of a Replacement Bond, Replacement Bonds may be exchanged for Replacement Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Replacement Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Replacement Bonds are so surrendered for exchange, the Issuer shall execute (if necessary), and the Bond Registrar shall authenticate, date (in the space designated Date of Registration) and deliver the Replacement Bonds which the Holder making the exchange is entitled to receive. Global Certificates may not be exchanged for Global Certificates of smaller denominations.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly canceled by the Bond Registrar and thereafter disposed of as directed by the Issuer.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the Issuer evidencing the same debt, shall be entitled to the same benefits under this resolution as the Bonds 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 Bonds.

Transfer of a Bond may be made on the Issuer's books by the registered owner in person or by the registered owner's attorney duly authorized in writing. Every Bond 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 Bond 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 Bond.

The Bond 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 Bond and any legal or unusual costs regarding transfers and lost bonds.

Transfers shall also be subject to reasonable regulations of the Issuer contained in any agreement with, or notice to, the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates.

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

4.06 Interest Payments; Record Dates. Interest on any Global Certificate shall be paid as provided in the first paragraph thereof and interest on any Replacement Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the Issuer maintained by the Bond Registrar and in each case at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date fixed for the payment of such defaulted interest (the "Special Record Date"). The Special Record Date shall be fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest, and notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior thereto. The term "Holder" shall also include those lawfully entitled to take actions on behalf of the beneficial owners of the Bonds for purposes of any consent or approvals given by Holders.

If the date for payment of the principal of, premium, if any, or interest on this Bond 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 Bond 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.

4.07 Persons Deemed Owners. The Issuer and the Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in Paragraph 4.06 above), on such Bond and for all other purposes whatsoever, whether or not such Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

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

4.08 Delivery. The Bonds when so prepared and executed shall be delivered by the Treasurer of the Issuer to the Purchaser thereof upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

Section 5. Creation of Fund and Tax Levies.

5.01 Fund. There is hereby created within the Debt Redemption Fund of the Issuer a special fund to be designated "General Obligation School Building Refunding Bonds, Series 2014A Fund" (the "Fund") to be held and administered by the Treasurer separate and apart from all other funds of the Issuer. The Fund shall be maintained in the manner herein specified until all of the Refunded Bonds and the Bonds herein authorized and the interest thereon have been fully paid. There shall be maintained in the Fund two separate accounts to be designated the "Refunding Account" and the "Debt Service Account", respectively.

(a) Refunding Account. The proceeds of the sale of the Bonds herein authorized, less any accrued interest received thereon and other proceeds directed for deposit into the Debt Service Account, plus other available District funds (estimated at $_____) as may be required to adequately fund the Refunding Account for the purposes set forth below, are hereby pledged and appropriated and shall be credited to the Refunding Account. The Refunding Account shall be used to pay the principal amount of each such Refunded Bond at maturity or on the date on which it has been called for redemption as herein provided, and the issuance expenses of the Bonds. The moneys in said Refunding Account shall be used solely for the purposes herein set forth and for no other purpose, except that after such payments have been made, any surplus in the Refunding Account shall be transferred to the Debt Service Account.

(b) Debt Service Account. There is hereby pledged and appropriated and there shall be credited to the Debt Service Account upon issuance of the Bonds (i) any uncollected taxes heretofore levied and pledged to the Debt Redemption Fund of the Issuer for the payment of

the Refunded Bonds; (ii) any other unexpended moneys pledged to the Debt Redemption Fund of the Issuer for the payment of the Refunded Bonds pursuant to the Resolutions authorizing the issuance of the Refunded Bonds (unless used to fund the Refunding Account; (iii) all taxes herein levied; (iv) all accrued interest received upon delivery of the Bonds (unless used to fund the Refunding Account; (v) any premium or unused discount to the extent not otherwise deposited into the Refunding Account and used for payment of the Refunded Bonds; (vi) all investment earnings on funds held in the Debt Service Account and (vii) any and all other moneys which are properly available and which are appropriated by the Issuer to the Debt Service Account. The Debt Service Account shall be used solely to pay the principal and interest on the Bonds and any of the bonds heretofore or hereafter authorized and made payable from said account as provided by law. If any payment of principal or interest on the Bonds shall become due when there is not sufficient money in the Debt Service Account or the Debt Redemption Fund generally to make such payment, the Treasurer shall pay the same from the General Fund of the Issuer and the General Fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of such Bonds.

5.02 Cancellation of Levies. Until prepayment of the Refunded Bonds, all provisions theretofore made for the security thereof shall be observed by the Issuer and all of its officers and agents. However, the School Board hereby finds, determines and certifies to the County Auditor of each county in which the Issuer is located, in whole or in part, that the proceeds of the sale of the Refunding Bonds to be used to refund said Refunded Bonds, together with other funds available and appropriated to the Refunding Account for said purpose, will be sufficient, together with the earnings on the investment of such funds in said Refunding Account, to pay when due or called for prepayment as herein provided all of the principal of and premium, if any, on the Refunded Bonds. Accordingly, upon Bond Closing the County Auditors of each county in which the Issuer is located in whole or in part are hereby authorized and directed to the extent and in the manner permitted by law to cancel forthwith or if necessary from year to year the taxes levied in the years 2014 payable 2015 through 2020 payable 2021 pursuant to the Resolution authorizing the issuance of the Refunded Bonds and not needed as a result of the establishment of the aforesaid Refunding Account.

5.03 Pledge of Full Faith and Credit; Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith and credit and taxing powers of the Issuer shall be and are hereby irrevocably pledged. In order to provide the moneys for the payment thereof required by Minnesota Statutes, Section 475.61, there is hereby levied upon all of the taxable property in the Issuer a direct annual ad valorem tax which shall be spread upon the tax rolls for collection, as a part of other general taxes of the Issuer, in the years and amounts as specified on the levy computation sheet attached hereto as EXHIBIT D and incorporated herein by reference as though fully specified in this paragraph.

The tax levies provided in this paragraph are such that if collected in full they, together with estimated collections of other revenues herein pledged for the payment of the Bonds (other than cash on hand), will produce at least five percent (5%) in excess of the amounts needed to meet when due the principal and interest payments on the Bonds, except for interest payable hereunder from cash on hand on the date of Bond closing and pledged for such purpose.

Said tax levies shall be irrevocable as long as any of said Bonds are outstanding and unpaid, provided that the Issuer reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61.

5.04 Investment Restrictions. No portion of the proceeds of the Bonds shall be used directly or indirectly to acquire higher yielding investments or to replace funds which were used directly or indirectly to acquire higher yielding investments, except (1) for a reasonable temporary period until such proceeds are needed for the purpose for which the Bonds were issued and (2) in addition to the above in an amount not greater than the lesser of five percent (5%) of the proceeds of the Bonds or $100,000. To this effect, any proceeds of the Bonds and any sums from time to time held in the Refunding Account or Debt Service Account (or any other District account which will be used to pay principal or interest to become due on the Bonds) in excess of amounts which under then-applicable federal arbitrage restrictions may be invested without regard to yield shall not be invested at a yield in excess of the applicable yield restrictions imposed by said arbitrage regulations on such investments after taking into account any applicable "temporary periods" or "minor portion" made available under the federal arbitrage regulations. In addition, the proceeds of the Bonds and money in those accounts shall not be invested in obligations or deposits issued by, guaranteed by or insured by the United States or any agency or instrumentality thereof if and to the extent that such investment would cause the Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Internal Revenue Code of 1986, as amended (the "Code").

5.05 Redemption of Refunded Bonds. The Refunded Bonds which mature in 2015 and thereafter shall be redeemed and prepaid on April 1, 2014, in accordance with the terms and conditions of the Notice of Call for Redemption attached hereto as EXHIBIT E, which terms and conditions are hereby approved and incorporated herein by reference. The Notice of Call for Redemption shall be mailed to the Paying Agent for and the registered owners of the Refunded Bonds not less than thirty (30) days before the redemption date. The form of the Notice of Call may contain such additional information or different provisions concerning the redemption as may be requested by the Paying Agent for the Refunded Bonds.

Section 6. Exemption from Rebate Requirements.

6.01 Arbitrage Rebate Exemption. It is hereby found and determined that all gross proceeds of the Bonds (other than gross proceeds held in a bona fide debt service fund) will be expended for the governmental purpose for which the Bonds are issued within six (6)

months of the date of issuance of the Bonds. Therefore, the Issuer shall not be required to comply with the arbitrage rebate requirements of Section 148(f) of the Code with respect to the Bonds.

Section 7. Certifications, Designations, Defeasance, Arbitrage, Reporting.

7.01 Filing of Resolution; County Auditor Certificate. The Clerk is hereby authorized and directed to file with the County Auditor of each county in which the Issuer is located in whole or in part a certified copy of this resolution, together with such other information as said County Auditor shall require, and to obtain from said County Auditor a certificate that the tax required by law for the payment of said Bonds has been levied, and that said Bonds have been entered upon the County Auditor's Bond Register.

7.02 Defeasance. When all of the Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution shall cease. The Issuer may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The Issuer may also discharge all Bonds of said issue at any time by irrevocably depositing in escrow with the Bond Registrar, for the purpose of paying all principal and interest due on such Bonds to maturity or if subject to mandatory redemption, to an earlier date on which they may be called for mandatory redemption, a sum of cash or securities of the types described in Minnesota Statutes, Section 475.67, as amended, in such aggregate amount, bearing interest at such rates and maturing on such dates as shall be required to provide funds sufficient for this purpose.

7.03 Nondesignation as Qualified Tax-Exempt Obligations. The Board finds that the reasonably anticipated amount of qualified tax-exempt obligations (other than private activity bonds) which will be issued by the Issuer during calendar year 2014 will exceed $10,000,000. Thus, the Bonds of this issue are not designated as "Qualified Tax-Exempt Obligations" for the purposes of Section 265 of the Code relating to the deduction of interest expenses allocable to the Bonds by financial institutions.

7.04 Authentication of Transcript. The officers of the Issuer and each said County Auditor are hereby authorized and requested to prepare and furnish to the Purchaser of said Bonds, and to the attorneys approving legality of the issuance thereof, certified copies of all proceedings and records of the Issuer relating to said Bonds and to the financial condition and affairs of the Issuer, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of said Bonds as they appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the Issuer as to the facts recited therein.

7.05 Covenant to Continue Tax Exemption. The Issuer covenants and agrees with the Holders from time to time of the Bonds herein authorized, 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 payable on the Bonds to become subject to taxation under the United States Internal Revenue Code, the regulations promulgated thereunder, or any other applicable federal tax law or regulation, and that it will take, or it will cause its officers, employees or agents to take, all affirmative actions within its powers which may be necessary to ensure that such interest will not become subject to taxation under the Internal Revenue Code. The term "Internal Revenue Code" or "Code" as used herein includes the Internal Revenue Code of 1986, as amended, and all regulations, amended regulations and proposed regulations issued thereunder, as now existing or as hereafter amended or proposed.

7.06 Arbitrage Certification. The Chair and School District Clerk, being the officers of the Issuer charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser an arbitrage certification in order to satisfy the provisions of the Code and the regulations promulgated thereunder.

7.07 Official Statement. The Official Statement relating to the Bonds, on file with the Clerk and presented to this meeting, is hereby approved and deemed final, and the furnishing thereof to prospective bidders for the Bonds is hereby ratified and confirmed, insofar as the same relates to the Bonds and the sale thereof.

7.08 Information Reporting. For purposes of compliance with the provisions of Section 149(e) of the Code, the Issuer 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 Bonds are issued, a statement concerning the Bond issue which meets the requirements of Section 149(e)(2).

7.09 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.

7.10 Continuing Disclosure. The Chair and the School District Clerk are authorized and directed to execute and deliver a Continuing Disclosure Certificate to assist the Participating Underwriters in complying with SEC Rule 15c2-12(b)(5) for full disclosure (The "Rule"). The Continuing Disclosure Certificate shall be entered into for the benefit of the Holders of the Bonds and shall constitute the written undertaking required by the Rule to provide or cause to be provided to the MSRB, in an electronic format through the use of the Electronic Municipal Market Access system ("EMMA"), the annual financial information specified therein and to give notice of the occurrence of the Listed Events specified therein, each in the manner specified therein, as required by the Rule. The provisions of the Continuing Disclosure Certificate are incorporated herein as though fully specified in this paragraph.

7.11 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 foregoing resolution was duly seconded by Member _____, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A

(FORM OF GLOBAL CERTIFICATE)

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

R- $_____

GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BOND, SERIES 2014A

INTEREST RATE	MATURITY DATE	DATE OF ORIGINAL ISSUE	CUSIP
		FEBRUARY 5, 2014	

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

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152, State of Minnesota, a duly organized and existing independent school district, whose administrative offices are located in Moorhead, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above or on the Certificate of Registration attached hereto, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, on the maturity date specified above or, if this Bond is subject to mandatory redemption as stated below, on a date prior thereto on which it shall have been duly called for mandatory redemption, and to pay interest thereon semiannually on April 1 and October 1 of each year (each, an "Interest Payment Date") commencing October 1, 2014, at the rate per annum specified above, calculated on the basis of a 360-day year of twelve 30-day months, until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or duly provided for, or, if no interest has been paid or provided for, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable by wire transfer (or other agreed means of payment) on each payment date no later than 12:00 noon (New York, New York time) upon presentation and surrender hereof at the principal office of Bond Trust Services Corporation in Roseville, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer; provided, however, that upon a mandatory redemption of this Bond which

results in the stated amount hereof being reduced, the Holder may in its discretion be paid without presentation of this Bond, and may make a notation on the panel provided herein of such redemption, stating the amount so redeemed, or may return the Bond to the Bond Registrar in exchange for a new Bond in the proper principal amount. Such notation of redemption, if made by the Holder, shall be for reference only, and may not be relied upon by any other person as being in any way determinative of the principal amount of this Bond outstanding, unless the Bond Registrar has signed the appropriate column of the panel. Interest on this Bond will be paid on each Interest Payment Date (by 12:00 noon, New York, New York time) by wire transfer (or other agreed means of payment) in next day funds or its equivalent to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid or duly provided for shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date fixed for the payment of such defaulted interest (the "Special Record Date"). The Special Record Date shall be fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest, and notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior thereto. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Date of Payment Not Business Day. If the date for payment of the principal of, premium, if any, or interest on this Bond 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 Bond 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.

Optional Redemption. The Bonds of this Issue are not subject to optional redemption or prepayment prior to maturity.

Mandatory Redemption. The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on April 1 in the years and in the principal amounts set forth below:

Year	Amount
	$

The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on April 1 in the years and in the principal amounts set forth below:

Year	Amount
	$

Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the order of redemption of Bonds; and if only part of the Bonds having a common maturity date are called for prepayment, the Global Certificates to be prepaid may be prepaid in $5,000 increments of principal and, if applicable, the specific Replacement Bonds to be prepaid shall be chosen by lot by the Bond Registrar as provided below. Bonds or portions thereof called for redemption shall be due and payable on the designated redemption date, and interest thereon shall cease to accrue from and after the redemption date.

Notice of Mandatory Redemption. Published notice of mandatory redemption shall in each case be given in accordance with law, and mailed notice of mandatory redemption shall be given to the paying agent and to each affected Holder of the Bonds. For this purpose, the Depository shall be the "Holder" as to Bonds registered in the name of the Depository or its nominee. In the event any of the Bonds are called for mandatory redemption, written notice thereof will be given by first class mail, postage prepaid, mailed not less than thirty (30) days prior to the redemption date to each Holder of Bonds to be redeemed, at the address appearing in the records of the Bond Registrar. In connection with any such notice, the "CUSIP" numbers assigned to the Bonds shall be used.

Replacement or Notation of Bonds After Partial Redemption. Upon a partial redemption of this Bond which results in the stated amount hereof being reduced, the Holder may in its discretion make a notation on the panel provided herein of such redemption, stating the amount so redeemed. Such notation of redemption, if made by the Holder, shall be for reference only, and may not be relied upon by any other person as being in any way determinative of the principal amount of this Bond outstanding, unless the Bond Registrar has signed the appropriate column of the panel. Otherwise, the Holder may surrender this Bond to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of this Bond, without service charge, a new Bond of the same Issue having the same stated maturity and interest rate and of the authorized denomination in aggregate principal amount

equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose. This Bond is one of an issue in the total aggregate principal amount of $_____. The Bonds are all of like date of original issue and tenor, except as to number, denomination, maturity, redemption privilege and interest rate. All are issued to provide funds to currently refund and prepay the 2015 to 2022 maturities of the Issuer's General Obligation School Building Refunding Bonds, Series 2005, bearing a date of original issue of March 1, 2005 (the "Refunded Bonds"). All are issued pursuant to resolutions duly adopted by the School Board and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling. The Refunded Bonds were originally issued to provide funds for the crossover refunding of the District's General Obligation School Building Bonds, Series 2002, bearing a date of original issue of May 1, 2002.

General Obligation. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of the principal and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged.

Minnesota School District Credit Enhancement Program. The Issuer 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 Bonds when due.

Denominations; Exchange; Resolution. The Bonds are issuable originally only as Global Certificates in the denomination of the entire principal amount of the issue maturing on a single date. Global Certificates are not exchangeable for fully registered bonds of smaller denominations except in the event of a partial redemption as above provided or in exchange for Replacement Bonds if then available. Replacement Bonds, if made available as provided below, are issuable solely as fully registered Bonds in the denomination of $5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered bonds of other denominations in equal aggregate principal amounts and in authorized denominations at the principal office of the Bond 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 Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Replacement Bonds. Replacement Bonds may be issued by the Issuer in the event that (a) The Depository Trust Company ("DTC") of New York, New York (the "Depository") shall resign or discontinue its services for the Bonds or be declared no longer able to carry out its functions and the Issuer is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility, or (b) the Issuer determines in its sole discretion that (1) the continuation of the book-entry system described in the Resolution might adversely affect the interests of the

beneficial owners of the Bonds, or (2) it is in the best interest of the beneficial owners of the Bonds that they be able to obtain certificated Bonds. The Issuer shall notify the Holders of its determination and of the availability of Replacement Bonds to Holders.

Transfer. This Bond shall be registered in the name of the payee on the books of the Issuer by presenting this Bond for registration to the Bond 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. Thereafter this Bond may be transferred by delivery with an assignment duly executed by the Holder or the Holder's legal representative, and the Issuer and Bond Registrar may treat the Holder as the person exclusively entitled to exercise all the rights and powers of an owner until this Bond 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 Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with, or notice to, the Bond Registrar.

Fees Upon Transfer or Loss. The Bond 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 Bond and any legal or unusual costs regarding transfers and lost Bonds.

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

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

Not Qualified Tax-Exempt Obligations. The Bonds of this issue have not been designated by the Issuer as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended, relating to the deduction of interest expenses allocable to the Bonds by financial institutions.

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 Bond in order to make it a valid and binding general obligation of the Issuer enforceable in accordance with its terms, have been done, have happened and have been performed in regular and due form, time and manner as so required and that the issuance of this Bond on the date of original issue hereof and the date of its actual original issuance and delivery does not 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 Bond to be executed in its behalf by the facsimile signatures of the Chair and Clerk, the Issuer having no seal or said seal having been intentionally omitted as permitted by law.

Date of Registration:

February 5, 2014

Registrable by:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION

Payable at:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

This Bond is one of
the Bonds described
in the within mentioned
Resolution.

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

BOND TRUST SERVICES CORPORATION
Bond Registrar

/s/ (Facsimile)_____
Chair

By_____
Authorized Signature

/s/ (Facsimile)_____
Clerk

CERTIFICATE OF REGISTRATION

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

Date of Registration	Registered Owner	Signature of Bond Registrar
	Cede & Co. P.O. Box 222 Bowling Green Station	
February 5, 2014	New York, NY 10274	

REGISTER OF PARTIAL PAYMENTS

The principal amount of the attached Bond has been mandatorily redeemed and prepaid on the dates and in the amounts noted below:

Date	Amount	Signature of Bondholder	Signature of Bond Registrar

If a notation is made on this register, such notation has the effect stated in the attached Bond. Partial payments do not require the presentation of the attached Bond to the Bond Registrar, and a Holder could fail to note the partial payment here.

ABBREVIATIONS

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

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

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

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

_____

_____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated _____

_____

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

Signature Guaranteed:

_____

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

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

Name and Address: _____

_____

_____

(Include information for all joint owners if the Bond is held by joint account.)

Please insert Social Security or other Tax Identification Number of Transferee.

EXHIBIT B

(FORM OF REPLACEMENT BOND)

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

R- $_____

GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BOND, SERIES 2014A

INTEREST RATE	MATURITY DATE	DATE OF ORIGINAL ISSUE	CUSIP
		FEBRUARY 5, 2014	

REGISTERED OWNER: _____

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152, State of Minnesota, a duly organized and existing independent school district, whose administrative offices are located in Moorhead, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, on the maturity date specified above or, if this Bond is subject to mandatory redemption as stated below, on a date prior thereto on which it shall have been duly called for mandatory redemption, and to pay interest thereon semiannually on April 1 and October 1 of each year (each, an "Interest Payment Date") commencing October 1, 2014, at the rate per annum specified above, calculated on the basis of a 360-day year of twelve 30-day months, until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or duly provided for, or, if no interest has been paid or provided for, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of Bond Trust Services Corporation in Roseville, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date by check or draft mailed to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date").

Any interest not so timely paid or duly provided for shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date fixed for the payment of such defaulted interest (the "Special Record Date"). The Special Record Date shall be fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest, and notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior thereto. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

REFERENCE IS HEREBY MADE TO THE FURTHER PROVISIONS OF THIS BOND SET FORTH ON THE REVERSE SIDE HEREOF, WHICH PROVISIONS SHALL FOR ALL PURPOSES HAVE THE SAME EFFECT AS IF SET FORTH HERE.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security until the Certificate of Authentication hereon shall have been executed by the Bond Registrar.

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 Bond in order to make it a valid and binding general obligation of the Issuer enforceable in accordance with its terms, have been done, have happened and have been performed in regular and due form, time and manner as so required and that the issuance of this Bond on the date of original issue hereof and the date of its actual original issuance and delivery does not 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 Bond to be executed in its behalf by the facsimile signatures of the Chair and the Clerk, the Issuer having no seal or said seal having been intentionally omitted as permitted by law.

Date of Registration:

_____

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION
This Bond is one of
the Bonds described
in the within mentioned
Resolution.

BOND TRUST SERVICES CORPORATION
Bond Registrar

By_____
Authorized Signature

Registrable by:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

Payable at:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

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

/s/ (Facsimile)_____
Chair

/s/ (Facsimile)_____
Clerk

ON REVERSE OF BOND

Date of Payment Not Business Day. If the date for payment of the principal of, premium, if any, or interest on this Bond 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 Bond 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.

Optional Redemption. The Bonds of this Issue are not subject to optional redemption or prepayment prior to maturity.

Mandatory Redemption. The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on April 1 in the years and in the principal amounts set forth below:

Year	Amount
	$

The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on April 1 in the years and in the principal amounts set forth below:

Year	Amount
	$

Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the order of redemption of Bonds; and if only part of the Bonds having a common maturity date are called for prepayment, the Global Certificates to be prepaid may be prepaid in $5,000 increments of principal and, if applicable, the specific Replacement Bonds to be prepaid shall be chosen by lot by the Bond Registrar as provided below. Bonds or portions thereof called for redemption shall be due and payable on the designated redemption date, and interest thereon shall cease to accrue from and after the redemption date.

Issuance; Purpose. This Bond is one of an issue in the total aggregate principal amount of $_____. The Bonds are all of like date of original issue and tenor, except as to number, denomination, maturity, redemption privilege and interest rate. All are issued to provide funds to currently refund and prepay the 2015 to 2022 maturities of the Issuer's General Obligation School Building Refunding Bonds, Series 2005, bearing a date of original issue of March 1, 2005 (the "Refunded Bonds"). All are issued pursuant to resolutions duly adopted by the School Board and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling. The Refunded Bonds were originally issued to provide funds for the crossover refunding of the District's General Obligation School Building Bonds, Series 2002, bearing a date of original issue of May 1, 2002.

General Obligation. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of the principal and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged.

Minnesota School District Credit Enhancement Program. The Issuer 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 Bonds when due.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered Bonds in the denomination of $5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered bonds of other denominations in equal aggregate principal amounts and in authorized denominations at the principal office of the Bond 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 Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by the Holder's attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity, and bearing interest at the same rate.

Fees Upon Transfer or Loss. The Bond 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 Bond and any legal or unusual costs regarding transfers and lost Bonds.

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

Not Qualified Tax-Exempt Obligations. The Bonds of this issue have not been designated by the Issuer as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended, relating to the deduction of interest expenses allocable to the Bonds by financial institutions.

ABBREVIATIONS

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

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

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

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

_____

_____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated _____

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

Signature Guaranteed:

_____

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

The Bond Registrar will not effect transfer of this Bond unless the information concerning the assignee requested below is provided.
Name and Address:

_____

_____

_____

(Include information for all joint owners if the Bond is held by joint account.)

Please insert Social Security or other Tax Identification Number of Transferee.

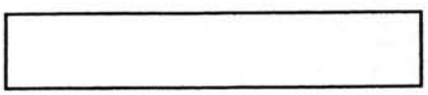


EXHIBIT C

The Depository Trust Company

BLANKET ISSUER LETTER OF REPRESENTATIONS

EXHIBIT D

LEVY COMPUTATION SHEET

Levy Year	Collection Year	Amount
2014	2015	$
2015	2016	
2016	2017	
2017	2018	
2018	2019	
2019	2020	
2020	2021	

EXHIBIT E

NOTICE OF CALL FOR REDEMPTION
$34,920,000
GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2005
DATED: MARCH 1, 2005

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

NOTICE IS HEREBY GIVEN that, by order of the School Board of Independent School District No. 152 (Moorhead Area Public Schools), Clay County, Minnesota, there have been called for redemption and prepayment on April 1, 2014 those outstanding bonds of the School District designated as General Obligation School Building Refunding Bonds, Series 2005, dated March 1, 2005 as the date of original issue, totaling $34,920,000 in principal amount, and having the following stated maturity dates and CUSIP numbers:

Maturity Date	Principal Amount	CUSIP Number*
April 1, 2015	$3,805,000	616157 PN7
April 1, 2016	$3,925,000	616157 PP2
April 1, 2017	$4,090,000	616157 PQ0
April 1, 2018	$4,250,000	616157 PR8
April 1, 2019	$4,455,000	616157 PS6
April 1, 2020	$4,610,000	616157 PT4
April 1, 2021	$4,795,000	616157 PU1
April 1, 2022	$4,990,000	616157 PV9

Holders of the bonds hereby called for redemption are requested to present their bonds for payment to U.S. Bank National Association, on or before April 1, 2014 by submitting said bonds along with a completed W-9 form to the following addresses:

BY MAIL:

U.S. Bank National Association
Corporate Trust Services
P.O. Box 64111
St. Paul, Minnesota 55164-0111

IN PERSON, COURIER SERVICE OR OVERNIGHT MAIL:

U.S. Bank National Association
Corporate Trust Services
60 Livingston Avenue
1st Floor - Bond Drop Window
St. Paul, Minnesota 55107

If the Holder requests payment of principal and/or interest via wire transfer, please be advised there is a wire transfer fee which will be deducted from the payment.

Dated: January 13, 2014

BY ORDER OF THE SCHOOL BOARD

/s/
School District Clerk
Independent School District No. 152
(Moorhead Area Public Schools)

Important Notice: In compliance with the Economic Growth and Tax Relief Reconciliation Act of 2001, federal backup withholding tax will be withheld at the applicable backup withholding rate in effect at the time of the payment by the redeeming institutions if they are not provided with your social security number or federal employer identification number, properly certified. This requirement is fulfilled by submitting a W-9 Form, which may be obtained at a bank or other financial institution.

*The paying agent shall not be responsible for the selection or use of the CUSIP number, nor is any representation made as to its correctness as indicated in the Notice of Call for Redemption. It is included solely for the convenience of the holders.

Additional information may be obtained from: Ehlers & Associates, Inc., 3060 Centre Pointe Drive, Roseville, MN 55113, (651) 697-8500.

STATE OF MINNESOTA)
)SS
COUNTY OF CLAY)

COUNTY AUDITOR'S CERTIFICATE AS TO TAX LEVY AND BOND REGISTRATION AND CANCELLATION

I, the undersigned, being the duly qualified and acting County Auditor of Clay County, Minnesota, hereby certify that there has been filed in my office a certified copy of a resolution adopted by the School Board of Independent School District No. 152 (Moorhead Area Public Schools), authorizing the issuance of the General Obligation School Building Refunding Bonds, Series 2014A of the District dated February 5, 2014 as the date of original issue, and levying taxes for the payment of principal of and interest on said Bonds.

I further certify that said bond issue has been entered on my Bond Register and that the tax required by law for payment of said bonds has been levied and filed as required by Minnesota Statutes, Sections 475.61 and 475.63.

I further certify that the tax levies to be made for the Refunded Bonds for the years 2014 payable 2015 through 2020 payable 2021 shall be cancelled to the extent and in the manner provided in Section 5.02 of the Resolution.

WITNESS my hand and official seal this ___ day of _____, 2014.

_____
County Auditor

(SEAL)

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.077

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: January 7, 2014

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

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

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

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

KLD:smw
Attachment

Accent on Excellence

An equal opportunity employer

Member _____ introduced the following resolution and

moved its adoption:

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

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

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

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

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

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

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

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

_____ and upon vote being taken thereon, the following

voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

NOTE:

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

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.042 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 6, 2014

RE: Fiscal Year 2014 Revised Budget, Fiscal Years 2015-2016 Projected Budgets

At the January 13, 2014 School Board meeting, a revised fiscal year 2014 budget will be presented to the School Board for approval. In addition, projected fiscal year 2015 and 2016 budgets will be discussed. Attached please find a draft budget summary document.

Suggested Resolution: Move to approve the Fiscal Year 2014 Revised Budget as presented.

WAK:ajj
Attachment

Accent on Excellence

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS
Fiscal Year 2014 Revised Budget

	GENERAL FUND (01)	FY13 Actual	FY14 Preliminary	FY14 Revised	FY15 Projected	FY16 Projected
	REVENUES					
1	Property Taxes	5,215,454	5,366,898	5,276,746	4,775,130	4,775,130
2	Local Sources	1,254,293	928,357	928,357	947,024	966,065
3	General Education Aid	38,519,429	39,831,286	40,514,419	43,138,908	43,628,670
4	Other State Aids	462,098	472,615	444,031	422,636	479,960
5	Special Education Aid	8,103,530	7,845,562	8,603,241	8,603,241	8,603,241
6	Federal Aids Grants	3,331,045	2,884,303	2,882,520	2,882,517	2,882,517
7	Education Jobs Fund (EduJobs)	-	-	-	-	-
8	Capital Outlay	2,092,602	2,059,784	1,914,106	1,669,145	1,669,629
9	Health & Safety	163,972	188,105	188,105	483,782	105,000
10	**TOTAL REVENUES**	**59,142,423**	**59,576,910**	**60,751,525**	**62,922,383**	**63,110,212**
	EXPENDITURES					
11	Administration	3,535,528	3,845,060	3,904,130	3,991,880	4,081,790
12	Regular Instruction & Vocational	24,484,845	25,452,079	25,783,490	26,336,800	26,998,290
13	Special Services	13,958,352	14,029,180	14,317,830	14,651,470	14,993,560
14	Instructional Support	1,800,865	2,023,330	2,023,330	2,066,750	2,111,240
15	Pupil Support	1,456,470	1,554,910	1,554,910	1,591,500	1,629,020
16	Buildings & Grounds	3,975,835	4,087,650	4,197,380	4,331,840	4,471,630
17	Transportation	3,293,835	3,545,640	3,636,490	3,742,800	3,852,370
18	Capital Outlay	3,879,099	4,024,239	6,192,779	5,336,697	3,573,701
19	Health & Safety	204,117	105,000	105,000	380,000	105,000
20	**TOTAL EXPENDITURES**	**56,588,946**	**58,667,088**	**61,715,338**	**62,429,737**	**61,816,601**
21	**REVENUES OVER (UNDER) EXPENDITURES**					
22	**Restricted**	**(1,826,642)**	**(1,881,350)**	**(4,195,568)**	**(3,563,770)**	**(1,904,072)**
23	**Unassigned**	**4,380,119**	**(2,791,171)**	**3,231,755**	**4,056,416**	**3,197,683**
24	**Restricted & Unassigned Combined**	**2,553,477**	**909,821**	**(963,813)**	**492,646**	**1,293,611**
	ENDING FUND BALANCE					
25	**Restricted**	**839,337**	**3,540,896**	**(3,356,231)**	**(6,920,001)**	**(8,824,072)**
26	**Unassigned**	**12,323,353**	**16,073,364**	**15,555,108**	**19,611,524**	**22,809,207**
27	**Restricted & Unassigned Combined**	**13,162,690**	**12,532,468**	**12,198,877**	**12,691,523**	**13,985,135**
28	**Unassigned as % of Expenditures**	**23.47%**	**29.47%**	**28.07%**	**34.58%**	**39.23%**
29	**Restricted & Unassigned as % of Total Expenditures**	**23.26%**	**21.36%**	**19.77%**	**20.33%**	**22.62%**
	FOOD SERVICE (02)					
30	Revenues	2,624,690	2,676,033	2,676,033	2,728,393	2,781,804
31	Expenditures	2,614,019	2,692,439	2,692,439	2,773,212	2,856,409
32	**REVENUES OVER (UNDER) EXPENDITURES**	10,671	(16,406)	(16,406)	(44,819)	(74,605)
33	**ENDING FUND BALANCE**	**767,314**	**750,908**	**750,908**	**706,089**	**631,484**
	COMMUNITY EDUCATION (04)					
34	Revenues	1,606,400	1,475,773	1,475,773	1,463,400	1,492,700
35	Expenditures	1,685,480	1,395,000	1,395,000	1,436,700	1,479,900
36	**REVENUES OVER (UNDER) EXPENDITURES**	(79,080)	80,773	80,773	26,700	12,800
37	**ENDING FUND BALANCE**	**6,033**	**86,806**	**86,806**	**113,506**	**126,306**

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.061R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: January 6, 2014

RE: First Reading of Policies

The board will conduct a first reading of the following policies: Student Parental, Family and Marital Status Nondiscrimination 503, Student Immunization Requirements 530, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, and Extended School Year for Students with Individualized Education Programs 604.

LAK/mde
Attachments

Accent on Excellence

An equal opportunity employer

Student Parental, Family and Marital Status Nondiscrimination

Type:	School Board Policy
Section:	500 STUDENTS
Code:	503
Adopted Date:	2/11/2002
Revised Date(s):	04/10/2006, 12/14/2009, 06/14/2010
Reviewed Date(s):	04/10/2006, 12/14/2009, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT

A. Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy.

B. Moorhead Area Public Schools provides equal educational opportunity for all students and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

~~B~~C. Moorhead Area Public Schools will not discriminate against any student, or exclude any student from its education programs or activit~~y~~ies, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

~~C~~D. Moorhead Area Public Schools may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

~~D~~E. Moorhead Area Public Schools will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.

~~E~~F. It is the responsibility of every school district employee to comply with this policy.

~~F~~G. The Moorhead School Board has designated the Assistant Superintendent as its Title IX Coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

~~G~~H. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the building administrator and/or Title IX

coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. Any further inquiry or complaint should be referred to the district's Superintendent and/or the district's human rights officer.

~~H~~I. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in district policy.

Legal References:
Minn. Stat. 363~~A~~ .01 *et seq.* (Minnesota Human Rights Act)
20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References:
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 578: Prohibiting Intimidation and Bullying
MSBA/MASA Model Policy 528 (Student Parental, Family and Marital Status Nondiscrimination)

Student Immunization Requirements

Type:	School Board Policy
Section:	500 STUDENTS
Code:	530
Adopted Date:	6/1/2001
Revised Date(s):	02/11/2008, 06/14/2010
Reviewed Date(s):	04/11/2005, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT

Moorhead Area Public Schools will work cooperatively with the Clay County Public Health Department and adhere to Minnesota Statutes to ensure all students receive necessary immunizations. All students are required to provide proof of immunization or appropriate documentation exempting the student from such immunization, and such data as necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted to the Superintendent or designee the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent(s)/guardian(s) shall provide to the Superintendent or designee one of the following statements:

1. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent/guardian of a student or an emancipated student may be substituted for the statement of a physician or a public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month, day and year each immunization was administered. Upon request, the Superintendent or designee will provide information to the parent(s)/guardian(s) of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent(s)/guardian(s) of persons receiving instruction in a home school shall submit one of the statements set forth in Section III. A. or III. B. above or statement of immunization set forth in Section IV. to the Superintendent or designee of the school district by October 1 of ~~each school year~~ the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents/guardians may be required to submit such other health care data as necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III. A. or III. B. above or Section IV. below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent(s)/guardian(s) of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or the laboratory confirmation of the presence of adequate immunity exists; or

B. The parent(s)/guardian(s) of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent(s), guardian(s) or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district has developed and implemented a procedure to:

1. Notify parent(s)/guardian(s) and students of the immunization ~~requirements and the consequences for failure to provide the required documentation~~ and exemption requirements by use of a form approved by the Department of Health;

2. Notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. Review student health records to determine whether the required information has been provided; and

~~3~~4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent(s)/guardian(s) of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. Moorhead Area Public Schools will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student without the consent of the student's parent(s)/guardian(s). Under all other circumstances, immunization data is private student data and disclosure of such data shall be governed by Moorhead School Board Policy 504: Protection and Privacy of Student Records and state statute.

C. The Superintendent or designee will assist a student and/or the student's parent(s)/guardian(s) in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private postsecondary educational institution, the Superintendent or designee will assist the transfer of the student's immunization file to the postsecondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

Legal References:
Minn. Stat. 13.32 (Educational Data)
Minn. Stat. 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. 121A.17 (School Board Responsibilities)
~~Minn. Stat. 135A.14 (Statement of Immunization)~~
Minn. Stat. 144.29 (Health Records; Children of School Age)
Minn. Stat. 144.3351 (Immunization Data)
Minn. Stat. 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. 144.442 (Testing in School~~s~~ ~~Clinics~~)

McCarthy v. Ozark Sch. Dist., 359 F. 3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
Op. Atty. Gen. 169-W (July 23, 1980)
Minn. Rules Parts 4604.0100-4604.1000 (Immunization)

Cross References:
Moorhead School Board Policy 425: Health and Safety Protection
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 608: Home Schooled Students
MSBA/MASA Model Policy 530 (Immunization Requirements)

Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Type:	School Board Policy
Section:	500 STUDENTS
Code:	534
Adopted Date:	5/27/1986
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Reviewed Date(s):	12/01/1990, 02/11/1992, 04/13/1998, 06/10/2002, 04/12/2004, 06/13/2005, 06/12/2006, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minn. Stat. 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It is the policy of the Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings.

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

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection), and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. 260C.007, Subd. 4, Clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the

incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stats. 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minn. Stat. 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. 121A.58.

H. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse <u>which includes the status of a parent/guardian or household member who has committed a violation which requires registration under Minn. Stat. 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders)</u>.

J. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school

employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

~~C~~B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

~~D~~C. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

~~E~~D. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including but not limited to, tetrahydrocannabinol, or has consumed alcohol beverages during the pregnancy in any way that is habitual or excessive.

~~B~~E. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

~~I~~F. ~~Retaliation is prohibited.~~ Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

~~J~~G. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

~~F~~H. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services
715 11th Street N., Suite 502
Moorhead, MN 56560 Phone: 299-5200
(Ask for child protection intake worker)
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division
915 North 9th Avenue
Moorhead, MN 56560 Phone: 299-5111
24 hours a day, seven days a week

Clay County Sheriff's Department
915 9th Ave. No.
Moorhead, MN 56560 Phone: 299-5111
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

~~G~~I. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site (www.moorheadschools.org). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

~~H~~J. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

K. Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minn. Stat. 626.556, Subd. 4).

L. Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minn. Stat. 626.556, Subd. 6).

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose t

the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. Each building administrator or designee will review the policy and procedures with staff yearly.

B. The policy will be distributed to school personnel in the following ways: 1) Policy provisions II. A., B. and C. will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A., B. and C. will be posted in each school building and included in each school handbook or in a newsletter and in the employee handbook. The policy is also accessible on the district's website (www.moorheadschools.org).

C. This policy shall be reviewed at least yearly by the Moorhead School Board for compliance with state law.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 121A.58 (Corporal Punishment)
Minn. Stat. 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. 121A.67 (Aversive and Deprivation Procedures
Minn. Stat. 245.825 (Use of Aversive and Deprivation Procedures)
Minn. Stat. 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. 609.02, Subd. 6 (Definitions - Dangerous Weapon)
Minn. Stat. 609.341, Subd. 10 (Definitions - Position of Authority)
Minn. Stat. 609.341, Subd. 15 (Definitions - Significant Relationships)
Minn. Stat. 609.379 (Reasonable Force)
Minn. Stat. 626.556 *et seq*. (Reporting of Maltreatment of Minors)
Minn. Stat. 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Maltreatment of Vulnerable Adults

Type:	School Board Policy
Section:	500 STUDENTS
Code:	535
Adopted Date:	8/26/2002
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Reviewed Date(s):	04/12/2004, 05/09/2005, 12/12/2005, 04/09/2007, 05/12/2008, 12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT

A. The policy of the Moorhead Area Public Schools is to fully comply with Minn. Stat. 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section

609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be consider by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults as set forth in Minn. Stat. 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical or mental, or emotional dysfunction that impairs the individual's ability or to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caregiving services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the Clay County Social Services.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. The policy shall appear in the school district employee handbook located on the district's website (www.moorheadschools.org).

B. The policy is accessible on the district's website (www.moorheadschools.org).

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. 13.02 (Collection, Security and Dissemination of Records; Definitions)
Minn. Stat. 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. 609.221-609.224 (Assault)
Minn. Stat. 609.234 (Crimes Against the Person)
Minn. Stat. 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. 609.341 (Definitions)
Minn. Stat. 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 603: Special Education Policies and Procedures
Moorhead School Board Policy 502: Student Disability Nondiscrimination

Extended School Year for Students with Individualized Education Programs

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	604
Adopted Date:	2/11/2002
Revised Date(s):	04/10/2006, 06/14/2010
Reviewed Date(s):	04/10/2006, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that Moorhead Area Public Schools comply with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary as part of a free appropriate public education (FAPE).

II. GENERAL STATEMENT

A. Extended School Year ~~S~~services ~~M~~must ~~B~~be ~~A~~available to ~~P~~provide a FAPE. It shall be the policy of the Moorhead Area Public Schools to provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.

B. ~~Extended School Year Determination.~~ At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR

2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR

3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

C. ~~Required Factors Schools Must Consider in Making ESY Determinations.~~ There are required factors that must be considered in making ESY determination. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and

3. Experience with other students with similar instructional needs.

D. ~~Additional Factors to Consider, Where Relevant.~~ In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.

2. The student's degree of impairment.

3. The student's rate of progress.

4. The student's behavioral or physical problems.

5. The availability of alternative resources.

6. The student's ability and need to interact with nondisabled peers.

7. The areas of the student's curriculum which need continuous attention.

8. The student's vocational needs.

E. No ~~U~~unilateral ~~D~~decisions will be made. In ~~implementing the requirements of this section~~ the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.

F. ~~Services to Nonresident Students Temporarily Placed in School District.~~ The Moorhead Area Public Schools may provide ESY services to nonresident students with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References:
Minn. Stat. 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. 1400 *et seq*. (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300

Cross References:
Moorhead School Board Policy 602: Special Education Programs
Moorhead School Board Policy 603: Special Education Policies and Procedures
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.074

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: January 6, 2014

RE: Supervisor Master Agreement

A new two-year contract was successfully negotiated with the Supervisor Group for the period of July 1, 2014 through June 30, 2016.

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

1. Article VII, Section 7 Insurance
2. Article VIII, Section 4 Leaves of Absence
3. Article X, Section 6 Early Retirement/Deferred Compensation

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

Year	Cost	Percentage Increase
2014-2015	$59,443	3.61%
2015-2016	$53,952	3.16%
TOTAL	$113,395	6.77%

SUGGESTED RESOLUTION: Move to approve the Supervisor Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$59,443	3.61%
2015-2016	$53,952	3.16%
TOTAL	$113,395	6.77%

KLD:smw

Accent on Excellence

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.075

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 6, 2014

RE: Confidential Administrative Assistant Master Agreement

A new two-year contract was successfully negotiated with the Confidential Administrative Assistant Group for the period of July 1, 2014 through June 30, 2016.

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

1. Article VII, Section 11. Leave Provisions and Vacations

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

Year	Cost	Percentage Increase
2014-2015	$8,403	3.45%
2015-2016	$8,445	3.35%
TOTAL	$16,848	6.80%

SUGGESTED RESOLUTION: Move to approve the Confidential Administrative Assistant Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$8,403	3.45%
2015-2016	$8,445	3.35%
TOTAL	$16,848	6.80%

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.074

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 6, 2014

RE: Principal Master Agreement

A new two-year contract was successfully negotiated with the Supervisor Group for the period of July 1, 2014 through June 30, 2016.

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

1. Article X Insurance, Section 1, Subd 2 and Subd 4
2. Article XII Leave of Absence Section 6
3. Article XV, Severance Pay/Deferred Compensation

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

Year	Cost	Percentage Increase
2014-2015	$5,362	3.59%
2015-2016	$4,914	3.18%
TOTAL	$10,276	6.77%

SUGGESTED RESOLUTION: Move to approve the Principal Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$5,362	3.59%
2015-2016	$4,914	3.18%
TOTAL	$10,276	6.77%

KLD:smw

S-M9-B05
27 January 2014

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

January 27, 2014
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Scott Steffes _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Carol Ladwig _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

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

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. We Are Proud

   (The Moorhead School District recognizes outstanding achievements of students, staff and community members in the We Are Proud section of the School Board agenda. These achievements are acknowledged to the audience and retained in the district permanent records.)

   We Are Proud of the 2014 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2014 Teacher of the Year Building Representatives include:

   - Deb Booth, early literacy intervention teacher at Ellen Hopkins Elementary
   - April Johnson, early childhood special education teacher for Early Intervention Services

The other building representatives were recognized at a previous meeting.

We Are Proud of the Horizon Knowledge Bowl Team for completing an outstanding season. During October and November, the three Horizon teams placed in the top three at all three meets. Horizon teams took first, second and tied for third at the first meet. They placed first, second and third at the second meet. At the third meet, Horizon teams placed first and tied for both second and third.

Knowledge Bowl team members are Jonathan Bartle, Simon Beach, Oliver Borchers-Williams, Sutter Colborn, Alexis Dauner, Austin Goble, Andrew Gullickson, Andie Kassenborg, Ian Manning, Tiffany Schindler, Bryant Stenberg, Michael Thibert, Zachary Van Raden, Nicholas Wenzel, David Wichmann, Nick Witthoeft and Jesemy Wolfe-Travers. Karen Taylor is the Knowledge Bowl coach.

We Are Proud of Moorhead School Board member Laurie Johnson who has been honored by the Minnesota School Boards Association with the Directors' Award for 2013-2014. The award recognizes those who complete 100 or more hours of attendance at MSBA- and NSBA-sponsored meetings and activities. Johnson was recognized at the 2014 MSBA Leadership Conference on January 16, 2014.

E. Superintendent's Spud Award

(The Superintendent's Spud Awards are presented by the superintendent of Moorhead Area Public Schools to employees, students, parents and community members who display exceptional performance in their action and behavior to continue the district's tradition of excellence.)

The Superintendent's Spud Award is presented to Horizon Middle School student Dylan Stage for his leadership and dedication. Stage demonstrates responsibility for academics, commitment to his school attendance, and respect and kindness for others.

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. **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 - Larson

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Resignations - Page 6
   (2) Approval of Family/Medical Leaves - Page 7
   (3) Approval of Extended Leave of Absence - Page 8
   (4) Approval of New Employees - Page 9

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

Moved by _____ Seconded by _____
Comments _____

3. **MOORHEAD AREA PUBLIC SCHOOLS LOCAL LITERACY PLAN UPDATE**: Kovash
Page 10

4. **APPROVAL OF POLICY**: Kovash
Pages 11-13

Suggested Resolution: Move to approve the policy, Student Parental, Family and Marital Status Nondiscrimination 503, as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 14-18

Suggested Resolution: Move to approve the policy, Student Immunization Requirements 530, as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 19-26

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 27-31

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults 535, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 32-34

Suggested Resolution: Move to approve the policy, Extended School Year for Students with Individualized Education Programs 604, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **SUPERINTENDENT EVALUATION DISCUSSION**: Chair Fagerlie

A discussion will be held related to the Superintendent's annual evaluation.

10. **COMMITTEE REPORTS**

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

12. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Advisory Council	January 28	7 a.m.	MHS Conf Rm
District Technology Committee	January 28	3:45 p.m.	PCE
Superintendent's Advisory Council	January 30	7 p.m.	PCE
Rep. Ben Lien Town Hall Meeting	January 30	7 p.m.	PCE
MHS PTAC	February 3	6:30 p.m.	MHS Conf Rm
Continuing Education Committee	February 4	6:30 a.m.	Village Inn
Joint Powers Committee	February 6	7 a.m.	PCE
School Board	February 10	7 p.m.	PCE
Safe and Healthy Learners Com	February 11	3 p.m.	PCE
Hopkins PTAC	February 11	6:30 p.m.	Media Center
Asp PTAC	February 11	6:30 p.m.	Media Center
Reinertsen PTAC	February 11	6:30 p.m.	Media Center
Special Educ Parent Adv Co	February 12	12-1 p.m.	PCE
Health/Safety/Wellness Com	February 13	9:30 a.m.	PCE
Instr and Curr Advisory Com	February 13	7 a.m.	PCE
Staff Development Committee:	February 18		
Secondary		7 a.m.	MHS
Elementary		3:15 p.m.	PCE
Community Education Adv Council	February 18	7 p.m.	PCE
Horizon PTAC	February 20	6:30 p.m.	Media Center
RRALC Family Night	February 24	5:30-7:30 p.m.	RRALC
School Board	February 24	7 p.m.	PCE
District Technology Committee	February 25	3:45 p.m.	PCE

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.080

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 21, 2014

RE: Resignations

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

Janelle Hofeldt	Food and Nutrition Server, Probstfield Center for Education, effective January 17, 2014.
Sonja Holmgren	Paraprofessional, EIS, effective January 22, 2014.
Tyler Roehl	Teacher, High School, effective January 22, 2014.

SUGGESTED RESOLUTION: Move to approve the resignation of Janelle Hofeldt, Sonja Holmgren and Tyler Roehl as presented.

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.078

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: January 21, 2014

RE: Family/Medical Leave

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

Nicole Odegard	Teacher, High School, effective January 27, 2014 thru April 17, 2014.
Jill Todd	Teacher, High School, effective May 5, 2014 for the remainder of the 2013-2014 school year.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Nicole Odegard and Jill Todd pursuant to Article 38, Section 2 of the Teachers' Master Agreement.

Accent on Excellence

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.079

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: January 21, 2014

RE: Extended Leave of Absence

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

Adriane Cooper Teacher, High School, effective beginning with the 2014-2015 school year.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Adriane Cooper as presented.

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.081

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: January 21, 2014

RE: New Employees

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

Anna Olson	ELL Teacher, Hopkins/PCE, BA(0) $12,229.56, effective January 21, 2014. (New position)
Marcia Becker	Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 2, 2014. (Replaces Jackie Gilbertson)
Sadie Long	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 13, 2014. (Replaces Nicki Munoz)
Julie Hiltner-Branden	Health Tech Administrative Assistant, S. G. Reinertsen Elementary, B21 (0-2) $15.78 per hour, 7.25 hours per day, effective January 20, 2014. (Replaces Karen Opgrand)
Lynnell Dirksen	Interim Assistant Principal, Robert Asp Elementary, D61 (0-4) $31,806.36, effective February 3, 2014. (Replaces Jacob Scandrett)

SUGGESTED RESOLUTION: Move to approve the employment of Anna Olson, Marcia Becker, Sadie Long, Julie Hiltner-Branden and Lynnell Dirksen as presented.

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement
and Accountability
Memo SIA.14.015 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: January 21, 2014

RE: Moorhead Area Public Schools Local Literacy Plan Update

At the January 27 School Board meeting, Kari Yates, program manager for literacy and English learners, will share an update to the attached Moorhead Area Public Schools Local Literacy Plan. She will highlight the revisions to the plan with an emphasis on Tier I core instruction and how the plan provides a blueprint for the elementary literacy curriculum resource adoption and implementation of our district's universal expectations.

Additionally the literacy committee has been developing a professional development proposal to support the successful implementation of the Local Literacy Plan.

MOE:ajj
Attachment

Moorhead Area Public Schools Local Literacy Plan

ISD 152

2013 - 2014

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand his or her understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Minnesota Department of Education

Introduction

All students are unique. Each student has special abilities and needs, as well as individual learning styles, paces, preferences, cultural backgrounds and support systems. Moorhead Area Public Schools expect, embrace and celebrate these differences and is committed to ensuring a path for all learners to reach or exceed grade level standards and benchmarks in reading.

The Minnesota State Legislature has adopted statutes to guide school districts as they work to ensure that all students read well by third grade. This legislation is built upon strong evidence that reading well by third grade is an important developmental milestone. Statute 120B.12 recognizes that core instruction, intervention, and staff development are all important factors in closing the achievement gap and preparing students for the demands of college and the workplace.

Minnesota Statute 120B.12 requires that all school districts:

- **assess** students' level of reading proficiency and **identify** students not yet reading at grade level
- **notify** and **involve** parents/guardians of students who are not yet reading at grade level
- **intervene** and **accelerate** learning growth for students who are not yet reading at grade, level
- **train** and **support** all elementary teachers in order to provide, comprehensive, scientifically-based and culturally sensitive instruction
- annually **adopt** and **post** a "Local Literacy Plan" outlining steps to ensure that all students are reading at or above grade level by the end of third grade

The Moorhead Area Public Schools Local Literacy Plan satisfies the requirements of Minnesota Statute 120B.12 while allowing the district to reflect on and share ongoing efforts to help all students achieve high levels of literacy.

Part 1. Statement of Literacy Goals

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advance levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives."

- Richard Vacca

The goal of Moorhead Area Public Schools is to ensure that all students are grade-level proficient in reading. However, although meeting grade levels standards is one of the measurable goals for reading, the ultimate goal is for all students to be able to utilize literacy skills for reading, writing, speaking, and listening throughout their lifetimes; to enrich their opportunities and enhance their contributions to society.

Ensuring Reading Proficiency for All Students Early Childhood through Grade 5
Since research has shown that students who are not reading at or above grade level by third grade have difficulty ever catching up, it is with a great sense of urgency that the Moorhead Area Public Public Schools work to identify and implement highly-effective, research-based literacy instruction for all students.

To guide efforts toward getting all students reading well by third grade, the Moorhead Area Public Schools has adopted the following **Universal Expectations for Reading Instruction**, with phased implementation beginning in the 2013-2014 school year.

- Moorhead Area Schools will use a **balanced literacy approach** to teach the 2010 Minnesota English Language Arts Standards with the Common Core Standards embedded. (Fountas and Pinnell, 1996).

- Moorhead Area Schools expects reading instruction to include the **essential pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension**. (National Reading Panel, 2000).

- Moorhead Area Schools expects all students to read **a variety of texts both fiction and non-fiction**. (MN ELA Standards, 2010). We will work to read similar amounts as recommended in the 2009 study from the National Assessment of Educational Progress, Washington DC. It is recommended that 4th grade students' reading is 50% literary and 50% informational. Eighth grade students should read 45% literary and 55% informational texts and seniors are recommended to read 30% literary and 70% informational.
- Moorhead Area Schools expects teachers to **employ effective teaching strategies**, including, but not limited to, the **SIOP strategies** of Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and

Review/Assessment. (Echevarria, Vogt, & Short, 2008).

- Moorhead Area Schools expects all classroom teachers will **know and teach every reader** in their homeroom.

- Moorhead Area Schools will provide all students with the opportunity to **read text at their independent level** and of their own choice every day. (Allington, 2012).

- Moorhead Area Schools expects that all **children will be taught at their own instructional level**. Differentiation is the key to student growth. (Fountas and Pinnell, 2009).

- Moorhead Area Schools expects reading instruction to span **at least 90 minutes daily** and contain a balance of large group, small group and/or individualized reading instruction. (Allington 2002).
    - A classroom teacher can expect to have all his or her students in the room for 60 of the 90 minutes.
    - **Large group reading time should span 20-30 minutes daily**.
    - **Small group, 1-1 instruction, and independent reading** will be approximately 60 minutes daily. Students requiring additional support may be leaving during 30 minutes of their small group or individualized time.

- Moorhead Area Schools expects children to have **writing instruction** and **writing practice** every day for a minimum of 30 minutes. (Research on Writing 2012). In addition, all students will write to persuade, explain and convey experiences as outlined by the 2010 Minnesota English Language Arts Standards.

- **Scientific, research-based literacy interventions** for selected students will be provided in addition to core literacy instruction and will directly target student needs. (Buffum, Mattos & Weber, 2010).

In addition to the broad goal of reading proficiency for all, each individual elementary school has specific reading achievement goals as part of their Building Improvement Plan.

Insert building reading goals here.

Part 2: Process for Assessing Reading Proficiency

What is the district's plan for reading assessment?

Moorhead Area Public Schools uses a variety of carefully selected assessments to gather information about student levels of reading proficiency and make instructional decisions. Starting the first month of kindergarten and continuing throughout the elementary years, assessments are administered throughout the year, according to the District's Assessment Plan. These assessments give teachers, parents/guardians and students current and specific information about reading progress.

What types of assessments are administered?

- **Screening:** Screening tests provide a teacher with a beginning assessment of the student's preparation for grade-level reading instruction. Screenings are the "first alert" that a student needs extra help to make adequate progress in reading. AIMSWEB fluency measures are used for screening in grades K-5.

- **Diagnostic:** Diagnostic tests are designed to provide more precise and detailed information regarding a student's knowledge and skill so that instruction can be targeted in the areas of need. The District Common Assessment of Reading (D-CARS) is used to learn more detailed information about reading comprehension. A text-level benchmark assessment (Fountas and Pinnell, Developmental Reading Assessment, or Scholastic Next Steps) is used to determine a child's instructional and independent reading level as well as qualitative information about fluency and comprehension.

- **Progress Monitoring:** Progress monitoring tests keep the teacher informed about the student's progress in learning to read during the school year. They are a quick sample of the critical reading skills that tell the teacher if the student is making adequate progress toward the grade-level reading. AIMSWEB measures as well as running records are used for progress monitoring of students who have not yet met grade level benchmarks.

- **Summative Assessments:** Each year, students in grades 3-5 participate in the Minnesota Comprehensive Assessments. These assessments provide information about the progress the student has made toward mastering Minnesota's state reading standards. Scores, made available in late summer or early fall, may provide valuable information for the subsequent year of instruction.

How is proficiency determined?

The following chart shows which specific assessment tools are used at each level from early childhood through fifth grade. The level of performance defined by the district as meeting proficiency is also listed.

Age/ Grade	Assessment	Proficiency
3 years	Picture Naming Rhyming Alliteration	Target is 10 or higher Target is 2 or higher Target is 2 or higher
4 years	Picture Naming Rhyming Alliteration	Target is 13 or higher Target is 4 or higher Target is 3 or higher
5 years	Picture Naming Rhyming Alliteration	Target is 19 or higher Target is 6 or higher Target is 5 or higer
K	AIMSweb Letter Sound Fluency AIMSweb Nonsense Word FluencyAIMSweb Phoneme Segmentation Fountas and Pinnell Benchmark Assessment Spanish Immersion?	Spring Target Score is 36 or higher Spring Target Score is 34 or higher Spring Target Score is 45 or higher Spring Text Level D or higher
1	AIMSweb Nonsense Word Fluency AIMSweb Phoneme Segmentation AIMSweb Oral Reading Fluency Fountas and Pinnell Benchmark Assessment	Spring Target Score is 62 or higher Spring Target Score is 53 or higher Spring Target Score is 52 or higher Spring Text Level J or higher
2	AIMSweb Oral Reading Fluency Fountas and Pinnell Benchmark Assessment Developmental Reading Assessment	Spring Target Score is 90 or higher Spring Text Level M or higher Spring Text Level 28 or higher
3	AIMSweb Oral Reading Fluency MCA Reading	Spring Target Score is 109 or higher Spring MCA=Meets or Exceeds
4	AIMSweb Oral Reading Fluency MCA Reading Spanish Immersion?	Spring Target Score is 127 or higher Spring MCA=Meets or Exceeds
5	AIMSweb Oral Reading Fluency MCA Reading Spanish Immersion?	Spring Target Score is 141 or higher Spring MCA=Meets or Exceeds

3. Process for Notifying and Involving Parents

Parent/Guardian Notification and Involvement
Moorhead Area Public Schools will share a Reading Well Summary Form with the parents of every student in grades K-5 three times annually according to the following schedule and process.

When the Summary Form is Shared	How the Summary form is Shared
October	Shared at fall conference. Mailed to parents not attending conferences.
January	Sent home with mid-year report card.
May	Sent home with end-of-year report card.

This summary informs parents of a child's performance on AIMSWEB screening measures, Text Level Benchmark Assessments and MCA scores when available. Parents of students scoring below grade level expectations will be informed of interventions the district will provide as well as ways they can support their child's reading progress at home.

Moorhead Area Public Schools 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 will also continue to seek feedback and involve parents in established committees and groups such as building-level Parent Teacher Advisory Councils, Instruction and Curriculum Advisory Committee, Special Education Parent Advisory Council and District Title I Advisory Committee.

4. Interventions for Students Reading Below Grade Level

Three times per year, prior to Reading Well Summary Forms being sent home, grade-level teams, literacy coaches and principals participate in data meetings. At these grade level meetings, teams consider multiple data points for each student and identify students with two or more points of concern for further intervention. These students are then matched with appropriate interventions *in addition* to their core (Tier I) literacy instruction. Moorhead's Multi-Tiered System of Support includes additional Strategic (Tier II) and Intensive (Tier III) interventions implemented by licensed specialists for students not reading at grade level.

Once students are identified and matched with appropriate interventions, the school notifies the family of the child's current skill development and the pending interventions using the Reading Well Summary Form. Whenever possible, teachers also share the need for an intervention during a parent conference, phone call, or face-to-face meeting.

Following are descriptions of the Multi-Tiered System of Support provided to Moorhead Area Public School elementary students.

Tier I - Core Instruction
Moorhead Area Public Schools uses standards-based instruction with assessment-driven planning at the core of this model. We strive to provide a well-planned, comprehensive literacy program that reflects a gradual release of responsibility from teacher to student and that is centered on authentic and engaging texts. All students will receive whole class, flexible small group and individual instruction within the core. For more information see:

- Section 1 - Universal Expectations
- Section 6 - Consistent Implementation of Comprehensive Research Based Instruction

Tier II - Strategic Interventions
While all students will receive both whole class and flexible small group instruction each day, some students need more time and/or different materials or instruction to reach grade level benchmarks. Students who have been identified through assessment as being at risk for not reading at grade level will receive additional intervention targeted specifically at the identified area(s) of need. While some students will receive this additional intervention from their classroom teacher, others will receive strategic and intensive interventions from specially trained teachers outside of the regular classroom. Although intervention needs occur in the areas of phonemic awareness, phonics/word study, vocabulary, fluency, and comprehension, the purpose of reading is comprehension. Therefore, all interventions are designed to ultimately support comprehension.

Strategic and reading interventions include:

- Read Naturally,
- Leveled Literacy Intervention (LLI),
- Minnesota Reading Corps,
- American Reads,
- Great Leaps, and
- Additional research-based interventions located in Moorhead's internal toolbox for teachers.

Tier III - Intensive Interventions
When a student does not make sufficient progress toward reading proficiency with the combination of Tier I classroom instruction and Tier II strategic differentiated interventions, the student will receive increased Tier III instruction and may use alternative curriculum to make adequate academic growth. These students may be taught by a special teacher and/or used specialized curriculum and instructional techniques. Moorhead Area Public Schools provides a comprehensive program for students with disabilities. Individual Educational Plans (IEPs) that

specifically identify goals and objectives are created for students who qualify for special education services.

Special Education teachers choose interventions from a base of scientifically researched reading curriculum. Materials are chosen after rigorous review of research influencing the design of the programs or/materials and research of the effectiveness of the materials on achievement when partnered with excellent teaching.

Intensive reading interventions may include:

- Scholastic Read 180
- Scholastic System 44
- Leveled Literacy Intervention (LLI)
- Earobics
- Special Education
- Additional research-based interventions located in Moorhead's internal toolbox for teachers

Students in grades 3-5, who have substantially exceeded grade level standards, may participate in a weekly study of literature and reading with a gifted resource teacher.

How will we monitor and inform parents of student progress?

Literacy coaches work with classroom teachers and reading specialists to:

- insure that interventions are implemented as intended
- help gauge effectiveness of the intervention a through progress monitoring
- adjust the intervention when needed, based on the results of progress monitoring

Progress monitoring graphs, showing a students weekly progress over time, will be sent home periodically for each student in an intervention. During the 2013-2014 school year, progress monitoring graphs will be sent home in November, February, April and May.

5. Professional Development on Scientifically Based Reading Instruction (SBRI):

The district provides a range of opportunities for teachers to receive high quality, ongoing, and job-embedded staff development to support effective literacy instruction. During the 2013-2014 school year, staff development will be provided through:

- Summer Literacy Institute
- Building literacy coaches
- Participation in PLCs
- Development of common assessments
- 8 hours of PD on effective writing instruction
- Optional paid PD days in November, January, and March
- Focused book studies

- Articles, videos, and links disseminated by Program Manager for Literacy
- Curriculum mapping

Literacy related staff development efforts in the district this year will be grounded in the work of Richard Allington's research, "What Really Matters to Struggling Readers" paired with the International Reading Association's Position Statement on "What Is Evidence-Based Practice?" The table below shows how these two documents, summarizing hundreds of relevant studies, guide our vision for helping teachers prepare to provide highly effective literacy instruction.

Allington's Six T's	**Corresponding Support from IRA Position Statement**	**Characteristics of Highly Effective Literacy Instruction That We Are Working Toward in Moorhead Area Public Schools**
Text	Teach reading for **authentic meaning-making** literacy experiences for **pleasure**, to be **informed**, and to **perform a task**. Use **high-quality literature.** Use **multiple texts that link and expand concepts**.	High quality texts and opportunities to read them at the center of our reading instruction. Students have ready access to rich and engaging texts, both literary and informational. Students read both widely and narrowly. They read for enjoyment, for information, and to complete tasks. Choice and interest drive their independent reading. They are constantly moving up the staircase of complexity, by engaging with texts that are at grade level and above, at their instructional level, and at their independent level.
Time	Give students **plenty of time to read in class.**	Since the only way to get better at reading is to spend lots of time reading, students have ample time for actual reading in our reading classrooms. Educators carefully consider the other "stuff" that might get in the way of "eyes on text" and give real reading a place of priority in our classrooms. All students work to gradually increase their stamina for deep, engaged, and thoughtful reading.
Talk	Balance teacher-led and student-led **discussions**. Build a **whole-class community** that emphasizes important concepts and **builds background knowledge**.	The district understands the importance of accountable talk in raising the level of learning for all students. Teachers structure classrooms to insure that students have many opportunities to engage in rich and meaningful literate conversation every day. Teachers pose questions that are selected purposefully and call on students to utilize higher order thinking. Students receive explicit instruction on how to learn from each other by engaging in

		collaborative conversations, value the contributions of others, clarify thinking, and adjust and negotiate ideas along the way.
Task	Teach reading for **authentic meaning-making** literacy experiences for **pleasure**, to be **informed**, and to **perform a task**. **Integrate** a **comprehensive word study/phonics** program into reading/writing instruction.	Teachers insure that the students are asked to perform are relevant, rigorous, and authentic. Reading teachers highly value tasks that involve reading, writing about reading, and talking about reading.
Teach	Work with students in **small groups** while other students **read and write about what they have read**. Give students **direct instruction in decoding** and **comprehension strategies** that promote **independent reading**. Balance direct instruction, guided instruction, and independent learning.	Reading classrooms include a mix of explicit whole group, purposeful small group and individualized instruction. Teachers follow a gradual release of responsibility model, providing varied levels of scaffolding and support based on the needs of our students. Teachers value the interactive read aloud and shared reading as tools for teaching deep thinking about complex text. Direct instruction in both decoding and comprehension strategies are provided. However, the focus always goes back to the true purpose for reading instruction - authentic meaning-making with real texts.
Test	Use a **variety of assessment techniques** to inform instruction.	Purposeful and ongoing assessment is the key to providing responsive instruction based on student needs. Teachers assess in order to know what to do next. Instruction is driven by continually circling through these four questions of the PLC: • What do we want all students to know and be able to do? • How will we know we know they have learned? How will we respond when they don't? • How will respond when they do?

6. Consistent Implementation of Comprehensive Research Based Instruction

Standards Based Comprehensive Balanced Literacy Framework
The development and implementation of a comprehensive approach to balanced literacy, designed to support success with the Common Core State Standards, is in progress in the Moorhead Area Public Schools. The following balanced literacy components are being developed and/or implemented in all buildings: assessment-based instruction, interactive read-aloud, shared reading, guided reading, independent reading, word work (phonemic awareness/phonics/ spelling/vocabulary), comprehension strategy instruction, fluency practice, writing workshop, and community writing.

Additional Curricular Resources for Literacy
Moorhead Area Public Schools understands that individuals learn at different rates and and have different styles. Therefore, the staff has created a menu of interventions to support the individual needs of students. These tools are research-based. Each tool or intervention is applied based upon the individual achievement along the gradients of phonemic awareness, phonics, fluency, vocabulary or comprehension. The interventions are designed to promote individual student growth along the continuum of literacy learning identified by the 2010 ELA Academic Standards.

In addition, select components of a basal reading series are used to support literacy instruction in the district.

Adoption of Standards-Based Core Instruction Across all Buildings
Moorhead Area schools is currently engaged in the research phase for the adoption of high-quality research based practices and materials to further enhance our literacy instruction. The district's goal is to develop standards-based core instruction that is consistent among all of its elementary schools. An Elementary Literacy Steering Committee was formed in the 2012-2013 school year to guide this important work.

During the 2012-2013 school year, the District Literacy Committee also identified its Universal Expectations for Reading Instruction (pages _____) . These expectations, based on comprehensive research in effective literacy instruction are being phased in starting in the 2013-2014 school year.

7. Recognizing and Responding to Diverse and Cross-Cultural Learner Needs

Moorhead Area Public Schools is committed to train and support all teachers with Sheltered Instruction Observation Protocol (SIOP). The SIOP model helps teachers to offer EL students content instruction while adapting the lesson delivery to match both their language needs. Incredible Years training is also provided at the elementary level to help staff support the social, emotional, and academic needs of all learners.

Meeting the Oral Language and Linguistic Needs of English Learners
In every case it is the district's goal and intention to honor the culture and language of the student's home. The goal of our English Learner programs is not to *replace* one language with another, but instead to provide access to and success with the curriculum of the school by supporting development of English as *an additional language*.

The English Learner Plan of Service for 2013-2014 identifies steps for improving the academic performance of English Learners in our schools. The following five areas will be the focus of our improvement efforts in the coming year:

- Clear expectations and target goals for **service delivery differentiated by language proficiency level**.
- More **flexibility in scheduling** to meet the immediate needs of students at the Entering(Level I) and Beginning (Level 2) levels of English proficiency.
- A **shift** from primary emphasis on supporting *reading proficiency* **to a primary emphasis on *language acquisition.***
- **Adoption** of structured **language acquisition curriculums** across for each grade level band, developed specifically for English Learners.
- **Increased**, meaningful **collaboration between EL staff and classroom teachers,** beginning with shared use of the "WIDA Can Do Descriptions".
- Share EL data with administrators and teaching staff in a meaningful manner to impact education.

EL teachers will participate in periodic Professional Learning Community led by a district Program Manager of Literacy and English Language. Building EL teachers, in partnership with building administrators, will support classroom teachers in implementing best practice for language acquisition.

8. Assessment Methods and Data Submitted to the Commissioner Annually

Each year, prior to July 1, the district will submit to the Commissioner of Education assessment data that demonstrates the percentage of students at each grade level who have met district defined proficiency standards for reading, as listed in the chart below. For more information about how proficiency is determined, see page 6.

Annual Screening Data Results:

Grade & Assessment	Percent at or above Benchmark Spring 2011	Number of Students Tested	Percent at or above Benchmark Spring 2012	Number of Students Tested	Percent at or above Benchmark Spring 2013	Number of Students Tested

Kindergarten						
LSF	56	407	63	460	54	514
PSF	81	407	66	460	60	516
Grade 1						
NWF	59	441	59	427	54	465
PSF	82	441	79	408	74	465
RCBM	63	441	63	425	62	465
Grade 2						
RCBM	67	421	68	421	67	276
Grade 3						
RCBM	67	387	72	412	67	434
Grade 4						
RCBM	71	432	67	396	72	411
Grade 5						
RCBM	66	381	71	428	69	397

Communication System for Annual Reporting Feedback:
Moorhead Area Public Schools invites feedback from all stakeholders as to the efficacy of its E-5 Literacy Plan. Input will be sought through building Parent Teacher Advisory Councils (PTACs), the district's Instruction and Curriculum Advisory Council (ICAC), the district website at www.moorhead.k12.mn.us and via email to info@moorheadschools.org. The district's annual report will provide information about the plan and feedback process. The feedback from all stakeholders will be used to enhance the usefulness of this document and refine the effectiveness of the process.

Appendix A
Glossary of Assessments for Early Childhood:

- **Picture Naming** presents the student with images of objects commonly found in preschoolers' natural environments (i.e., home, classroom, community), one at a time, asking a student to name the pictures as fast as possible in one minute.
- **Rhyming** is a two-minute assessment that requires the student to point to two pictures that sound the same or rhyme.
- **Alliteration** is a two-minute assessment that requires the student to point to two pictures that start with the same sound.

Glossary of Assessments for K-5:

- **Letter Naming Fluency (LNF)** assesses how fluently students can give the names of letters in one minute. Students are shown upper and lower case letters that are arranged in random order.

- **Letter Sound Fluency (LSF)** measures how fluently students can give the sound of upper and lower case letters in one minute.
- **Phoneme Segmentation Fluency (PSF)** is a slightly more advanced measure of phonemic awareness. It tests a student's ability to pronounce the individual phonemes (sounds) in words that have three and four phonemes (e.g., cat, rest).
- **Nonsense Word Fluency (NWF)** requires students to identify and say the sounds in non-real words for one minute.
- **Read Curriculum Based Measurement (R-CBM)** measures a student's ability to read grade-level text fluently and accurately for one minute.
- **Diagnostic Reading Assessment (DRA)** is an individual assessment providing teachers with information regarding a student's independent reading level.
- **World-Class Instructional Design and Assessment (WIDA)** are the instruments provided by WIDA (W-APT & ACCESS) to provide an index of achievement for Moorhead's English Learners.
- **Minnesota Comprehensive Assessment (MCA)** measures student growth related to standards established by the state of Minnesota for reading.

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.063R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2014

RE: Approval of Policy

Attached please find the policy, Student Parental, Family and Marital Status Nondiscrimination 503.

Suggested Resolution: Move to approve the policy, Student Parental, Family and Marital Status Nondiscrimination 503, as presented.

LAK:mde
Attachment

Student Parental, Family and Marital Status Nondiscrimination

Type:	School Board Policy
Section:	500 STUDENTS
Code:	503
Adopted Date:	2/11/2002
Revised Date(s):	04/10/2006, 12/14/2009, 06/14/2010
Reviewed Date(s):	04/10/2006, 12/14/2009, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT

A. Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy.

B. Moorhead Area Public Schools provides equal educational opportunity for all students and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

~~B~~C. Moorhead Area Public Schools will not discriminate against any student, or exclude any student from its education programs or activity~~ies~~, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

~~C~~D. Moorhead Area Public Schools may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

~~D~~E. Moorhead Area Public Schools will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.

~~E~~F. It is the responsibility of every school district employee to comply with this policy.

~~F~~G. The Moorhead School Board has designated the Assistant Superintendent as its Title IX Coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

~~G~~H. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the building administrator and/or Title IX

coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. Any further inquiry or complaint should be referred to the district's Superintendent and/or the district's human rights officer.

~~H~~I. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in district policy.

Legal References:
Minn. Stat. 363~~A~~ .01 *et seq.* (Minnesota Human Rights Act)
20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References:
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 578: Prohibiting Intimidation and Bullying
MSBA/MASA Model Policy 528 (Student Parental, Family and Marital Status Nondiscrimination)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.064R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2014

RE: Approval of Policy

Attached please find the policy, Student Immunization Requirements 530.

Suggested Resolution: Move to approve the policy, Student Immunization Requirements 530, as presented.

LAK:mde
Attachment

An equal opportunity employer

Student Immunization Requirements

Type:	School Board Policy
Section:	500 STUDENTS
Code:	530
Adopted Date:	6/1/2001
Revised Date(s):	02/11/2008, 06/14/2010
Reviewed Date(s):	04/11/2005, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT

Moorhead Area Public Schools will work cooperatively with the Clay County Public Health Department and adhere to Minnesota Statutes to ensure all students receive necessary immunizations. All students are required to provide proof of immunization or appropriate documentation exempting the student from such immunization, and such data as necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted to the Superintendent or designee the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent(s)/guardian(s) shall provide to the Superintendent or designee one of the following statements:

1. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent/guardian of a student or an emancipated student may be substituted for the statement of a physician or a public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month, day and year each immunization was administered. Upon request, the Superintendent or designee will provide information to the parent(s)/guardian(s) of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent(s)/guardian(s) of persons receiving instruction in a home school shall submit one of the statements set forth in Section III. A. or III. B. above or statement of immunization set forth in Section IV. to the Superintendent or designee of the school district by October 1 of ~~each school year~~ the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents/guardians may be required to submit such other health care data as necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III. A. or III. B. above or Section IV. below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent(s)/guardian(s) of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or the laboratory confirmation of the presence of adequate immunity exists; or

B. The parent(s)/guardian(s) of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent(s), guardian(s) or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district has developed and implemented a procedure to:

1. Notify parent(s)/guardian(s) and students of the immunization ~~requirements and the consequences for failure to provide the required documentation~~ and exemption requirements by use of a form approved by the Department of Health;

2. Notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. Review student health records to determine whether the required information has been provided; and

~~3~~4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent(s)/guardian(s) of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. Moorhead Area Public Schools will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student without the consent of the student's parent(s)/guardian(s). Under all other circumstances, immunization data is private student data and disclosure of such data shall be governed by Moorhead School Board Policy 504: Protection and Privacy of Student Records and state statute.

C. The Superintendent or designee will assist a student and/or the student's parent(s)/guardian(s) in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private postsecondary educational institution, the Superintendent or designee will assist the transfer of the student's immunization file to the postsecondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

Legal References:
Minn. Stat. 13.32 (Educational Data)
Minn. Stat. 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. 121A.17 (School Board Responsibilities)
~~Minn. Stat. 135A.14 (Statement of Immunization)~~
Minn. Stat. 144.29 (Health Records; Children of School Age)
Minn. Stat. 144.3351 (Immunization Data)
Minn. Stat. 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. 144.442 (Testing in School~~s Clinics~~)

McCarthy v. Ozark Sch. Dist., 359 F. 3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
Op. Atty. Gen. 169-W (July 23, 1980)
Minn. Rules Parts 4604.0100-4604.1000 (Immunization)

Cross References:
Moorhead School Board Policy 425: Health and Safety Protection
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 608: Home Schooled Students
MSBA/MASA Model Policy 530 (Immunization Requirements)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.065R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2014

RE: Approval of Policy

Attached please find the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534.

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented.

LAK:mde
Attachment

Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Type:	School Board Policy
Section:	500 STUDENTS
Code:	534
Adopted Date:	5/27/1986
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Reviewed Date(s):	12/01/1990, 02/11/1992, 04/13/1998, 06/10/2002, 04/12/2004, 06/13/2005, 06/12/2006, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minn. Stat. 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It is the policy of the Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings.

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

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection), and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. 260C.007, Subd. 4, Clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the

incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stats. 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minn. Stat. 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. 121A.58.

H. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse <u>which includes the status of a parent/guardian or household member who has committed a violation which requires registration under Minn. Stat. 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders)</u>.

J. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school

employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

~~C~~B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

~~D~~C. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

~~E~~D. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including but not limited to, tetrahydrocannabinol, or has consumed alcohol beverages during the pregnancy in any way that is habitual or excessive.

~~B~~E. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

~~I~~F. ~~Retaliation is prohibited.~~ Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

~~J~~G. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

~~F~~H. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services
715 11th Street N:, Suite 502
Moorhead, MN 56560 Phone: 299-5200
(Ask for child protection intake worker)
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division
915 North 9th Avenue
Moorhead, MN 56560 Phone: 299-5111
24 hours a day, seven days a week

Clay County Sheriff's Department
915 9th Ave. No.
Moorhead, MN 56560 Phone: 299-51~~+~~51
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

~~G~~I. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site (www.moorheadschools.org). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

~~H~~J. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

K. Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minn. Stat. 626.556, Subd. 4).

L. Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minn. Stat. 626.556, Subd. 6).

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to

the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. Each building administrator or designee will review the policy and procedures with staff yearly.

B. The policy will be distributed to school personnel in the following ways: 1) Policy provisions II. A., B. and C. will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A., B. and C. will be posted in each school building and included in each school handbook or in a newsletter and in the employee handbook. The policy is also accessible on the district's website (www.moorheadschools.org).

C. This policy shall be reviewed at least yearly by the Moorhead School Board for compliance with state law.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 121A.58 (Corporal Punishment)
Minn. Stat. 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. 121A.67 (Aversive and Deprivation Procedures
Minn. Stat. 245.825 (Use of Aversive and Deprivation Procedures)
Minn. Stat. 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. 609.02, Subd. 6 (Definitions - Dangerous Weapon)
Minn. Stat. 609.341, Subd. 10 (Definitions - Position of Authority)
Minn. Stat. 609.341, Subd. 15 (Definitions - Significant Relationships)
Minn. Stat. 609.379 (Reasonable Force)
Minn. Stat. 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.066R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2014

RE: Approval of Policy

Attached please find the policy, Maltreatment of Vulnerable Adults 535.

Suggested Resolution: Move to approve the policy Maltreatment of Vulnerable Adults 535, as presented.

LAK:mde
Attachment

Maltreatment of Vulnerable Adults

Type:	School Board Policy
Section:	500 STUDENTS
Code:	535
Adopted Date:	8/26/2002
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Reviewed Date(s):	04/12/2004, 05/09/2005, 12/12/2005, 04/09/2007, 05/12/2008, 12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT

A. The policy of the Moorhead Area Public Schools is to fully comply with Minn. Stat. 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section

609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be consider by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults as set forth in Minn. Stat. 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical or mental, or emotional dysfunction that impairs the individual's ability or to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caregiving services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the Clay County Social Services.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. The policy shall appear in the school district employee handbook located on the district's website (www.moorheadschools.org).

B. The policy is accessible on the district's website (www.moorheadschools.org).

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. 13.02 (Collection, Security and Dissemination of Records; Definitions)
Minn. Stat. 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. 609.221-609.224 (Assault)
Minn. Stat. 609.234 (Crimes Against the Person)
Minn. Stat. 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. 609.341 (Definitions)
Minn. Stat. 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 603: Special Education Policies and Procedures
Moorhead School Board Policy 502: Student Disability Nondiscrimination

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.067R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2014

RE: Approval of Policy

Attached please find the policy, Extended School Year for Students with Individualized Education Programs 604.

Suggested Resolution: Move to approve the policy, Extended School Year for Students with Individualized Education Programs 604, as presented.

LAK:mde
Attachment

An equal opportunity employer

Extended School Year for Students with Individualized Education Programs

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	604
Adopted Date:	2/11/2002
Revised Date(s):	04/10/2006, 06/14/2010
Reviewed Date(s):	04/10/2006, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that Moorhead Area Public Schools comply with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary as part of a free appropriate public education (FAPE).

II. GENERAL STATEMENT

A. Extended School Year ~~S~~services ~~M~~must ~~B~~be ~~A~~available to ~~P~~provide a FAPE. It shall be the policy of the Moorhead Area Public Schools to provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.

B. ~~Extended School Year Determination.~~ At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR

2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR

3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

C. ~~Required Factors Schools Must Consider in Making ESY Determinations.~~ There are required factors that must be considered in making ESY determination. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and

3. Experience with other students with similar instructional needs.

D. ~~Additional Factors to Consider, Where Relevant.~~ In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.

2. The student's degree of impairment.

3. The student's rate of progress.

4. The student's behavioral or physical problems.

5. The availability of alternative resources.

6. The student's ability and need to interact with nondisabled peers.

7. The areas of the student's curriculum which need continuous attention.

8. The student's vocational needs.

E. No ~~U~~unilateral ~~D~~decisions will be made. In ~~implementing the requirements of this section~~ the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.

F. ~~Services to Nonresident Students Temporarily Placed in School District.~~ The Moorhead Area Public Schools may provide ESY services to nonresident students with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References:
Minn. Stat. 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. 1400 *et seq*. (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300

Cross References:
Moorhead School Board Policy 602: Special Education Programs
Moorhead School Board Policy 603: Special Education Policies and Procedures
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

S-M9-805
10 February 2014

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

February 10, 2014
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Scott Steffes _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Carol Ladwig _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

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

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

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

2. **CONSENT AGENDA**

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

Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of January 13 and 27, 2014 Meeting Minutes - Pages 5-16

B. ASSISTANT SUPERINTENDENT MATTERS - Larson
   (1) Acceptance of Donation - Page 17
   (2) Approval of February Claims - Page 18

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Resignations - Page 19
   (2) Approval of Return from Extended Leave of Absence - Page 20
   (3) Approval of Extended Leave of Absence - Page 21
   (4) Approval of Other Leave - Page 22
   (5) Approval of Family/Medical Leaves - Page 23
   (6) Approval of New Employees - Page 24

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

Moved by _____ Seconded by _____
Comments _____

3. **MAJOR MAGNITUDE FIELD TRIP REQUEST - ORCHESTRA TO ORLANDO, FLORIDA**: Larson
   Pages 25-35

   Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School Orchestra students to travel to Orlando March 3-9, 2015.

   Moved by _____ Seconded by _____
   Comments _____

4. **MOORHEAD AREA PUBLIC SCHOOLS IMPROVEMENT PLAN UPDATE**: Kovash
   Pages 36-56

5. **UPDATE ON FACILITY PROJECTS**: Larson
   Pages 57-61

6. **SCHEDULING AN EMERGENCY MAKEUP DAY**: Kovash
   Page 62

   Suggested Resolution: Move to approve March 31 as an emergency makeup day.

   Moved by _____ Seconded by _____
   Comments _____

7. **SUPERINTENDENT REPORT**

8. **COMMITTEE REPORT**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Safe and Healthy Learners Com	February 11	3 p.m.	PCE
Hopkins PTAC	February 11	6:30 p.m.	Media Center
Asp PTAC	February 11	6:30 p.m.	Media Center
Reinertsen PTAC	February 11	6:30 p.m.	Media Center
Special Educ Parent Adv Co	February 12	12-1 p.m.	PCE
Health/Safety/Wellness Com	February 13	9:30 a.m.	PCE
Instr and Curr Advisory Com	February 13	7 a.m.	PCE
Staff Development Committee:	February 18		
Secondary		7 a.m.	MHS
Elementary		3:15 p.m.	PCE
Community Education Adv Council	February 18	7 p.m.	PCE
Horizon PTAC	February 20	6:30 p.m.	Media Center
RRALC Family Night	February 24	5:30-7:30 p.m.	RRALC
School Board	February 24	7 p.m.	PCE
District Technology Committee	February 25	3:45 p.m.	PCE

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Wayne Kazmierczak.

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: Assistant Superintendent Kazmierczak recommended approval of the agenda to proceed with revisions to pages 4, 6, 14 and 100 as presented.

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

WE ARE PROUD RECOGNITIONS:

We Are Proud of the Moorhead High girls swimming and diving team members who qualified for the 2013 Class AA state tournament. Kenya Arends qualified in the 100 yard freestyle, and Maren Seljevold qualified in 1 meter diving. Seljevold placed 16th at state. Coaches are Pat Anderson, John Schmidt and Stacie Fossum.

We Are Proud of Moorhead High School graduate Matthew Lillehaugen for being one of only 33 students in the world to earn a perfect score on the Advanced Placement Microeconomics exam in spring 2013. Lillehaugen answered every multiple-choice question correctly and earned the maximum scores on each of the essays in the free-response section of the exam. In total, 67,682 students took the AP Microeconomics Exam in 2013. Lillehaugen was a student of Moorhead High economics teacher Michael Kieselbach.

We Are Proud of Moorhead High boys cross country team member Josh Young and girls cross country team member Mallori Johnson for qualifying for the 2013 Class AA state tournament. Cross country coaches are Jeremy Blake, Tom Dooher and Dan Dooher.

We Are Proud of Jana Kasper, chemistry teacher at Moorhead High School, for being named the 2014 Moorhead Teacher of the Year. Kasper has been teaching biology and chemistry at Moorhead High School since 1986. She also serves as the Key Club advisor and on the district's Health and Safety Committee. Kasper has a master's degree in education from North Dakota State University. She was selected as Teacher of the Year by the Education Moorhead Communications Committee.

We Are Proud of the 2014 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these

candidates. The 2014 Teacher of the Year Building Representatives include:

- Daniel Dooher, eighth-grade language arts teacher at Horizon Middle School
- Leah Green, special education teacher at Robert Asp Elementary
- Stephenie Herbranson, fifth-grade teacher at S.G. Reinertsen Elementary
- Jana Kasper, chemistry teacher at Moorhead High School

Remaining building representatives will be recognized at a future meeting.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the December 9, 2013 Regular Meeting Minutes and December 16, 2013 Special Meeting Minutes as presented.

Claims - Approve the January Claims, subject to audit, in the amount of $1,955,074.85.

General Fund:	$1,770,719.02
Food Service Fund:	$157,396.18
Community Service Fund:	$26,959.65
TOTAL	$1,955,074.85

The December Wire Payments, subject to audit, in the amount of $1,679,411.03.

General Fund:	$1,676,860.03
Post Employment Irrevocable Trust Fund:	$2,551.00
TOTAL	$1,679,411.03

Resignations

Desirae Gilmour - Food and Nutrition Server, Robert Asp Elementary, effective December 20, 2013.

Retirements

Marjo Lysne - GED Examiner, Community Education, effective December 31, 2013.
Tamara Krupich - Paraprofessional, Moorhead High School, effective January 9, 2014.
Vicky Anderson - Title 1 Teacher/Coach, Robert Asp Elementary, effective January 31, 2014.

Family/Medical Leaves

Sarah Anderson - Paraprofessional, Robert Asp Elementary, effective November 14, 2013 for the remainder of the year.

Joan Degerness - Teacher, Ellen Hopkins Elementary, effective December 9, 2013 for an undetermined amount of time.
Sandy Klemz - Teacher, Robert Asp Elementary, effective December 17, 2013 until January 31, 2014.
Kayla Hoherz - Bus Driver, Transportation, effective approximately April 19, 2014 for remainder of the school year.

Change in Contracts
Jacob Scandrett - Assistant Principal, Robert Asp Elementary, to Interim Assistant Principal, Horizon Middle School, D62 (5) $41,393.52, effective January 1, 2014 thru June 30, 2014 (replaces Jeremy Larson).
Rachel Burcham - Interpreter, District wide, 3.5 hours per day to 7 hours per day, effective January 2, 2014 (replaces Kassie Zimmer).
Katie Tonn - Breakfast/Lunchroom Supervisor, Probstfield Center for Education, to Paraprofessional, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 2, 2014 (new position)
Travis Henry - Web/Application Developer, Probstfield Center for Education, B32 (7) $22.08 per hour to C44 (7) $31.96 per hour, effective January 1, 2014 (job evaluation).

New Employees
Lori Swaser - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective December 4, 2013 (replaces Ayako Dooher).
Kristen Shockley - Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, 6 hours per day, $10.00 per hour, effective December 11, 2013 (replaces Marcella Shorey and Shannon Albertson).
Susan Enger - Lunchroom Supervisor/Crossing Guard, S.G. Reinertsen Elementary, 3.5 hours per day, $10.00 per hour, effective December 13, 2013 (replaces Linda Ambuehl).
Bayan Amedy - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective December 18, 2013 (replaces Teresa Somers).
Beth Anne Johnson - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 3.38 hours per day, effective December 19, 2013 (new position).
Cassie Beedy - Teacher, Moorhead High School, 1.0 FTE, BA (0) $20,326.79, effective January 2, 2014 (replaces Erin Monteith).
Chantell Kinslow - Paraprofessional, Horizon Middle School, B21 (3) $15.58 per hour, 6.75 hours per day, effective January 2, 2014 (new position).
Ashley Cole - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 6, 2014 (tuition position).
Mauren Bogden - Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 2, 2014 (replaces Sarah Anderson).

Clay County Interagency Purchase of Services Agreement - Move to approve the January 1, 2014 to June 30, 2014 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.

ORGANIZATION OF THE SCHOOL BOARD:

Election of Officers: Valan moved, seconded by Ladwig, to nominate the following slate of officers for the one-year term (2014) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chair - Cindy Fagerlie
Vice-Chair - Bill Tomhave
Clerk - Laurie Johnson
Treasurer - Scott Steffes

Motion carried 7-0.

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

DISTRICT-WIDE STANDING COMMITTEES:
Erickson and Johnson - Activities Advisory Council
Erickson and Ladwig - Community Education Advisory Council
Fagerlie and Steffes - Citizen Finance Advisory Committee
Fagerlie and Steffes - Executive Finance Committee
Valan and Fagerlie - Instruction and Curriculum Advisory Committee
Steffes and Ladwig - Safe and Healthy Learners Committee
Tomhave and Johnson - Policy Review Committee

ADMINISTRATIVE COMMITTEES:
Fagerlie (Steffes Alternate) - Continuing Education Committee
Ladwig - Early Childhood Family Education Advisory Committee
Erickson and Johnson - Health/Safety/Wellness Committee
Fagerlie - Indian Education Parent Committee
Valan and Ladwig - Legislative Committee
Valan - Minnesota State High School League
Fagerlie and Valan (Steffes Alternate) - Negotiations
Erickson - Sabbatical Leave Committee
Erickson and Valan - Staff Development Committee
Johnson - Special Education Parent Advisory Committee
Members Rotate - Superintendent's Advisory Council
Fagerlie (Steffes Alternate) - Technology Committee
Johnson - Title I District Parent Advisory Committee

COMMUNITY COMMITTEES:
Fagerlie (Tomhave Alternate) - Clay County Joint Powers Collaborative Governance Board
Tomhave and Steffes - Joint Powers Committee

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

Motion carried 7-0.

APPROVAL OF RESOLUTION AWARDING THE SALE OF GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2014A: Joel Sutter, Ehlers and Associates, explained the background behind the bond refunding, reviewed proposals and reported the results. The proposed bond issue will finance a current refunding of the 2015 through 2022 maturities of the $42,080,000 General Obligation School Building Refunding Bonds, Series 2005, dated March 1, 2005.

The board approved the presale of general obligation school building refunding bonds in December. The district's refunding will reduce payments on the bonds by $3.8 million or an average of $550,000 per year for fiscal years 2016 through 2022, which reduces the district's property tax levies. Kazmierczak said the reduction in annual payments for that seven-year period helps offset an increased lease levy, which the district is using to help pay for additions to two schools.

In November 2013, the School Board approved nine facilities recommendations, including additions at Robert Asp Elementary and Probstfield Center for Education, with construction to begin in the spring of 2014 for both projects.

The 11,000-square-foot Robert Asp addition is estimated to cost $2.2 million, which will be paid using the lease levy, and will address a critical shortage of physical education space at Robert Asp Elementary and provide for more equitable elementary school facilities.

The Probstfield Center 20,100-square-foot addition will include eight classrooms and a gymnasium to address the need for elementary classrooms beginning with the 2014-15 school year and gymnasium space issues. It will cost approximately $4.3 million and will be paid for using the district's lease levy and existing district funds.

Using lease levy financing of about $5 million to pay for these additions will have a tax impact of $26 per year on a $200,000 home. The district's payments would be approximately $460,000 a year. With the refinancing, the lease levy payments will be offset by the anticipated $550,000 reduction in the annual debt payments from 2016 through 2022.

Tomhave moved, seconded by Johnson, to approve the resolution awarding the sale, determining the form and details, authorizing the execution, delivery, and registration, and providing for the payment of general obligation school building refunding bonds, series 2014A. A roll call vote was taken and the motion carried 7-0.

BACKGROUND INFORMATION ON EXISTING DEBT AND FINANCING OPTIONS FROM FINANCIAL ADVISORS, EHLERS AND ASSOCIATES: Greg Crowe, Ehlers and Associates, provided background information on existing debt and financing options which include:

- Tax levies and tax rates for existing debt are relatively high. For taxes payable in 2013, the district's total tax rate for debt service is higher than the state average (22.6 vs. 15.8%). Only 23 percent of districts in the state have a higher debt service tax rate.
- Levies for existing debt will stay near current levels for eight more years, then drop off. Estimated combined net debt service levies are relatively level for taxes payable in 2014 through 2021. The annual levy is approximately $6.75 million per year for taxes payable in 2014 through 2020, and then falls to $5.18 million for taxes payable in 2021. Assuming the district's tax base (net tax capacity) will increase in future years, the district can project a gradual decline in the debt service tax rate from 2014 through 2020.
- The district will not benefit from state debt services equalization aid, which is especially helpful to district with relatively low tax capacity per student and relatively high tax rates. The legislature will be receiving a set of recommendations on facilities funding from the Facilities Funding Tax Force; those recommendations are likely to include changes to the debt aid formula that could benefit Moorhead in the future.
- In some ways, the district is well positioned to add additional voter-approved debt in the next 5 to 7 years. Debt can be structured so that your payments are relatively small through taxes payable in 2021, and then principal can be paid off relatively rapidly after that. Could add significant additional debt with a relatively small increase in the tax rate.

Options for financing new buildings and additions:

- Lease purchase and lease levy can be used for additions of instructional space, but there are numerous limitations and other disadvantages. The district is using this option for additions to Robert Asp and Probstfield elementary schools.
- Voter-approved building bonds can be used to finance any capital projects. Significant financial and other advantages over lease purchase and lease levy. The chief disadvantage is the need for voter approval.

RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE: Tomhave moved, seconded by Steffes, to direct the administration to recommend reductions in programs as needed to reduce expenditures as a result of declining enrollment and financial limitations. Motion carried 7-0.

FISCAL YEAR 2014 REVISED BUDGET, FISCAL YEARS 2015-2016 PROJECTED BUDGETS: Kazmierczak reviewed the district's revised fiscal year 2014 budget and projected fiscal year 2014 and 2015 budgets. Revenues were adjusted based on actual enrollment and expenditures increased due to capital outlay projects at the Probstfield Center for Education. According to the current projections, the district expects revenues to exceed expenditures by approximately $500,000 for fiscal year 2015. For fiscal year 2016, the district is projecting revenues to exceed expenditures by approximately $1.3 million.

Erickson moved, seconded by Johnson, to approve the Fiscal Year 2014 Revised Budget as presented. Motion carried 7-0.

FIRST READING OF POLICIES: The board conducted a first reading of the following policies: Student Parental, Family and Marital Status Nondiscrimination 503, Student Immunization Requirements 530, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, and Extended School Year for Students with Individualized Education Programs 604.

COMMITTEE REPORTS: Brief reports were heard related to the Joint Powers Committee, Robert Asp PTAC, Health/Safety/Wellness Committee, Citizen Finance Advisory Committee, MHS PTAC, Instruction and Curriculum Advisory Committee, and Ellen Hopkins PTAC.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Fagerlie stated a brief discussion would be held after the board meeting related to MSBA travel arrangements. Fagerlie sincerely thanked Wayne Kazmierczak for his years of service to the district and told him he would be missed.

CLOSE PUBLIC MEETING: Steffes moved, seconded by Valan, to close the public meeting at 8:26 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Johnson moved, seconded by Ladwig, to open the public meeting at 8:43 p.m. Motion carried 7-0.

2014-2016 SUPERVISOR MASTER AGREEMENT: Tomhave moved, seconded by Johnson, to approve the Supervisor Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$59,443	3.61%
2015-2016	$53,952	3.16%
TOTAL	$113,395	6.77%

Motion carried 7-0.

2014-2016 CONFIDENTIAL ADMINISTRATIVE ASSISTANT MASTER AGREEMENT: Tomhave moved, seconded by Johnson, to move to approve the Confidential Administrative Assistant Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$8,403	3.45%
2015-2016	$8,445	3.35%
TOTAL	$16,848	6.80%

Motion carried 7-0.

2014-2016 PRINCIPAL MASTER AGREEMENT: Steffes moved, seconded by Erickson, to approve the Principal Master Agreement for 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	$49,232	3.59%
2015-2016	$48,154	3.18%
TOTAL	$97,386	6.77%

Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:48 p.m.

Laurie Johnson, Clerk

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Scott Steffes.

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, 6, and 9 and the addition of page 8.1 as presented.

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

WE ARE PROUD RECOGNITIONS: (The Moorhead School District recognizes outstanding achievements of students, staff and community members in the We Are Proud section of the School Board agenda. These achievements are acknowledged to the audience and retained in the district permanent records.)

We Are Proud of the 2014 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2014 Teacher of the Year Building Representatives include:

- Deb Booth, early literacy intervention teacher at Ellen Hopkins Elementary
- April Johnson, early childhood special education teacher for Early Intervention Services

The other building representatives were recognized at a previous meeting.

We Are Proud of the Horizon Knowledge Bowl Team for completing an outstanding season. During October and November, the three Horizon teams placed in the top three at all three meets. Horizon teams took first, second and tied for third at the first meet. They placed first, second and third at the second meet. At the third meet, Horizon teams placed first and tied for both second and third.

Knowledge Bowl team members are Jonathan Bartle, Simon Beach, Oliver Borchers-Williams, Sutter Colborn, Alexis Dauner, Austin Goble, Andrew Gullickson, Andie Kassenborg, Ian Manning, Tiffany Schindler, Bryant Stenberg, Michael Thibert, Zachary Van Raden, Nicholas Wenzel, David Wichmann, Nick Witthoeft and Jesemy Wolfe-Travers. Karen Taylor is the Knowledge Bowl coach.

We Are Proud of Moorhead School Board member Laurie Johnson who has been honored by the Minnesota School Boards Association with the Directors' Award for 2013-2014. The award recognizes those who complete 100 or more hours of attendance at MSBA- and NSBA-sponsored meetings and activities. Johnson was recognized at the 2014 MSBA Leadership Conference on January 16, 2014.

SUPERINTENDENT'S SPUD AWARD: (The Superintendent's Spud Awards are presented by the superintendent of Moorhead Area Public Schools to employees, students, parents and community members who display exceptional performance in their action and behavior to continue the district's tradition of excellence.)

The Superintendent's Spud Award is presented to Horizon Middle School student Dylan Stage for his leadership and dedication. Stage demonstrates responsibility for academics, commitment to his school attendance, and respect and kindness for others.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Resignations
Janelle Hofeldt - Food and Nutrition Server, Probstfield Center for Education, effective January 17, 2014.
Tyler Roehl - Teacher, Moorhead High School, effective January 22, 2014.

Family/Medical Leaves
Nicole Odegard - Teacher, Moorhead High School, effective January 28, 2014 thru April 17, 2014.
Jill Todd - Teacher, Moorhead High School, effective May 5, 2014 for the remainder of the 2013-2014 school year.

Extended Leave of Absence
Adriane Cooper - Teacher, Moorhead High School, effective beginning with the 2014-2015 school year.

Retirement
Sonja Holmgren - Paraprofessional, EIS, effective January 22, 2014.

New Employees
Anna Olson - ELL Teacher, Hopkins/PCE, BA(0) $12,229.56, effective January 21, 2014 (new

position).
Marcia Becker - Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 2, 2014 (replaces Jackie Gilbertson).
Sadie Long - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 13, 2014 (replaces Nicki Munoz).
Julie Hiltner-Branden - Health Tech Administrative Assistant, S.G. Reinertsen Elementary, B21 (0-2) $15.78 per hour, 7.25 hours per day, effective January 20, 2014 (replaces Karen Opgrand).
Lynnell Dirksen - Interim Assistant Principal, Robert Asp Elementary, D61 (0-4) $31,806.36, effective January 30, 2014 (replaces Jacob Scandrett).

Motion carried 6-0.

MOORHEAD AREA PUBLIC SCHOOLS LOCAL LITERACY PLAN UPDATE: Kari Yates, program manager for literacy and English learners, presented an update related to the Moorhead Area Public Schools Local Literacy Plan. Yates highlighted the revisions to the plan with an emphasis on Tier I core instruction and how the plan provides a blueprint for the elementary literacy curriculum resource adoption and implementation of our district's universal expectations. She also said the literacy committee is developing a professional development proposal to support the successful implementation of the Local Literacy Plan.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Student Parental, Family and Marital Status Nondiscrimination 503, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Johnson moved, seconded by Ladwig, to approve the policy, Student Immunization Requirements 530, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Valan moved, seconded by Tomhave, to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Johnson, to approve the policy, Maltreatment of Vulnerable Adults 535, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Johnson moved, seconded by Valan, to approve the policy, Extended School Year for Students with Individualized Education Programs 604, as presented. Motion carried 6-0.

SUPERINTENDENT EVALUATION DISCUSSION: A discussion will be held related to the Superintendent's annual evaluation in regards to determining the evaluation tool and a date to schedule the evaluation where all board members would be in attendance.

COMMITTEE REPORTS: Brief reports were heard related to the MSBA Leadership Conference and the Intergovernmental Retreat and the Ellen Hopkins PTAC and Health Insurance Committee meetings.

SUPERINTENDENT REPORT: Kovash reported that following the Jan. 6 school closure day, school for Moorhead students will still end June 4 because of the district's built-in makeup day. The 2013-14 calendar includes one built-in makeup day. If that day had been unused then the end date of the school year would have been adjusted. Traditionally the district has used the built-in day. Although Governor Dayton canceled classes for Jan. 6, the school closure day is being treated as any other locally decided, weather-related school cancellation. Any additional weather-related cancellations will be made up as determined in March. Kovash played the MHS Choir students' YouTube video of their recent performance at Disney World.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reminded board members of the Town Hall meeting with Representative Ben Lien scheduled for Jan. 30 at 7 p.m. and also the tour of the Holiday Center on Jan. 31 at 4 p.m. as a potential site for Adult Basic Education.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:44 p.m.

_____
Laurie Johnson, Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.047 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent JJ

DATE: February 3, 2014

RE: Donation

Moorhead Area Public Schools has received the following donation:

- The Good Shepherd Helping Hands group of Moorhead has donated their time to cut 2,400 individual white boards for our elementary students. Their service has saved the district an estimated $5,000.

Suggested Resolution: Direct administration to send a thank you.

JKL:ajj

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.049 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: February 4, 2014

RE: February Claims

The February claims are as follows:

General Fund	$989,398.16
Food Service Fund	$144,943.74
Community Service Fund	$21,096.83
TOTAL	$1,155,438.73

The January wire payments are as follows:

General Fund	$1,095,760.78
Post Employment Irrevocable Trust Fund	$1,275.50
Post Employment Benefits Debt Service	$1,080,693.75
TOTAL	$2,177,730.03

Suggested Resolution: Move to approve the February claims, subject to audit, in the amount of $1,155,438.73 and the January wire payments, subject to audit, in the amount of $2,177,730.03.

JKL:ajj

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.084

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: February 4, 2014

RE: Resignations

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

Erik Hest	Paraprofessional, High School, effective February 3, 2014.
Joe Johnson	Food and Nutrition Server, Red River Area Learning Center, effective December 10, 2013.
Dwayne Young	Night Custodian, Probstfield Center for Education, effective January 29, 2014.
Jennifer Kendrick –	Teacher, Horizon Middle School, effective February 5, 2014.

SUGGESTED RESOLUTION: Move to approve the resignation of Erik Hest, Joe Johnson, Dwayne Young and Jennifer Kendrick as presented.

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.085

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 4, 2014

RE: Return from Extended Leave of Absence

The administration requests the approval of Return from Extended Leave of Absence for the following person:

Barb Schumacher LSS Teacher, effective with the 2014-2015 school year

SUGGESTED RESOLUTION: Move to approve the Return from Extended Leave of Absence as presented.

Accent on Excellence

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.086

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 4, 2014

RE: Extended Leave of Absence

The administration requests the approval of an Extended Leave of Absence for the following people:

Kari Greer	Speech Language Pathologist, Ellen Hopkins Elementary, effective beginning with the 2014-2015 school year.
Cheri Puetz	Elementary Teacher, Ellen Hopkins Elementary, effective beginning with the 2014-2015 school year.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Kari Greer and Cheri Puetz as presented.

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.087

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: February 4, 2014

RE: Other Leave

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

Lisa Schmidt Paraprofessional, High School, effective February 6, 2014.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Lisa Schmidt pursuant to Article VII, Section 8 of the Paraprofessional Master Agreement.

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.088

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 4, 2014

RE: Family/Medical Leave

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

Joanne Lien	Paraprofessional, Horizon Middle School, effective February 3, 2014 for the remainder of the school year.
Alaine Anderson	LSS Teacher, S. G. Reinertsen Elementary, effective April 15, 2014 for the remainder of the school year.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Joanne Lien pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and pursuant to Article 38, Section 2 of the Teachers' Master Agreement for Alaine Anderson as presented.

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.083

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 4, 2014

RE: New Employees

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

Solen Ahmet	Food and Nutrition Server, Red River Area Learning Center, 2.75 hours per day, $10.00 per hour, effective January 2, 2014. (Replaces Joe Johnson)
Tess Harkness	Paraprofessional, PCE, B21 (3) $15.58 per hour, 6.75 hours per day, effective January 29, 2014. (New position)

SUGGESTED RESOLUTION: Move to approve the employment of Solen Ahmet and Tess Harkness as presented.

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.050 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: February 3, 2014

RE: Major Magnitude Field Trip Request – Orchestra to Orlando, Florida

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School Orchestra students to travel to Orlando, Florida March 3-9, 2015. Students will be funding the trip using their own resources. The anticipated cost per student is $1650.

Jon Larson will be in attendance at the February 10, 2014 School Board meeting to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School Orchestra students to travel to Orlando March 3-9, 2015.

JKL:ajj
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2 **Section:** 600 EDUCATION PROGRAMS

Date Adopted: 1/8/2001 **Date Revised:**

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude Date Adopted: 01/08/01 Field Trip
Revised: Request Form

Section I
Preliminary Approval

Field Trip Request Name: High School Orchestra Trip Type of Trip: Curricular Co-curricular

Date of Request: 12-3-2013 School Board Presentation Date: _____

Staff/Advisor Requesting Jon Larson, MHS Orchestra Director Phone/Extention: 2432

Purpose of the Trip: The purpose of this trip is to provide a venue in which our Orchestra students will work side-by-side and be critiqued by nationally recognized music professionals and to expose the Orchestra students to a variety of new performing situations. They will attend lecture sessions by nationally recognized music professionals who will also critique our Orchestra in clinic sessions. The students will observe and learn performing techniques from other orchestras and be able to apply learned techniques in several performance situations. The students will also have the opportunity to hear performances by musicians from other cultures. The ultimate purpose of this trip is to help our students become better musicians and life-long learners.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: The High School Orchestra has been invited to perform at the Disney Honors Festival in Orlando, Florida. Disney Honors Festival is a very exclusive event where only top musical ensembles are invited to perform. The Festival includes a performance, clinic sessions with nationally known clinicians and critique ratings. The Orchestra will also have a public performance at Waterside Stage in Downtown Disney. The students will attend performances of several outstanding High School Orchestras from around the country. The students will gain experience in performing in a variety of

concert situations. They will observe and learn performing techniques from other high school and professional orchestras. During the clinic session, the students will be critiqued on their performance with suggestions for improvement in playing technique. These performances and observations partially fulfill the Minnesota graduation standards embedded in this course: Music 9 - 12, Strand I: Artistic Foundations - Standard 1, 2, and 3; Strand III: Artistic Process-Perform - Standard 1; Strand IV: Artistic Process-Respond/Critique - Standard 1.

The **Minnesota Standards for Music 9 - 12** which will be addressed by the trip include:

Strand I includes **Artistic Foundations** with sub-topics of student demonstration of musical knowledge, technical skills and musical understanding in personal, social, cultural, historical contexts which influence music. The orchestra students will perform in a variety of situations to demonstrate their musical knowledge and technical skills. They will be evaluated by top orchestra professionals in their musical knowledge and technical skills. The students will be in workshop sessions with professional musicians and composers who will share the importance of understanding personal, social, cultural and historical aspects of music composition and performance in their own experiences.

Strand III includes **Artistic Process: Perform/Present** in which students rehearse and perform complex works or multiple works of music from a variety of contexts and styles, revise performance based on artistic intent using multiple sources of critique and feedback, and develop an artistic intent including how audience and occasion affect artistic choices. The orchestra students will prepare multiple musical works from a variety of contexts and styles to perform at the festival and public concerts. They will receive feedback from professional clinicians, other student groups and recordings by evaluators. They will then have the opportunity to make adjustments and improvements in their presentation for future performances.

Strand IV includes **Artistic Process: Respond/Critique** where students analyze, interpret and evaluate a variety of musical works and performances applying self-selected criteria within the traditions of the art form. The orchestra students will attend performances by other student and professional musicians where they will analyze interpret and evaluate these performances. The students will also hear and evaluate several world music performances by ensembles from a variety of nations at EPCOT. The criteria for concert evaluation will be created by the students prior to the trip.

Trip Destination: Orlando, Florida

Date of Trip Departure: 3 - 4 - 2015 Return Date: 3 - 9 - 2015

Number of School Days Involved: 1 Number of Students Involved: 80
(coincides with typical March break on our school calendar)

___X__Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

___X__Attached accommodation plans for any student with IEP/504 plan;
-All accommodation plans will be presented for any student with IEP/504 plans. These students are unknown at this time.

___X__Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);
-Approximate cost per student: $1650. Includes all transportation, hotel, event admissions, most meals.
-Funding Plan: Trip will be completely funded by the students: Fundraisers (brochure sale, coupon book, Scheels Holiday Worker program, annual fundraisers, etc.) and out-of-pocket by students.
-No cost to the district

___X__Attached plans for parental notification and approval;

_____Attached list of accompanying staff. Number of Chaperones needed for the trip 8 to 10

Authorization Signature of Building Principal: Dave Laursen

Signature of Superintendent/Assistant Superintendent - Teaching/Learning:

Board Approval Date: _____

Section II
Final Trip Information
This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: 632).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

_____ 2. Roster of students going on the trip with signed parental approval;

_____ 3. List of staff and adult chaperones going on the trip;

_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;

_____ 5. An accommodation plan for students with an IEP or 504 plan;

_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form 632.1) if needed.

Section III
Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: 3 -30 - 2015

Moorhead High School Orchestra

2300 Fourth Avenue South
Moorhead, Minnesota 56560
(218) 284-2432

Jonathan D. Larson
Director
jonlarson@moorheadschools.org

December 3, 2013

Dear High School Orchestra Parents:

I want to inform you of an exciting event for the next school year. Plans for a 2015 Orchestra Tour are under way. The proposal for an orchestra trip to Orlando, Florida has been approved by the school board.

The dates of the performing trip are Wednesday, March 4 through Monday, March 9, 2015. The orchestra will fly to Orlando. Flight arrangements and instrument travel will be carefully made. The orchestras have been invited to participate in the Disney Honors Festival, one of the premiere music festivals in the nation. The festival is several days long and includes performances, clinics, workshops and an awards banquet. In addition to the festival, we will include time at the Disney attractions. **There will be an parent informational meeting (TBD) regarding the trip.**

The cost of the trip will be about $1650 which covers transportation (anticipated airline cost), hotel, admissions to attractions, and most meals. Four Seasons Tours and Travel of Florida is the touring company handling all the arrangements. When the flight arrangements have been set, you will be notified of the exact cost. **A $200 down payment and the attached form will be needed from each student and parent chaperone by April 30, 2014.** The deposit is refundable up to September 15, 2014. The Orchestra will conduct several fund-raisers to offset the cost of the trip. Please contact me with any fund-raising ideas or opportunities you may be aware of.

Also, I am looking for at least eight parent chaperones to travel with us. The cost for each chaperone will be the same as the student's cost.

I am very excited about traveling and performing with these students. Thank you for supporting your son or daughter's involvement in orchestra and music education at Moorhead High School.

Sincerely,

Jon Larson
MHS Orchestra Director
284-2432
jonlarson@moorheadschools.org

Moorhead High School Orchestra

STUDENT PERMISSION SLIP

_____ has my permission to travel with the Moorhead High
(name of student)

School Orchestra to the Disney Honors Festival in Orlando, Florida, March 4 - 9, 2015.

Parent/Guardian Signature _____

Date _____ Phone _____

Email Address _____

Please return this form along with a $200 down payment for each student to Mr. Larson by April 30, 2014.

Checks should be made payable to **MHS Orchestra**

FLORIDA ORCHESTRA TRIP - PAYMENT SCHEDULE

March 31	$200 deposit and permission slip
April 30	$200 second payment due
May 30	$200 third payment due
Sept 30	$200 fourth payment due
Oct 31	$200 fifth payment due
Nov 30	$200 sixth payment due
Jan 30	$200 seventh payment due
Feb 27	Final balance due $250

TOTAL COST: **$1650**

MOORHEAD HIGH SCHOOL STRING ORCHESTRA

Proposed Itinerary - Times indicated are subject to change.

Wednesday, March 4, 2015 (travel day)

TBD **Depart FARGO (Flight #TBD)**

TBD **Arrive ORLANDO International Airport (Flight #TBD)** – A Four Seasons Tours representative will meet you upon arrival in baggage claim and direct you to transportation.

****Transportation** – Buses will transfer the group (TBD pax) to a designated building at the Disney All Star Music Resort and be released.

TBD **To DISNEY ALL-STAR "MUSIC" Resort** – You will be met upon arrival and given a brief orientation prior to check-in. All admission tickets will be given to your director during orientation.

* **Dinner in the Park** – You will receive a meal coupon for dinner which can be used at the All-Star Music Resort Restaurant.

Thursday, March 5, 2015

8:00 AM **Breakfast at Hotel** – Each individual will receive a breakfast meal coupon to be used in the foodcourt.

9:30 AM **Load bus** for Local High School performance

10:30 AM Performance at a Local High School

11:30 AM **Load bus** return to hotel with lunch stop on the way.

2:00 PM Disney Honors Orientation - Disney Honors Personnel will present an overview of the Disney Honors including clinic sessions, performances, and guidelines when in the parks.

* **Meals in the Park** – Your meal coupons may be used anytime throughout the day.

* **7:00 PM - Meet the Clinicians** – All performing groups will gather to meet the clinicians. They will address performance preparation topics. There will be opportunity for students to participate in the presentation.

* **Disney Honors Reception** for all performing students, directors, and clinicians.

10:00 PM **Depart for Hotel**

Friday, March 6, 2015

7:30 AM **Breakfast at Hotel** – Each individual will receive a breakfast meal coupon to be used in the foodcourt.

9:00 AM **"YOU'RE INSTRUMENTAL" Workshop at a Disney Resort** – You will be met by a Disney *Magic Music Days* representative and given a brief orientation concerning workshop procedures. The Disney Workshop will last approximately (3) hours.

*** Meals in the Park** – Your meal coupons may be used anytime throughout the day.

7:00 PM **THE DISNEY HONORS "THEME PARK PARTY" in Dinoland at Disney's Animal Kingdom Commences**** – Enjoy this private event exclusively for The Disney Honors participants. You will meet other students and directors from across the country.

10:00 PM **Depart for Hotel**

Saturday, March 7, 2015

7:15 AM **To BACKSTAGE EPCOT at the Disney Resort (Via Chartered Transportation** – You will be met by a Disney Honors Representative and provided a brief orientation prior to breakfast.

8:00 AM **THE DISNEY HONORS ORIENTATION BUFFET BREAKFAST Commences at World Showplace in Epcot (located between Canada and United Kingdom pavilions)** – This Breakfast will include a festival orientation, group and staff introductions and Disney Entertainment. Following the breakfast and program the group will have time to enjoy Epcot.

TBD **PERFORMANCE on the "WATERSIDE" Stage in Downtown Disney Marketplace** – You will be met by a Disney representative and given a brief orientation concerning performance procedures.

*** Meals in the Park** – Your meal coupons may be used anytime throughout the day.

2:00 PM **THE DISNEY HONORS "A Conversation With..." (Instrumental Ensembles) at World Showplace at Epcot** - The Session will last approximately 60 minutes in length. The remainder of the day you will have time to enjoy the parks.

Sunday, March 8, 2015

8:00 AM **Breakfast at Hotel** – Use your meal coupon.

10:00 AM **To OSCEOLA PERFORMING ARTS CENTER (Via Chartered Transportation)** – Please be dressed for your performance at time of departure from the hotel. Approximately a 20 minute drive from your Resort Hotel. You will be met upon arrival by a Disney Honor's representative and given instructions.

REHEARSAL

PERFORMANCE

CLINIC will follow your performance

ATTEND OTHER SCHOOL PERFORMANCES

5:15 PM **To BACKSTAGE EPCOT at the Disney Resort (Via Chartered Transportation)**

6:00 PM **THE DISNEY HONORS CELEBRATION GALA and AWARDS at World Showcase at Epcot** – Please dress semi-formal for this gala event. The Event will salute and celebrate the accomplishments of the festival participants. Featured speakers, Awards Ceremony and Disney. Entertainment will make this a memorable event for everyone!

10:00 PM **Depart for Hotel (Via Disney Transportation)**

****Transportation** – Two (2) buses will be on charter (9:45am-6:00pm) today. Buses will be available to transport the group in accordance with itinerary today. After transporting the group to Backstage Epcot for Gala and Awards, the buses will be released. At the conclusion of the Gala and Awards, the group will exit Epcot and use Disney Transportation to return to Disney's All Star Music Resort.

Monday, March 9, 2015

7:00 AM **Breakfast at Hotel** – Each individual will receive a breakfast meal coupon to be used in the foodcourt.

8:00 AM **Check-out –** A Four Seasons Tours representative will provide instructions pertaining to area for luggage and instruments.

TBD **To ORLANDO International Airport**

****Transportation –** Two (2) buses will transfer the group to the airport and will be released.

TBD **Depart ORLANDO (Flight #TBD)**

TBD **Arrive FARGO (Flight #TBD)**

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement and Accountability
Memo SIA.14.016 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: February 3, 2014

RE: Moorhead Area Public Schools Improvement Plan Update

At the February 10, 2014 School Board meeting, an update on progress made toward the district and elementary improvement plans will be presented to the School Board. The information on the three academic strategic priorities is included in the attached presentation that will be discussed at the board meeting.

The three academic strategic priorities are: Guaranteed Viable Curriculum, Effective Educators and 21st Century skills.

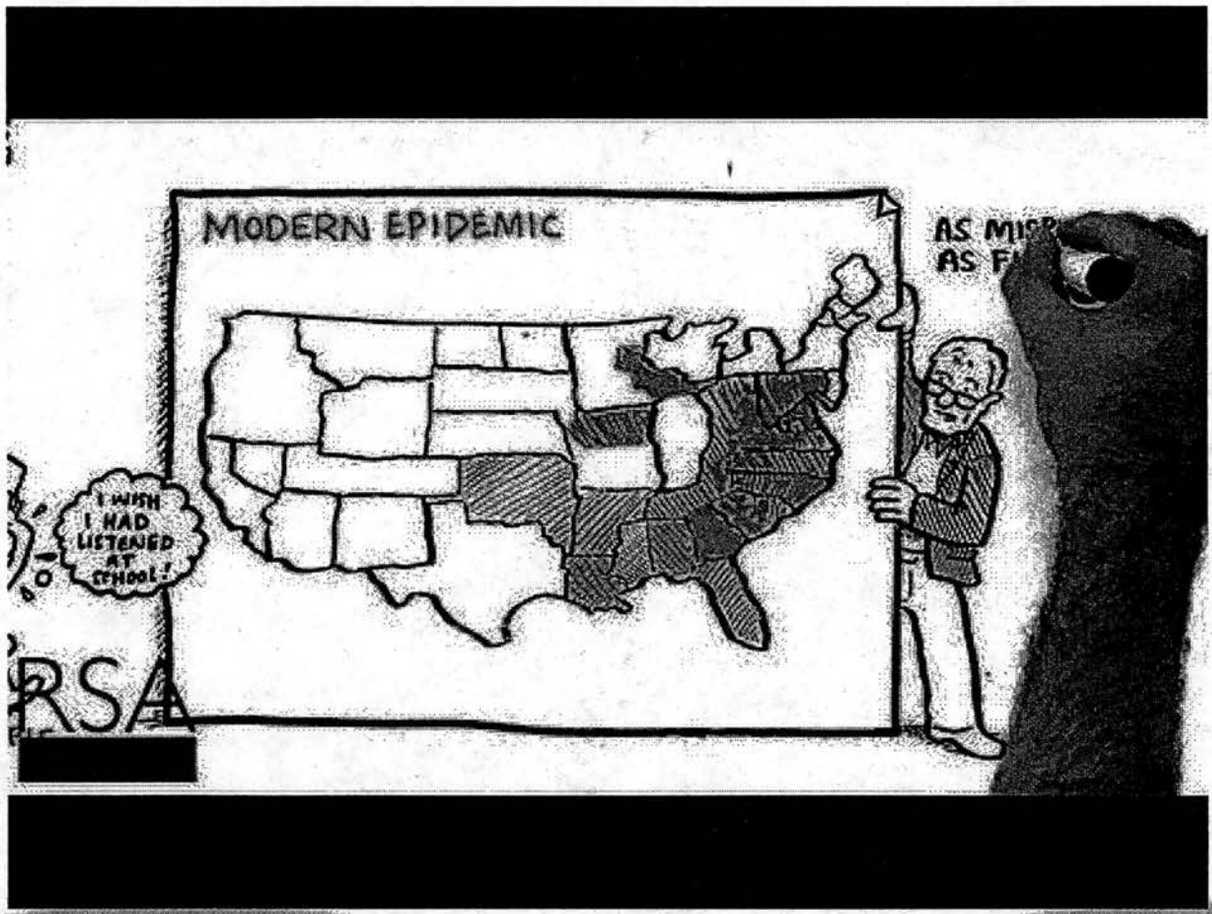
MOE:ajj
Attachment

ccent on Excellence
An equal opportunity employer

Moorhead Area Public Schools
February 10,2014
District Improvement Plan (DIP) & School Improvement Plans (SIP) Update on 2013-14

What is this all about?

MOORHEAD
AREA PUBLIC SCHOOLS



What does our Nation want for our students?

MOORHEAD AREA PUBLIC SCHOOLS

NCLB - Standards and Accountability

Common Core

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Partnerships for 21st Century Learning

PARTNERSHIP FOR 21ST CENTURY SKILLS

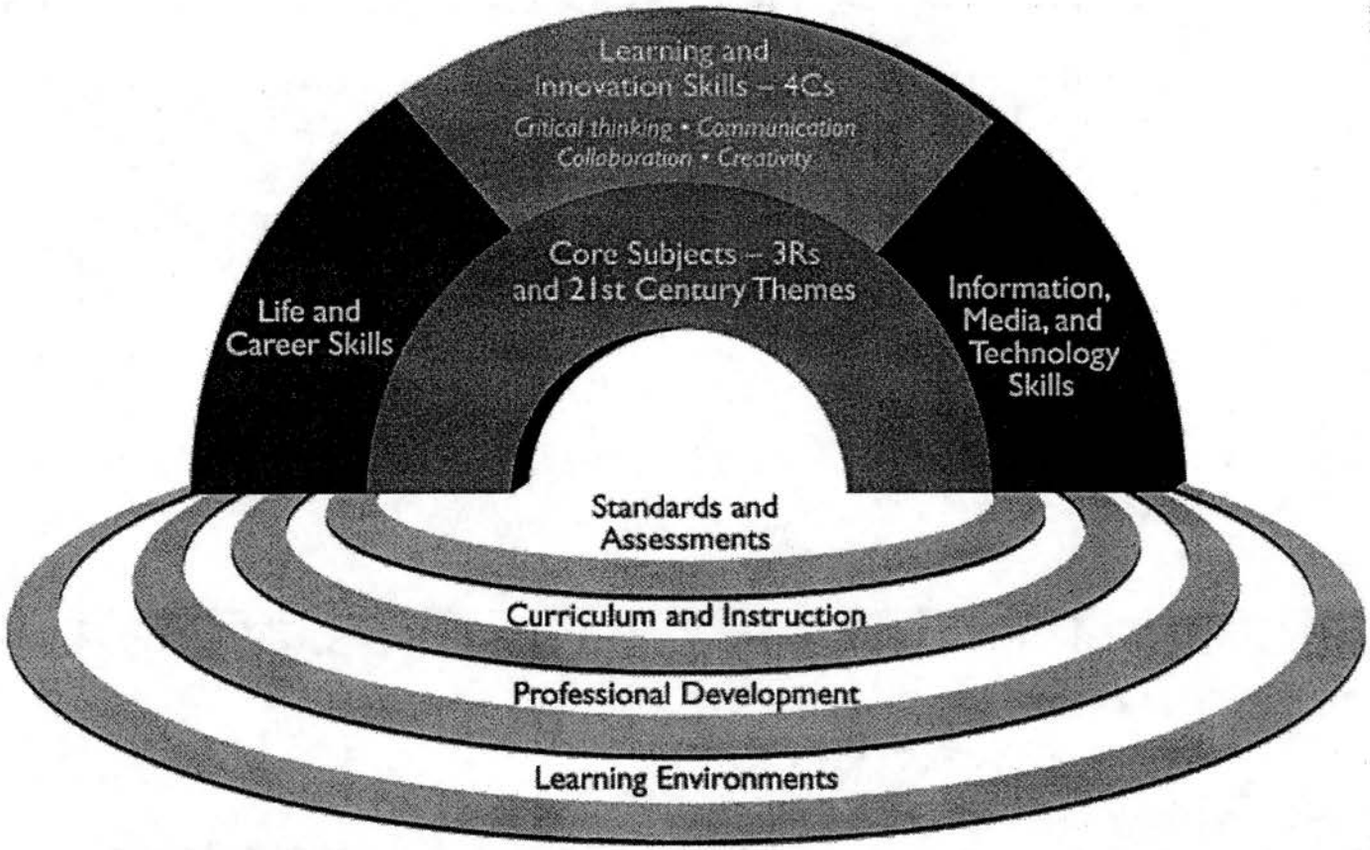
EdLeadership21

EdLeader21

Accent on Excellence

MOORHEAD
AREA PUBLIC SCHOOLS

21st Century Student Outcomes and Support Systems



Accent on Excellence

What does MN want for our students?
"Worlds Best Workforce"

MN Statutes 2012, section 120B.11

MOORHEAD AREA PUBLIC SCHOOLS

1. Have all students meet school readiness goals

2. Have all third grade students achieve grade-level literacy

3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.

4. Have all students graduate from high school

5. Have all students attain college and career preparedness

Accent on Excellence

What Does the FM region want for their students?

MOORHEAD AREA PUBLIC SCHOOLS

West Fargo Public Schools

FARGO PUBLIC SCHOOLS

MOORHEAD AREA PUBLIC SCHOOLS

- Greater Fargo Moorhead Economic Development Corporation (EDC)
  - Metro 4C's Workgroup

smart move FARGO MOORHEAD

- Great Plains Innovation Alliance

NDSU

- FM Stem Network

MINNESOTA STEM NETWORK
POWERING STEM LEARNING AND INNOVATION ACROSS MINNESOTA
AN INITIATIVE OF SCIMATH

What Does the Moorhead community want for their students?

Community Engagement Initiative - Spring 2013

MOORHEAD
AREA PUBLIC SCHOOLS

Themes:

1. 21st Century Schools
2. School and Community Collaboration
3. Equitable Education Opportunities
4. Mental Health / Character Development
5. Facilities

Accent on Excellence

Strategic Priorities

2012-13	2013-14
* Increase student learning	--21st Century Schools ---Equitable Education Opportunities
* Provide safe, healthy and respectful environment	---Mental Health / Character Development
* Increase growth of all employees	---Continue and integrate across all priorities
* Improve satisfaction and involvement with students, parents, community	---School & Community
* Improve overall organizational effectiveness	---integrated across all priorities

MOORHEAD AREA PUBLIC SCHOOLS

What Does the Moorhead community want for their students?

MOORHEAD
AREA PUBLIC SCHOOLS

Community Engagement Initiative - Spring 2013

Goal: To Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

Strategy 1: We will implement free all-day, everyday, kindergarten and expand early learning programming to build participation.

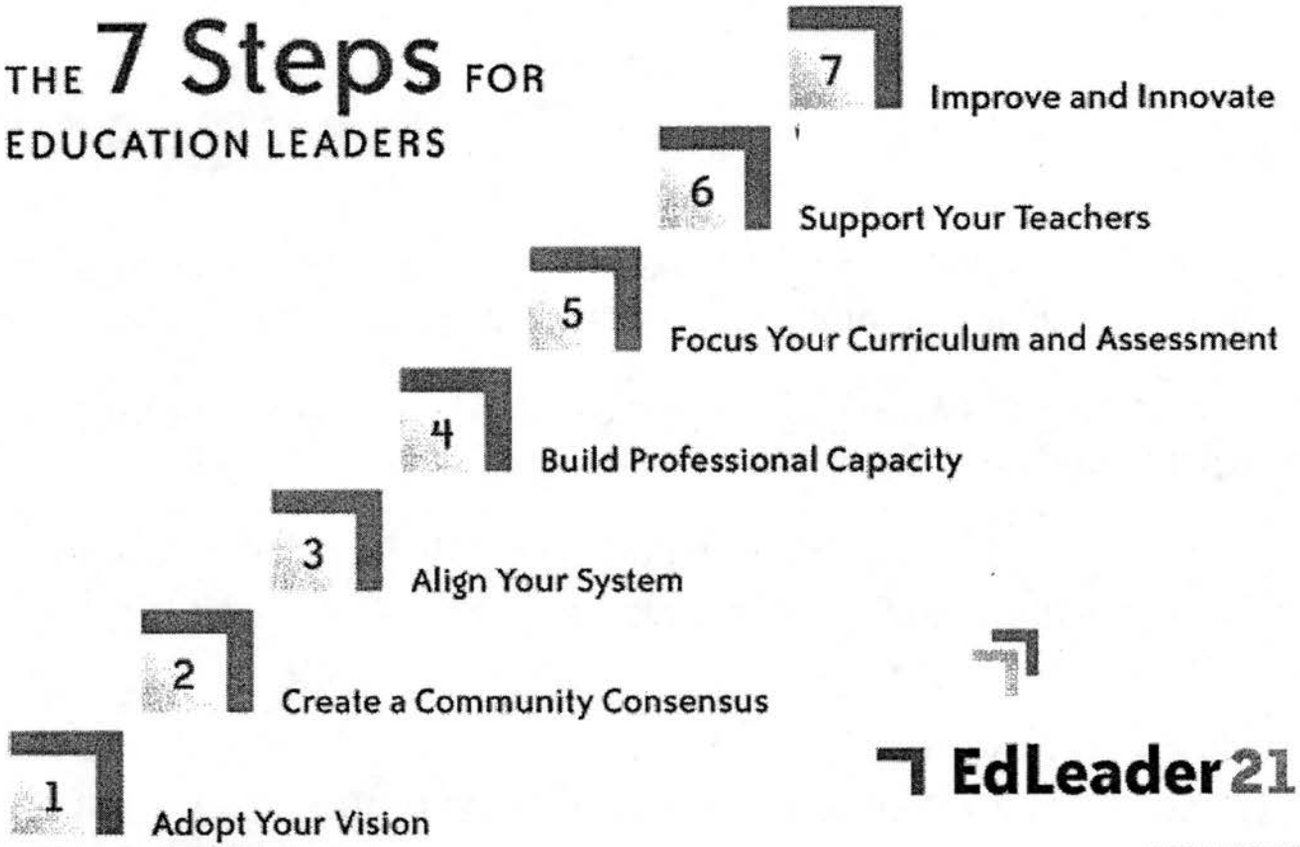
Strategy 2: We will explore diverse learning environments through technology, service learning, mentorship programs and community experiences.

Strategy 3: We will provide for maximum growth in basic skills, *creativity*, *critical thinking*, *collaboration*, and *communication* through innovative technology. (4 C's)

Accent on Excellence

7 steps to implementing a 21st century plan

MOORHEAD AREA PUBLIC SCHOOLS



EdLeader21

Accent on Excellence

What does that mean for Moorhead Area Public Schools?

MOORHEAD
AREA PUBLIC SCHOOLS

World's Best Workforce District Plan

- Use various ***existing*** district plans
- Align the plan
- The plan will serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st Century.

Accent on Excellence

WBWF: Plan Development cont.

MOORHEAD AREA PUBLIC SCHOOLS

--Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance and effectiveness

-- Evidence-based strategies for improving effective classroom instruction, an articulated curriculum and use of student achievement results to drive instruction

--An annual budget for implementation and sustainability of district plan

Learning Walks 2012-13

What are Learning Walks?

Learning Walks assist in gathering observable data on learning. This data is used to assist buildings and school districts to make better decisions for selecting professional development activities.

- Promote high levels of learning for all students.
- Support quality instruction in every classroom.
- Provide shared leadership throughout the school and district.
- Allow for reflective practice.

Who Participates in Learning Walks?

- Three to four teachers
  - Rotates with each Learning Walk
- Building Administrators
  - Principals, Assistant Principals, Coordinators and Supervisors
- District Administrators
  - Superintendent, Assistant Superintendent, Director of Learner Support Services, Instructional Technology and Human Resources

What does a Learning Walk look like?

- Two educators will come into a classroom for 8-12 minutes to look for evidence of teacher and student clarity of the lesson being delivered. They will not interrupt the lesson, but will be moving throughout the room. Team members will make notes about their "look fors." They will debrief shortly in the hall.

In 2012-13 looking for evidence of three strategies

- Post the lesson objective and connect orally with the objective
  - What do you want students to know and how will they show that they know?
- Background Knowledge
  - Teachers will connect to past learning, life experiences and emphasize critical vocabulary.
- Interaction
  - Who is practicing language in the classroom? Are students engaged and participating in the lesson?
- Review and Assessment
  - Teachers will review key vocabulary and provide meaningful feedback to students on their progress toward the objectives.

Learning Walks

	December 2012-total classrooms 215	December 2013- total classrooms 146
Content & Language Objectives Posted & Reviewed	66%	69%
Background Knowledge	54%	53%
Interactions	51%	47%
Review & Assessment	N/A	46%

ASP



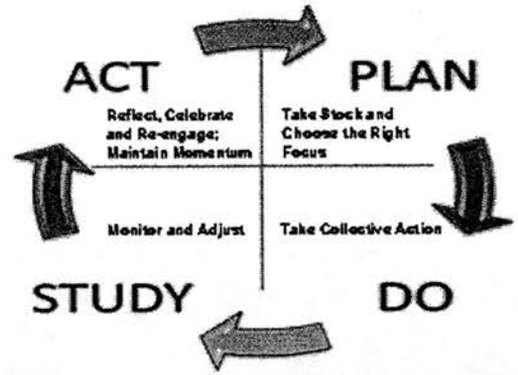
- Develop integrated writing curriculum maps
- School Climate focus on Anti-Bullying and problem solving strategies
- Celebrate
  - Shifting ownership and leadership to our fifth grade students
- Adjust
  - More time is needed to complete the writing curriculum maps
  - Have added an early release period to allow grade level teachers to collaborate on literacy once a month

Hopkins



- For our Literacy goal, we have been conducting a full-staff book study on Jim Trelease's The Read Aloud Handbook.
- In the area of Math, we have been working with Vicki Breneman on effective and high quality AVMR strategies for the classroom.
- Celebrate
  - I would like to celebrate the implementation and growth of our interactive read alouds and addition of texts to each classroom.
- Adjust
  - Need to find more time to support the PD for interactive read alouds and focus on high level questioning.

SGR



- Context for Learning units have been incorporated into math instruction at every grade level.
- Every student is receiving explicit writing instruction and is engaged in writing every day.
- Celebrate
  - Growth in mathematical thinking.
  - Students' love for writing and the quality of their work.
- Adjust
  - For the first time we will use winter AVMR data to evaluate student progress for every student.
  - Using the results of the district common assessment of reading, teachers will research, select and implement 1-3 instructional practices that support development of a benchmark reading skill.

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.048 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: February 3, 2014

RE: Update on Facility Projects

At the February 10, 2014 School Board meeting, an update will be presented on progress made toward the facility projects of the following approved recommendations:

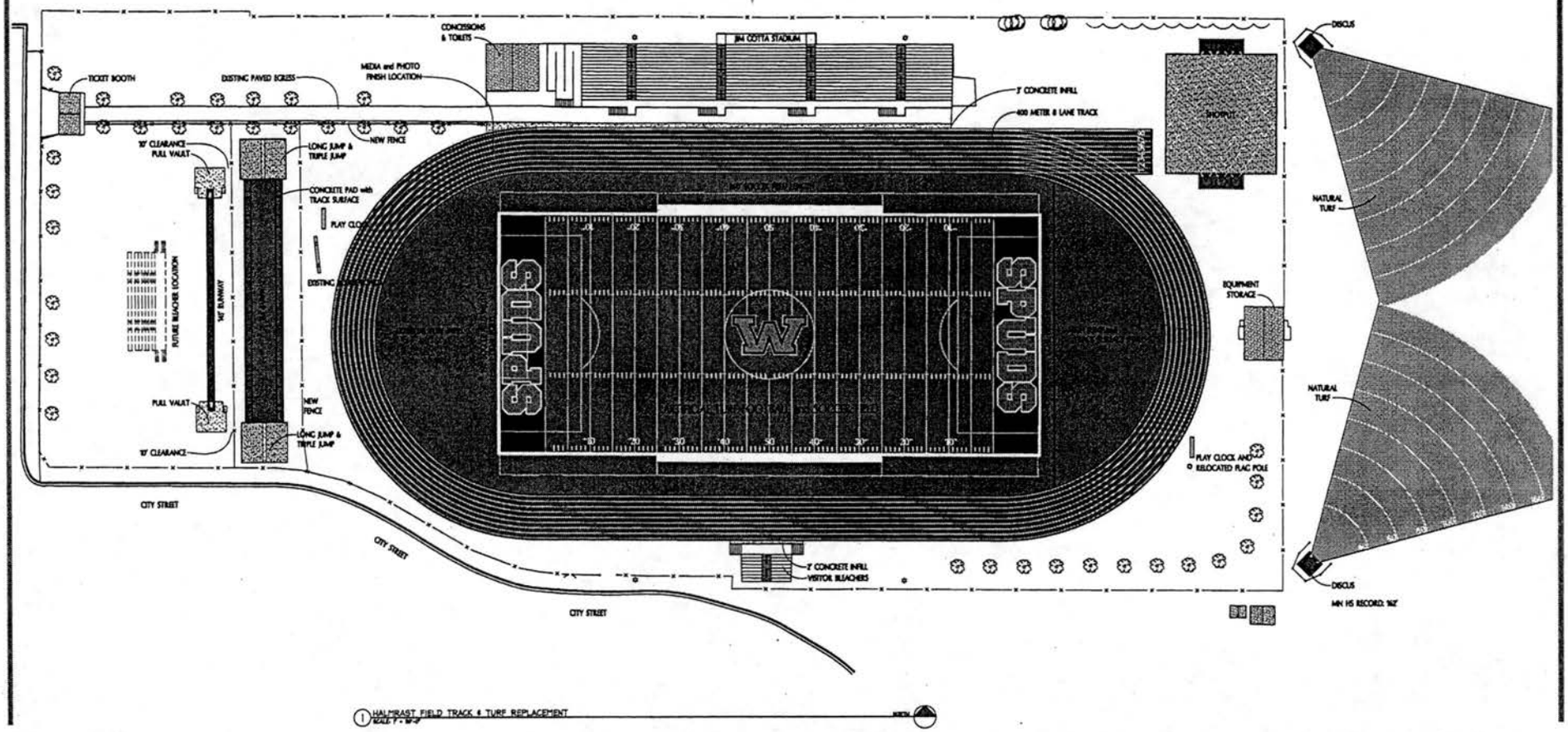
- Recommendation # 1: Proceed with Robert Asp Elementary addition with construction to begin the spring of 2014 at an estimated cost of $2.2 million.

- Recommendation # 3: Proceed with Probstfield Center for Education addition with construction to begin in the spring of 2014 with an estimated cost of $4.3 million.

- Recommendation # 5: Replace the existing Moorhead High School track and install an artificial turf field with construction to begin in the spring of 2014 at an estimated cost of $1.54 million.

- Recommendation # 9: Create a facilities task force to develop a long-range facilities plan with consideration given to recommendations 6-8.

JKL:ajj
Attachments

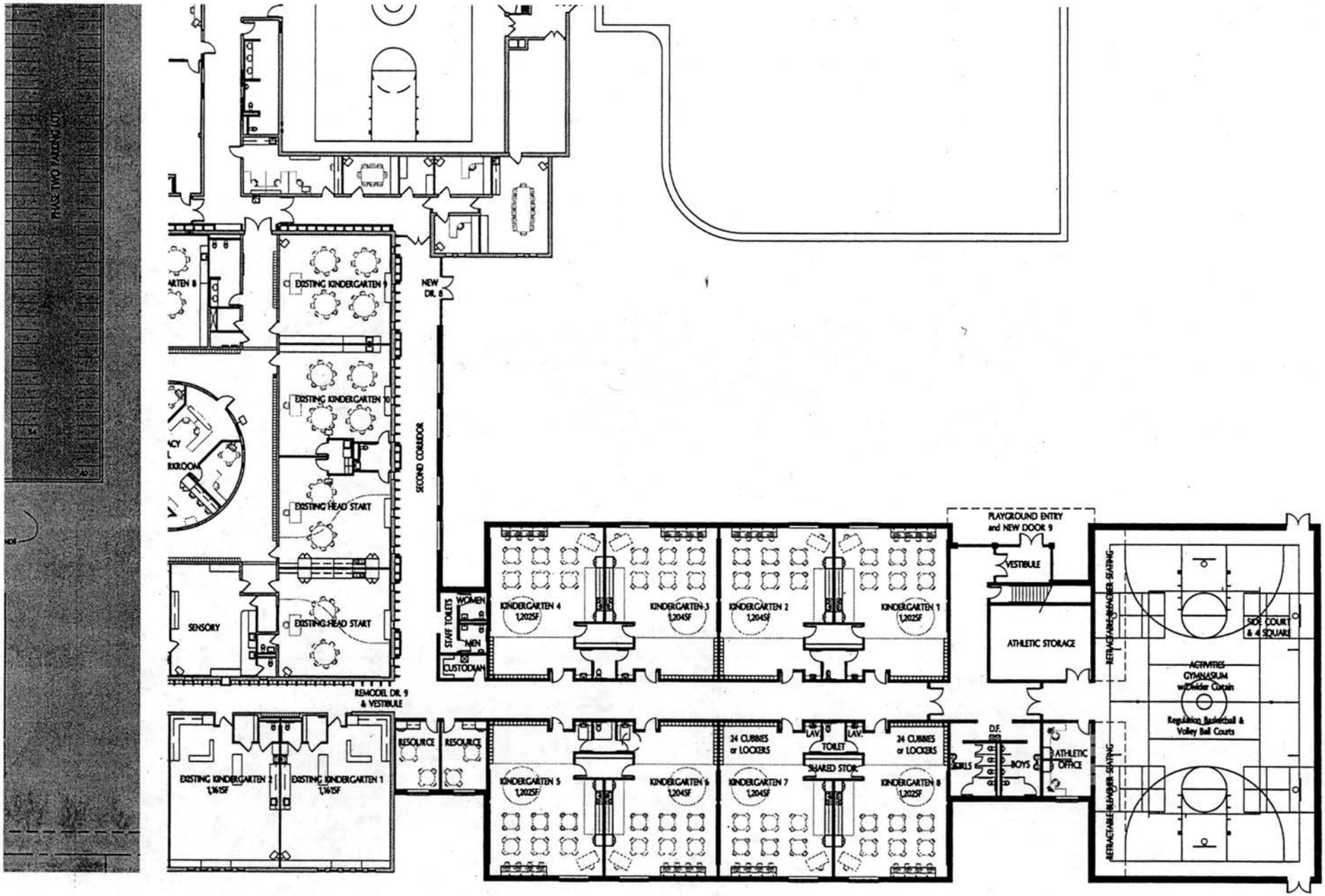


ZERR BERG ARCHITECTURE | MBN ENGINEERING | gehrtz CONSTRUCTION SERVICES

Moorhead Area Public Schools Improvements
Halmrast Field
MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota

High School Track Replacement & Artificial Turf Field Installation

February 10, 2014
ZBA Project Number 1340



1 PROBSTFIELD CENTER for EDUCATION FLOOR PLAN - ADDITION
SCALE: 1/16" = 1'-0"

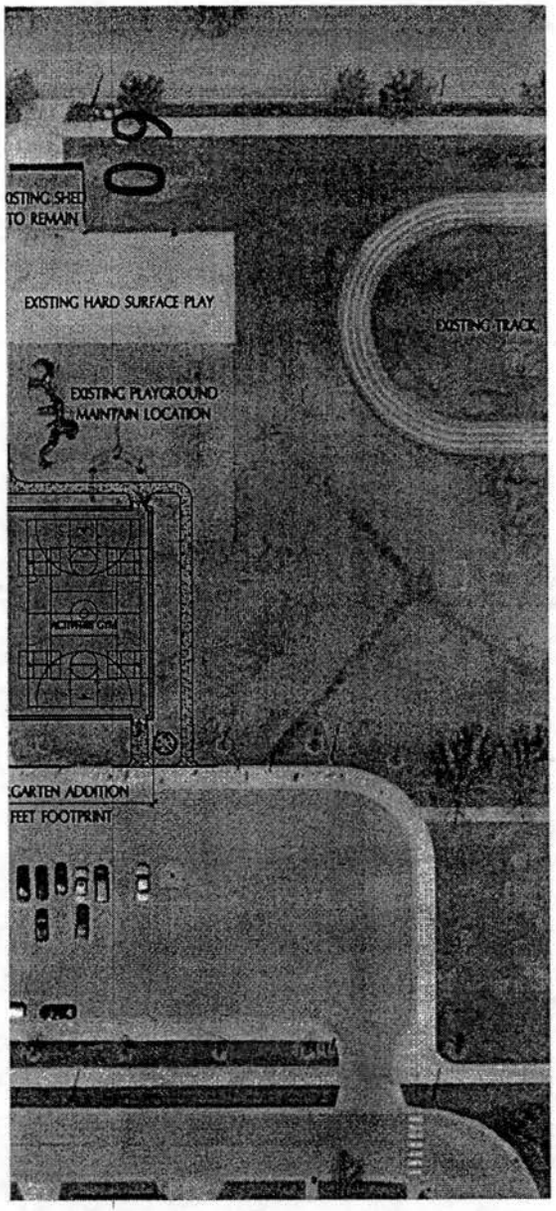
NORTH

MOORHEAD AREA PUBLIC SCHOOLS

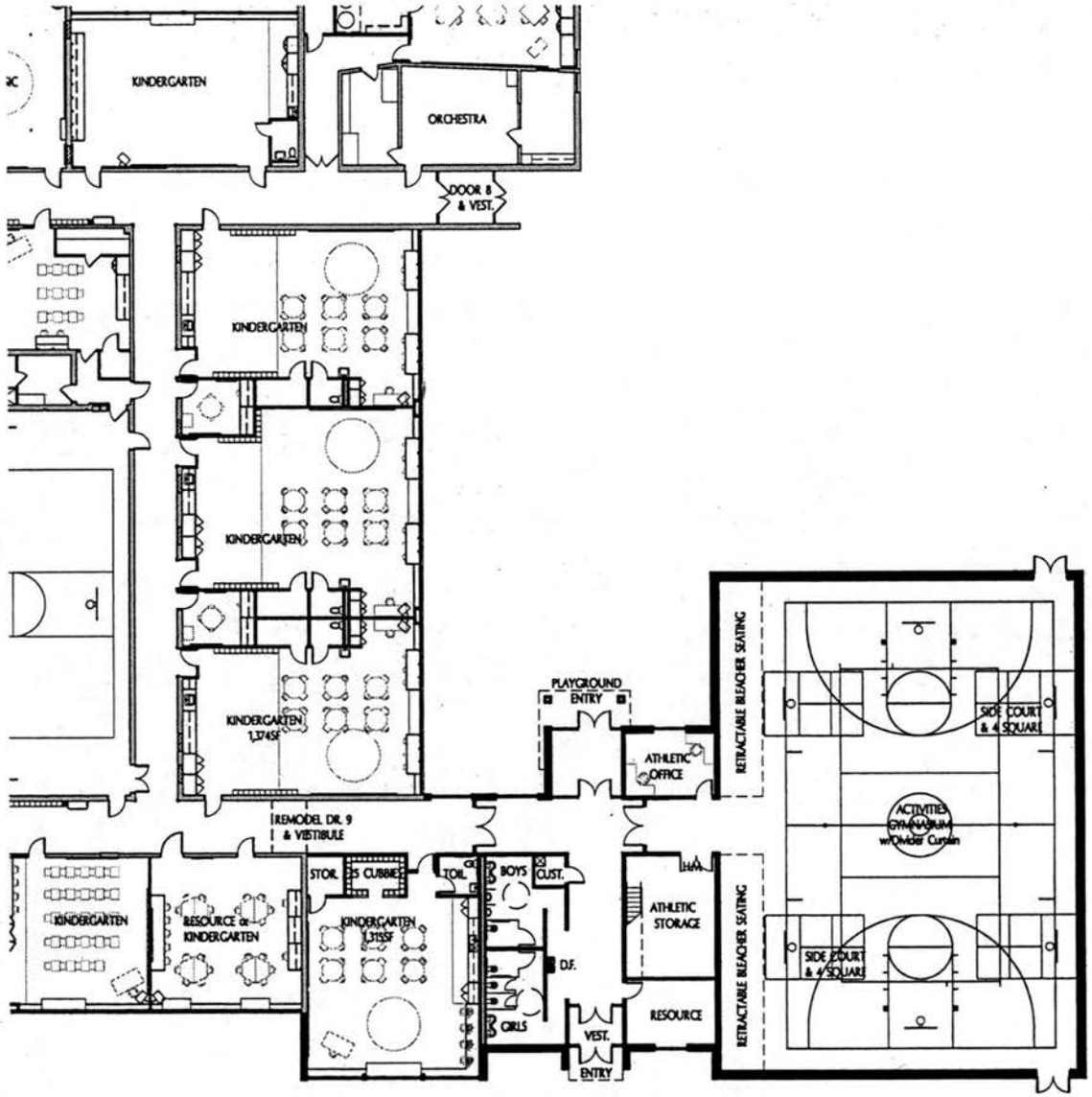
Moorhead Area Public Schools
Probstfield Elementary School Improvements
Option #7
Moorhead, Minnesota

Probstfield Kindergarten Rooms & Activities Gym Addition

February 10, 2014
ZBA Project Number 13-040



NORTH



2 ROBERT ASP ELEMENTARY FLOOR PLAN - ADDITION
SCALE: 1/16" = 1'-0"

NORTH

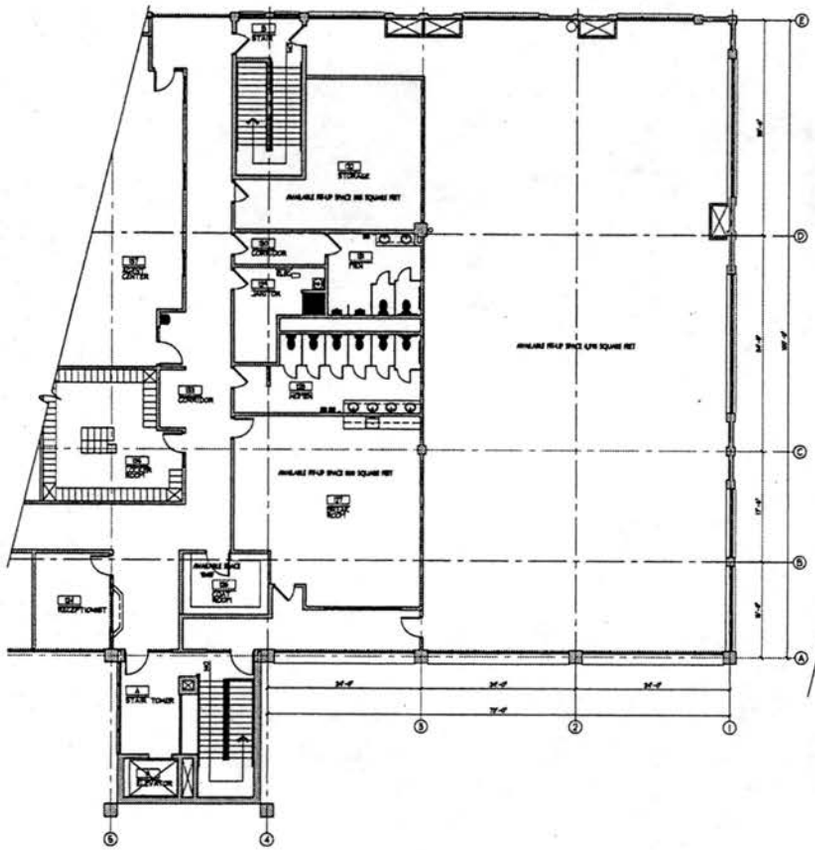
MOORHEAD AREA PUBLIC SCHOOLS

Moorhead Area Public Schools
Robert Asp Elementary Improvements
Option #3 Rev.
Moorhead, Minnesota

Robert Asp Elementary Activities Gym & Classroom Addition

Februarary 10, 2014
ZBA Project Number 13-041

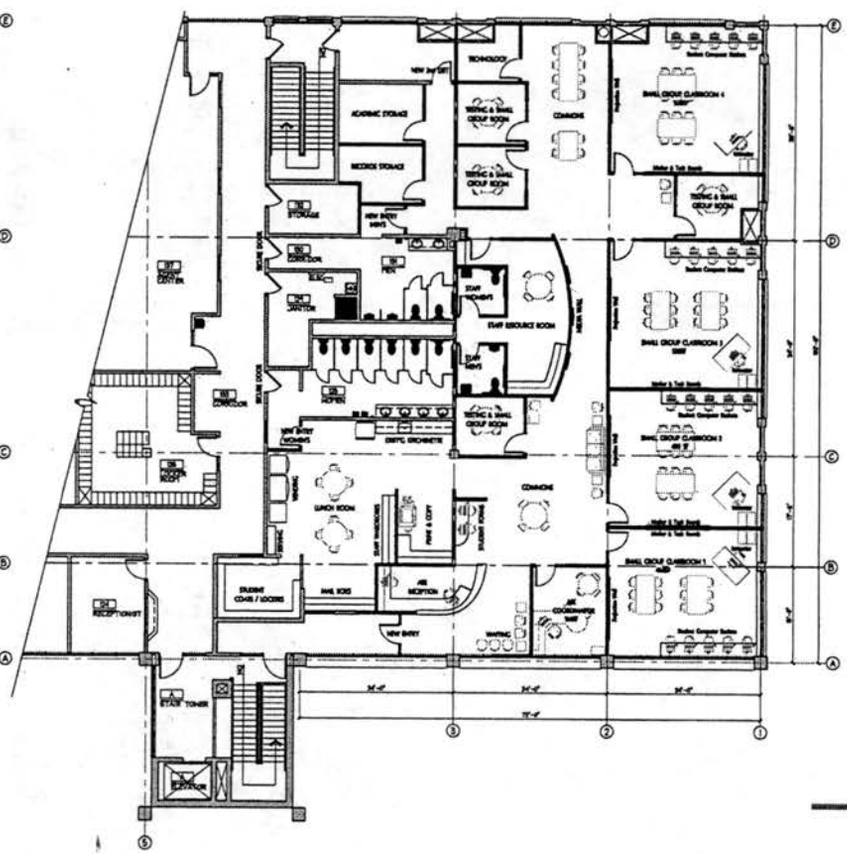
ZERR BERG



② Existing Second Floor Holiday Center Floor Plan

Location: Holiday Center East End Second Floor
800 Holiday Drive
Moorhead, Minnesota

Total Available Fit-up Space: 6,347 Net Square Feet



① ABE Relocated to Second Floor Holiday Center - Floor Plan

Total Adult Basic Education Space: 6,180 Net Square Feet

Construction: Walls - metal stud & painted drywall built to steel deck with acoustical treatment.
Floors - Carpet throughout & hard surface at kitchenette, toilets corridors and storage.
Ceilings - 9'-0" high with 2'X2' suspended acoustical ceilings.
HVAC - To meet MN Dept. of Education Standards.

MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead Area Public Schools Improvements
Adult Basic Education Relocation
Option #1
Moorhead, Minnesota

Fit-Up Floor Plan

Project No: 21010
Date: January 6, 2021

A1.0

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.069R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: February 4, 2014

RE: Scheduling an Emergency Makeup Day

With three weather-related school closure days already this year, it is necessary to consider scheduling an emergency makeup day during the school year.

The first school closure day was January 6 and the built-in makeup day was used. The other school closure days were January 16 and 22. This year three days were identified as optional professional development days. The third day is March 31, 2014. At this time, I am recommending scheduling school on March 31.

Using March 31 as a makeup day would leave one day to be made up at this time. As we continue through the winter months, there may be more school closures. A proposal will be brought to the School Board at the end of March to determine additional makeup time.

Suggested Resolution: Move to approve March 31 as an emergency makeup day.

LAK:mde

Accent on Excellence

An equal opportunity employer

S-M9-1305
24 February 2014

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

February 24, 2014
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Scott Steffes _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Carol Ladwig _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

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

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Superintendent's Spud Award

   (The Superintendent's Spud Awards are presented by the superintendent of Moorhead Area Public Schools to employees, students, parents and community members who display exceptional performance in their action and behavior to continue the district's tradition of excellence.)

   The **Superintendent's Spud Award** is presented to Moorhead High School mathematics teacher Brian Olmanson for his innovation in teaching. Olmanson is using the "flipped" method of teaching for students and has provided parent meetings to help parents understand the strategy.

   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 - Larson
   (1) Acceptance of Donation - Page 5

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Resignations - Page 6
   (2) Approval of Family/Medical Leaves - Page 7
   (3) Approval of New Employees - Page 8

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

Moved by _____ Seconded by _____
Comments _____

3. **MAJOR MAGNITUDE FIELD TRIP REPORT - CHOIR STUDENTS TO ORLANDO, FLORIDA**: Kovash
Page 9

4. **MOORHEAD AREA PUBLIC SCHOOLS SECONDARY IMPROVEMENT PLAN UPDATE**: Kovash
Page 10

5. **SOLUTIONS SCHOOL LINKED MENTAL HEALTH GRANT**: Kovash
Page 11

6. **TEACHER DEVELOPMENT AND EVALUATION UPDATE**: Kovash
   Pages 12-34

7. **FINAL APPROVAL OF REVIEW AND COMMENT STATEMENT**: Kovash
   Pages 35-40

   Suggested Resolution: Move to accept the positive review and comments from the Minnesota Department of Education.

   Moved by _____ Seconded by _____
   Comments _____

8. **2014-2015 SCHOOL CALENDAR**: Kovash
   Pages 41-42

   Suggested Resolution: Move to approve the 2014-2015 School District Calendar as presented.

   Moved by _____ Seconded by _____
   Comments _____

9. **SUPERINTENDENT REPORT**

10. **COMMITTEE REPORT**

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

12. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
District Technology Committee	February 25	3:45 p.m.	PCE
Indian Education Parent Com	March 3	5:30 p.m.	PCE
MHS PTAC	March 3	6:30 p.m.	Conf Rm
Continuing Education Com	March 4	6:30 a.m.	Village Inn
Joint Powers Committee	March 6	7 a.m.	PCE
Hopkins PTAC	March 10	6:30 p.m.	Media Center
Asp PTAC	March 10	6:30 p.m.	Media Center
School Board	March 10	7 p.m.	PCE
Instruction and Curr Advisory Com	March 13	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	March 13	6:30 p.m.	PCE
Policy Review Committee	March 17	7 p.m.	PCE
Reinertsen PTAC	March 18	6:30 p.m.	Media Center
Community Educ Advisory Council	March 18	7 p.m.	PCE
Citizen Finance Advisory Com	March 20	5:30 p.m.	PCE
Horizon PTAC	March 20	6:30 p.m.	Media Center
RRALC Family Night	March 24	5:30 p.m.	RRALC
School Board	March 24	7 p.m.	PCE
Activities Advisory Council	March 25	7 a.m.	MHS
District Technology Committee	March 25	3:45 p.m.	PCE
Superintendent's Advisory Council	March 27	7 p.m.	PCE

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.052 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: February 18, 2014

RE: Donation

Moorhead Area Public Schools has received the following donation:

- CVS Caremark has donated $1000 to S.G. Reinertsen and Ellen Hopkins Elementary Schools to be used for health and fitness class equipment.

Suggested Resolution: Move to accept the donation of $1000 and direct administration to send a thank you.

JKL:ajj

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.090

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 18, 2014

RE: Resignations

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

Kyle Connelly	AVID Tutor, District wide, effective February 7, 2014.
Jennifer Ehrichs	Lunchroom Supervisor, S. G. Reinertsen Elementary, effective February 11, 2014.
Kaylee Black	Head Coach Girls Hockey, High School, effective February 18, 2014.
Melanie Fierstine	Social Worker currently on Extended Leave of Absence, effective June 6, 2014.

SUGGESTED RESOLUTION: Move to approve the resignation of Kyle Connelly, Jennifer Ehrichs, Kaylee Black and Melanie Fierstine as presented.

KLD:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.xxx

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 18, 2014

RE: Family/Medical Leave

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

Tim Truscinski	Mechanic, Transportation, effective January 31, 2014 until February 27, 2014.
Jean Walker	Paraprofessional, S. G. Reinertsen Elementary, effective February 7, 2014 until February 19, 2014.
Christy Leier	Teacher, Horizon Middle School, effective March 3, 2014 thru April 4, 2014.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Tim Truscinski pursuant to Article IX, Section 3 of the Custodian Master Agreement and for Jean Walker pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and for Christy Leier pursuant to Article 38, Section 2 of the Teachers' Master Agreement as presented.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.089

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 18, 2014

RE: New Employees

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

Anita Prien	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 29, 2014. (Replaces Tamara Krupich)
Kairsten Nelson	Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) $15,387.57, effective February 10, 2014. (Replaces Vicky Anderson)
Vicky Anderson	Literacy Consultant (temporary), February 1 – June 1, 2014, C41 (17) $34.27 per hour, 8 hours per day for 24 days.

SUGGESTED RESOLUTION: Move to approve the employment of Anita Prien, Kairsten Nelson and Vicky Anderson as presented.

KLD:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.051 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: February 18, 2014

RE: Major Magnitude Field Trip Report – Choir Students to Orlando, Florida

Kathie Brekke will be in attendance at the February 24, 2014 School Board meeting to provide a report following the Moorhead High School choir students' Major Magnitude Field Trip to Orlando, FL in January.

JKL:ajj

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement
and Accountability
Memo SIA.14.017 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: February 18, 2014

RE: Moorhead Area Public Schools Secondary Improvement Plan Update

At the February 24, 2014 School Board meeting, an update on progress made toward the secondary improvement plans will be presented to the School Board. The information on the secondary improvement plans is included in the attached presentation and will be discussed at the board meeting.

MOE:ajj

MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support Services
Memo LSS.14.006

To: Dr. Lynne Kovash, Superintendent

From: Jill Skarvold, Executive Director of Learner Support Services

Date: February 20, 2014

Re: Solutions School Linked Mental Health Grant

Mental Health is one of the District priorities for 2013-14. One of the outcomes in that area is to strengthen community mental health partnerships in order to provide co-located mental health services that includes family supports. The Minnesota School Linked Mental Health Services grant has been provided to local mental health agencies in order to connect clinical mental health services to support the work in the schools, especially to support students early in order to prevent more significant needs. Solutions Behavioral Healthcare Professionals (Solutions) was recently granted a five-year School Linked Mental Health (SLMH) Grant, which is an extension and expansion of their earlier five-year SLMH grant. Moorhead Area Public Schools is one of the school districts in which Solutions is partnering in order to support students' mental health needs.

It is estimated that 20% of children have a mental health disorder and 1 in 10 have a serious mental health problem that impacts how they function at home, school, or in the community (NIMH, 2010). Solutions has been working with the District to support student and family needs of children in preschool through elementary years for several years, supporting staff training, in-classroom behavioral skills support, small group mental health social emotional learning and parent training.

The expansion of Solutions SLMH grant has provided for one full time Mental Health (MH) Liaison to be located in each elementary school and at Probstfield, along with a clinician to work with teams as needed. The MH Liaison will work with the principals and student support teams as well as help serve as a liaison between home, school, and community agencies in order to incorporate family involvement and cultural competency into programs and services. The work that the MH Liaison and Clinician will be doing is not the same as school-based counseling and mental health services provided by the District counselors, social workers, family advocates or school psychologists. Each of those roles is critical to the support of the mental and emotional health of students. Instead, this program connects and co-locates other therapeutic mental health services in the schools to reach children whose needs are extensive at a young age with early intervention.

Information will be shared about how the SLMH will fit into the District structure as well as results from the earlier SLMH work.

SUGGESTED RESOLUTION: Move to accept the Solution SLMN grant staff in the elementary schools.

JS:ca

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.092

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: February 18, 2014

RE: Teacher Development and Evaluation Update

At the February 24, 2014 School Board meeting, an update will be provided regarding MN Statute 122A.40 regarding teacher evaluation and development. A brief review of the requirements will be presented, as well as an update regarding the work of the teacher evaluation task force, which has been meeting since February 2013.

KLD:smw
Attachment

Accent on Excellence
An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS
Accent on Excellence

Minnesota Teacher Development & Evaluation

Kristin Dehmer
February 24, 2014

Purpose

As stated in MN statute…

- To improve student learning and success.
- To develop, improve, and support qualified teachers and effective teaching practices.

What's in the law?

Joint Agreement

School board and exclusive representative of the teachers in the district agree on the plan.

Plan Requirements

Must

1. Probationary Teacher Evaluation per statute
2. Three year professional review cycle including one (1) summative evaluation by a qualified and trained evaluator
3. Opportunity for peer review/PLC
4. Evaluation based on professional teaching standards
5. Coordinate staff development activities with evaluation process and outcomes
6. Portfolio **option** for presentation
7. Use data from valid/reliable sources aligned to standards (35%)
8. Teacher improvement process using goals/timelines
9. Discipline for teachers not making adequate progress

In Review –Plan Requirements

May

1. Provide time during the school day and year for peer coaching and teacher collaboration
2. Include mentoring and induction programs
3. Include value-added data
4. Include surveys for student engagement

What are we doing in Moorhead?

MOORHEAD
AREA PUBLIC SCHOOLS
Accent on Excellence

Committee Members

Teachers

Josh St. Louis (ASP)
Vicki Brenamen (District)
Andreas Manston (ASP)
Courtney Tobias (MHS)
Rachel Lerum (MHS)
Kelsey Jenkins (RRALC)
Jed Carlson (HZN)

Administrators

Dr. Lynne Kovash, Superintendent
Jeremy Larson, Asst. Superintendent
Kristin Dehmer (HR)
Missy Eidsness (School Improvement)
Anne Moyano (SGR)
Dave Lawrence (MHS)
Ryan LaDage (HOP)
Laurie Johnson, School Board

Purpose

The primary purpose of the teacher evaluation task force will be to examine best practices, legislation and other information to develop and implement a process of evaluation for Moorhead Area Public School Teachers.

Specific Responsibilities:

Examine the specific statute regarding teacher evaluation.

Examine the recommendations of the state task force.

Examine the state plan and determine the suitability to the district

Explore options for professional development as a part of teacher evaluation.

Provide a recommendation to the superintendent regarding an agreed upon evaluation system.

Agendas, minutes and information will be posted on the district's web site and the meeting will be open.

Goal Statement

The purpose of teacher evaluation in Moorhead Area Public Schools is to use a district-wide consistent, transparent evaluation model to provide high quality feedback that increases teacher effectiveness and results in meeting the learning needs of all students.

Current Committee Work

1. Outline of the three-year cycle of Evaluation

2. Define and create guidelines for components:
   - Individual Growth and Development Plan
   - Student Engagement
   - Summative Evaluation
   - Teacher improvement Plans

What will the plan look like?

Year One (1)

1. Individual Growth and Development Plan (IGDP)
   - SMART Goals
   - Support/Resources
   - Measurement
   - Timelines
   - Plan to consist of goals for individual/PLC/District
2. Teacher collection of evidence
   - Student engagement
   - Peer review/PLC
   - Student Data
3. Reflection

Year Two (2)

- ❑ Same steps as in Year One (1).
- ❑ Modify IGDP for the new year

Year Three (3)

- ❑ Same steps as in Year Two (2)
- ❑ Pre-Conference Meeting with Administrator
- ❑ Observation
- ❑ Charlotte Danielson Evaluation Document
- ❑ Post Conference

What is next?

- Fill out the components of the plan
- Present completed plan for feedback to stakeholders
- Agreement on the plan by the district and Education Moorhead by June 1, 2014.
- Move forward with the understanding that the committee's work is not done. The plan is fluid and may need to be adjusted.
- Committee recommendations for further work to be done.

What happens if there is no agreement?

Utilize the State Model

Questions?



Where do I find information?

Haiku

MN Department of Education
Teacher Growth and Development—MDE

ASK A COMMITTEE MEMBER!

[redacted]

a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a school board and the exclusive representative of the teachers do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:

(1) **must**, for probationary teachers, provide for all evaluations required under subdivision 5;

(2) **must** establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review;

(3) **must** be based on professional teaching standards established in rule;

(4) **must** coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;

(5) **may** provide time during the school day and school year for peer coaching and teacher collaboration;

(6) **may** include mentoring and induction programs;

(7) **must** include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

(8) **must** use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;

(9) **must** use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;

(10) **must** require qualified and trained evaluators such as school administrators to perform summative evaluations;

(11) **must** give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and

(12) **must** discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under section 13.43.

c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

122A.40 Subd. 8 Development, evaluation, and peer coaching for continuing contract teachers.

Year One (1) of Three Year Cycle

Individual Growth Plan	▪ District/Building Goal: Provided and discussed within PLC ▪ PLC Goal o District, regional, and/or national assessment ▪ Individual Goal o Student Learning Goals (Rubric needed) o District, regional, and/or national assessment
Reflection	▪ Reflection o Reflection on goals within PLC work at the end of year one (1). o Utilize reflection to modify Ind. Growth Plan for the next year.
Probationary Teachers	▪ Defined focus for the three (3) year period. Identify different parts of the Danielson Rubric to address each year to complete a total rubric in the three (3) year period. ▪ Work with principal on the defined domain for year one (1). ▪ Mentorship

Year Two (2) of Three Year Cycle

Individual Growth Plan	▪ District/Building Goal: Provided and discussed within PLC ▪ PLC Goal o District, regional, and/or national assessment ▪ Individual Goal o Modify for year two (2) based on results. o Student Learning Goals (Rubric needed) o District, regional, and/or national assessment
Reflection	▪ Reflection on goals within PLC work at the end of year two (2). ▪ Utilize reflection to modify Ind. Growth Plan for the next year.
Probationary Teachers	▪ Work with principal on the defined domain for year two (2). ▪ Mentorship

Year Three (3) of Three Year Cycle

Pre-Conference with Principal	▪ Discussion regarding process for observation. ▪ Review goals worked on for during the cycle
Individual Growth Plan	▪ District/Building Goal: Provided and discussed within PLC ▪ PLC Goal o Student Learning Goals (Rubric needed) o District, regional, and/or national assessment ▪ Individual Goal o Modify for year three (3) based on results. o Student Learning Goals (Rubric needed) o District, regional, and/or national assessment

Reflection	▪ Reflection on goals within PLC work at the end of year three (3).
Probationary Teachers	▪ Focus on specific domain for year three (3). ▪ Mentorship
Summative Evaluation	▪ Minimum of three observations ▪ Portfolio option can be utilized o At minimum, Evaluator has access to goal setting for the three (3) year cycle and the results. o Further artifacts would be encouraged. ▪ Charlotte Danielson Document ▪ Post conference o Review three year cycle o Discuss thoughts for the next three year (3) cycle o Concerns: Improvement plan o Rubric? o What is the benchmark for concern?

Individual Growth & Development Plan (IGDP)

One form for each goal

Teacher_____ Current Assignment _____

Developed by (Individual, group, PLC, dept., mentor/mentee etc)_____

Reviewed & Approved by _____ Date _____

District Goals/ Priorities
Building Goals
Goal

- Aligned with goals (site goal, PLC goal, grade-level goals, subject matter goals, district goals)

Plan

- Identify support or resources needed
- Identify professional development needed

Measurements

- What tools and data will be used to set and measure benchmarks and End-of-Year Target (s)

End-of-Year Review

- Conducted by _____

Guidance/Recommendation for next IGDP

Individual

S-Specific • Desired outcome or result is clearly defined • Targeted area of focus
M-Measurable • Results/data can be collected and analyzed • Assessment aligned with goals • Periodic formative/summative evaluation
A-Achievable • Goal is challenging, but realistic • Can be completed within the time frame
R-Relevant • Engaged in meaningful learning • Learning has future application • Evidence of need
T-Time Bound • Completing dates are set for accomplishment • Sufficient data can be collected by designated completion date • Learning is ongoing and embedded throughout the plan

Individual

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.053 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: February 18, 2014

RE: Final Approval of the Review and Comment Statement

Minnesota Statutes, section 123B.71, requires a review and comment statement on the educational and economic advisability of proposed school construction projects. Moorhead Area Public Schools' review and comment statement was presented at the school board meeting on December 9, 2013. The statement was approved by the school board and submitted to the Minnesota Department of Education on December 18, 2013.

Attached is the positive review and comment from the Commissioner of Education of the Minnesota Department of Education. With this positive review and comments, school board approval is required in order for Moorhead Area Public Schools to proceed with the projects.

Suggested Resolution: Move to accept the positive review and comments from the Minnesota Department of Education.

JKL:ajj
Attachment

Minnesota Department of
Education

1500 Highway 36 West
Roseville, MN 55113-4266

651-582-8200

February 11, 2014

Lynne Kovash, Superintendent
Moorhead Area Public Schools
Independent School District 152
241014th Street South
Moorhead, MN 56560-4624

Dear Superintendent Kovash:

Minnesota Statutes, section 123B.71, requires a review and comment statement on the educational and economic advisability of your proposed school construction project. Information supplied by your school district and from Minnesota Department of Education sources is the basis of this review and comment. With this positive review and comments, school board approval is required in order for Moorhead Area Public Schools to proceed with the projects.

The district shall publish a summary of the review and comment statement (summary of the final page) in the legal newspaper of the district at least 20 days, but not more than 60 days, prior to holding a referendum for bonds or soliciting any bids for the construction, expansion, or remodeling of an educational facility. The Department may request a statement certifying the publication, and require the submission, review, and approval of preliminary and final construction plans.

M.S. § 123B.72 requires that a school district, prior to occupying a new or renovated facility, must submit a certification prepared by a system inspector to the commissioner and the building code official that will provide an occupancy permit. The certification must verify that the facility has installed or modified heating, ventilation, and air conditioning system operates according to design specifications and code, a system for monitoring outdoor airflow and total airflow of ventilation systems has been installed, and any installed or modified heating, ventilation, or air conditioning system provides an indoor air quality filtration system that meets code requirements.

If you have any questions, please contact Chris Kubesh, Education Finance Specialist, at (651) 582-8319 or chris.kubesh@state.mn.us. Thank you for working with us to improve school facilities for Minnesota students.

Sincerely,

Brenda Cassellius

Dr. Brenda Cassellius
Commissioner

C: School Board Chair
Enclosures

THE COMMISSIONER OF THE DEPARTMENT OF EDUCATION
REVIEW AND COMMENT ON THE
SCHOOL CONSTRUCTION PROJECT PROPOSAL OF
MOORHEAD AREA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 152

INTRODUCTION

A review and comment must be provided on a school district construction project proposal before the district conducts a referendum, solicits bids, or issues bonds for the project. A project proposal has been submitted for review and comment according to requirements set forth in Minn. Stat. § 123B.71, subdivisions 9 and 10, and § 123B.72. The district provided the following information:

1) the geographic area and population to be served, preschool through grade 12 student enrollments for the past five years, and student enrollment projections for the next five years;

(2) a list of existing facilities by year constructed, their uses, and an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts;

(3) a list of the specific deficiencies of the facility that demonstrate the need for a new or renovated facility to be provided, and a list of the specific benefits that the new or renovated facility will provide to the students, teachers, and community users served by the facility;

(4) the relationship of the project to any priorities established by the school district, educational cooperatives that provide support services, or other public bodies in the service area;

(5) a description of pedestrian, bicycle, and transit connections between the school and nearby residential areas that make it easier for children, teachers, and parents to get to school by walking, bicycling, and taking transit;

(6) a specification of how the project maximizes the opportunity for cooperative use of existing park, recreation, and other public facilities and whether and how the project will increase collaboration with other governmental or nonprofit entities;

(7) a description of the project, including the specification of site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces; estimated expenditures for major portions of the project; and the dates the project will begin and be completed;

(8) a specification of the source of financing the project; the scheduled date for a bond issue or school board action; a schedule of payments, including debt service equalization aid; and the effect of a bond issue on local property taxes by the property class and valuation;

(9) an analysis of how the proposed new or remodeled facility will affect school district operational or administrative staffing costs, and how the district's operating budget will cover any increased operational or administrative staffing costs;

(10) a description of the consultation with local or state transportation officials on multimodal school site access and safety issues, and the ways that the project will address those issues;

(11) a description of how indoor air quality issues have been considered and a certification that the architects and engineers designing the facility will have professional liability insurance;

(12) as required under section 123B.72, for buildings coming into service after July 1, 2002, a certification that the plans and designs for the extensively renovated or new facility's heating, ventilation, and air conditioning systems will meet or exceed code standards; will provide for the monitoring of outdoor airflow and total airflow of ventilation systems; and will provide an indoor air quality filtration system that meets ASHRAE standard 52.1;

(13) a specification of any desegregation requirements that cannot be met by any other reasonable means;

(14) a specification of how the facility will utilize environmentally sustainable school facility design concepts;

(15) a description of how the architects and engineers have considered the American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools of the maximum background noise level and reverberation times; and

(16) any existing information from the relevant local unit of government about the cumulative costs to provide infrastructure to serve the school, such as utilities, sewer, roads, and sidewalks.

DESCRIPTION OF PROPOSED SCHOOL CONSTRUCTION PROJECT

Moorhead Area Public Schools is proposing building additions at two elementary school sites; Robert Asp and Probstfield, and replacement of the track in conjunction with the installation of artificial turf at the High School site. The total project cost, including issuance costs, is estimated to be $8,187,834. Work on the projects is scheduled to begin in the spring of 2014.

The proposed Robert Asp addition includes a gymnasium and ancillary space of an estimated 11,000 square feet. The Probstfield addition includes eight new kindergarten classrooms as well as a gymnasium and ancillary space. At the High School site the district proposes the replacement of the existing track along with drainage enhancement and the installation of artificial turf on Halmrast Field.

The district proposes to use $3,314,834 of general fund dollars to pay for the entire High School track and field improvements of $1,661,607 and $1,653,607 of the Probstfield addition. The remaining $2,652,997 of the Probstfield addition and the entire Robert Asp addition of $2,193,470 will be funded with a 15-year lease-purchase agreement. With issuance costs, the projects to be funded by the lease-purchase agreement are $4,873,000. As authorized under Minn. Stat. §126C.40, Subd. 1., the district will annually levy an estimated $435,000 beginning with the Pay 2015 levy cycle to fund the lease-purchase payments.

School board approval is required to proceed with the projects. The school board believes that the proposed projects are in the best interest of the district.

REVIEW AND COMMENT STATEMENT

Based upon the department's analysis of the school district's required documentation and other pertinent information from sources of the Minnesota Department of Education, the Commissioner of Education provides a positive review and comment.

ADDITIONAL INFORMATION IS AVAILABLE

Persons desiring additional information regarding this proposal should contact the school district superintendent's office.

Brenda Cassellius

Dr. Brenda Cassellius
Commissioner

February 11, 2014

MOORHEAD
AREA PUBLIC SCHOOLS

Independent School District 152
Probstfield Center for Education
2410 14th St. S.
Moorhead, MN 56560
www.moorheadschools.org

Superintendent
▪ 218-284-3330
Assistant Superintendent
▪ 218-284-3370
Human Resources
▪ 218-284-3350

To: School Board
Re: Building Projects Timeline
Date: February 19, 2014

Attached is a timeline of the Moorhead Area Public Schools building projects. More information will be provided at each board meeting that follows.

March 4: Moorhead High School track/artificial turf project bid opening.

March 10 School Board Meeting: Presentation of bids for the track/artificial turf project at Moorhead High School. Also the review of the pre-sale report for the lease purchase from Ehlers Financial.

March 11 -12: Request for Proposals sent out to financial companies for the sale of lease purchases.

March 24 School Board Meeting: Ehlers will present the RFP for lease purchase to the school board for their approval.

April 10: Robert Asp and Probstfield Center for Education bid opening.

April 14 School Board Meeting: Budget Adjustment to show the sale of the lease purchase; and the Robert Asp and Probstfield Center for Education bids will be presented for approval.

Jeremy Larson, Assistant Superintendent
Moorhead Area Public Schools
jeremylarson@moorheadschools.org
218-284-3375

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.070R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: February 18, 2014

RE: 2014-2015 School Calendar

The attached draft proposal of the 2014-2015 school district calendar was developed through a consensus process by the district's Calendar Committee. The committee consists of teachers, staff, administration and community members. The committee reviewed the parameters for school district calendars, contract language and feedback from district staff to develop the proposed calendar. The committee's decision-making process provided for input and review by all school district staff. The new calendar format was developed this year to help simplify the district calendar for staff and families.

The proposed calendar converts one instructional day to a professional development day. Two years ago two professional development days were converted to instructional days to meet the instructional hours for kindergarten as required by state statute. With the addition of all-day kindergarten this year, the required instructional hours for kindergarten are exceeded. The recommendation on the proposed calendar is for 171 instructional days.

Suggested Resolution: Move to approve the 2014-2015 School District Calendar as presented.

LAK:mde
Attachments

MOORHEAD AREA PUBLIC SCHOOLS

2014-15 District Calendar

August TBD ..... EIS-12 Para Professional Development Day

August TBD ..... New Teacher Workshop

August 25 ..... Professional Development (a.m.); Teacher Work Time (p.m.); Back-to-School Night Horizon Grade 7 (6-7:30 p.m.)

August 26 ..... K-5 Professional Development; 6-12 PD (8-11:30 a.m.); 6-12 Parent Communication Time, 12:30-4:15 p.m.; Back-to-School Night Horizon Grade 6 (12:30-2 p.m., 5:30-7 p.m.)

August 27 ..... Professional Development (7.25 hrs)

August 28 ..... K-5 Parent Communication/Student Assessment; 6-12 Prof. Development; Back-to-School Night Grades K-5 (5:30-7 p.m.) & Horizon Grade 8 (6:30-8 p.m.)

September 1 ..... Labor Day

September 2 ..... E-12 Classes Begin

October 13, 14 ..... K-12 Parent-Teacher Conferences (5-8:30 p.m.)

October 15 ..... No Classes E-12; K-12 Parent-Teacher Conferences (8-11:30 a.m.); K-8 P/T Conferences (12:30-4:15 p.m.); EIS-12 Para Professional Development

October 16-17 ..... No School E-12; Education Minnesota (EM)

October 31 ..... End of 1st Quarter

November 10 ..... No School; K-12 Professional Development (8-11:30 a.m.); 9-12 Proessional Development (12:15-4 p.m.); K-8 Optional Paid Training (p.m.)

November 26-28 ..... No School E-12

December 8 ..... MHS Parent-Teacher Conferences (5-8:45 p.m.)

December 24 ..... Winter Break Begins

January 5 ..... E-12 Classes Resume

January 19 ..... No School; K-12 Prof. Development (8-11:45 a.m.); 6-12 Prof. Development (12:30-4); K-5 Optional Paid Training (p.m.); Martin Luther King Jr. Day

January 16 ..... End of 2nd Quarter/1st Semester

February 9 ..... MHS Parent-Teacher Conferences (5-8:45 p.m.)

February 16 ..... No School E-12; Presidents' Day

March 2, 3 ..... K-8 Parent-Teacher Conferences (5-8:30 p.m.)

March 4 ..... No School; 9-12 Prof. Development (8-noon); Possible Emergency Makeup Day

March 5-6 ..... No School E-12

March 27 ..... End of 3rd Quarter

April 3-6 ..... No School E-12

April 6 ..... Possible Emergency Makeup Day

April 14-15 ..... Grades 10-11 Minnesota Comprehensive Assessments

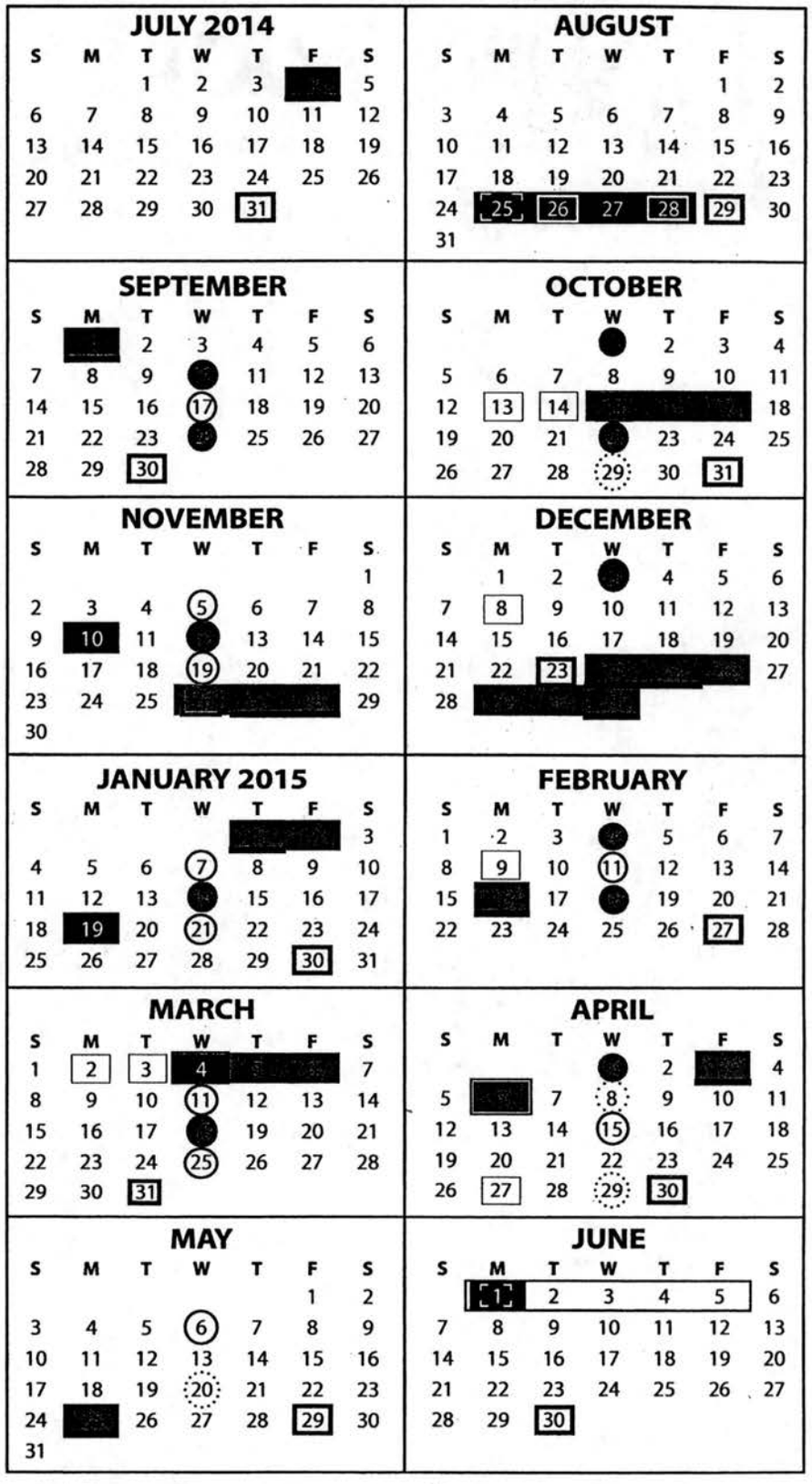
April 27 ..... MHS Parent-Teacher Conferences (5-8:45 p.m.)

May 25 ..... No School E-12; Memorial Day

May 29 ..... Last day for E-12 Students

May 31 ..... Graduation

June 1 ..... Last Day for E-12 Staff; K-5 Teacher Work Time (3 hrs); 6-8 Teacher Work Time (3.5 hrs); 9-12 Prof. Dev. (8-11:45) and Work Time (3 hrs)



KEY

- No School for Students / Professional Development
- No School
- No School, all schools and district offices closed
- Parent/Teacher Conference (varies by school)
- Teacher Work Time
- E-12 Prof. Dev. 1 Hour Before/After School: Sept. 10, 24, Oct. 1, 22, Nov. 12, Dec. 3, Jan. 14, Feb. 4, 18, March 18, April 1
- E-8 Prof. Dev. 1 Hour Before/After School: Sept. 17, Nov. 5, 19, Jan. 7, 21, Feb. 11, March 11, 25, April 15, May 6
- E-5 Prof. Dev. 1 Hour After School: Oct. 29, April 8, 29, May 20
- Payroll Date: July 31, Aug. 29, Sept. 30, Oct. 31, Nov. 26, Dec. 23, Jan. 30, Feb. 27, March 31, April 30, May 29, June 30
- Possible Emergency Makeup Days: March 4, April 6, June 1, 2, 3, 4, 5

Draft 2.20.14

S-M9-BOS
10-Mar-2014

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

March 10, 2014
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Scott Steffes _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Carol Ladwig _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

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

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

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

2. **CONSENT AGENDA**

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

Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of February 10 and 24, 2014 Meeting Minutes - Pages 5-11

B. ASSISTANT SUPERINTENDENT MATTERS - Larson
   (1) Acceptance of Donation - Page 12
   (2) Approval of March Claims - Page 13

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Sabbatical Leave Request - Page 14
   (2) Approval of Family/Medical Leave - Page 15
   (3) Approval of Other Leave - Page 16
   (4) Approval of Resignations - Page 17
   (5) Approval of Retirements - Pages 18-19
   (6) Approval of New Employees - Page 20
   (7) Approval of Student Teacher Contract Agreement with Lawrence University - Pages 21-24

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF BIDS — MOORHEAD HIGH SCHOOL TRACK AND TURF**:
Larson
Pages 25-27

Suggested Resolution: Move to approve the bids for the Moorhead High School track replacement and artificial turf installation as presented.

Moved by _____ Seconded by _____
Comments _____

4. **MAJOR MAGNITUDE FIELD TRIP REQUEST - BAND TO NORFOLK, VA**:
Larson
Pages 28-37

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School Band students to travel to Norfolk, VA April 22-26-2015.

Moved by _____ Seconded by _____
Comments _____

5. **SCHOOL-WITHIN-A-SCHOOL PROPOSAL**: Kovash
Pages 38-44

Suggested Resolution: Move to approve the School-Within-A-School Proposal for Horizon Middle School.

Moved by _____ Seconded by _____
Comments _____

6. **AUDIO, VIDEO AND DATA SYSTEMS SERVICE TECHNICIAN POSITION PROPOSAL**: Kovash
Pages 45-48

Suggested Resolution: Move to approve the Audio, Video and Data Systems Service Technician position as presented.

Moved by _____ Seconded by _____
Comments _____

7. **UPDATE ON SCHOOL SAFETY**: Larson
Page 49

8. **PRE-SALE REPORT FOR LEASE PURCHASES**: Larson
Pages 50-55

9. **UPDATE ON LEASED FACILITIES**: Larson
Page 56

10. **SUPERINTENDENT REPORT**

11. **COMMITTEE REPORT**

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

13. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Instruction and Curr Advisory Com	March 13	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	March 13	6:30 p.m.	PCE
Policy Review Committee	March 17	7 p.m.	PCE
Reinertsen PTAC	March 18	6:30 p.m.	Media Center
Community Educ Advisory Council	March 18	7 p.m.	PCE
Citizen Finance Advisory Com	March 20	5:30 p.m.	PCE
Horizon PTAC	March 20	6:30 p.m.	Media Center
RRALC Family Night	March 24	5:30 p.m.	RRALC
School Board	March 24	7 p.m.	PCE
Activities Advisory Council	March 25	7 a.m.	MHS
District Technology Committee	March 25	3:45 p.m.	PCE
Superintendent's Advisory Council	March 27	7 p.m.	PCE

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Matt Valan.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with a revision to page 10 as presented.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the January 13 and 27, 2014 Meeting Minutes as presented.

Donation - Direct administration to send a thank you to the Good Shepherd Helping Hands group of Moorhead for donating their time to cut 2,400 individual white boards for elementary school students. Their service saved the district an estimated $5,000.

Claims - Approve the February Claims, subject to audit, in the amount of $1,155,438.73.

General Fund:	$989,398.16
Food Service Fund:	$144,943.74
Community Service Fund:	$21,096.83
TOTAL	$1,155,438.73

The January Wire Payments, subject to audit, in the amount of $2,177,730.03.

General Fund:	$1,095,760.78
Post Employment Irrevocable Trust Fund:	$1,275.50
Post Employment Benefits Debt Service:	$1,080,693.75
TOTAL	$2,177,730.03

Resignations
Erik Hest - Paraprofessional, Moorhead High School, effective February 3, 2014.
Joe Johnson - Food and Nutrition Server, Red River Area Learning Center, effective December 10, 2013.
Dwayne Young - Night Custodian, Probstfield Center for Education, effective January 29, 2014.
Jennifer Kendrick - Teacher, Horizon Middle School, effective February 5, 2014.

Return from Extended Leave of Absence
Barb Schumacher - LSS Teacher, effective with the 2014-2015 school year.

Extended Leave of Absence
Kari Greer - Speech Language Pathologist, Ellen Hopkins Elementary, effective beginning with the 2014-2015 school year.
Cheri Puetz - Elementary Teacher, Ellen Hopkins Elementary, effective beginning with the 2014-2015 school year.

Other Leave
Lisa Schmidt - Paraprofessional, Moorhead High School, effective February 6, 2014.

Family/Medical Leaves
Joanne Lien - Paraprofessional, Horizon Middle School, effective February 3, 2014 for the remainder of the school year.
Alaine Anderson - LSS Teacher, S.G. Reinertsen Elementary, effective April 15, 2014 for the remainder of the school year.

New Employees
Solen Ahmet - Food and Nutrition Server, Red River Area Learning Center, 2.75 hours per day, $10.00 per hour, effective January 2, 2014 (replaces Joe Johnson).
Tess Harkness - Paraprofessional, PCE, B21 (3) $15.58 per hour, 6.75 hours per day, effective January 29, 2014 (new position).

Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - ORCHESTRA TO ORLANDO, FLORIDA: Jon Larson, Moorhead High School orchestra teacher, presented information related to the field trip request.

Erickson moved, seconded by Steffes, to approve the Major Magnitude Field Trip request for Moorhead High School Orchestra students to travel to Orlando March 4-9, 2015. Motion carried 6-0.

MOORHEAD AREA PUBLIC SCHOOLS IMPROVEMENT PLAN UPDATE: Eidsness provided an update on progress made toward district and elementary improvement plans. Information was included related to the three academic strategic priorities: Guaranteed Viable Curriculum, Effective Educators and 21st Century Skills.

UPDATE ON FACILITY PROJECTS: Larson provided an update on progress made toward the following facility projects approved at the February 10 board meeting:

Recommendation 1: Proceed with Robert Asp Elementary addition with construction to begin the spring of 2014 at an estimated cost of $2.2 million.
Recommendation 3: Proceed with Probstfield Center for Education addition with construction to begin in the spring of 2014 with an estimated cost of $4.3 million.
Recommendation 5: Replace the existing Moorhead High School track and install an artificial turf field with construction to begin in the spring of 2014 at an estimated cost of $1.54 million.
Recommendation 9: Create a facilities task force to develop a long-range facilities plan with consideration given to recommendations 6-8.

SCHEDULING AN EMERGENCY MAKEUP DAY: Tomhave moved, seconded by Johnson, to approve March 31 as an emergency makeup day. Motion carried 6-0.

SUPERINTENDENT REPORT: Kovash reported the Moorhead School Board LearningWalks' article was submitted to MSBA and will be included in the next issue of the *MSBA Journal* magazine.

COMMITTEE REPORTS: Brief reports were heard related to the Joint Powers Committee meeting and GED graduation and the "You're Hired" activity with the 8B students at Horizon Middle School.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:56 p.m.

_____
Laurie Johnson, Clerk

MEMBERS PRESENT: Lisa Erickson, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Cindy Fagerlie.

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

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

APPROVAL OF AGENDA: Steffes, seconded by Ladwig, to approve the agenda as presented. Motion carried 6-0.

SUPERINTENDENT'S SPUD AWARD: (The Superintendent's Spud Awards are presented by the superintendent of Moorhead Area Public Schools to employees, students, parents and community members who display exceptional performance in their action and behavior to continue the district's tradition of excellence.)

The **Superintendent's Spud Award** is presented to Moorhead High School mathematics teacher Brian Olmanson for his innovation in teaching. Olmanson is using the "flipped" method of teaching for students and has provided parent meetings to help parents understand the strategy.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Donation - Accept the donation of $1,000 and direct administration to send a thank you to CVS Caremark. CVS Caremark donated $1,000 to S.G. Reinertsen and Ellen Hopkins Elementary Schools for health and fitness class equipment.

Resignations
Kyle Connelly - AVID Tutor, District wide, effective February 7, 2014.
Jennifer Ehrichs - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective February 11, 2014.
Kaylee Black - Head Coach Girls Hockey, Moorhead High School, effective February 18, 2014.
Melanie Fierstine - Social Worker currently on Extended Leave of Absence, effective June 6, 2014.

Family/Medical Leaves

Tim Truscinski - Mechanic, Transportation, effective January 31, 2014 until February 27, 2014.
Jean Walker - Paraprofessional, S.G. Reinertsen Elementary, effective February 7, 2014 until February 19, 2014.
Christy Leier - Teacher, Horizon Middle School, effective March 3, 2014 thru April 4, 2014.

New Employees

Anita Prien - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective January 29, 2014 (replaces Tamara Krupich).
Kairsten Nelson - Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) $15,387.57, effective February 10, 2014 (replaces Vicky Anderson).
Vicky Anderson - Literacy Consultant (temporary), February 1-June 1, 2014, C41 (17) $34.27 per hour, 8 hours per day for 24 days.

Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REPORT - CHOIR STUDENTS TO ORLANDO, FLORIDA: Kathie Brekke, MHS choir teacher, provided a report following the choir students' field trip to Disney World in Orlando, Florida in January.

MOORHEAD AREA PUBLIC SCHOOLS SECONDARY IMPROVEMENT PLAN UPDATE: Eidsness discussed the implementation of AVID and use of Cornell notes at Horizon Middle School. AVID or Advancement Via Individual Determination is a college readiness system that prepares students for college eligibility and success. AVID targets students in the academic middle and who are usually underserved.

At Moorhead High School, the focus has been on having students in class by reducing the use of in-school suspension to make up detentions. The high school also is evaluating the use of the Reading Plus program and the growth students are making after existing the program. AVID also is being considered for implementation at the high school.

SOLUTIONS SCHOOL LINKED MENTAL HEALTH GRANT: Skarvold provided information related to the mental health grant. The Minnesota School Linked Mental Health Services grant has been provided to local mental health agencies in order to connect clinical mental health services to support work in the schools, especially to support students early in order to prevent more significant needs. Solutions Behavioral Healthcare Professional (Solutions) was recently granted a five-year School Linked Mental Health (SLMH) grant, which is an extension and expansion of their earlier five-year SLMH grant. Moorhead Area Public Schools is one of the school districts Solutions is partnering with to support students' mental health needs.

TEACHER DEVELOPMENT AND EVALUATION UPDATE: Dehmer provided an update regarding Minnesota Statutes 122A.40 related to teacher evaluation and development. The purpose of the statute is to improve student learning and success and to develop, improve and support qualified teachers and effective teaching practices. A brief review of the plan requirements as well as an update regarding the work of the teacher evaluation task force was also provided. The purpose of the teacher evaluation task force is to examine best practices, legislation and other information to develop and implement a process of evaluation for Moorhead Area Public School teachers. Dehmer also reported on the three-year cycle of evaluation including the Individual Growth and Development Plan.

FINAL APPROVAL OF REVIEW AND COMMENT STATEMENT: Kovash explained Minnesota Statutes, Section 123B.7,1 requires a review and comment statement on the educational and economic advisability of proposed school construction projects. Moorhead Area Public Schools review and comment statement was presented at the December 9, 2013 board meeting. The statement was approved by the board and submitted to the Minnesota Department of Education on December 18.

Erickson moved, seconded by Johnson, to accept the positive review and comments from the Minnesota Department of Education. Motion carried 6-0.

2014-2015 SCHOOL CALENDAR: Kovash reported the 2014-2015 school district calendar was developed through a consensus process by the district's Calendar Committee. The committee consists of teachers, staff, administration and community members. The committee reviewed the parameters for school district calendars, contract language and feedback from district staff to develop the proposed calendar. The committee's decision-making process provided for input and review by all school district staff. The new calendar format was developed this year to help simplify the district calendar for staff and families.

The proposed calendar converts one instructional day to a professional development day. Two years ago two professional development days were converted to instructional days to meet the instructional hours for kindergarten as required by state statute. With the addition of all-day kindergarten this year, the required instructional hours for kindergarten are exceeded. The recommendation on the proposed calendar is for 171 instructional days.

Steffes moved, seconded by Ladwig, to approve the 2014-2015 School District Calendar as presented. Motion carried 6-0.

SUPERINTENDENT REPORT: Kovash introduced Lynnelle Dirksen as the interim assistant principal at Robert Asp School. Kovash also briefly reported on shortened spring conferences, graduation rate data, and mental health and food service funding. Kovash reported she would be attending the MASA Region IV Day at the Capitol on March 5. Kovash also noted she met with Joe Pederson from Lakes & Prairies Community Action Partnership, Head Start staff and Representative Ben Lien, with Senator Kent Eken via conference call, regarding early childhood bonding legislation and space availability.

COMMITTEE REPORTS: Brief reports were heard related to the Community Education Advisory Council, Safe and Healthy Learners Committee, Special Education Parent Advisory Committee, Health/Safety/Wellness Committee, Robert Asp PTAC, Sabbatical Leave Committee, Instruction and Curriculum Advisory Committee, and Horizon PTAC meetings and MSBA Officers' Training.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:58 p.m.

_____
Laurie Johnson, Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.054 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: Donation

Moorhead Area Public Schools has received the following donation:

- An anonymous person donated a Getzen trombone valued at approximately $450.00 to the Moorhead High School band program.

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

JKL:ajj

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.055 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: March Claims

The March claims are as follows:

General Fund	$1,352,058.58
Food Service Fund	$193,367.58
Community Service Fund	$20,816.55
TOTAL	$1,566,242.71

The February wire payments are as follows:

General Fund	$1,310,748.16
TOTAL	$1,310,748.16

Suggested Resolution: Move to approve the March claims, subject to audit, in the amount of $1,566,242.71 and the February wire payments, subject to audit, in the amount of $1,310,748.16.

JKL:ajj

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.099

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: March 3, 2014

RE: Sabbatical Leave Request

The Sabbatical Leave Committee, at a meeting held February 24, 2014, move to recommend sabbatical leave for the following individual:

Kari Boeckermann	LSS Teacher	University of North Dakota Social Work	2014-2015 school year

Annually by contract, $30,000 is allocated for Sabbatical Leaves for Teachers. Teachers are paid 66.7% of their regular contract. Sabbatical leave costs are calculated using the following next cost computation: The teacher's sabbatical leave salary, plus replacement teacher's salary, plus fringes for both, minus teacher's salary and fringes if not on sabbatical.

Monies available for 2014-2015 $218,908

Name	Cost of Leave
Kari Boeckermann	$30,888.00

SUGGESTED RESOLUTION: Move to approve the sabbatical leave as presented.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.096

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: March 3, 2014

RE: Family/Medical Leave

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

Peggy Simonson	Teacher, Probstfield Center for Education, effective February 24, 2014 for the remainder of the school year.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Peggy Simonson pursuant to Article 38, Section 2 of the Teachers' Master Agreement.

KLD:smw

Accent on Excellence

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.097

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources K Dehmer

DATE: March 3, 2014

RE: Other Leave

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

Nezira Nasim	Paraprofessional, EIS, effective April 14, 2014 for the remainder of the school year.
Ed Breedon	Computer Technician, PCE, effective July 1, 2014 thru June 30, 2015.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Nezira Nasim pursuant to Article VII, Section 8 of the Paraprofessional Master Agreement and pursuant to Article IX, Section 6 of the T. C. I. Master Agreement for Ed Breedon.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.098

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: March 3, 2014

RE: Resignations

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

Anna Wilson	Paraprofessional, ABE, effective March 5, 2014.
Susan Enger	Lunchroom Supervisor/Crossing Guard, effective April 1, 2014.

SUGGESTED RESOLUTION: Move to approve the resignation of Anna Wilson and Susan Enger as presented.

KLD:smw

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.093

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: March 3, 2014

RE: Retirement

The administration requests approval of Retirement for the following people:

Lynn Tkachuk	Paraprofessional, High School, effective May 2, 2014.
Susan Knorr	Math/Avid Teacher, Horizon Middle School, effective at the end of the 2013-2014 school year.
Carol Feir	LSS Teacher, High School, effective at the end of the 2013-2014 school year.
Cathy Davis	Elementary, Teacher, Robert Asp Elementary, effective at the end of the 2013-2014 school year.
Sandra Asleson	Elementary, Teacher, Robert Asp Elementary, effective at the end of the 2013-2014 school year.
Kathleen Cole	Media Specialist, Horizon Middle School, effective at the end of the 2013-2014 school year.
Jackie Karch	Social Worker, Horizon/High School, effective at end of the 2013-2014 school year.
Kent Karch	LSS Teacher, Robert Asp Elementary, effective June 5, 2014.
Lois Stroh	Elementary Teacher, S. G. Reinertsen Elementary, effective June 5, 2014.
Bonnie Herman	Adult Basic Education Program Manager, effective August 31, 2014.
Melody Brewster	Counselor, Hopkins Elementary effective December 23, 2014.
Gay Galles	Media and Information Program Manager, effective December 31, 2014.
Deb Eidsmoe	Elementary Teacher, S. G. Reinertsen Elementary effective January 1, 2015.

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

SUGGESTED RESOLUTION: Move to approve the Retirement of Lynn Tkachuk, Susan Knorr, Carol Feir, Cathy Davis, Sandra Asleson, Kathleen Cole, Jackie Karch , Kent Karch, Lois Stroh, Bonnie Herman, Melody Brewster, Gay Galles and Deb Eidsmoe as presented.

KLD:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.094

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: March 3, 2014

RE: New Employees

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

Siham Abdelrahman	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective February 13, 2014. (Replaces Lisa Schmidt)
Brittani Hogenson	Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, 5.5 hours per day, $10.00 per hour, effective February 26, 2014. (Replaces Jennifer Ehrichs)
Michael Aamold	Paraprofessional, EIS/S. G. Reinertsen Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective March 3, 2014. (New position)
James Stetz	Night Custodian, High School, A12 (0-2) $15.06 per hour, 8 hours per day, effective March 3, 2014. (Replaces Jacob Mueller)
LeeAnn Palmer	AVID Tutor, Horizon Middle School, 4 hours per week, $12.00 per hour, effective March 11, 2014. (Replaces Kyle Connelly)

SUGGESTED RESOLUTION: Move to approve the employment of Siham Abdelrahman, Brittani Hogenson, Michael Aamold, James Stets and LeeAnn Palmer as presented.

KLD:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.095

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: March 3, 2014

RE: Lawrence University

Attached is an Student Teacher Contract Agreement with Lawrence University for Moorhead Area Public Schools to serve as an student teacher education placement center. Terms of this agreement begin September 1, 2014. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

Moorhead Area Public Schools would provide students of Lawrence University an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

SUGGESTED RESOLUTION: Move to approve the Lawrence University student teacher agreement beginning September 1, 2014.

Accent on Excellence

An equal opportunity employer

Agreement Between
Lawrence University and
Moorhead Area Public
Schools

This agreement is entered into by and between Lawrence University, a private educational institution in the State of Wisconsin, hereinafter referred to as "the University," and Moorhead Area Public Schools, hereinafter referred to as "Facility" for the purposes facilitating the placement of students at the Facility for student teaching.

In consideration of the mutual benefits to the respective parties, any and all departments of the University wishing to enter into a student teaching program with the Facility, and the Facility agree to the terms set forth below.

THE UNIVERSITY AGREES:

1. To provide the Facility with a Program Memorandum, detailing the academic content of the student teaching practicum. Upon acceptance of this Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference. The Program Memorandum will include discussion of program concepts; the controls which the University and the Facility may exercise or are required to exercise; the rights of the Facility to send representatives to review the University's program; the number of students to be assigned, the qualifications of those students and the schedules of those students; and/or any other matters pertaining to the University's student teaching program.

2. To recognize within the extent and limitations of Wis. Stats. §895.46(1) and §893.82, that the University will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the Facility.

3. To provide the Facility with a listing of students who will be participating under the program and to update that listing periodically.

4. To provide periodic supervision for education students in the field experience.

5. That all students involved in this education program will obtain a criminal history background check from the University. At a minimum, this background check will request information from the Wisconsin Department of Justice Crime Information Bureau (Department of Justice), Department of Health Services (caregiver background check), and the Wisconsin Circuit Court Access System (CCAP). In some cases, the Facility may require additional database background check submission(s). The results of this check will be provided to the Facility prior to beginning the placement. The Facility may deny placement of the student due to the results of such background check.

6. That all students involved in this education program will obtain a tuberculosis ("TB") test and submit the negative result of a TB skin test signed by a health professional prior to the student teaching experience to the University. The test must be completed no earlier than 90 days of the placement. The University shall verify to the Facility that a participating student has submitted a negative result TB skin test by a health professional within 90 days of the placement.

7. That all students involved in this education program will also submit to the Facility's Human Resources requirements, including but not limited to: Universal Precaution Form; Technology Use Agreement; and Harassment and Bullying form (and/or such forms as the Facility requests).

8. That 90 days prior to the start of the student teaching placement the University will complete the Facility's Verification Form verifying that the student has obtained a criminal history background check and that the results of such background check permit the student to be placed at such placement.

THE FACILITY AGREES:

1. To review any Program Memorandum concerning any field placement program that is submitted by the University. Upon review, the Facility will notify the school or college of its acceptance or rejection of the academic proposal.

2. Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate University coordinator.

3. To provide professional support and completion of requested evaluation materials (e.g., cooperating teacher evaluations, edTPA assessments, etc.), for students engaged in University required field activities.

4. To the extent the student has access to personal health information (PHI) subject to HIPAA, the student is deemed a part of the work force of the facility (work force as that term is defined to include trainees).

5. That the Facility shall indemnify its employees, officers and agents against liability for damages arising out of their activity while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivision of the State of Wisconsin pursuant to Wis. Stat. § 895.46.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. That there shall be no discrimination against students on the basis of the students' race, color, creed, religion, sex, national origin, disability, age, sexual orientation, pregnancy, marital status or parental status.

2. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

3. This agreement shall be construed and governed by the laws of the State of Wisconsin.

TERM OF AGREEMENT:

1. This Agreement shall be for a term of five years commencing September 1, 2014. It may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

2. Program Memoranda presented by the University and accepted by the Facility shall be for a term of no longer than five years. They must be renewed upon mutual agreement. Such Program Memoranda do not require the further approval of either party provided they contain provisions relating solely to the program arrangements and content.

3. All such Program Memoranda must be approved by the respective school or colleges within the University.

4. All fully executed Program Memoranda shall be incorporated by reference and become a part of this Agreement if not inconsistent with this Agreement.

FOR LAWRENCE UNIVERSITY:

2/26/2014

Signature of Authorized Official Date

Stewart Purkey

Print Name

Director of Teacher Education
Lawrence University

Title

FOR THE FACILITY:

Signature of Authorized Official Date

Print Name

Title

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.058 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: Approval of Bids – Moorhead High School Track and Turf

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

Suggested Resolution: Move to approve the bids for the Moorhead High School track replacement and artificial turf installation as presented.

JKL:ajj
Attachment

An equal opportunity employer

High School Track Replacement & Artificial Turf Installation
Moorhead, MN
March 4, 2013

Project No. 13-043

gehrtz CONSTRUCTION SERVICES ZERR BERG ARCHITECTS

BID TABULATION March 4, 2014	Addenda acknowledged	Bid Bond	Base Bid	Alternate No. 1 - Provide field events	Alternate No. 2 - Provide field fencing	Alternate No. 3 - Provide fence enclosure @stadium	Alternate No. 4 - Provide school logo @center field	Alternate No. 5 - Provide football field end zone lettering	Comments
26 - Electrical									
Grant's Mechanical Inc. Fargo, ND	1	5%	**$54,646.00**						
Rick Electric Moorhead, MN	1	5%	$79,300.00						
32A - Paving & Grading									
Cobalt Contracting, Inc Coon Rapids, MN	1	5%	$932,210.00 32A/32C Combined $1,128,700.00	$77,400.00					
Duininck, Inc. Prinsburg, MN	1	5%	$678,400.00 **32A/33 Combined $707,900.00**	$116,300.00					**Alt. No. 1 combined bid 32A/33 $118,900**
Hough, Inc Detroit Lakes, MN	1	5%	$848,000.00	$88,000.00					
32B - Fencing									
Century Fence Forest Lake, MN	1	5%	**$6,984.00**		**$8,186.00**	**$4,792.00**			
Dakota Fence Fargo, ND	1	5%	$4,892.00		$9,482.00	$5,882.00			
32C - Track Surface									
Fisher Tracks Boone, IA	1	5%	**$141,876.00**	**$10,549.00**					
Cobalt Contracting, Inc Coon Rapids, MN	1	5%	32A/32C Combined $1,128,700.00	$77,400.00					
32D - Artificial Turf Subgrade & Drainage System									
FieldTurf Cedar Rapids, IA	1	5%	$358,407.08				$7,000.00	$15,000.00	
Sprinturf Atlanta, GA	1	5%	$311,700.00				$11,400.00	$12,500.00	Voluntary alternate: use 46 oz Ultrablade MX with 2.25" pile height ADD $13,300
33 - Site Utilities									
Duininck, Inc. Prinsburg, MN	1	5%	**32A/33 Combined $707,900.00**	$116,300.00					**Alt. No. 1 combined bid 32A/33 $118,900**
Key Contracting West Fargo, ND	1	5%	$98,000.00	Nothing written					
Kindred Plumbing & Heating Kindred, ND	1	5%	$46,950.00	$2,000.00					
Shermans LLC West Fargo, ND	1	5%	$85,000.00	$3,977.00					
Hough, Inc. Detroit Lakes, MN	1	5%	$51,402.00	$2,500.00					

High School Track Replacement & Artificial Turf Installation
Moorhead, MN
March 4, 2014

Project No. 13-043

gehrtz CONSTRUCTION SERVICES

ZERR BERG ARCHITECTS

BID PACKAGE	ESTIMATE	CONTRACTOR	BASE BID	Alternate No. 1 Providing Field Events	Alternate No. 2 Field Fencing	Alternate No. 3 Fence Enclosure at the stadium	Alternate No. 4 School logo in the field	Alternate No. 5 End Zone Lettering	Comments
GENERAL CONDITIONS	$ 6,000.00	Allowance	$ 6,000.00						
26 ELECTRICAL	50,000.00	Grants Mechanical	$ 54,640.00						
32A PAVING & GRADING	644,000.00	Duininck, Inc	$ 707,900.00	$ 118,900.00					
32B FENCING	5,500.00	Century Fence	$ 6,984.00		$ 8,186.00	$ 4,792.00			
32C TRACK SURFACE	149,000.00	Fisher Track	$ 141,876.00	$ 10,549.00					
32D ARTIFICIAL TURF	436,500.00	Sprinturf	$ 311,700.00				$ 11,400.00	$ 12,500.00	
33 SITE UTILITIES	50,000.00	Duininch, Inc	included with 32A	included with 32A					
Total Bid Packages	$ 1,541,000.00		$ 1,229,100.00						
Alternate No. 1Providing Field Events	78,500.00		$ 129,449.00	129,449.00					
Alternate No. 2Field Fencing	11,000.00		$ 8,186.00		8,186.00				
Alternate No. 3Fence Enclosure at the stadium	7,000.00		$ 4,792.00			4,792.00			
Alternate No. 4School logo in the field	8,000.00		$ 11,400.00				11,400.00		
Alternate No. 5End Zone Lettering			$ 12,500.00					12,500.00	
TOTAL BID PACKAGES	$ 1,645,500.00		$ 1,395,427.00	$ 129,449.00	$ 8,186.00	$ 4,792.00	$ 11,400.00	$ 12,500.00	
4.0% Construction Management	$ 65,820.00	Gehrtz Construction Services	$ 55,817.08	$ 5,177.96	$ 327.44	$ 191.68	$ 456.00	$ 500.00	
SUBTOTAL	$ 1,711,320.00		$ 1,451,244.08	$ 134,626.96	$ 8,513.44	$ 4,983.68	$ 11,856.00	$ 13,000.00	
6.0% Architect/Engineer	102,679.20	Zerr Berg Architects	87,074.64	8,077.62	510.81	299.02	711.36	780.00	
Reimbursable Expenses Allowance			2,500.00						
TOTAL	$ 1,813,999.20		$ 1,540,818.72	$ 142,704.58	$ 9,024.25	$ 5,282.70	$ 12,567.36	$ 13,780.00	
3.0% Contingency	54,419.98		46,224.56						
Soil Borings / Site Survey	$ 2,500.00		$ 2,500.00						
			-						
TOTAL PROJECT COST	$ 1,870,919.18		$ 1,589,543.29	$ 142,704.58	$ 9,024.25	$ 5,282.70	$ 12,567.36	$ 13,780.00	

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.056 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: Major Magnitude Field Trip Request – Band to Norfolk, VA

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School Band students to travel to Norfolk, Virginia April 22-26, 2015. Students will be funding the trip using their own resources. The anticipated cost per student is $1204.

Pam Redlinger will be in attendance at the March 10, 2014 School Board meeting to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School Band students to travel to Norfolk, VA April 22-26, 2015.

JKL:ajj
Attachment

Administrative Policy of the Moorhead Public Schools
District Code: 632.2 Major Magnitude Date Adopted: 01/08/01 Field Trip Revised: Request Form

Section I Preliminary Approval

Field Trip Request Name: 2015 Band Trip to Norfolk, VA

Type of Trip: Co-curricular

Date of Request: Feb. 10, 2014

School Board Presentation Date: _____

Staff/Advisor Requesting: Pam Redlinger Phone/Extension: 2431

Purpose of the Trip:

1) Perform in a festival setting: Students will perform 2 selections for 2-3 clinicians and receive comments, a score, and a clinic with a qualified music educator from the festival.
2) Listen to and evaluate other bands that perform at the festival
3) Observe the unique Virginia International Tattoo: Students will be spectators of an event unlike any other in the nation, featuring Military music ensembles from around the world.
4) Perform in the "Parade of Nations" as a marching band OR observe the "Parade of Nations", which will feature bands from around the country as well as entries from all members of NATO (performing in the parade will require a trip enrollment of at least 70, including a functioning drum line).
5) Take in several other sites which will connect kids to US History and Military History.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards:
Summary: A trip to Norfolk, VA and the surrounding area gives band students an opportunity to meet many of the course standards for band within a 4 day trip.

National Standards addressed through this opportunity
- "Performing on instruments, alone and with others, a varied repertoire of music"
- "Reading and notating music"
- "Listening to, analyzing, and describing music"
- "Evaluating music and music performances"
- "Understanding relationships between music, the other arts and disciplines outside of the arts"
- "Understanding music in relation to history and culture"

Minnesota standards addressed through this opportunity (MN standards are our adopted district stands)

•Standard: Demonstrate knowledge and use of the technical skills of the art form
Benchmark 9.1.2.3.2 - Play an instrument in small and large groups, a variety of music using characteristic tone, technique and expression

•Standard: Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.
Benchmark 9.1.3.3.1 - Analyze how the personal, social, and cultural and historical contexts influence the creation, interpretation and performance of music

•Standard: Perform or present in a variety of contexts in the arts area using the artistic foundations.
Benchmark 9.3.1.3.1 Rehearse and perform an existing complex work of music from a variety of contexts and styles Benchmark 9.3.1.3.2. Revise performance based on artistic intent, using multiple sources of critique and feedback
Benchmark 9.2.1.3.3 - Justify an artistic statement, including how audience and occasion influence creative choices Standard:

•Standard:Respond to or critique a variety of creations and performances using the artistic foundations
Benchmark 9.4.1.3.1. Analyze, interpret and evaluate a variety of musical works or performances

Trip Destination: Norfolk, VA

Date of Trip Departure: April 22, 2015 Return Date: April 26, 2015

Number of School Days Involved: 3

Number of Students Involved: 45 - 60

1. _____Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

2._____Attached accommodation plans for any student with IEP/504 plan;

3._____Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);

4._____Attached plans for parental notification and approval;

5._____Attached list of accompanying staff. Number of Chaperones needed for the trip

Authorization Signature of Building Principal:
_____

Signature of Superintendent/Assistant Superintendent - Teaching/Learning:
_____

Board Approval Date: _____

Section II Final Trip Information

This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: 632).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

_____ 2. Roster of students going on the trip with signed parental approval;

_____ 3. List of staff and adult chaperones going on the trip;

_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;

_____ 5. An accommodation plan for students with an IEP or 504 plan;

_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form 632.1) if needed.

Section III Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: _____

Attachment 2 - Accommodation plans for any student with IEP/504 plan

There are 9 students in the band program on an IEP who would be eligible to go on the trip. We won't know which are until after this trip is approved. Accommodations for these students may need to involve: Providing hard copy of the itinerary to help them follow the day's schedule, repeating/clarifying instructions one on one, providing check in points during durations of free time, assigning a chaperone to assist the student in transitions.

Attachment 3 - Funding Plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans)

Individual Cost of Trip: $1204.00
Land Package + Lodging (per person) = $529.00 (includes festival, lodging, 4 breakfasts, admission to all events and activities)
Motor coach bussing (per person) = $125.00
Airfare Estimate (with baggage fees and oversized instruments) = $550.00

Cost to district: Substitute teacher funding for 3 days for band director ($343.95 at current sub rate)

Fundraising Plans:
Spring 2014/Winter 2015 - Plants sales
Fall 2015 - Preferred Coupon Book Sales
Winter 2015 - Scheel's Holiday Worker Program

Attachment 4: Plans for parental notification and approval: See next document

Attachment 5: Accompanying staff: Pam Redlinger. Chaperones needed: 1 per 10 students

Performing Arts Consultants

Presents

Moorhead High School Band

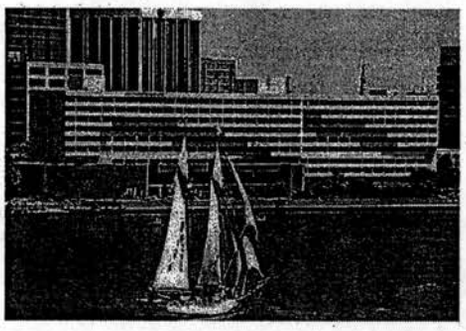
Virginia International Music Festival

Norfolk, VA

April 22-26, 2015

Wednesday, April 22, 2015

TBA	Arrive Hector International Airport and check in with Delta or United Airlines. Please note: all flights into Norfolk, VA will be with one connection. Flight schedules with rates will be confirmed 11 months prior to your departure date.
TBA	Upon arrival you will meet a representative from Performing Arts Consultants and board charter motorcoaches to downtown Norfolk.
TBA	Arrive at the Sheraton Norfolk Waterside Hotel, located at 777 Waterside Drive, Norfolk, VA and check in. Telephone: (757) 622-6664





Thursday, April 23, 2015

8:00am	Full American Breakfast Buffet at hotel.
9:30am	Depart hotel for a tour of the home of the United States 1st Atlantic Fleet.
10:00am	Arrive at the Naval Station Norfolk. Norfolk, VA is the proud home of the largest base in the world!! This 45 minute tour departs from the Naval Tour and Information Center located at 9079 Hampton Blvd. Bus tours conducted by Navy personnel ride past aircraft carriers, destroyers, submarines, frigates and amphibious assault ships.
11:00am	Depart Naval Station Norfolk for a few hours at Virginia Beach!! Enjoy lunch on your own, some shopping and an opportunity to walk in the white sands along the Atlantic Ocean.
4:00pm	Depart Virginia Beach for hotel.

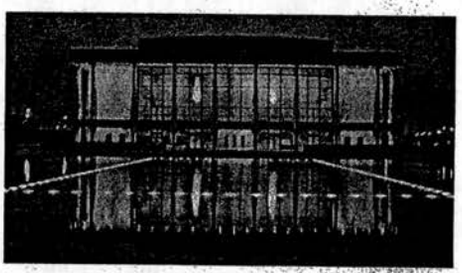


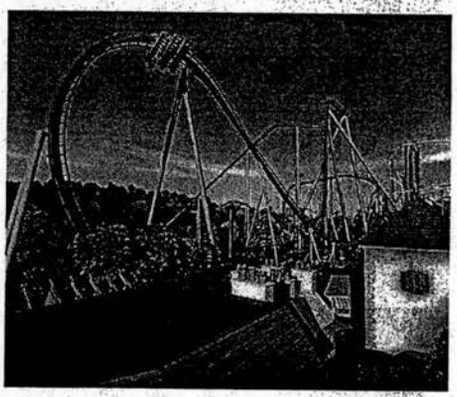
4:30pm	Arrive hotel and start getting ready for this evenings Dinner Cruise on board the Spirit of Norfolk.
6:15pm	Walk next door to hotel to the Spirit of Norfolk dock.
6:30pm	Board the **Spirit of Norfolk** for a scenic dinner cruise followed by a DJ dance.
10:00pm	The Spirit of Norfolk returns to the dock.



Friday, April 24, 2015

6:00am	**Full American Breakfast Buffet** at hotel.
6:45am	Depart hotel for the Roper Center for the Performing Arts or Chrysler Hall (home of the Virginia Symphony) in downtown Norfolk.
7:00am	Arrive at festival performance site for festival adjudication followed by an on stage clinic.
11:00am	Depart festival performance site for Williamsburg.
12:00pm	Arrive **Busch Gardens** for a great day of theme park fun!! Use your meal coupon for lunch in the theme park. Dinner on your own in the theme park.
8:00pm	Depart Busch Gardens for Colonial Williamsburg.
8:30pm	Meet your guides at 320 Court Street for the **Hunted Candlelight Ghost Tour of Colonial Williamsburg.**
9:30pm	Depart Colonial Williamsburg for hotel.
10:30pm	Arrive hotel.

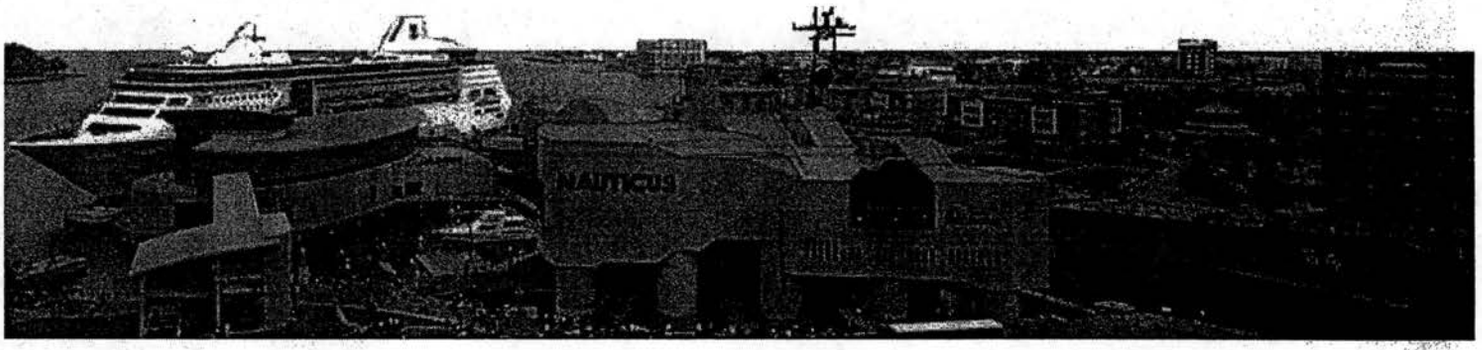




Saturday - April 25, 2015

7:30am	**Full American Buffet Breakfast** at hotel.
9:00am	Walk out of the front of your hotel and arrive at the parade reviewing stand for a great seat to enjoy the 2015 62nd "Parade of Nations" parade.
12:00pm	Parade ends. Walk next door to visit Nauticus home of the Battleship Wisconsin and home of the Hampton Roads Naval Museum. Lunch on your own at the Nauticus Food Court.





3:00pm	Depart Nauticus for hotel for some free time.
5:00pm	Depart hotel for Scope Arena
5:30pm	Arrive at Scope Arena for festival Awards Program.
5:45pm	**Festival Awards Program** at Scope Arena. After festival awards program, enjoy the Tattoo Hullabaloo located on the Scope Arena Plaza where you can enjoy outdoor performers and visit with one of the many food vendors.
7:30pm	Enjoy the **Virginia International Tattoo.** Arena food concessions are now open.
10:00pm	Depart Scope Arena for hotel.
10:15pm	Arrive hotel.



Sunday - April 26, 2015

8:00am	**Full American Breakfast Buffet** at hotel and check out.
TBA	Depart hotel for Norfolk International Airport.

Happy Memories!!

...and thank you for traveling with

Performing Arts Consultants

Moorhead High School Band

2015 Band Tour

Pam Redlinger, Director
2300 - 4th Avenue South
Moorhead, MN 56560
218-284-2431
e-mail: predlinger@moorheadschools.org

Dear Band Parent/Guardian,

Plans for our 2015 ~~Band Tour~~ are underway. I am excited to announce our destination will be ***Norfolk, Virginia to participate in the Viriginia International Music Festival.*** During this 5 day, 4 night trip students will get to perform at the Viriginia ~~International~~ Music Festival, witness the unique Virgina International Tattoo (a spectical of international military bands, drumlines, and more), participate *or* observe (depending on trip participant numbers) the 62nd International Parade of Nations, as well as spend time sightseeing the area. It will be a greatly rewarding trip for our band students.

This performing trip will happen in April 22-26, 2015. Students in grades 10-12 during the 2014-2015 school year are eligible to participate in the trip. The cost of the all-inclusive trip is not to exceed $1200. The band will conduct fundraisers to offset the cost of this tour, and a monthly payment plan will be developed for tour payments.

Please plan to attend an informational meeting on ***Thursday, March 20 at 6:00 p.m.*** in the MHS band room. At this meeting, we will review the proposed itinerary, payment options, and commitment expectations for students who wish to participate. Families will have the option of making initial deposits that night.

Parent involvement is essential to make this trip happen. A minimum of 6 adults will need to sign up for the trip. Unfortunately we are not able to discount adult trips.

The Moorhead High School Band has traveled extensively over the years. I look forward to another musically rewarding and culturally interesting tour. To determine if we have a balanced performing ensemble and to see what interest there is for additional participants, I ask that you complete the following information and return at your earliest convenience.

****

Student Name_____

_____ My son/daughter is interested in the performance tour to Norfolk, VA. We feel that through fund-raising programs and personal payment the he/she would be able to participate.

_____ Number of additional participants (if any) Name(s)_____ Ph. # _____
_____ Ph. # _____

Parent Signature_____

Moorhead High School Band

2015 Band Tour

Student Permission and Information Sheet

Student Name: _____ Birthdate: _____

Guardian/Parent 1: _____

Email: _____ Phone: _____

Guardian/Parent 2: _____

Email: _____ Phone: _____

Will this student have a cell phone with them on the trip? Yes No

If yes, please provide the cell phone number _____

Calling Tree information - please provide the name and phone number of guardian to be listed on the calling tree. This will be used if we have an emergency during travel, or if departure/ arrival information is changed due to weather or other delays).

Guardian/Parent Name: _____ Phone: _____

Student Conduct:

We, the participating student and his/her guardian (s), understand this is a school sponsored trip. All policies and codes of conduct in the Moorhead High School Handbook apply on this trip. We understand that if a participant does not comply to these policies, or those set by the trip director (Mrs. Redlinger), that the following consequences may be enforced:

1) A call home to a parent/guardian
2) A conference with the building principal upon arrival home
3) Suspension from activities during the trip
4) Suspension from school activities upon arrival home from the trip
5) Early departure home, at family's expense

We also understand that our student's participation is contingent on being in good standing academically, having no unresolved discipline issues at school, and no participation in illegal activities leading up to the trip (underage consumption, theft, drug use, etc.)

Participating Student Signature _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Deposit of $150 received on: _____ check number _____

MOORHEAD AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.072R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: March 3, 2014

RE: School-Within-A-School Proposal

Deb Pender-Tilleraas, Director of Red River Area Learning Center, and Lori Lockhart, Horizon Middle School Principal, will be in attendance at the March 10 board meeting to present the School-Within-A-School Proposal. The purpose of the proposal is to further develop the Positive Behavior Intervention Support (PBIS) model to include a continuum of programs and services for middle level students to promote healthy development and wellness for all students. The effort will incorporate best practices in dropout prevention to support a more intensive model for students attending Horizon Middle School and Red River Area Learning Center.

Highlights of the Current Proposal:

- Alternative Education - Dropout Prevention
  - School Within A School
- Wellness - Wrap Around Support Services
  - Student Assistance Counselor
- Transition
  - Grade 5 to 6
  - Grade 8 to 9
- Collaboration
  - Higher Education Institutions
  - Mentoring Partnership
- Other Considerations
  - Resources
  - Timelines

Suggested Resolution: Move to approve the School-Within-A-School Program for Horizon Middle School.

LAK:mde
Attachment

MOORHEAD
AREA PUBLIC SCHOOLS

Horizon's Academy for Student Success

Vision: Dropout Prevention

Rational: To strengthen our focus to support and better meet the needs of Horizon's Tier II and III students academically/ emotionally/behaviorally to experience higher levels of success at Horizon Middle School.

Horizon 's Academy for Student Success would be a school-within-a school alternative education classroom and would be designed to address individual student's needs in a smaller environment with a more personal approach while focusing on the unique academic, emotional, and behavioral needs of each student.

Goals:

1. Provide academic, behavioral and emotional support for Tier II & III students (at risk) at Horizon Middle School.
2. Provide a transition for students between Horizon and R.R.A.L.C.
3. Teach positive life, social and relationship skills.

Criteria for Entrance to Program: (based on MDE Learners At-risk Categories)

- multiple failures (academic)
- multiple at risk factors (social/emotional/environmental)
- high incident reports (behavioral)
- recommended by Horizon's Student Support Team (administrators, deans/counselors, social worker, psychologist)

Focus Areas: (MDE defined from Minnesota Statutes section 123A.06, subdivision 1, and from various articles on research and best practices in middle level pedagogy)

1). Academic Personalization and Skill Development
2). Exploration Activities
3). Support Services
4). Parental Involvement
5). Social and Personal Development Skills
6). Service Learning
7). Activities Program

Curriculum:

- Social skills
- Check and Connect (University of Minnesota dropout prevention program)
- Specialized interventions (mental health counseling, pro-social coaching, intensive monitoring, mentoring...etc.)
- Study skills/AVID tutorial training
- Homework/class support
- On-line classes to replace failed classes

Program evaluation:

1. Track behavioral incident reports and attendance
2. Monitor grades and homework completion, improved MCA's and other academic progress measurements
3. Student/parent/staff surveys (Pre and Post)

Expectations:

1. Student Portfolio with academic/behavioral/social goals created and evaluated according to CLP (continual learning plan)
2. Weekly monitoring by Student Assistance Team
3. Point sheet with built in positive and negative consequences
4. Students selected and reviewed quarterly
5. Regular parent communication by wraparound meetings, phone calls, or emails/texts
6. Academic, social/emotional and vocational educational components should woven together.
7. Special attention given to building a sense of community and belonging.
8. Experiential and interdisciplinary programming are viable options

Staffing:

- Academy Teacher (Red River FTE),
- Horizon Student Assistance Counselor(Red River FTE)

MDE State Approved Alternative Programs

The school within a school would be under the umbrella of Red River Area Learning Center according to Minnesota Statutes section 123.05 giving an ALC authority to access, for its students and from the district. Specific classes, programs, technology facilities, services, and activities will be based on student's desires, needs, and talents.

Students must meet the Graduation Incentives Criteria as outlined in Minnesota Statute sections 124D.68 A Continual Learning Plan that correlates identified needs with educational service options and assessments must be developed for each student. Various community services will need to be involved.

Range of Services for Middle-Level Programming

LEAST INCLUSIVE (Full Delivery) ——————————————————→ MOST INCLUSIVE (Support)

A. Pull Out/Separate Site	B. 50-60% of day in ALC	C. Assistance as needed (25% - full day)	D. Group session plus individualized assistance	E. Specific assistance during study hall and as needed.	F. Support to the traditional classroom
Students are enrolled full-time at a separate site. Mornings are typically academically oriented and afternoons more activity based. ÷ Students are removed from the school and staff who the students may have had difficulty with. -Limited staff and having to offer the full complement of services for a small number of students. - Limited access to services and peers.	This school-within-a-school format is offered at the traditional school so that students have direct access to programs and services. Typically the academic classes are in the morning with the electives in the afternoon. A school-within-a-school should be a separate and autonomous unit. +Students are not removed from the traditional setting. +ALC teachers can support the traditional classes. +Homework assistance is available.	Students are scheduled into the ALC (at the traditional school) according to their specific needs. This can be from one (1) hour to a full day. ÷This model can also be used as a short-term intervention for students who are starting to falter. They receive the necessary assistance and return to the mainstream.	Students are typically scheduled into the ALC for two hours. One hour is spent in a group setting with the goal to create a community. Examples of topics that might be covered are conflict resolution, study skills, current events, thematic activities. The second hour is spent on the students' individual needs (math assistance, homework help). +Building a sense of community and integrating social/emotional components.	Students are with an ALC teacher (and a very small number of students) during study hall time. The goal is to help the student learn study habits and get their work completed. +Works well for students who start to falter and need assistance getting on track. -This model does not provide enough services for students who need a more intensive intervention.	ALC teachers follow students through their daily schedule to support the student in the traditional classroom. ÷Student is not removed from classes but receives support when needed. -If a non-ALC student needs assistance, the ALC teacher may end up spending a lot of time with them.

Red River Area Learning Center----------Horizon's Academy for Success

---

**********New Middle Level Student Assistance Counselor**********

Student Assistance Counselor at HMS

****Student Safety—Early intervention:*** The position will offer continuous educational support to those who are most at-risk not just for academic failure, but also potentially for the loss of life. In addition, we need to have a dedicated worker as a prevention specialist, primarily tracking, supporting and intervening with learners who are struggling with bullying (bullies, victims and bystanders). By providing early intervention, many bullying incidents can be dissipated before they fester into long-standing, entrenched behavior monopolizing administrative time and causing serious emotional problems.

****Drop-out Prevention***: Early intervention and connection to a caring adult are essential in keeping a student in school. Such a relationship postpones students from dropping out and improves attendance. In many respects, the student assistance counselor uses a check and connect process, monitoring student progress, linking grades to productivity and encouraging effort. This relationship extends across grade levels as well. Our current MHS and RRALC student assistance counselor has a caseload of 60+ students who meets with individually each week and in small groups. A personal relationship with students and their families is essential in keeping students from transferring or dropping out (for another option like YES, online, etc).

*** School within a School Connection:*** Horizon Middle School needs a school-within-a-school program, particularly with struggling learners who does not meet the criteria for Special Education services. With parents being hesitant at the middle school level to send their child to the alternative school, the student assistance counselor plays a vital role in establishing long-term relationships with families. This ongoing communication often paves the way for

parent acceptance of school-within a school placement or a move to the Alternative Learning Center. The student assistance counselor/position at the middle school also will spend time weekly with alternative education students, encouraging progress and consulting with teachers. The position will play a primary role in identifying and transitioning students in and out of a school within a school program, making sure each educational change is handled in a timely, professional manner.

** ***Prevention in the classroom:*** A student assistance counselor will spearhead classroom prevention, utilizing Substance Abuse and Mental Health Services Administration (SAMHSA) approved curriculum and scheduling presentations with respective classroom teachers and their subject departments. This is essential when trying to prevent issues like bullying from mushrooming into an entrenched problem. Information from the the Minnesota Student Survey indicates prevention needs to be done at an earlier age (suicide awareness, chemical use, depression, anxiety, self-harm, etc.), proactively reaching students before risk is magnified. In addition, a student assistance counselor can identify and train peer mentors/leaders (SADD as an example) who command more attention when presentations are done at each grade level. The student assistance position will also play a pivotal role in coordinating district-wide prevention planning and in responding to crisis and emergency situations that adversely impact the learning community.

** ***Continuity of Service:*** The data is clear; students who are identified as struggling learners will continue to face difficulties with each passing year. Having a dedicated HMS student assistance counselor working with students for the entirety of their middle school years while establishing strong family ties and triaging with outside service providers, directly correlates to improving attendance, redirecting behaviors, and keeping students engaged within the learning community. Partnerships are formed and community agencies can be hand-picked for collaboration for issues that arise. For example, drawing in outside agencies for instances the Red River Rape and Abuse Center or Red River Hospice for grief and loss depending on the severity of identified needs.

Transitional Coordinator: At-risk students typically have multiple transitions during their school years, each move potentially impacting their school performance and skill acquisition. The student assistance counselor will be the first point of contact and first impression of the school district when assisting students who: a.) come from a migrant family seeking agricultural work b.) reenter after long-term placement for health, or mental health concerns c.) transition after chemical dependency treatment d.) reenter after placement within shelter care, detention, or from a juvenile correctional facility. e.) enroll mid-term and are struggling to make up work or catch up in learning core concepts f.) are struggling with life-challenges including homelessness, foster care, teen pregnancy, suicidal ideation, etc.

Crisis Response: The student assistance position at the middle school will be a central player in terms of responding to a crisis and reaching out to affected students, families and staff members. This position plays a critical role in each building's crisis team, often assuming a

major role in intervention and postvention as the crisis team drafts a plan and forms contingencies for grieving children, long term support, meeting with families and in assessing the long-term health and coping responses of the students most affected.

** ***Responsive Services***: As mentioned earlier, having a dedicated student assistance counselor at Horizon Middle School also ensures needed responsive services are implemented, as recommended by American School Counselor Association. This position will enable more individual counseling, (prevention—averting potential problems--bullying) and small group interventions, (Dropout prevention, Check and Connect, grief and loss, self-harm, and drug use and chemical health, anxiety and depression). Responsive services are paramount in keeping a student connected to a caring adult—an essential element in dropout prevention. In addition, this enables early identification and intervention when serious issues arise (and they will—given the numerous close calls and anecdotal notes of incidents that were averted at both the high school and alternative school through student assistance intervention).

** ***Position Integrity and Loyalty to the District:*** Given the multifaceted nature of the position, added responsibilities, classroom guidance and connection to district wide prevention and crisis response, this position needs to be vetted by the district and not contracted out to an outside agency. More than any other position, the quality of this hire hinges on his/her ability to connect with students and families. They must also be able to consult with teachers, administrators and staff. An outside agency hire does not carry the same influence, nor knows the intricacies of maneuvering within a large school district. As with any other hire, but perhaps more so with this position, trust and competence are absolutely essential and the hire will need excellent people skills and operate from a consensus position, working to compromise and mediate conflicts should they arise.

<u>HMS Academy Teacher</u>

**Academic

1). Support students by teaching study skills and organizational methods.

2). Teach and instruct academic intervention classes based on individual student's needs.

3). Develop an Individual Learning Plan listing academic goals for each student, a plan to achieve those goals, a history of the student's academic background including test scores and attendance, and description how the student's progress will be assessed and measured.

4). Consult with other academic teachers/staff that students may be working with.

5). Communicate with parents/guardians and outside professionals students may be working with.

6). Provide a positive motivating stimulating environment.

7). Problem solve with students on any academic barriers they may face.

8). Celebrate academic successes.

9). Use data sheets to help reinforce keys of academic success.

10). Design and teach career exploration lessons based on student's interest.

11). Meet regularly with the director of the RRALC and HMS Student Assistance Counselor to discuss student's academic gains and barriers to success.
12). Be trained in using on-line computer classes.
13). Incorporate Service Learning opportunities.
14). Participate in the Response to Intervention (RTI) process at Horizon Middle School.

**Behavior

1). Provide a safe supportive environment to address student's behavior concerns.
2). Maintain appropriate standards of student's behavior, using behavioral management strategies and techniques including positive reinforcement and behavior shaping procedures.
3). Use data sheets to reinforce and measure positive behavior choices.
4). Teach social skills based on student's need.
5). Consult with teachers on individual student's needs.
6). Communicate with student's parents/guardians.
7). Create and present lessons that builds community in classroom.
8). Be part of Horizon's PBIS school-wide leadership team.
9). Record behavior interventions used with individual students and the result of interventions.
10). Celebrate improvements and success of positive student's behavior changes.
11). Meet with the RRALC Director and HZM Student Assistance Counselor on a regular basis to discuss student's behavior, use of behavior interventions and barriers to student's success.
12). Follow clear well defined behavior expectations that are consistently applied to all students.
13). Supervise college mentorship programs.
14). Participate in the Horizon's Student Assistance Team.

Proposal Budget:

1.0 FTE Student Assistance Counselor	$75,000 estimate including benefits
1.0 FTE Horizon Academy Teacher	$75,000 estimate including benefits

Space is available at Horizon Middle School

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.073R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: March 5, 2014

RE: Audio, Video and Data Systems Service Technician Position Proposal

Attached please find a position proposal for an Audio, Video and Data Systems Service Technician. This position is being requested to attend to the demands of increased electronic and technology systems in the school district.

Suggested Resolution: Move to approve the Audio, Video and Data Systems Service Technician position as presented.

LAK:mde
Attachment

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota
2014-15 Budget

PROPOSAL FORM

NAME OF BUILDING: Districtwide

TOPIC OF PROPOSAL: Audio, Video & Data Systems Service Technician

SUBMITTED BY: Dan Markert

DATE: 03/03/14

DATE TO BE IMPLEMENTED: June 2014

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT: Dan Markert

Recommendation (by person responsible):

Approve _X____ **Disapprove:** _____ **Hold:** _____

Date: _3/03/14_____

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

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. **Describe the proposal for funding:** Addition of 1.0 FTE 8 hour x 12 month TCI staff member for District Technology department

2. **Explain in detail the rationale or purpose of the proposal. (Please relate, if possible your rational to the previously identified high priority problems of your school.):** This new position would be responsible for installing, configuring, troubleshooting and maintaining technical equipment and systems that typically require access after school hours when classrooms and corridors are vacant or less crowded. This ensures student safety and does not impede on the student's instructional day. The position's flexible scheduled day will be similar to a building custodian's schedule of 2:30 pm - 11:00 pm. At times a split day schedule will be utilized.

   The position will be directly responsible for the following district systems and equipment:
   - 305 Wireless internet Access Points (nearly all are installed in classrooms)
   - 450 LCD projectors (classrooms, conference rooms, performance venues, portable units)
   - 450 DVD/VHS players (typically connected to LCD projectors in classrooms)
   - 450 Anchor sound amplifiers (all located in classrooms)
   - 275 Televisions/Video monitors (analog and digital HD)
   - 175 Document cameras (located in classrooms)

1,500 Synchronized Clocks(analog and digital) & Paging speakers
25 Music Classroom and gymnasium audio production sound systems
70 Classroom Audio Enhancement Sound fields systems
7 independent building RF distribution networks w/video headends & portable TV studios
500+ Video over IP security cameras
75 Analog video security cameras
165 Keyless card access electronic latches & strikes
135 Building lockdown enunciator strobe lights connected via 12 DC power supplies

During MCA student testing windows, the position will serve as a technology assessment proctor.

3. **State the negative implications if the proposal is not approved.** The district will continue to pay a premium hourly rate for outside contractors to complete technology work orders. Additionally, due to the erratic, non-predictable nature of which contractor/vendor will be needed on a daily or weekly based to address specific trouble tickets, the district is at the mercy of a contractor's availability. Frequently tickets (requests for service) that would take less the one hour or less to complete are not being completed for weeks, due to busy contractor schedules. Additionally some vendors charge a premium hourly service rate for work done outside of normal business hours (8:00-5:00). With school in session 6.5 hours per day, and varying start and end times at school sites, frequently these work tickets need to be completed outside of normal business hours.

4. **List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal).** The building will continue using outside system vendors and contractors to complete service work. District funds will continue to be extended at an hourly service rates ranging from $45.00 to $75.00 per hour. Most of our vendors have a minimum of one or two hour charge.

5. **Estimate the cost implications of this proposal on the following chart.**

PROPOSAL BUDGET

PERSONNEL	**Number Requested**	**Estimated Cost**	**Code to Chg**	**Reimbursement**	**Net Cost**
TCI contract:	1.0	$39,000		N/A	$43,000
Other Costs		**Estimated Cost**		**Reimbursement**	**Net Cost**
Fringe Benefits:		$8,450		N/A	$8,450
Supplies:					
Capital Outlay:					
Other Expenses:		Laptop computer and cell phone w/data plan $1,600			
TOTAL COSTS		**$47,450**		**N/A**	**$47,450**

Comments on budgetary items: Salary and fringe benefits estimates are based on TCI

contract with the same Band/Grade as current Building Computer Technician position.

6. **Equipment, remodeling site improvements:** N/A

7. **Equity implications**: The position is districtwide positon and will complete work as need at all school sites.

8. **Technology Implications**: The position's cell phone and laptop will be covered by the technology department's annual operating plan. Per the TCI contract, the position is entitled to mileage reimbursement for travel between school sites. The technology department's budget will provide for position's mileage expenses.

9. **Who has been involved in this decision?** The Central Office Team has discussed the position and agreed with the position's need.

10. **Other comments**: The position would begin in June, to maximize the number of summer's non-school days to in order to complete installation of approximately 125 additional security cameras. The position will also attend Rauland clock synchronization training as well as shadow an ECI technician to learn how to troubleshoot and replace electric latch and strike hardware.

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.061 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: Update on School Safety

An update will be provided on Moorhead Area Public Schools' plan to secure the entrances at Robert Asp, S.G. Reinertsen, Ellen Hopkins and Probstfield Elementary Schools, Red River Area Learning Center and Horizon Middle School. A task force reviewed the current entrances of the schools listed and will create recommendations with financial estimates to be reviewed in April.

JKL:ajj

Accent on Excellence

An equal opportunity employer

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.060 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: Pre-Sale Report for Lease Purchases

Review the attached Pre-Sale report from the district's financial advisor, Ehlers and Associates, summarizing preliminary details of the financing and updated estimates for Robert Asp and Probstfield Elementary building projects.

JKL:ajj
Attachment

EHLERS
LEADERS IN PUBLIC FINANCE

March 10, 2014

Pre-Sale Report

Independent School District No. 152 (Moorhead Area Public Schools), Minnesota

$4,873,000 2014 Lease Purchase

MOORHEAD
AREA PUBLIC SCHOOLS

Prepared by:

Joel Sutter
Senior Financial Advisor

And

Greg Crowe
Financial Advisor

And

Gary Olsen
Financial Advisor

Executive Summary of Proposed Debt

Proposed Issue:	$4,873,000 2014 Lease Purchase
Authority:	The Lease Purchase is being issued pursuant to Minnesota Statutes, Section 465.71. The Lease Purchase will **not** be a general obligation of the District. Payments will be subject to annual appropriation of funds by the School Board, as required by statutes.
Purposes:	The Lease Purchase will be used to finance a portion of the cost of additions to the Probstfield and Robert Asp Elementary Schools.
Term/Call Feature:	The Lease is being issued for a term of approximately 14 years, 9 months. Principal and interest is payable every six months beginning August 1, 2014 and ending February 1, 2029. The terms under which the lease could be called (prepaid prior to maturity) will be determined by the Request for Proposals process.
Bank Qualification:	Because the District is issuing more than $10,000,000 in tax-exempt obligations during the calendar year, the District will be not able to designate the Lease as a "bank qualified" obligation.
Rating:	Ehlers does not recommend that the District obtain a rating for the Lease Purchase.
Method of Sale/Placement:	In order to obtain the lowest interest cost to the District, Ehlers will prepare and distribute a Request for Proposals (RFP) document and solicit proposals for the Lease Purchase financing.
Other Considerations:	Payments on the Lease Purchase will be financed through property tax levy revenue as part of the District's lease levy authority. During the term of the agreement, the property being financed will technically be owned by the "lessor" (the entity that provides the financing). The District will have the right to purchase the property as the end of the term for a nominal fee.
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 is being sold in blocks of $100,000 or more and is being sold to fewer than 35 sophisticated investors, this issue will be exempt from the Continuing Disclosure requirements of the Securities and Exchange Commission (SEC).
Arbitrage Monitoring:	Because the Lease is a tax-exempt security, the District 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 construction, escrow, debt service, and any reserve 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. You have retained Ehlers to assist you with compliance with these rules. We also recommend that you establish written procedures regarding compliance with IRS rules.
Risk Factors:	The agreements between the District and the lessor will include an "annual appropriation" clause, as required by state law. This clause will give the District the option to terminate the agreement and stop payments if, at any time in the future, the school board does not appropriate the funds to make the payments. If this clause is exercised, the District would be required to surrender possession of the financed property to the lessor. This action could impair the ability of the District to obtain financing for similar projects in the future. It could also have a negative impact on the District's credit rating, which could increase future borrowing costs and/or impair access to credit in the market.

Proposed Debt Issuance Schedule

Pre-Sale Review by School Board	March 10, 2014
Ehlers Distributes Request for Proposals:	March 7, 2014
Ehlers Receives Proposals:	March 21, 2014
School Board Meeting to Accept Proposal:	March 24, 2014
Estimated Closing Date:	April 24, 2014

Attachments

Sources and Uses of Funds

Estimated Debt Service Schedule

Estimated Tax Impact Schedule

Ehlers Contacts

Financial Advisors:	Joel Sutter	(651) 697-8514
	Gary Olsen	(651) 697-8513
	Greg Crowe	(651) 697-8522
Disclosure Coordinator:	Pia Troy	(651) 697-8556
Bond Sale Coordinator:	Deb Peterson	(651) 697-8528
Financial Analyst:	Brian Shannon	(651) 697-8515

Moorhead School District No. 152

March 5, 2014

Estimated Financing Schedules for Proposed Lease Purchase
Probstfield and Robert Asp Additions

Estimated Sources and Uses of Funds

Lease Amount	$4,873,000
Sources of Funds	
Par Amount of Lease	$4,873,000
Other District Funds	1,653,227
Total Sources	$6,526,227
Uses of Funds	
Financial Advisor Fee	$14,123
Bond Attorney	10,000
Other Potential Fees	2,410
Net Available for Project Costs	6,499,694
Total Uses	$6,526,227

Other potential fees may include fees for lessor legal counsel, title insurance, environmental analysis, and appraisal.

Estimated Tax Impact Schedule

Type of Property	Estimated Market Value	Estimated Annual Taxes*
Residential Homestead	$100,000	$11
	150,000	19
	200,000	27
	300,000	43
	400,000	59
	500,000	74
Commercial/ Industrial	$200,000	$48
	500,000	137
	750,000	212
Agricultural Homestead**	$400,000	$97
	600,000	111
	800,000	126
Agricultural Non-Homestead (dollars per acre)	$1,000	$0.15
	1,500	0.22
	2,000	0.30
Seasonal Recreational Residential (Cabins)	100,000	$15
	300,000	45
	600,000	93

Estimated Payment Schedule

Amount:	$4,873,000
Est. Closing Date	4/24/2014
Interest Rate:	4.25%
No. of Years	15
Semi-Annual Payment	$219,213
Annual Payments	$438,426

Payment No.	Date	Principal	Interest
1	8/1/2014	$163,410	$55,803
2	2/1/2015	119,134	100,079
3	8/1/2015	121,666	97,547
4	2/1/2016	124,251	94,962
5	8/1/2016	126,891	92,321
6	2/1/2017	129,588	89,625
7	8/1/2017	132,342	86,871
8	2/1/2018	135,154	84,059
9	8/1/2018	138,026	81,187
10	2/1/2019	140,959	78,254
11	8/1/2019	143,954	75,259
12	2/1/2020	147,013	72,200
13	8/1/2020	150,137	69,076
14	2/1/2021	153,328	65,885
15	8/1/2021	156,586	62,627
16	2/1/2022	159,913	59,299
17	8/1/2022	163,312	55,901
18	2/1/2023	166,782	52,431
19	8/1/2023	170,326	48,887
20	2/1/2024	173,946	45,267
21	8/1/2024	177,642	41,571
22	2/1/2025	181,417	37,796
23	8/1/2025	185,272	33,941
24	2/1/2026	189,209	30,004
25	8/1/2026	193,230	25,983
26	2/1/2027	197,336	21,877
27	8/1/2027	201,529	17,684
28	2/1/2028	205,812	13,401
29	8/1/2028	210,185	9,028
30	2/1/2029	214,652	4,561
Totals		$4,873,000	$1,703,386
Estimated Annual Payments		$438,426	
Est. Tax Rate, Payable in 2014		1.48%	

* The figures in the table are based on school district taxes for the potential new lease levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the proposed lease levy for many property owners.

** For agricultural homestead property, a value of $100,000 was assumed for the house, garage, and one acre.

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.057 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 3, 2014

RE: Update on Leased Facilities

At the March 10, 2014 School Board meeting, an update will be presented on alternatives for existing school district leased space including Adult Basic Education, Red River Learning Center and the Outreach program currently housed at the Moorhead Sports Center.

JKL:ajj

S-M9-1305
24 March 2014

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

March 24, 2014
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Scott Steffes _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Carol Ladwig _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

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

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. We Are Proud

   (The Moorhead School District recognizes outstanding achievements of students, staff and community members in the We Are Proud section of the School Board agenda. These achievements are acknowledged to the audience and retained in the district permanent records.)

   We Are Proud of the Moorhead High School wrestling team for placing fifth in the Minnesota Class 3A state team tournament for the second year in a row. The Spuds won the championship match of the Section 8 dual wrestling tournament to advance to the state tournament.

   Team members are Grant Brendemuhl, Trent Erickson, Ethan Tallakson, Riley Schock, Matt Sollid, Taylor Laidlaw, Kenny Mark, Jack Lien, Wyatt Hanson, RJ Olson, Skyler Current, Joseph Grove, Grant Trowbridge, Samuel Grove, Ben Lien,

Ryan Schock, Jonny Mark, Brody Jerome and Brendan Edner.

Moorhead High also qualified the following individuals: Grant Brendemuhl at 106 pounds, Kenny Mark at 132, Joseph Grove at 160 and Samuel Grove at 170.

Wrestling coaches are Skip Toops, Matt Nelson, John Wychor and Dain Kalkbrenner.

We Are Proud of Skip Toops, Moorhead High wrestling coach, for being named Section 8AAA wrestling head coach of the year.

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 - Larson
   (1) Approval of Agreement and Acceptance of Donation - Pages 6-8

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Military Leave - Page 9
   (2) Approval of Family/Medical Leave - Page 10
   (3) Approval of Resignations - Page 11
   (4) Approval of New Employees - Page 12

D. LEARNER SUPPORT SERVICES - Skarvold
   (1) Approval of Agreement with Solutions School Linked Mental Health Services - Pages 13-17

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

Moved by _____ Seconded by _____
Comments _____

3. **ANALYSIS OF IMPACT OF BOUNDARY CHANGE WITH DILWORTH GLYNDON FELTON SCHOOL DISTRICT**: Kovash
Pages 18-20

4. **SALE REPORT FOR LEASE PURCHASES AND APPROVAL OF RESOLUTION APPROVING AND AUTHORIZING THE EXECUTION OF A LEASE AGREEMENT**: Larson
Pages 21-23

Suggested Resolution: Move to approve the Resolution Approving and Authorizing the Execution of a Lease Agreement and Related Documents and Certificates as presented.

Moved by _____ Seconded by _____
Comments _____

5. **2014-15 PRELIMINARY STAFFING PLAN**: Kovash
Pages 24-28

Suggested Resolution: Move to approve the 2014-15 Preliminary Staffing Plan as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF RESOLUTION FOR DISCONTINUING AND REDUCING EDUCATIONAL PROGRAMS AND LICENSED POSITIONS**: Dehmer
Pages 29-30

Suggested Resolution: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

Moved by _____ Seconded by _____
Comments _____

7. **FIRST READING OF POLICIES**: Kovash
Pages 31-57

8. **SUPERINTENDENT REPORT**

9. **COMMITTEE REPORT**

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

11. **CLOSE PUBLIC MEETING**: Fagerlie

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation.

Moved by _____ Seconded by _____
Comments _____

12. **OPEN PUBLIC MEETING**: Fagerlie

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

Moved by _____ Seconded by _____
Comments _____

13. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Advisory Council	March 25	7 a.m.	MHS
District Technology Committee	March 25	3:45 p.m.	PCE
Horizon PTAC	March 25	6:30 p.m.	Media Center
Superintendent's Advisory Council	March 27	7 p.m.	PCE
Continuing Education Committee	April 1	4 p.m.	PCE
Asp PTAC	April 1	6:30 p.m.	Media Center
Joint Powers Committee	April 3	7 a.m.	PCE
MHS PTAC	April 7	6:30 p.m.	Conf Rm
Hopkins PTAC	April 8	6:30 p.m.	Media Center
Reinertsen PTAC	April 8	6:30 p.m.	Media Center
Instruction and Curr Advisory Com	April 10	7 a.m.	PCE
Health/Safety/Wellness Committee	April 10	9:30 a.m.	PCE
Horizon PTAC	April 10	6:30 p.m.	Media Center
Title I District Parent Adv Com	April 14	5:30 p.m.	PCE
RRALC Family Night	April 14	5:30 p.m.	ALC
School Board	April 14	7 p.m.	PCE
Safe and Healthy Learners Com	April 15	3 p.m.	PCE
Community Educ Advisory Council and Appreciation Event	April 15	5:30 p.m.	PCE
Special Education Parent Adv Com	April 16	12-1 p.m.	PCE
District Technology Committee	April 22	3:45 p.m.	PCE
School Board	April 28	7 p.m.	PCE
Staff Development Committee	April 29	8 a.m.-3:30 p.m.	PCE
Coffee and Conversation with Supt	April 29	5:30 p.m.	PCE

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.063 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 18, 2014

RE: Agreement and Donation

Moorhead Area Public Schools has received the following donation with the attached memo of agreement:

- Clay-Wilkin Community Health Board has donated 40 bicycles and a trailer/storage system valued at approximately $40,000.

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

JKL:ajj
Attachment

Agreement
Between
Clay-Wilkin Community Health Board
and
Moorhead School District 152

This agreement is entered into between the Clay-Wilkin Community Health Board (CWCHB) and Moorhead School District 152.

CWCHB has been awarded a Statewide Health Improvement Program (SHIP) grant and Community Transformation Grant (CTG) to convene, coordinate, and implement evidence-based strategies targeted at reducing the percentage of Minnesotans who are obese or overweight and reducing the use of tobacco; and

CWCHB in partnership with the Becker County Community Health Board and the Otter Tail County Human Services Board, operates as PartnerSHIP 4 Health (PS4H) and is the designated lead agency with authority to execute the project administration, management, implementation and reporting responsibilities for the SHIP and CTG grants; and

CWCHB wishes to provide strategy support funding to the Moorhead School District in order to build sustainable policy, systems and environmental changes that support SHIP and CTG goals.

Clay County Public Health, the fiscal host for CWCHB, located at 715 North 11th Street, Suite 303, Moorhead, MN 56560, desires to enter into an agreement with the Moorhead School District 152 to use requested funds for pre-approved activities and equipment; and;

Partner will

1. Implement the bike portion **The Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum** developed by Bicycle Alliance of Minnesota annually in at least one grade level among grades 4-6 physical education classes in the Moorhead School District.
2. Develop a plan to share and promote the use of the bike fleet with other students, staff, community groups, and other schools. This may include, but is not limited to, promotion of the bike fleet to student/staff bike clubs, school-sponsored field trips, sports teams, other extracurricular/school sponsored groups, and interested community groups. Community usage might include events such as bike rodeos and groups such as the YMCA, faith-based groups, or youth/senior groups, etc. **Clay County** groups should be given priority. Creativity in making the bikes accessible to the greater community is encouraged.
3. Develop a checkout system to facilitate appropriate use of the bike fleet.
4. Develop a sustainability plan to maintain the bikes and related equipment long-term. This could include charging other schools or community groups a nominal rental fee. Any fee should be reasonable and not burdensome.
5. Provide data on student and community usage to PartnerSHIP 4 Health (PS4H). This data will be shared with state officials.

CWCHB will

1. Coordinate the purchase of the trailer/storage system, bikes and related equipment.
2. Arrange for Physical Education and/or other school staff to receive training (by local vendor) regarding the use of the bikes and related equipment.
3. Arrange for Physical Education and/or other school staff to be trained in The Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum.
4. Report use of funds to the Minnesota Department of Health through the designated SHIP and CTG reporting process.

The bike fleet and equipment shall be the property of Moorhead School District 152. In the event that the school district is not in compliance with this agreement, PS4H has the authority to reclaim the bike fleet and equipment.

This agreement shall become effective from the date of signing by both parties and shall remain in effect until September 29, 2016, unless mutually agreed upon in writing.

Moorhead School District	Date
Clay-Wilkin Community Health Board	Date

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.103

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: March 17, 2014

RE: Military Leave

The administration requests Military Leave for the following person:

Chad Olson Teacher, High School, effective March 27, 2014 through April 18, 2014.

SUGGESTED RESOLUTION: Move to approve Military Leave for Chad Olson as presented.

KLD:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.100

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: March 17, 2014

RE: Family/Medical Leave

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

Rebecca Sheldon	Teacher, Ellen Hopkins Elementary, effective approximately August 14, 2014 for approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Rebecca Sheldon pursuant to Article 38, Section 2 of the Teachers' Master Agreement.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.102

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources K. Dehmer

DATE: March 17, 2014

RE: Resignations

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

Kirsten Shockley	Lunchroom/Crossing Guard, Robert Asp Elementary effective March 7, 2014.
Vicki Steen	Food and Nutrition Server, Horizon Middle School, effective March 18, 2014.

SUGGESTED RESOLUTION: Move to approve the resignation of Kirsten Shockley and Vicki Steen as presented.

KLD:smw

Accent on Excellence

An equal opportunity employer

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.101

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: March 17, 2014

RE: New Employees

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

Mike Kieselbach	Junior Varsity Softball, High School, .070 (11) $3,609.00, effective March 10, 2014. (Replaces Amy Mumm)
Jon Ammerman	Assistant Coach, Boys Golf, High School, .080 (2) $3,204.00, effective March 4, 2014. (Replaces Jim MacFarlane)
Matt Western	Assistant Coach, Girls Golf, High School, .080 (3) $3,307.00, effective March 4, 2014. (Replaces Jim MacFarlane)
Andrew Nylander	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective March 4, 2014. (Replaces Erik Hest)
Bradley Hawkins	Bus Driver, Transportation, 4 hours per day, $14.26 per hour, effective March 3, 2014. (Replaces Glenn From)
Barbara Brecke	Bus Assistant, Transportation, 2.5 hours per day, $13.36 per hour, effective March 17, 2014. (Replaces Gwen Umlauf)

SUGGESTED RESOLUTION: Move to approve the employment of Mike Kieselbach, Jon Ammerman, Matt Western, Andrew Nylander, Bradley Hawkins and Barbara Brecke as presented.

KLD:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support Services
Memo LSS.14.007

To: Dr. Lynne Kovash, Superintendent

From: Jill Skarvold, Executive Director of Learner Support Services

Date: March 4, 2014

Re: Solutions School Linked Mental Health Services

Attached is the agreement with Solutions Behavioral Healthcare Professionals (Solutions) to work with Moorhead Area Public Schools to connect clinical mental health services to support the work in the schools, especially to support students early in order to prevent more significant mental health needs. Solutions was recently granted a five-year Minnesota School linked Mental Health (SLMH) in order to do this work.

The Solutions SLMH grant provides for one full time Mental Health (MH) Liaison to be located in each elementary school and at Probstfield, along with a clinician to work with teams as needed. The work that the MH Liaison and Clinician will be doing is not the same as school-based counseling and mental health services provided by the District counselors, social workers, family advocates or school psychologists. As presented at the February 24, 2014 School Board meeting, this program connects and co-locates therapeutic mental health services in the schools to reach children whose needs are extensive at a young age with early intervention.

SUGGESTED RESOLUTION: Move to approve the Agreement with Solutions Behavioral Healthcare Professionals (Solutions) to provide mental health services as described in the agreement through the state funded School Linked Mental Health grant.

JS/ca
Attachment

Accent on Excellence

An equal opportunity employer

MEMORANDUM OF AGREEMENT

MOORHEAD PUBLIC SCHOOLS AND SOLUTIONS.

THIS **MEMORANDUM OF UNDERSTANDING** made and entered into effective the 30th of January 2014, by and between SOLUTIONS BEHAVIORAL HEALTHCARE PROFESSIONALS, whose address is 891 Belsly Blvd Moorhead, MN 56560, PHONE 218-287-4338, Moorhead, Minnesota 56560 (hereinafter called "Solutions"), and MOORHEAD AREA PUBLIC SCHOOL'S, whose address is 2410 14th St. .MN 56560, PHONE 218-284-3300 (hereinafter called "MAPS").

WHEREAS, MAPS and Solutions are working to implement coordinated intervention services system as part of the Minnesota Department of Human Services School Linked Mental Health Grant that was awarded to Solutions; and,

WHEREAS, the School Linked Mental Health Grant is intended to remove barriers to local coordinated mental health services and enable all identified children to access adequate and flexible services; and,

WHEREAS, Solutions and MAPS agree to a partnership in order to collaborate in providing School Linked Mental Health Services for MAPS children; and,

WHEREAS, MAPS would utilize a Mental Health consultant as part of the School Student Support Team, employed through Solutions; and,

WHEREAS, Solutions is engaged in the business of providing Mental Health services including Diagnostic Assessments, Therapeutic Services and CTSS services to MAPS children and families; and

WHEREAS, Solutions provides mental health services that are medically necessary to children; and,

WHEREAS, Solutions designated staff for School Linked Mental Health services will work as part of MAPS school based Student Support Teams; and,

WHEREAS, MAPS works collaboratively with Solutions to provide mental health services; and,

WHEREAS, MAPS and Solutions agree through cooperative effort, a comprehensive program of School Linked Mental Health Services to the children and families of enrolled in MAPS.

WHEREAS, the parties wish to commit their understanding and agreement in writing:

NOW, THEREFORE, IT IS HEREBY AGREED AS FOLLOWS:

SOLUTIONS will assume responsibility of providing the specialized services as follows:

1. Solutions will provide "The Incredible Years" Dina School to children in MAPS Elementary School.

2. Solutions staff will provide 8-10 hours of consultation/therapeutic services per month for MAPS staff in the form of one-on-one consulting or group staff training. Services will be provided for 4 1/2 years beginning in the year 2014 through June 30, 2018.

3. Solutions will provide mental health school liaison positions in each elementary and early learning school sites full time, employed through SOLUTIONS.

4. Solutions staff will provide Incredible Years Dina School classes / Parent Program and Teacher Training for School Linked Mental Health Services.

5. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will be part of the MAPS Student Support Teams at the designated elementary and early learning school sites.

6. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will serve as a liaison between home, school, and community agencies and incorporate family involvement and cultural competency into programs/services.

7. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will conduct diagnostic assessments per referrals and parent permission and make recommendations for appropriate mental health services.

8. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will collect data to plan and evaluate the effectiveness of the School Linked Mental Health Services.

9. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will implement evidence based intervention programs.

10. The School Linked Mental Health school liaisons and clinicians will hold the appropriate licensure issued by the MN Department of Health.

11. Solutions' designated staff will participate on the School Linked Mental Health Advisory Committee in order to review processes, adherence to federal, state, and local requirements, evaluate mental health program and make recommendations for programming.

12. Solutions' staff will provide clinical supervision of the School Linked Mental Health staff employed by Solutions that meets professional and Medical Assistance standards.

13. Solutions will at all times during the term of this agreement, keep in force insurance protection in the minimum amount established for maximum liability pursuant to Minnesota Stature 466.04. Any policy obtained and maintained under this clause shall provide that it shall not be cancelled, materially changed, or not renewed without thirty days prior notice.

MAPS will assume responsibility of providing the specialized services as follows:

1. MAPS agrees to provide the facility, including appropriate space for provision of the school linked mental health services for children and families enrolled in the program. The classrooms and other facilities in which students receive direct services shall be essentially equivalent to other education programs and shall provide an atmosphere conducive to learning. Space will be provided in-kind for the school linked mental health services.

2. MAPS agrees through collaborative interagency work to include Solutions' school linked mental health designated school liaisons and mental health clinicians as part of the MAPS Student Support Teams at the designated elementary and early learning school sites when appropriate for screening for mental health needs.

3. MAPS agrees to work with Solutions to collect data to plan and evaluate the effectiveness of services.

4. MAPS designated staff will participate on the School Linked Mental Health Advisory Committee in order to review processes, adherence to federal, state, and local requirements, evaluate mental health program and make recommendations for programming.

NOW THEREAFTER, BOTH SOLUTIONS AND MAPS AGREE AS FOLLOWS:

1. Both Solutions and MAPS agree that nothing in this School Linked Mental Health Agreement will take the place of school-based counseling and mental health services provided by MAPS counselors, social workers, family advocates, or school psychologists.

2. Both Solutions and MAPS will deliver services as needed and within each individual provider's areas of competence and scope of practice.

3. The scope of services within the School Linked Mental Health Services includes: diagnostic assessment, phsychotherapy, skills training, crisis assistance, consultation to school staff, attendance and participating in school-based meetings, staff training, clinical supervision for the mental health services delivered by Solutions school staff.

4. Both Solutions and MAPS will maintain written procedures regarding referral, diagnostic assessment, individual treatment plan development, clinical supervision, services delivery, individual treatment plan review.

5. Both Solutions and MAPS agree to comply with all Federal, State and local laws, ordinances, rules, regulations and executive orders pertaining to unlawful discrimination on account of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability or age.

6. Both Solutions and MAPS shall be solely responsible for the health and safety of its employees in connection with the work performed under this agreement. Both Solutions and MAPS shall comply with the "Occupational Safety and Health Act" and the Minnesota "Employee Right to Know Act" where applicable.

7. Both Solutions and MAPS will strictly comply with the Federal and State laws on data privacy. The School Linked Mental Health Liaison and Clinician will be part of the collaborative School Support Team and they will be acting as a district consultant with MAPS.

8. Both Solutions and MAPS will maintain all necessary records required by federal and state laws, rules and policies.

9. Both Solutions and MAPS agree to maintain and protect all individual identifiable Health Information in accordance with all regulations promulgated pursuant to the Health Insurance Portability and Accountability Act and applicable state laws related to medical records.

10. Solutions will bill the Minnesota Medical Assistance program, pre-paid medical assistance plans, Minnesota Care, and other qualified third party sources for each of the children and youth eligible for School Linked Mental health Services with informed consent.

11. The provision of services to non-MA and/or other third party ineligible children and youth will be funded through Solutions School Linked Mental Health grant.

12. No later than every six months, Solutions, Clay County Social Services and MAPS will meet to review the status of funding as indicated in #10 and #11. If funding is not adequate, Solutions, Clay County Social Services, and MAPS will determine the services to be cut in order to ensure adequate funding and that all costs are covered.

13. In situations in which there is disagreement with services, dispute resolutions processes though the appropriate agency (Solutions, MAPS) and Human Services or Department of Education are available are available and standard procedures that are in place for each organization will be followed.

14. This Agreement will be in effect from March 1, 2014 through August 30, 2014. Prior to renewing the agreement, the MAPS School Linked Mental Health Advisory Team will review the programming and services along with the financial status of the School Linked Mental Health services to determine implementation in the next school year. The agreement can be extended up to 2 months beyond the end date of August 30, 2014 upon mutual agreement between Solutions and MAPS.

15. This agreement may be terminated by either party upon thirty (30) days written notice.

SOLUTIONS BEHAVIORAL HEALTHCARE PROFESSIONALS

By: _____
Joel Bakken, Executive Director

MOORHEAD AREA PUBLIC SCHOOLS

By: _____
Cindy Fagerlie, MAPS School Board President

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.081R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: March 18, 2014

RE: Analysis of Impact of Boundary Change with Dilworth Glyndon Felton School District

Greg Crowe from Ehlers, Inc. will present the analysis of the impact of a boundary change with Dilworth Glyndon Felton School District (DGF). The district has requested the analysis as a part of the discussion regarding school district boundaries between DGF and Moorhead Area Public Schools.

Attached please find the report from Ehlers, Inc. of the Financial Impact of Proposed Detachment and Annexation and also a map of the parcels.

LAK:mde
Attachments

EHLERS
LEADERS IN PUBLIC FINANCE

March 24, 2014

Financial Impact of Proposed Detachment and Annexation

Moorhead Public Schools, Minnesota

MOORHEAD
AREA PUBLIC SCHOOLS

Prepared by:

Greg Crowe, Financial Advisor

Joel Sutter, Financial Advisor/Principal

Gary Olsen, Financial Advisor/Vice President

Background

The Moorhead and Dilworth-Glyndon-Felton school districts have been in communication regarding the detachment of portions of each school district (referred to as "the detachment areas") and subsequent attachment to the other district. The Moorhead School District contracted with Ehlers to conduct an analysis of the financial impact of the proposed detachment on the district. Ehlers advised the district that the detachment would have two primary financial effects:

1. Changes in district revenue, and
2. Changes in property taxes paid by property owners in the realigned district.

Ehlers recommended that all analysis be based on revenue for the 2014-15 fiscal year and on property taxes payable in 2014. There are numerous factors that will affect the impact of the proposed detachment in future years, but those are mostly unknown at this point. Restricting the analysis to a year in which reliable estimates of revenue are known, and in which property taxes have already been calculated, will create a valid base line of data to assess the approximate impact in future years.

Assumptions, Methodology, and Sources of Data

1. The district provided a parcel map (prepared by Clay County) that showed the parcels that would be exchanged in the realignment, along with aggregate tax capacity, referendum market value and acreage for the parcels. The district also provided a second parcel map that has a smaller area detached from the Dilworth-Glyndon-Felton district and added to the Moorhead district.
2. The district provided Ehlers with data on numbers of students, by grade, residing in the detachment areas. Students were grouped into three categories: those currently attending the Moorhead School District, those currently attending the Dilworth-Glyndon-Felton School District and those attending nonpublic schools.
3. We assumed that no students would change their school of attendance as a result of the realignment. We used the data from step 2 to estimate the impact of the proposed realignment on resident enrollment (Average Daily Membership) and pupil units.
4. We used the enrollment data from step 3 to estimate the change in total population and the change in the population under age 5 of the detachment areas; these population figures have an impact on revenue for basic community education and early childhood family education.
5. For taxes on debt service, we calculated a change in taxes in two ways: based on the assumption that the property in the detachment areas would pay taxes on the debt of the school district that they became attached to (referred to as Option A), and; based on the assumption that the property in the detachment areas would continue to pay taxes for the existing debt of the school district they detached from (Option B). These two options for debt service taxes are allowed under Minnesota Statutes Section 123A.45, Subdivision 6. The property in the detachment areas can be relieved of taxes on existing debt only if the school boards of the two affected districts agree to do so.
6. For any debt issued after the date of the detachment, the property in the detachment areas would pay taxes for debt issued by the district to which they were attached.

Findings

Table 1 summarizes the estimated impact of the proposed detachment on the tax levies, revenue, property values, pupil units, and population of the Moorhead School District, based on the assumptions and data described above. The second page of the table summarizes the estimated impact on property tax rates and on annual property taxes for sample values of residential homestead for both of the options for assessing debt service levies. Option A assumes that debt levies are paid based on which school district the parcel was in after the realignment, and Option B assumes that debt levies are paid based on which school district the parcel was in prior to the realignment.

Table 2 shows a similar analysis of the impact on the Dilworth-Glyndon-Felton School District.

Table 3 shows the calculation of changes in property taxes for parcels that move from one district to the other, including both options on debt service levies.

Following is a summary of key findings from Table 1

1. The detachment would reduce the resident pupil units of the Moorhead School District by 252.6, or 4.00%.
2. The detachment would reduce the values of taxable property in the District by the following amounts:
    a. 2013 Referendum Market Value (used to calculate referendum market value tax rates payable in 2014) by approximately $49.4 million (1.99%);
    b. 2013 Net Tax Capacity (used to calculate tax capacity rates payable in 2014) by $159,481 (0.56%).
3. Levies spread on Referendum Market Value (RMV) increase, because state aid for those levies is based on RMV per Resident Pupil Units (RPU). Since RMV only declines by 1.99% compared to the 4.00% decline in resident pupils, RMV per RPU goes up, which causes the district to appear more property wealthy, resulting in a decrease in state aid. Revenue for programs spread on RMV stays the same, because the total revenue is calculated on adjusted pupil units (pupils served by the district) which does not change.
4. Levies spread on Net Tax Capacity (NTC) decrease, because state aid for those levies is based on NTC per Adjusted Pupil Unit (APU). Since APU is the count of students served in the district, and the assumption is that students will continue to attend where they attend now, the slight (0.56%) decline in NTC results in NTC per APU going down, and for these formulas, the district looks more property poor, so state aid increases. In addition, with the exception of Basic Community Education and Early Childhood Family Education, revenue stays the same due to the unchanged number of students served by the district.
5. The realignment would reduce basic community education revenue and levy by an estimated $11,763, due to the movement of population out of the district.
6. The realignment would reduce early childhood family education revenue by an estimated $10,502, due to the movement of children under age 5 out of the district.
7. The realignment would increase the attendance area of the district and decrease the resident pupil units in the district, resulting in a $25,987 increase in transportation sparsity aid. This is the only revenue stream that is included in the table that does not have a levy component, since other revenues are based on pupils served in the district, which would not change.
8. Due to the increase in transportation sparsity aid, there will be a net increase in all district revenue from the realignment, estimated at $3,722, which includes a net levy increase across all categories of $88,290, and a net aid decrease across all categories of $84,568.
9. The detachment would cause an increase in the school district portion of property taxes for property owners in the realigned Moorhead School District as follows:

a. under Option A, an increase of approximately 1.94 percent for residential homestead property with an estimated market value of $200,000; and
b. under Option B, an increase of approximately 1.69 percent for residential homestead property with an estimated market value of $200,000.

Other findings, not summarized in Table 1:

1. The portion of the detachment areas that is being attached to the Moorhead School District includes significantly more acreage than the portion being detached. If this area is developed for residential and/or commercial use, the property value of the detachment area will increase, and the number of students in the detachment area is also likely to increase. As a result, the impact of the realignment on the district's revenue and tax rates in future years will be more beneficial to the district than in the base year shown in Table 1.
2. For any debt issued by the Moorhead School District after the realignment, the tax rate will be higher due to the reduction in tax base. Because the value per pupil is not low enough even with the loss in value from the realignment, this reduction will not trigger additional state debt service equalization aid.

Following is a summary of key findings from Table 2, which shows the estimated impact of the proposed annexation on the Dilworth-Glyndon-Felton School District.

1. The detachment would increase the resident pupil units of the Dilworth-Glyndon-Felton School District by 252.6, or 19.31%.
2. The detachment would increase the values of taxable property in the District by the following amounts:
   a. 2013 Referendum Market Value (used to calculate referendum market value tax rates payable in 2014) by approximately $49.4 million (15.18%);
   b. 2013 Net Tax Capacity (used to calculate tax capacity rates payable in 2014) by $159,481 (2.35%).
3. Levies spread on Referendum Market Value (RMV) decrease, because state aid for those levies is based on RMV per Resident Pupil Units (RPU). Since RMV increases by only 15.18% compared to the 19.31% increase in pupils, RMV per RPU goes down. This causes the district to appear more property poor, resulting in an increase in state aid. Revenue for programs spread on RMV stays the same, because the total revenue is calculated on adjusted pupil units (pupils served by the district) which does not change.
4. Levies spread on Net Tax Capacity (NTC) increase, because state aid for those levies is based on NTC per Adjusted Pupil Unit (APU). Since APU is the count of students served in the district, and the assumption is that students will continue to attend where they attend now, the 2.35% increase in NTC results in NTC per APU going up, and for these formulas, the district looks more property wealthy, so state aid declines. In addition, with the exception of Basic Community Education and Early Childhood Family Education, revenue stays the same due to the unchanged number of students served by the district.
5. The realignment would increase basic community education revenue and levy by an estimated $14,201, due to the movement of population into the district. This increase is larger than the reduction to the Moorhead School District, because population above 10,000 generates $1.42 less in revenue than population below 10,000. Because the population in the Dilworth-Glyndon-Felton School District is less than 10,000, the population that moves between the district will generate more additional revenue for the Dilworth-Glyndon-Felton district than the reduction in revenue for the Moorhead district.
6. The realignment would increase early childhood family education revenue by an estimated $10,502, due to the movement of children under age 5 into the district.
7. The realignment would reduce the attendance area of the district and increase the resident pupil units in the district, resulting in a decrease of $25,919 in transportation sparsity aid. This is the only revenue stream that is included in the table that does not have a levy component, since other revenues are based on pupils served in the district, which would not change.

8. Due to the decrease in transportation sparsity aid, there will be a net decrease in all district revenue from the realignment, estimated at $1,216, which includes a net levy increase across all categories of $10,626, and a net aid decrease across all categories of $11,842.
9. The detachment would cause a decrease in the school district portion of property taxes for property owners in the realigned Dilworth-Glyndon-Felton School District as follows:
    a. under Option A, a decrease of approximately 5.10 percent for residential homestead property with an estimated market value of $200,000; and
    b. under Option B, a decrease of approximately 3.79 percent for residential homestead property with an estimated market value of $200,000.

Following is a summary of key findings from Table 3, which shows the estimated impact of the proposed annexation on properties that move between the two districts

1. Under Option A, where debt levies are paid based on where the parcel is after the realignment:
    a. a residential homestead with an estimated market value of $200,000 that moves from Moorhead to Dilworth-Glyndon-Felton will see a property tax reduction of $350 per year, or 37.67%
    b. a residential homestead with an estimated market value of $200,000 that moves from Dilworth-Glyndon-Felton to Moorhead will see a property tax increase of $337 per year, or 55.21%
    c. an agricultural homestead with an estimated market value of $500,000 that moves from Dilworth-Glyndon-Felton to Moorhead will see a property tax increase of $296 per year, or 35.77%
    d. agricultural non-homestead land with an estimated market value of $4,000 per acre that moves from Dilworth-Glyndon-Felton to Moorhead will see a property tax increase of $2.44 per year per acre, or 24.42%

2. Under Option B, where debt levies are paid based on where the parcel is after the realignment:
    a. a residential homestead with an estimated market value of $200,000 that moves from Moorhead to Dilworth-Glyndon-Felton will see a property tax reduction of $342 per year, or 36.81%
    b. a residential homestead with an estimated market value of $200,000 that moves from Dilworth-Glyndon-Felton to Moorhead will see a property tax increase of $335 per year, or 54.82%
    c. an agricultural homestead with an estimated market value of $500,000 that moves from Dilworth-Glyndon-Felton to Moorhead will see a property tax increase of $292 per year, or 35.30%
    d. agricultural non-homestead land with an estimated market value of $4,000 per acre that moves from Dilworth-Glyndon-Felton to Moorhead will see a property tax increase of $2.38 per year per acre, or 23.90%

Rather than replicating all the tables for the smaller realignment proposal, following is a summary of key differences in total revenue and tax levies between the larger and smaller realignments (the key assumption being that all of the student changes that occur with the large realignment occur with the small realignment)

1. With less land moved into the Moorhead School District, the additional Transportation Sparsity Aid for the Moorhead district would be $17,237, or $8,750 less than with the large realignment.
2. With the smaller area, the net levy change would be less, changing from an $88,290 increase to a $73,704 increase.
3. The tax burden on an individual property would increase slightly, because the total levy is being spread on less value being added back into the Moorhead School District, so the tax rate increases. The tax rate increase is very minimal for market values levies (from .19331% to .19332%) and for non-debt net tax capacity levies (from 7.571% to 7.593%). Since there is a larger tax rate increase for the debt levies (from 23.447% to 23.602%) the Option B levy changes on individual parcels are slightly larger.

Summary

If the proposed realignment had occurred prior to the time that taxes payable in 2014 were determined, it would have increased the revenue of the Moorhead School District by approximately $3,722, due to an increase in Transportation Sparsity revenue, and a decrease in the Community Education and Early Childhood and Family Education revenues. It would also have increased school property taxes slightly (approximately 2.0%) for property owners in the new Moorhead School District and reduced school property taxes in the Dilworth-Glyndon-Felton School District (by approximately 3.5% to 6.0%, depending on valuation). However, it would have caused more significant changes to the property taxes of the owners of the parcels in the realignment area, with increases for parcels moving into the Moorhead School District, and decreases for parcels moving out of the Moorhead School District.

The differences in the change in property taxes between the two options for assigning debt service levy are relatively insignificant, compared to the changes in total. For that reason, if the realignment were to go forward, considerations of simplicity in the debt service tax rate across the realigned district, which would allow all parcels to have the same rate if using Option A, might be more important than the possible fairness aspect of Option B.

The differences in the change in property taxes and revenue between the two land area realignment options being considered are also relatively insignificant.

TABLE 1

Moorhead School District No. 152

March 24, 2014

Estimated Impact of Proposed Detachment and Annexation on Tax Levies and Revenue

Category	Actual Payable 2014	Estimated After Detachment	Levy Change	Aid Change	Revenue Change
Levies Spread on Referendum Market Value					
Operating Referendum	2,821,138.37	2,879,953.32	58,814.95	-58,814.95	0.00
Equity	517,914.69	528,712.16	10,797.47	-10,797.47	0.00
Location Equity	978,242.30	998,636.65	20,394.35	-20,394.35	0.00
Transition	249,188.41	254,383.48	5,195.07	-5,195.07	0.00
Adjustments	33,430.95	33,430.95	0.00	0.00	0.00
Net Levy On Referendum Market Value	4,599,914.72	4,695,116.56	95,201.84	-95,201.84	0.00
Levies Spread on Net Tax Capacity					
Student Achievement	103,946.71	103,369.74	-576.97	576.97	0.00
Operating Capital	450,769.56	448,267.13	-2,502.43	2,502.43	0.00
Reemployment Ins	7,436.25	7,436.25	0.00	0.00	0.00
Safe Schools	220,258.80	220,258.80	0.00	0.00	0.00
Career Technical	84,383.20	84,383.20	0.00	0.00	0.00
Health & Safety	208,781.65	208,781.65	0.00	0.00	0.00
Deferred Maintenance	290,425.83	288,813.54	-1,612.29	1,612.29	0.00
Building Lease	373,558.31	373,558.31	0.00	0.00	0.00
Basic Community Education	279,171.15	277,621.59	-1,549.56	-10,213.05	-11,762.61
Early Childhood Family Education	120,804.49	120,133.95	-670.54	-9,831.73	-10,502.27
Home Visiting	3,504.00	3,504.00	0.00	0.00	0.00
Adults with Disabilities	13,000.00	13,000.00	0.00	0.00	0.00
Adjustments	-7,128.62	-7,128.62	0.00	0.00	0.00
Abatements	21,277.60	21,277.60	0.00	0.00	0.00
Net Non-Debt Levy On Net Tax Capacity	2,170,188.93	2,163,277.15	-6,911.78	-15,353.10	-22,264.88
Voter Approved Debt	5,159,239.57	5,159,239.57	0.00	0.00	0.00
OPEB Debt	1,546,007.00	1,546,007.00	0.00	0.00	0.00
Abatements	26,771.72	26,771.72	0.00	0.00	0.00
Net Debt ServiceLevy On Net Tax Capacity	6,732,018.29	6,732,018.29	0.00	0.00	0.00
Total All Levies	13,502,121.94	13,590,411.99	88,290.05	-110,554.93	-22,264.88
Transportation Sparsity Revenue (All Aid)	453,366.03	479,352.95	0.00	25,986.92	25,986.92
TOTAL All Levies & Transportation Sparsity Aid	**13,955,487.97**	**14,069,764.94**	**88,290.05**	**-84,568.02**	**3,722.04**
Measures of Property Value					
Referendum Market Value - 2 years Prior	2,431,226,800	2,382,728,235	-48,498,565	-1.99%	
Referendum Market Value - 1 years Prior	2,478,180,200	2,428,745,000	-49,435,200	-1.99%	
Net Tax Capacity - 2 years prior	28,732,301	28,572,820	-159,481	-0.56%	
Adjusted Net Tax Capacity - 2 years prior	29,699,059	29,534,212	-164,847	-0.56%	
JOBZ - 1 Year Prior	139,345	139,345	0	0.00%	
Other Measures					
Resident Pupil Units	6,320.85	6,068.25	-252.60	-4.00%	
Adjusted Pupil Units	6,118.30	6,118.30	0.00	0.00%	
Population	42,969.00	41,251.83	-1,717.17	-4.00%	
Population Under 5	2,190.00	2,102.48	-87.52	-4.00%	

TABLE 1, cont.

Calculation of Tax Rates - Option A

(Assumes that Debt Levies are paid based on where a parcel is after realignment)

	Pay 2014 Actual	Pay 2014 After Detachment	Change
Total Certified Levies on RMV	4,599,914.72	4,695,116.56	95,201.84
RMV TaxRate	0.18562%	0.19331%	0.00770%
Total Certified Non-Debt Levies on NTC	2,170,188.93	2,163,277.15	-6,911.78
NTC Tax Rate Non-Debt Levies	7.553%	7.571%	0.018%
Total Certified Debt Service Levies on NTC	6,732,018.29	6,732,018.29	0.00
NTC Tax Rate Debt Service Levies	23.317%	23.447%	0.130%
Total NTC Tax Rate	30.870%	31.018%	0.147%

School Property Taxes on Sample Residential Homesteads

Estimated Mkt Value	Included Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
$100,000	$71,760	$718	$407.14	$415.90	$8.76	2.15%
$200,000	$180,760	$1,808	$929.24	$947.30	$18.06	1.94%
$350,000	$344,260	$3,443	$1,712.40	$1,744.42	$32.02	1.87%

Calculation of Tax Rates - Option B

(Assumes that Debt Levies are paid based on where a parcel was prior to realignment)

	Pay 2014 Actual	Pay 2014 After Detachment	Change
Total Certified Levies on RMV	4,599,914.72	4,695,116.56	95,201.84
RMV TaxRate	0.18562%	0.19331%	0.00770%
Total Certified Non-Debt Levies on NTC	2,170,188.93	2,163,277.15	-6,911.78
NTC Tax Rate Non-Debt Levies	7.553%	7.571%	0.018%
Total Certified Debt Service Levies on NTC	6,732,018.29	6,732,018.29	0.00
NTC Tax Rate Debt Service Levies	23.317%	23.317%	0.000%
Total NTC Tax Rate	30.870%	30.888%	0.018%

School Property Taxes on Sample Residential Homesteads

Estimated Mkt Value	Included Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
$100,000	$71,760	$718	$407.14	$414.97	$7.83	1.92%
$200,000	$180,760	$1,808	$929.24	$944.96	$15.72	1.69%
$350,000	$344,260	$3,443	$1,712.40	$1,739.96	$27.56	1.61%

* Estimates are based on total school property taxes payable in 2014, assuming no other changes in property values or school funding, other than the impact of the poposed detachment and the changes in property values and pupil units associated with the change in school boundaries.

TABLE 2

Dilworth-Glyndon-Felton Schools District No. 2164

March 24, 2014

Estimated Impact of Proposed Detachment and Annexation on Tax Levies and Revenue

Category	Actual Payable 2014	Estimated After Detachment	Levy Change	Aid Change	Revenue Change
Levies Spread on Referendum Market Value					
Operating Referendum	141,075.60	136,188.77	-4,886.83	4,886.83	0.00
Equity	106,579.39	102,887.50	-3,691.89	3,691.89	0.00
Location Equity	0.00	0.00	0.00	0.00	0.00
Transition	18,260.35	17,627.82	-632.53	632.53	0.00
Adjustments	-5,854.38	-5,854.38	0.00	0.00	0.00
Net Levy On Referendum Market Value	260,060.96	250,849.71	-9,211.25	9,211.25	0.00
Levies Spread on Net Tax Capacity					
Student Achievement	24,945.25	25,532.35	587.10	-587.10	0.00
Operating Capital	109,056.09	111,622.91	2,566.82	-2,566.82	0.00
Reemployment Ins	5,000.00	5,000.00	0.00	0.00	0.00
Safe Schools	61,372.80	61,372.80	0.00	0.00	0.00
Career Technical	15,652.29	15,652.29	0.00	0.00	0.00
Health & Safety	58,960.91	58,960.91	0.00	0.00	0.00
Deferred Maintenance	76,469.61	78,269.45	1,799.84	-1,799.84	0.00
Building Lease	6,387.24	6,387.24	0.00	0.00	0.00
Basic Community Education	50,298.14	64,499.13	14,200.99	0.00	14,200.99
Early Childhood Family Education	28,990.80	29,673.11	682.31	9,819.96	10,502.27
Home Visiting	1,120.00	1,120.00	0.00	0.00	0.00
Adjustments	-54,703.86	-54,703.86	0.00	0.00	0.00
Abatements	0.00	0.00	0.00	0.00	0.00
Net Non-Debt Levy On Net Tax Capacity	383,549.27	403,386.34	19,837.07	4,866.19	24,703.26
Voter Approved Debt	886,702.00	886,702.00	0.00	0.00	0.00
Other Debt	363,465.00	363,465.00	0.00	0.00	0.00
OPEB Debt	54,678.25	54,678.25	0.00	0.00	0.00
Abatements	852.46	852.46	0.00	0.00	0.00
Net Debt ServiceLevy On Net Tax Capacity	1,305,697.71	1,305,697.71	0.00	0.00	0.00
Total All Levies	1,949,307.94	1,959,933.76	10,625.82	14,077.44	24,703.26
Transportation Sparsity Revenue (All Aid)	293,481.32	267,562.10	0.00	-25,919.22	-25,919.22
TOTAL All Levies & Transportation Sparsity Aid	**2,242,789.26**	**2,227,495.86**	**10,625.82**	**-11,841.78**	**-1,215.96**
Measures of Property Value					
Referendum Market Value - 2 years Prior	317,454,300	365,649,705	48,195,405	15.18%	
Referendum Market Value - 1 years Prior	325,620,600	375,055,800	49,435,200	15.18%	
Net Tax Capacity - 2 years prior	6,776,151	6,935,632	159,481	2.35%	
Adjusted Net Tax Capacity - 2 years prior	7,127,214	7,294,957	167,743	2.35%	
JOBZ - 1 Year Prior	0	0	0		
Other Measures					
Resident Pupil Units	1,307.80	1,560.40	252.60	19.31%	
Adjusted Pupil Units	1,704.80	1,704.80	0.00	0.00%	
Population	6,082.00	7,799.17	1,717.17	28.23%	
Population Under 5	700.00	787.52	87.52	12.50%	

TABLE 2, cont.

Calculation of Tax Rates - Option A

(Assumes that Debt Levies are paid based on where a parcel is after realignment)

	Pay 2014 Actual	Pay 2014 After Detachment	Change
Total Certified Levies on RMV	260,060.96	250,849.71	-9,211.25
RMV TaxRate	0.07987%	0.06688%	-0.01298%
Total Certified Non-Debt Levies on NTC	383,549.27	403,386.34	19,837.07
NTC Tax Rate Non-Debt Levies	5.660%	5.816%	0.156%
Total Certified Debt Service Levies on NTC	1,305,697.71	1,305,697.71	0.00
NTC Tax Rate Debt Service Levies	19.269%	18.826%	-0.443%
Total NTC Tax Rate	24.929%	24.642%	-0.287%

School Property Taxes on Sample Residential Homesteads

Estimated Mkt Value	Included Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
$100,000	$71,760	$718	$258.76	$243.71	-$15.04	-5.81%
$200,000	$180,760	$1,808	$610.35	$579.20	-$31.16	-5.10%
$350,000	$344,260	$3,443	$1,137.75	$1,082.42	-$55.33	-4.86%

* Estimates are based on total school property taxes payable in 2012, assuming no other changes in property values or school funding, other than the impact of the poposed detachment and the changes in property values and pupil units associated with the change in school boundaries.

Calculation of Tax Rates - Option B

(Assumes that Debt Levies are paid based on where a parcel was prior to realignment)

	Pay 2014 Actual	Pay 2014 After Detachment	Change
Total Certified Levies on RMV	260,060.96	250,849.71	-9,211.25
RMV TaxRate	0.07987%	0.06688%	-0.01298%
Total Certified Non-Debt Levies on NTC	383,549.27	403,386.34	19,837.07
NTC Tax Rate Non-Debt Levies	5.660%	5.816%	0.156%
Total Certified Debt Service Levies on NTC	1,305,697.71	1,305,697.71	0.00
NTC Tax Rate Debt Service Levies	19.269%	19.269%	0.000%
Total NTC Tax Rate	24.929%	25.085%	0.156%

School Property Taxes on Sample Residential Homesteads

Estimated Mkt Value	Included Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
$100,000	$71,760	$718	$258.76	$246.89	-$11.86	-4.59%
$200,000	$180,760	$1,808	$610.35	$587.21	-$23.15	-3.79%
$350,000	$344,260	$3,443	$1,137.75	$1,097.67	-$40.07	-3.52%

* Estimates are based on total school property taxes payable in 2012, assuming no other changes in property values or school funding, other than the impact of the poposed detachment and the changes in property values and pupil units associated with the change in school boundaries.

TABLE 3

Moorhead School District No. 152

March 24, 2014

Estimated Impact of Proposed Detachment and Annexation on Tax Levies and Revenue

School Property Taxes on Sample Properties that Move Districts

Calculation of Tax Rates - Option A

(Assumes that Debt Levies are paid based on where a parcel is <u>after</u> realignment)

<u>Properties that move from Moorhead to Dilworth-Glyndon-Felton</u>

	Estimated Mkt Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
Residential Homestead	$100,000	$718	$407.14	$243.71	-$163.43	-40.14%
	$200,000	$1,808	$929.24	$579.20	-$350.05	-37.67%
	$350,000	$3,443	$1,712.40	$1,082.42	-$629.98	-36.79%

<u>Properties that move from Dilworth-Glyndon-Felton to Moorhead</u>

	Estimated Mkt Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
Residential Homestead	$100,000	$718	$258.76	$415.90	$157.14	60.73%
	$200,000	$1,808	$610.35	$947.30	$336.95	55.21%
	$350,000	$3,443	$1,137.75	$1,744.42	$606.67	53.32%
Agricultural Homestead *	$500,000	$3,000	$827.75	$1,123.84	$296.10	35.77%
	$1,000,000	$5,500	$1,450.98	$1,899.29	$448.31	30.90%
Agricultural ** Non-Homestead	$4,000	$40	$9.97	$12.41	$2.44	24.42%
	$7,000	$70	$17.45	$21.71	$4.26	24.42%

Calculation of Tax Rates - Option B

(Assumes that Debt Levies are paid based on where a parcel was <u>prior</u> to realignment)

<u>Properties that move from Moorhead to Dilworth-Glyndon-Felton</u>

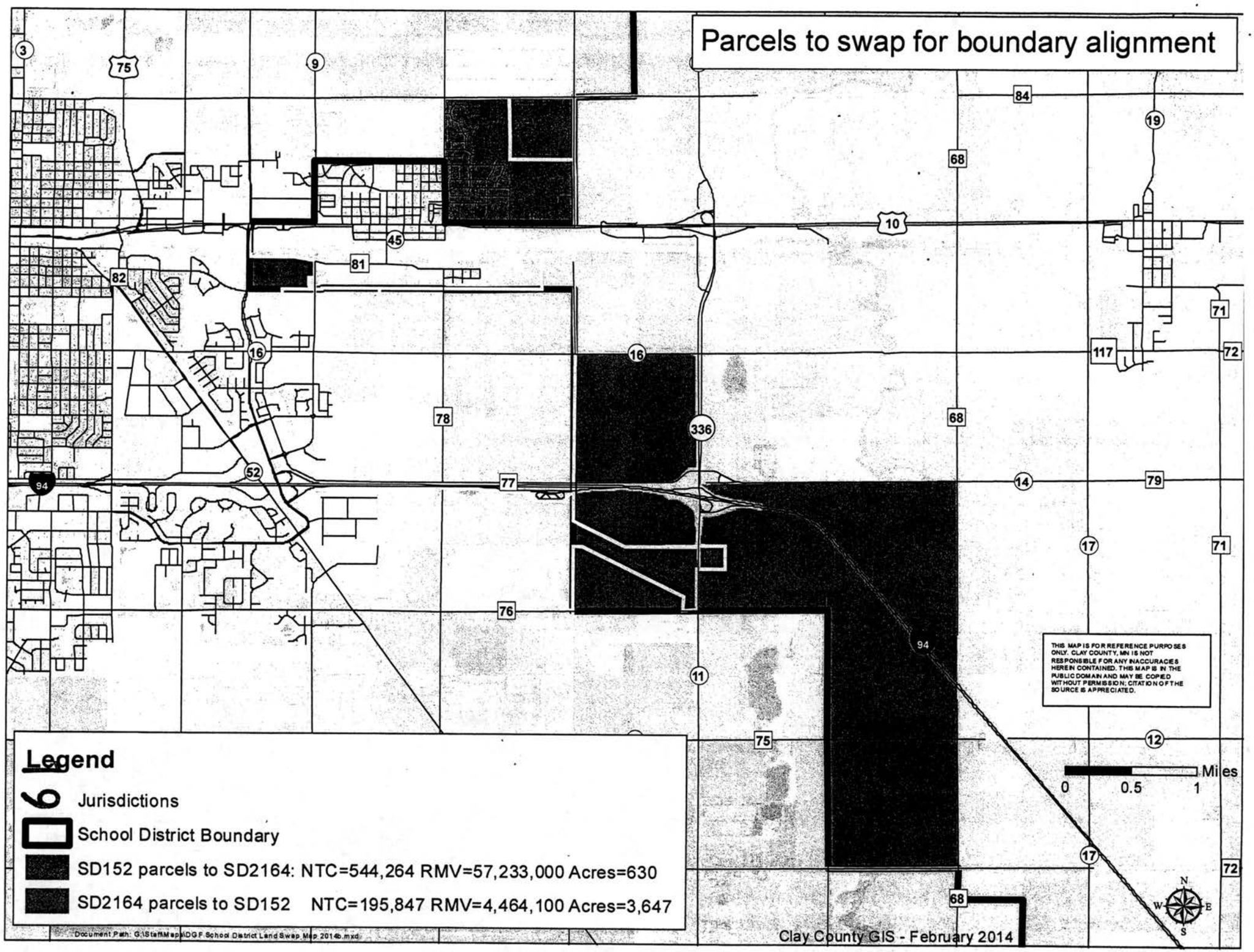
	Estimated Mkt Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
Residential Homestead	$100,000	$718	$407.14	$246.89	-$160.25	-39.36%
	$200,000	$1,808	$929.24	$587.21	-$342.04	-36.81%
	$350,000	$3,443	$1,712.40	$1,097.67	-$614.72	-35.90%

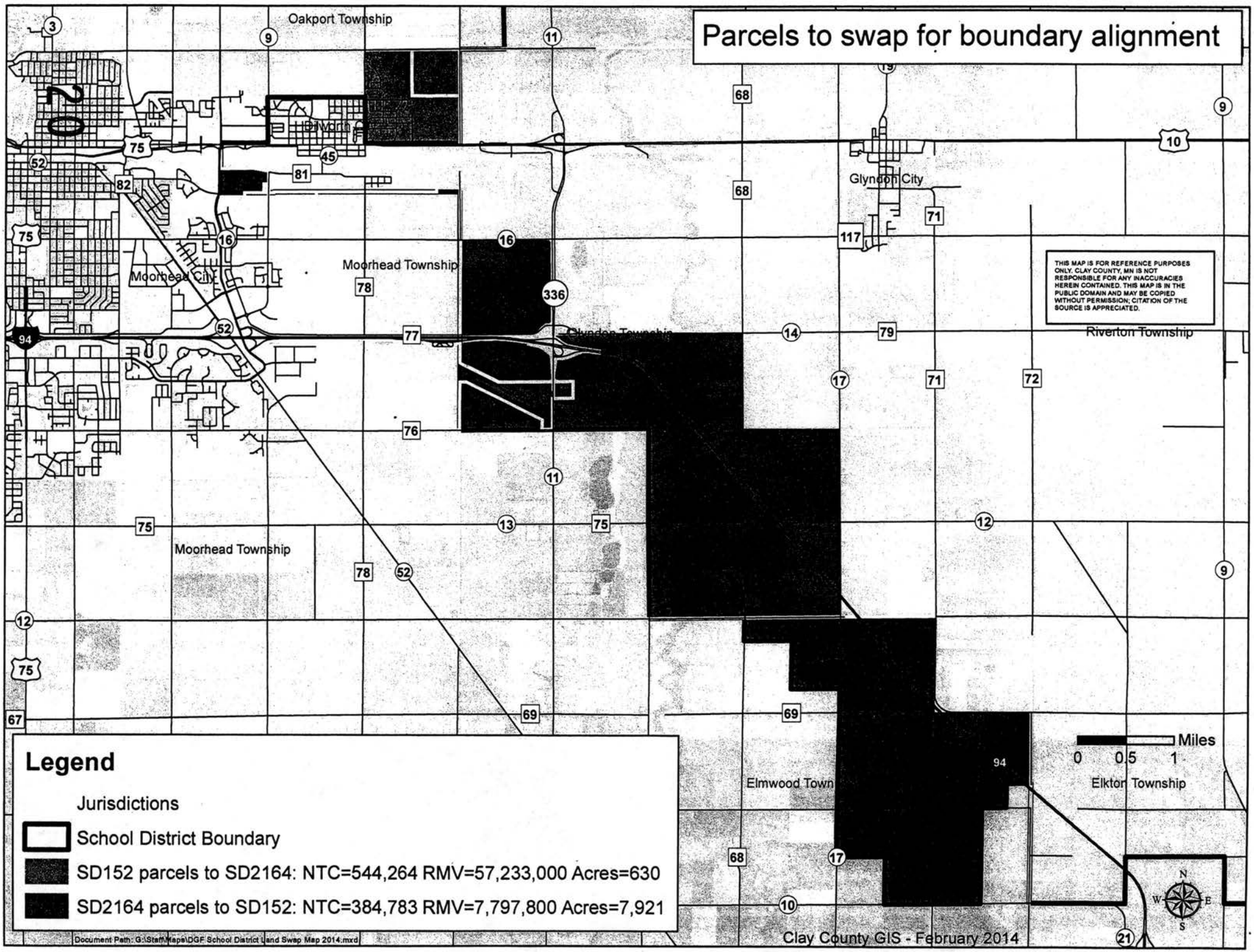
<u>Properties that move from Dilworth-Glyndon-Felton to Moorhead</u>

	Estimated Mkt Value	Net Tax Capacity	Actual School Taxes	School Taxes After Detachment	Change	
Residential Homestead	$100,000	$718	$258.76	$414.97	$156.21	60.37%
	$200,000	$1,808	$610.35	$944.96	$334.61	54.82%
	$350,000	$3,443	$1,137.75	$1,739.96	$602.21	52.93%
Agricultural Homestead *	$500,000	$3,000	$827.75	$1,119.96	$292.21	35.30%
	$1,000,000	$5,500	$1,450.98	$1,698.85	$247.87	17.08%
Agricultural ** Non-Homestead	$4,000	$40	$9.97	$12.36	$2.38	23.90%
	$7,000	$70	$17.45	$21.62	$4.17	23.90%

* For agricultural homestead property, a value of $100,000 was assumed for the house, garage and one acre.

** For agricultural non-homestead property, the values are per acre


Parcels to swap for boundary alignment
Legend
Jurisdictions
School District Boundary
SD152 parcels to SD2164: NTC=544,264 RMV=57,233,000 Acres=630
SD2164 parcels to SD152 NTC=195,847 RMV=4,464,100 Acres=3,647
THIS MAP IS FOR REFERENCE PURPOSES ONLY. CLAY COUNTY, MN IS NOT RESPONSIBLE FOR ANY INACCURACIES HEREIN CONTAINED. THIS MAP IS IN THE PUBLIC DOMAIN AND MAY BE COPIED WITHOUT PERMISSION; CITATION OF THE SOURCE IS APPRECIATED.
Miles
0
0.5
1
N
W
E
S
Document Path: G:\Staff\Map\DGF School District Land Swap Map 2014b.mxd
Clay County GIS - February 2014


Parcels to swap for boundary alignment
Oakport Township
Dilworth
Glyndon City
Moorhead City
Moorhead Township
Glyndon Township
Riverton Township
Moorhead Township
Elmwood Town
Elkton Township
THIS MAP IS FOR REFERENCE PURPOSES ONLY. CLAY COUNTY, MN IS NOT RESPONSIBLE FOR ANY INACCURACIES HEREIN CONTAINED. THIS MAP IS IN THE PUBLIC DOMAIN AND MAY BE COPIED WITHOUT PERMISSION; CITATION OF THE SOURCE IS APPRECIATED.
Legend
Jurisdictions
School District Boundary
SD152 parcels to SD2164: NTC=544,264 RMV=57,233,000 Acres=630
SD2164 parcels to SD152: NTC=384,783 RMV=7,797,800 Acres=7,921
Miles
0 0.5 1
N
W
E
S
Document Path: G:\Staff\Maps\DGF School District Land Swap Map 2014.mxd
Clay County GIS - February 2014

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.14.062 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Jeremy K. Larson, Interim Assistant Superintendent

DATE: March 18, 2014

RE: Sale Report for Lease Purchases and Approval of Resolution Approving and Authorizing the Execution of a Lease Agreement

Attached please find the necessary documents relating to the approval of the Resolution Approving and Authorizing the Execution of a Lease Agreement.

At the March 24, 2014 school board meeting, a representative from Ehlers & Associates, Inc. will be in attendance to explain the Request for Proposals (RFP) for lease-purchase financing of the additions at Probstfield and Robert Asp Elementary Schools.

Suggested Resolution: Move to approve the Resolution Approving and Authorizing the Execution of a Lease Agreement and Related Documents and Certificates as presented.

JKL:ajj
Attachments

Accent on Excellence

An equal opportunity employer

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

HELD: MARCH 24, 2014

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152 was held on the 24th day of March 2014, at 7:00 o'clock p.m.

The following Board members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING AND AUTHORIZING THE EXECUTION OF A LEASE AGREEMENT, A GROUND LEASE AGREEMENT AND RELATED DOCUMENTS AND CERTIFICATES

BE IT RESOLVED by the School Board of the Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, as follows:

1. The District has received a proposal from _____ to provide tax-exempt lease-purchase financing to finance the construction and equipping of additions to the Probstfield and Robert Asp Elementary School facilities in Moorhead, Minnesota. That proposal is hereby accepted. Bond counsel is directed to prepare a final Lease Agreement and Ground Lease Agreement (the "Agreements"), and other necessary certificates and documents that reflect the transaction, including an Escrow Agreement if necessary.

2. The District's Assistant Superintendent is hereby authorized to execute the Agreements and any related documents thereto on behalf of the District, and to execute such other certificates, documents and agreements as may be necessary and appropriate to effectuate the transactions contemplated by the Agreements and said related documents. The Agreements and the related documents may contain such necessary and appropriate variations, omissions and insertions as the Assistant Superintendent shall determine to be necessary, and the execution thereof shall be conclusive evidence of such determination and its approval by the Board.

3. Lessee reasonably anticipates that it will issue tax-exempt obligations (not including "private activity bonds" as defined in Section 141 of the Internal Revenue Code of 1986, as amended) in an aggregate amount in excess of $10 million during the calendar year in which the Lease commences. Thus, the Lease is **not** designated as a qualified tax-exempt obligation for purposes of Section 265(b)(c) of the Internal Revenue Code of 1986, as amended, relating to deductibility of interest by financial institutions.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon roll call vote the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF CLAY)

I, the undersigned, being the fully qualified and acting Clerk of Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of the District held on the 24th day of March, 2014, with the original thereof on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the adoption of a resolution approving and authorizing the execution of a Lease Agreement, Ground Lease Agreement and related documents and certificates.

WITNESS MY HAND officially as such Clerk this 24th day of March, 2014.

_____
Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.080R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: March 20, 2014

RE: 2014-15 Preliminary Staffing Plan

Attached please find the Preliminary Staffing Plan for the 2014-15 school year. This plan will be reviewed at the March 24, 2014 School Board meeting. The staffing plan is based on projected enrollment as well as support for all-day kindergarten and educational programs. The positions will be funded through various sources including increased student enrollment, all-day kindergarten funding, safe schools levy, federal funds and special education funding.

1. Elementary (K-5)
   - The addition of 3.0 FTE has been designated for elementary schools to balance class sizes. The additional sections will allow the district to continue its focus on maintaining elementary class sizes within district guidelines, a priority during the operating levy campaign in 2010.
2. Alternative Education
   - The addition of 1.0 alternative education teacher for the school-within-a-school at Horizon Middle School was approved at the March 10 School Board meeting.
3. Special Education
   - The addition of 2.0 FTE for increased special education numbers is to serve students at Hopkins and Probstfield Center for Education (PCE).
   - The addition of 1.0 FTE special education support for support programs for special education is divided into 0.5 FTE of adapted physical education (DAPE) at the elementary buildings as a result of increased numbers and offering physical education for all-day kindergarten and 0.5 FTE child study facilitator at PCE as a result of the significant increase in early childhood special education and kindergarten students.
4. English Learners (EL)
   - The addition of 0.3 FTE will enable the district to serve Level 1 (newcomers) with more intensive services at the elementary level. The current 8.7 FTE provides services for 353 EL students in the district.
   - A shift of 3.0 FTE paraprofessional positions will allow 0.75 FTE for sheltered instruction for students at the high school.

Accent on Excellence

An equal opportunity employer

5. Instructional Support Staff - Funded with federal programs, grants or other sources.
    - The addition of 0.25 FTE reading coach at PCE will provide comparable services at all elementary schools. The 0.25 FTE reading coach will have comparable duties to the reading coaches at the elementary schools.
    - The addition of 1.0 mathematics support coach will provide support to classroom teachers and students. The position will be funded with 0.5 federal funds (pending federal allocations) and 0.5 general funds.
    - The reduction of 1.6 FTE for kindergarten specialists will be replaced with an increase in elementary music.
    - The reduction of 0.35 FTE represents the above staffing.
6. Elementary Music
    - The addition of 1.6 FTE will provide music instruction to all kindergarten students.
7. Music (6-12)
    - The reduction of 0.17 FTE in music reflects lower enrollment numbers in band.
8. Gifted and Talented
    - The addition of 1.0 FTE provides for program support for the top tier of gifted students at the elementary level as well as support for students at the secondary level.
9. Differentiation Strategist
    - The addition of 0.50 FTE strategist at PCE will provide the same services as the counterparts at each elementary school.
10. Counselors
    - The addition of 1.0 FTE middle school student assistance counselor was approved at the March 10, 2014 School Board meeting.
    - The addition of 0.40 FTE counselor at PCE will provide the same services as the counterparts at each elementary school.
11. School Nurses
    - The addition of 1.0 FTE increase is needed for increased enrollment, increased medical needs of students and wellness programming in the district.
12. Paraprofessionals/Security
    - A reduction of 3.0 FTE is described in the EL portion of this document.
13. Non-Aligned/TCI
    - The addition of 1.0 FTE audio, video and data systems service technician position was approved at the March 10 School Board meeting.

14. Clerical/Confidential Administrative Assistant
    - The 0.5 FTE administrative assistant is an increase in support for the Department of School Improvement and Accountability.

Suggested Resolution: Move to approve the 2014-15 Preliminary Staffing Plan as presented.

LAK:mde
Attachments

Accent on Excellence

An equal opportunity employer

LICENSED STAFF	2012-2013 Actual	2013-2014 Actual	2014-2015 Prelim Inc (Dec) Over Prior Year	
Elementary (K-5)	95.10	113.55	3.00	
Middle School (6-8)	52.84	54.32		
High School (9-12)	63.00	68.16		
Alternative Education	9.62	7.68	1.00	
Special Education*	105.81	108.51	3.00	
English Language Learners (ELL)	7.00	7.75	1.05	
Support Staff - Funded with federal programs, grants or other sources**	17.03	17.35	(0.35)	
Elementary Physical Education/Health Fitness	7.00	9.60		
Elementary Music	7.00	6.26	1.60	
Elementary Art	3.00	3.00		
Music (6-12)	7.83	8.33	(0.17)	
Gifted and Talented	2.00	1.50	1.00	
Integrationist	3.00	3.50	0.50	
Media Specialists	2.00			
Counselors	11.00	11.00	1.40	
School Nurses	1.62	1.62	1.00	
Total Licensed Teaching Staff	**394.84**	**422.13**	**13.03**	
Administrative (Principals and Administrators)	13.00	13.00		
Supervisory**	9.00	11.00		
Total Licensed Administrative/Supervisory Staff	**22.00**	**24.00**		
Total Licensed Staff (Teacher & Admin/Supervisory)	**416.84**	**446.13**		
NON-LICENSED STAFF				
Administrative	1.00			
Supervisory	6.00			
Paraprofessionals/Security***	151.87		(3.00)	
Non-Aligned/TCI	26.94	27.44	1.00	
Clerical/Confidential Administrative Assistants	43.86		0.50	
Custodial	33.99			
Federal Programs/Grants**	5.52			
Total Non-Licensed Staff	**269.18**		**(1.50)**	

Includes positions filled by purchased services.

***Title I, II, V additional grant positions. The total FTE may fluctuate due to funding.*

****Includes all paraprofessionals funded through tuition, special and general education.*

Targeted Student-to-Teacher Ratios & Average Class Size

Targeted Student-to-Teacher Ratios								
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Elem K-3	25:1	25:1	25:1	25:1	25:1	24:1	24:1	24:1
Elem 4-5	29:1	29:1	29:1	29:1	29:1	27:1	27:1	27:1
Middle School (Core)	30:1	30:1	30:1	33:1	33:1	30:1	30:1	30:1
High School (Core)	30:1	30:1	30:1	36:1	36:1	30:1	30:1	30:1

Secondary staffing for elective classes will require a student enrollment of 20.

Core Classes include English/Language Arts, Mathematics, Science, Social Studies.

Average Class Size								
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Projected 2013-2014
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size
Kindergarten	23	22	22	23	22	22.6	22.0	22.3
Grade 1	24	24	24	24	23	24.6	24.5	22.9
Grade 2	23	23	24	25	26	23.7	25.0	24.9
Grade 3	25	26	25	29	25	25.5	24.9	25.2
Grade 4	25	25	27	27	27	26.1	25.3	26.8
Grade 5	28	26	29	29	28	26.9	25.8	27.1
Grade 6 (Core)	30	27	29	33	33	25.2	27.0	25.8
Grade 7 (Core)	25	30	27	33	33	26.3	25.2	26.7
Grade 8 (Core)	26	27	31	31	33	25.8	26.3	24.5
District Average K-3	24	24	24	25	24	24.0	24.1	23.4
District Average K-5	24	23	25	26	25	27.0	24.6	24.9
District Average 6-8	27	28	29	32	33	26.7	26.2	25.7

The average class size is based on November 1 enrollment.

Presented to the Moorhead Area School Board on March 25, 2013

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.14.104

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: March 17, 2014

RE: Resolution for Discontinuing and Reducing Educational Programs and Licensed Positions

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

FTE	Position	Grade Level
1.60	Kindergarten Specialist	Kindergarten
.16	Music	6-8
.583	Science	9-12
1.00	Social Science	6-12

SUGGESTED RESOLUTION: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

KLD:smw

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING
EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District No.152 adopted a resolution on January 13, 2014 directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendation has been received and considered by school board,

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

That the following programs and positions, or portions thereof, be discontinued:

FTE	Position	Grade Level
1.60	Kindergarten Specialists	Kindergarten
.16	Music	6-8
.583	Science	9-12
1.00	Social Science	6-12

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

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.14.079R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: March 18, 2014

RE: First Reading of Policies

The School Board will conduct a first reading of the following attached policies: Comparable Worth/Pay Equity Review Process 403, Chemical Use and Abuse 420, Family and Medical Leave 422, Employee Publications, Instructional Materials, Inventions, and Creations 440, Administrator and Supervisor Performance Evaluation 471, Principal Performance Evaluation 472, Student Teachers and Interns 921, Policies Incorporated by Reference for Employees/Personnel 499, Corporal Punishment 552, and Policies Incorporated by Reference for Students 599.

LAK:mde
Attachments

Comparable Worth/Pay Equity Review Process

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	403
Adopted Date:	2/11/2002
Revised Date(s):	04/10/2006, 12/14/2009
Reviewed Date(s):	04/10/2006, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to outline a review process for all new and existing job descriptions in order to ensure that the Moorhead Area Public Schools is able to pass all tests outlined by the state of Minnesota guidelines on comparable worth/pay equity.

II. GENERAL STATEMENT

The intent of the state of Minnesota comparable worth legislation is to equalize the pay of female and male dominated jobs at equal levels of responsibility and authority in the organization through the development of local norms. The Moorhead Area Public Schools will establish procedures to evaluate all new job descriptions and all existing job descriptions which experience a substantial change in order to pass all tests outlined by the State of Minnesota guidelines on comparable worth/pay equity.

III. PROCEDURES

The Comparable Worth Committee, composed of the Superintendent, Assistant Superintendent and Director of Human Resources will ensure that the policy of the School Board is followed and that the Moorhead Area Public Schools will remain in compliance with the laws of the State of Minnesota in regard to comparable worth/pay equity. (Refer to Administrative Procedure 403.1.)

Legal References:
Minn. Stat. 471.991 (Definitions)
Minn. Stat. 471.992 (Equitable Compensation Relationships)
Minn. Stat. 471.993 (Compensation Relationships of Positions)
Minn. Stat. 471.994 (Job Evaluation System)

Chemical Use and Abuse

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	420
Adopted Date:	10/28/2002
Revised Date(s):	10/13/2008, 12/14/2009
Reviewed Date(s):	04/10/2006, 10/13/2008, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to assist the Moorhead Area Public Schools in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT

The Moorhead School Board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The Moorhead School Board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse.

A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies and respect to Drug-Free Workplace/Drug-Free School.

B. It is the policy of this school district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.

C. Each school administrator shall establish a plan for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

D. It will be the responsibility of the Superintendent or designee to collaborate with community agencies to address chemical abuse in the district and community.

E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

III. DEFINITIONS

A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.

B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.

C. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or functions, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. STUDENTS

A. Instruction

1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.

2. Each school shall have age-appropriate and developmentally-based activities that:

a. address the consequences of violence and the illegal use of drugs, as appropriate;

b. promote a sense of individual responsibility;

c. teach students that most people do not illegally use drugs;

d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;

e. teach students about the dangers of emerging drugs;

f. engage students in the learning process; and

g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.

3. Each school shall have activities that involve families, community members and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.

4. Each school shall disseminate drug and violence prevention information within the school and to the community.

5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.

6. Each school shall have drug and violence prevention activities that may include the following:

a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.

b. The hiring and mandatory training, based on scientific research, of school security personnel who

interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.

c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.

d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use/Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location.

a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.

b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.

c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.

d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with School Board policies regarding search and seizure.

e. The Moorhead Area Public Schools will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.

2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:

a. The employee shall notify the building administrator or school counselor shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the students or parents, or providing a meeting between professional school staff and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning;

participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56, and proposed for expulsion.

4. Searches by school district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with School Board policies related to search and seizure.

C. Preassessment Team

1. The school district shall have a chemical abuse preassessment team designated by the Superintendent or designee. The team will be composed of teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents/guardians with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents/guardians with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents/guardians with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. 138.163.

E. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

F. School and Community Advisory Team

1. The Superintendent, with the advice of the School Board, shall establish a school and community advisory team, Safe and Healthy Learners Committee, to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.

2. The advisory team shall:
a. Build awareness of the problem within the community, identify available treatment and counseling programs for students, and develop good working relationships and enhance communication between the schools and other community agencies; and

b. Develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of the minor student.

V. EMPLOYEES

A. The Superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.

2. The school district's drug-free workplace/drug-free school policy.

3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.

B. The Superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a violation of a criminal drug statute occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the Superintendent.

Legal References:
Minnesota, Statute, 13.32 (Educational Data)
Minnesota, Statute, 121A.25-121A.29 (Chemical Abuse)
Minnesota, Statute, 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota, Statute, 138.163 (Records Management Act)
Minnesota, Statute, 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
41 U.S.C. 701-707 (Drug-Free Workplace Act)
34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

Cross References:
Moorhead School Board Policy 234: Safe and Healthy Learners Committee
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 553: Crisis Intervention and Student Support

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Students Person
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches

Family and Medical Leave

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	422
Adopted Date:	6/11/2001
Revised Date(s):	10/13/2008, 12/14/2009, 12/13/2010, 05/13/2013
Reviewed Date(s):	02/28/2005, 02/13/2006, 06/11/2007, 01/14/2008, 10/13/2008, 12/14/2009, 12/13/2010, 05/13/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide guidelines for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and parenting leave as required by state statute.

II. GENERAL STATEMENT

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting-leave laws.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-

month period immediately preceding the commencement of the leave. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

D. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

E. "Outpatient status" means, with respect to a covered servicemember, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or

2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

F. "Quantifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;

3. to address issues related to childcare and school activities of a covered military member's child;

4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;

6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member; and

8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

G. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.

H. "Veteran" has the meaning given in 38 U.S.C. 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

a. birth of the employee's child and to care for such child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job and/or

e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call to order to covered active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

b. a "serious injury or illness," in the case of a veteran who was a member of the Armed Forces,

including a member of the National Guard or Reserves, at any time, during the period of five years preceeding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken; by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; or because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule ~~leave~~ basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the employee's supervisor and forwarded to the Department of Human Resources for processing. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in th administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The Superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the School Board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

15. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

B. Six-week Leave

An employee who does not qualify for leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least 12 consecutive months and has worked an average number of hours per week equal to one-half of the full time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.

2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.

D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

A. The provisions of this policy are intended to comply with applicable law, including FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:
Minn. Stat. 181.940-181.944 (Parenting Leave)
10 U.S.C. 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross Reference:
Moorhead School Board Policy 423: Health Examination
MSBA/MASA Model Policy 410 (Family and Medical Leave Policy)

Employee Publications, Instructional Materials, Inventions, and Creations

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	440
Adopted Date:	9/26/1994
Revised Date(s):	12/12/2005, 12/14/2009
Reviewed Date(s):	12/14/1998, 11/12/2001, 12/12/2005, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of Moorhead Area Public Schools District to certain publications, instructional materials, inventions, and creations employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on ~~Web sites~~ websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment and for one year thereafter. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on ~~Web sites~~ websites, inventions and/or creations, including domestic and foreign patents and copyrights.

III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

Legal References:
17 U.S.C. 101 *et seq.* (Copyrights)
Minn. Stat. 181.78 (Agreements; Terms Relating to Inventions)

Cross Reference:
Moorhead School Board Policy 441: Employee Use of Facilities for Private Gain

Administrator and Supervisor Performance Evaluation

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	471
Adopted Date:	8/10/1982
Revised Date(s):	02/28/2005
Reviewed Date(s):	02/28/2005
Attached Files:	No Documents Found.

I. PURPOSE

~~The Moorhead School Board believes that a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school system. The school board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The school board regards a personnel evaluation plan as a critical and essential part of professional growth.~~ The purpose of this policy is to define the performance evaluation procedures for administrators and supervisors.

II. GENERAL STATEMENT ~~OF POLICY~~

The purpose of a performance evaluation is the continual improvement and development of the talents, skills and abilities of an administrator or supervisor, as they relate to job performance. It is an on-going process of planning, review and development involving the administrator or supervisors and the Superintendent, or designee.

The Moorhead School Board believes that a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school system. The School Board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The School Board regards a personnel evaluation plan as a critical and essential part of professional growth.

A. The performance evaluation program enables each administrator/supervisor to receive feedback on his/her job performance and to assist the administrator/supervisor to become more effective in his/her position.

This performance review program is based on a three-step approach:

~~A~~1. Review of areas of accountability as described in the Job Descriptions/District Goals/Building Goals/Personal Goals.

~~B~~2. Development of goals for a particular time period (twelve to twenty-four months).

~~C~~3. Review of performance of the individual in achieving previously established goals.

Legal Reference:
Minnesota. Statute, 122A.40, Subd. 5, Subd. 8 (Employment; Contracts; Termination)

Cross Reference:
Moorhead School Board Policy 470: School District Evaluation of Personnel

Principal Performance Evaluation

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	472
Adopted Date:	1/9/1990
Revised Date(s):	02/28/2005
Reviewed Date(s):	12/11/1995, 05/08/2000, 02/28/2005
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to define the performance evaluation procedures for principals.

II. GENERAL STATEMENT ~~OF POLICY~~

The purpose of a performance evaluation is the continual improvement and development of ~~each principal's~~ the talents, skills and abilities of each principal as they relate to job performance. It is an on-going process of planning, review and development involving the principal and the ~~s~~Superintendent or designee.

The Moorhead School Board believes that a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school system. The School Board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The School Board regards a personnel evaluation plan as a critical and essential part of professional growth.

A. Annual Performance Review:

To enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement, the school district will develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district. The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

The Superintendent, or designee, will meet on an annual basis with the tenured principals and three times per year with principals on a probationary contract. ~~The Superintendent will provide each principal with a written summary of the conference. (Principals will meet with their assistants.) The principal will prepare in advance of the review:~~

The annual evaluation will be completed through the use of the following information:

~~1. A completed self-assessment on the Principals' Performance Review instrument.~~
~~2. A written summary related to progress toward district and building goals.~~
~~3. A summary of the staff evaluation of the principal.~~

1. Self-Assessment;
2. Formative and summative evaluation;
3. On-the-job observations and previous evaluation;
4. Surveys to identify effectiveness, leadership skills and process, and strengths and weaknesses in relation to leadership and school success; and
5. Use longitudinal data on student academic growth as 35% of the evaluation and incorporate district achievement goals and targets.

The principal and Superintendent, or designee, will discuss which artifacts or information to prepare in advance of the review.

B. ~~Each principal will design their evaluation to be completed by school staff at least once a year.~~ Principals who are not meeting standards of professional practice or other criteria under Minn. Stat. 123B.147, Subd. 3, will require an implemented plan to improve performance, and specify the procedure and consequence if the principal's performance is not improved.

Legal Reference:
Minn~~esota~~, Stat~~ute~~, 122A.40, Subd. 5 (Probationary Period)
Minn. Stat. 123B.147, Subd. 3 (Principals)

Cross Reference:
Moorhead School Board Policy 470: School District Evaluation of Personnel

Student Teachers and Interns

Type:	School Board Policy
Section:	900 SCHOOL DISTRICT - COMMUNITY RELATIONS
Code:	921
Adopted Date:	10/10/1972
Revised Date(s):	02/13/2006, 12/14/2009
Reviewed Date(s):	11/26/1991, 03/11/1996, 11/13/2000, 02/13/2006, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is designed to support the training and development of new educators through agreements between accredited teacher education institutions and the Moorhead Area Public Schools.

II. GENERAL STATEMENT

For the purpose of this policy, "student teachers" and "interns" are those college/university-enrolled students assigned to Moorhead Area Public School professional staff for the purposes of furthering the education of the student and fulfill a requirement of the college/university that he/she train under the supervision of a certified/licensed professional for a period of time. This policy will include, but is not be limited to:

A. Student teachers assigned to all classroom programs including the Area Learning Center (ALC)~~,~~ and Learner Support~~, Speech/Language~~ Services programs.

B. Interns who have received an undergraduate degree and are enrolled in university courses requiring supervised practical training, including school social work interns, school psychology interns, and administrative interns.

Moorhead Area Public Schools will accept student teachers/interns only at times and in numbers appropriate for the well-being of Moorhead Area Public Schools students. When placing student teachers in the Moorhead Area Public School District, each local college/university will work with the building administrators. A formal contract will be made between the district and university. Colleges and universities outside the local area should contact the Human Resources Department for copies of a student teaching contract. The Human Resources Department will contact building administrators regarding available placement of student teachers.

Each college/university is to send a copy of all student teacher assignments for Moorhead Area Public Schools to the Human Resources Department and building administrator's office prior to the beginning of the district's semester in which the student teacher is to start. The respective college/university will also be required to have the appropriate criminal background check conducted on each student teacher prior to the time the student teacher begins his/her assignment with the Moorhead Area Public Schools. A notarized copy of the results of that background check will be sent to the Director of Human Resources. Moorhead Area Public Schools will retain the option of refusing or terminating any student teaching assignment as a consequence of information available from the

background check.

Please refer to Administrative Procedure 921.1 for guidelines.

Cross References:
Moorhead School Board Policy 413: Employment Background Checks
Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Policies Incorporated by Reference for Employees/Personnel

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	499
Adopted Date:	10/13/2003
Revised Date(s):	05/11/2009, 06/14/2010, 05/09/2011, 06/11/2012, 06/10/2013
Reviewed Date(s):	05/09/2005, 06/12/2006, 02/12/2007, 11/26/2007, 05/11/2009, 06/14/2010, 05/09/2011, 06/11/2012, 06/10/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide a list of all policies applicable to employees as well as to students.

II. GENERAL STATEMENT

In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which also apply to employees:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 447: Employee Responsible Use of Social Media
Moorhead School Board Policy 448: Electronic Communications Between Employees and Students
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 506: Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 536: Wellness
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fundraising
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 553: Crisis Intervention and Student Support
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 630: Organization of School Calendar and School Day
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 710: School District Crisis Management
Moorhead School Board Policy 711: Severe Weather-Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 722: School District Owned Vehicle Reservation
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises
Moorhead School Board Policy 822: Payroll Employment
Moorhead School Board Policy 823: Check Cashing
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences
Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools
Moorhead School Board Policy 907: Rewards

III. RESPONSIBILITIES

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Cross Reference:
MSBA/MASA Model Policy 422 (Policies Incorporated by Reference)

Corporal Punishment

Type:	School Board Policy
Section:	500 STUDENTS
Code:	552
Adopted Date:	2/11/2002
Revised Date(s):	04/10/2006, 12/14/2009
Reviewed Date(s):	04/10/2006, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT

No employee or agent of the Moorhead Area Public Schools shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

School district employees may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent the student from injuring him or herself, others or property or to prevent bodily harm or death to another.

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References:
Minnesota Statute 123B.25 (Actions Against Districts and Teachers)
Minnesota Statute 121A.58 (Corporal Punishment)
Minnesota Statute 121A.582 (Student Discipline; Reasonable Force)
Minnesota Statute 609.06, Subd. 1 (6)(7) (Authorized Use of Force)

Cross References:
Moorhead School Board Policy 551: Student Discipline
MSBA/MASA Model Policy 507 (Corporal Punishment)

Policies Incorporated by Reference for Students

Type:	School Board Policy
Section:	500 STUDENTS
Code:	599
Adopted Date:	10/13/2003
Revised Date(s):	05/11/2009, 06/14/2010, 05/09/2011, 06/11/2012, 06/10/2013
Reviewed Date(s):	05/09/2005, 06/12/2006, 02/12/2007, 11/26/2007, 05/11/2009, 06/14/2010, 05/09/2011, 06/11/2012, 06/10/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide a list of all policies applicable to students as well as to employees.

II. GENERAL STATEMENT

In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 447: Employee Responsible Use of Social Media
Moorhead School Board Policy 448: Electronic Communications Between Employees and Students
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 544: Activities Fundraising
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 609: Inclusive Educational Program
Moorhead School Board Policy 610: Online Learning Options
Moorhead School Board Policy 630: Organization of School Calendar and School Day
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 633: Patriotic Exercises
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: GRAD Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students

Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 711: Severe Weather-Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety
Moorhead School Board Policy 831: Rental of District Musical Instruments
Moorhead School Board Policy 905: Visitors to Moorhead Area Public School Buildings and Sites
Moorhead School Board Policy 907: Rewards

III. RESPONSIBILITIES

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Cross Reference:
MSBA/MASA Model Policy 523 (Policies Incorporated by Reference)