

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

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INDEPENDENT SCHOOL DISTRICT #152

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

April 14, 2014 7:00 p.m.

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

Lis	a Erick	kson	Scott Steffes
Cin	idy Fag	gerlie	Bill Tomhave
Lau	irie Jol	hnson	Matt valan
Carol Ladwig			Dr. Lynne A. Kovash
			AGENDA
1.	CA	LL TO ORDER	
	A.	Pledge of Allegiance	
	В.	Preview of Agenda - Dr. Ly	nne A. Kovash, Superintendent
	C.	Approval of Meeting Agend	а
		Moved by	Seconded by
	D.	We Are Proud	
		staff and community member	rict recognizes outstanding achievements of students, ers in the We Are Proud section of the School Board are acknowledged to the audience and retained in the
		state gymnastics meet in all-	High student Maren Seljevold who qualified for the around, balance beam, vault and floor exercise. ance beam and 15th in all-around at the Class AA state

gymnastics tournament. Head coach is Toni Kleber, and assistant coaches are Anna

Solbrack, Julia Sammon and Dave Rayl.

We Are Proud of Moorhead High School gymnastics team members who received all-state honors. Maren Seljevold received all-state awards for vault, beam and all-around and all-state honorable mention on bars and floor. Kendall Johnson received all-state honorable mention on vault, and Maren Krugler received all-state honorable mention on bars, beam, floor exercise and all-around.

The gymnastics team earned a Gold Academic Award for having a 3.785 team grade point average. Team members are Maren Seljevold, Ali Krsnak, Kendall Johnson, Kylie Olson, Maren Krugler, Tabatha Roman, Greta Seljevold, Sophia Newcomb, Candace Poppen, Lesley Buegel, Ari Grollman, Hannah Jastram, Amaya Cromwell and Addy Thornberg. Coaches are Toni Kleber, Anna Solbrack, Julia Sammon and Dave Rayl.

We Are Proud of Horizon Middle School student Sam Stein for winning the Horizon Geography Bee held January 23, 2014, for the second consecutive year. Second place went to Andrew Gullickson, and third place went to Jesemy Travers. Stein has taken the written qualifying test for the opportunity to compete in the Minnesota State Geographic Bee in April. Darrin Olmscheid and Kathy Cole coordinate the Geography Bee.

We Are Proud of the following winners of the Grade Level Spelling Bees held Jan. 22 at Horizon:

Grade 6: Anthony Carlson Grade 7: Alexis Rivers Grade 8: Jesemy Travers

The Spelling Bee coordinator is Kathy Cole.

We Are Proud of the following winners of the Moorhead District Spelling Bee held Jan. 30 at Horizon Middle School:

1st Place: Jesemy Travers 2nd Place: Anthony Carlson 3rd Place: Catherine Myers

Travers and Carlson advanced to the Regional Spelling Bee in Fergus Falls on Feb. 11. The Spelling Bee coordinator is Kathy Cole.

We Are Proud of Horizon Middle School students Jesemy Travers and Anthony Carlson who qualified for the Multi-Region State Spelling Bee. Travers placed first and Carlson placed second in the Region 4 Spelling Bee in Fergus Falls on Feb. 11 to advance. Twenty-six spellers from area schools competed for the right to advance to the state bee held Feb. 25. The district's Spelling Bee coordinator is Kathy Cole.

We Are Proud of Horizon Middle School students who received individual awards in the Grade 6 Regional Math Masters Tournament held in Moorhead on March 14. Ten teams from the area participated in both individual and team rounds.

Horizon students who earned Fact Drill Awards were Brock Klimek, second place, and Chrisanto D'Agostino, third place. Kylie Dumas, Emma Craig, Cullen Gess, Rachel Craig and Ryan Luthi earned ribbons for Fact Drill.

Individual medals went to Horizon students Emma Craig, first place; Chrisanto D'Agostino, second place; and Brock Klimek, third place. Individual ribbons went to Rachel Craig, Christian Thingvold, Cullen Gess and Ryan Luthi.

Their math teachers are Barb Stack, Diana Anderson and Sharon Nelson. Lois Brown and Kathy Cole are the Math Masters coordinators.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

We Are Proud of the Horizon Middle School House 6B Team for placing first in the Grade 6 Regional Math Masters Tournament held March 14 at Horizon. Team members are Hunter Covey, Chrisanto D'Agostino, Sam Grotberg, Brock Klimek and Terry Kreps. Their math teacher is Diana Anderson.

We Are Proud of the Horizon Middle School House 6A Team for placing second in the Grade 6 Regional Math Masters Tournament held March 14 at Horizon. Team members are Tyler Balluff, Emma Craig, Kylie Dumas, Cullen Gess and Christian Thingvold. Their math teacher is Sharon Nelson.

We Are Proud of the Horizon House 6C Team for placing fourth in the Grade 6 Regional Math Masters Tournament held March 14 at Horizon. Team members are Rachel Craig, Eric Hawley, Ryan Luthi, Gunner McLeod and Gavin Sorby. Their math teacher is Barb Stack.

E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

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

2. CONSENT AGENDA

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

- A. SUPERINTENDENT MATTERS Kovash
 - (1) Approval of March 10 and 24, 2014 Meeting Minutes Pages 9-20
- B. ASSISTANT SUPERINTENDENT MATTERS Larson
 - (1) Approval of April Claims Page 21
- C. HUMAN RESOURCES MATTERS Dehmer
 - (1) Approval of Leave of Absence Page 22
 - (2) Approval of Return from Leave of Absence Page 23
 - (3) Approval of Family/Medical Leave Page 24
 - (4) Approval of Resignations Page 25
 - (5) Approval of New Employees Page 26

Moved by	Seconded by	
Comments		
AdvancED PRESENTA	TION: Kovash	
Pages 27-34		
APPROVAL OF BIDS — ROBERT ASP AND PROBSTFIELD ELEMENTARY		
SCHOOL ADDITIONS	: Larson	
Pages 35-47		
Suggested Resolution: M	love to approve the bids for the Robert Asp and Probstfield	
Elementary School additions as presented.		
Moved by	Seconded by	

 RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF TEACHING CONTRACTS OF PROBATIONARY TEACHERS: Dehmer Pages 48-50

<u>Suggested Resolution</u>: Move to approve the Resolution Relating to the Termination and Non-Renewal of Teaching Contracts of Probationary Teachers as presented.

presented.

	Moved by	Seconded by			
	Comments				
6.	RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING				
	CONTRACTS TO PROBATIONARY TEACHERS: Dehmer				
	Page 51	- Dominor			
	Suggested Resolution: M Time Teaching Contracts	love to approve the Resolution Relating to the Offering of Part- to Probationary Teachers.			
	Moved by	Seconded by			
	Comments				
7.	EMERGENCY MAKE Page 52	UP DAYS: Kovash			
	Suggested Resolution: Move to approve the makeup time as presented.				
	Moved by	Seconded by			
	Comments				
8.	APPROVAL OF POLICE	Y: Kovash			
	Pages 53-54				
	<u>Suggested Resolution</u> : Move to approve the policy, Comparable Worth/Pay Equity Review Process 403, as presented.				
	Moved by	Seconded by			
	Comments				
9.	APPROVAL OF POLICE Pages 55-61	Y: Kovash			
	Suggested Resolution: Mopresented.	ove to approve the policy, Chemical Use and Abuse 420, as			
	Moved by	Seconded by			
	Comments				
10.	APPROVAL OF POLIC Pages 62-69	Y: Kovash			
	Suggested Resolution: Mo	ove to approve the policy. Family and Medical Leave 422, as			

	Moved by	Seconded by
	Comments	
11.	APPROVAL OF POLICY: Kovash Pages 70-71	
	Suggested Resolution: Move to approve Materials, Inventions, and Creations 4	ve the policy, Employee Publications, Instructional 40, as presented.
	Moved by	Seconded by
12.	APPROVAL OF POLICY: Kovash Pages 72-74	
	Suggested Resolution: Move to approve Performance Evaluation 471, as preser	re the policy, Administrator and Supervisor ated.
	Moved by	Seconded by
13.	APPROVAL OF POLICY: Kovash Pages 75-77	
	Suggested Resolution: Move to approvas presented.	ve the policy, Principal Performance Evaluation 472,
	Moved byComments	Seconded by
14.	APPROVAL OF POLICY: Kovash Pages 78-80	
	Suggested Resolution: Move to approve presented.	ve the policy, Student Teachers and Interns 921, as
	Moved by	Seconded by
	Comments	·
15.	APPROVAL OF POLICY: Kovash Pages 81-83	

<u>Suggested Resolution</u>: Move to approve the policy, Policies Incorporated by Reference for Employees/Personnel 499, as presented.

	Moved by	Seconded by		
	Comments	V 41		
16.	APPROVAL OF POLICY: Kovash Pages 84-85			
	Suggested Resolution: Move to approve the policy, Corporal Punishment 552, as presented			
	Moved by	Seconded by		
17.	APPROVAL OF POLICY: Kovash Pages 86-88			
	<u>Suggested Resolution</u> : Move to approve the policy, Policies Incorporated by Reference for Students 599, as presented.			
	Moved by Comments	Seconded by		
18.	SUPERINTENDENT'S ANNUAL E			
19.	SUPERINTENDENT'S CONTRACT Pages 89	I: Fagerlie		
	Suggested Resolution: Move to approve the July 1, 2014 - June 30, 2017 Superintendent's Contract for Dr. Lynne A. Kovash.			
	Moved by	_Seconded by		
20.	SUPERINTENDENT REPORT			
21.	COMMITTEE REPORT			
22.	OTHER PERTINENT ITEMS TO C	OME BEFORE THE BOARD		
23.	ADJOURNMENT			

CALENDAR OF EVENTS

Event	Date	Time	Place
Safe and Healthy Learners Com	April 15	3 p.m.	PCE
Community Educ Advisory Council	April 15	5:30 p.m.	PCE
and Appreciation Event			
Reinertsen PTAC	April 15	7 p.m.	Media Center
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.m3:30 p.m.	PCE
Coffee and Conversation with Supt	April 29	5:30 p.m.	PCE

MEMBERS PRESENT: Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Lisa Erickson.

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 as presented.

APPROVAL OF AGENDA: Tomhave moved, seconded by Johnson, to approve the agenda as presented. 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 February 10 and 24, 2014 Meeting Minutes as presented.

<u>Donation</u> - Direct administration to send a thank you to an anonymous person for donating a Getzen trombone valued at approximately \$450.00 to the Moorhead High School band program.

Claims - Approve the March Claims, subject to audit, in the amount of \$1,566,242.71.

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, subject to audit, in the amount of \$1,310,748.16.

General Fund:	\$1,310,748.16	
TOTAL	\$1,310,748.16	

<u>Sabbatical Leave Request</u> - Approve the Sabbatical Leave for Kari Boeckermann for the 2014-15 school year at a cost to the district of \$30,888.00.

Family/Medical Leaves

Peggy Simonson - Teacher, Probstfield Center for Education, effective February 24, 2014 for the remainder of the school year.

Other Leaves

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.

Resignations

Anna Wilson - Paraprofessional, ABE, effective March 5, 2014.

Susan Enger - Lunchroom Supervisor/Crossing Guard, effective April 1, 2014.

Retirements

Lynn Tkachuk - Paraprofessional, Moorhead 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, Moorhead 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/Moorhead 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.

New Employees

Siham Abdelrahman - Paraprofessional, Moorhead 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, Moorhead 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).

Motion carried 6-0.

APPROVAL OF BIDS – MOORHEAD HIGH SCHOOL TRACK AND TURE: Larson reviewed the bids received for work related to the Moorhead High School track replacement and artificial turf installation. Base bids including alternatives were recommended from Fisher Track and Sprinturf for a total of \$1.6 million, which is approximately \$200,000 lower than expected.

Discussion was held related to the formation of a foundation and understanding that the foundation would assist in raising funds for the project.

Tim Zerr, Zerr-Berg Architects, said that the \$1.59 million includes a 3 percent contingency fund and all fees associated with the project (architect and construction manager). He also stated the track and turf companies are reputable firms. Early estimates during the board work session in July may have been construction costs only.

Ladwig moved, seconded by Tomhave, to approve the bids for the Moorhead High School track replacement and artificial turf installation as presented. Motion carried.

MAJOR MAGNITUDE FIELD TRIP REQUEST - BAND TO NORFOLK, VA: Pam Redlinger, Moorhead High School band teacher, presented information related to the request. Redlinger distributed an article regarding the Virginia International Music Festival. The field trip will include a performance and adjudication clinic. The students will perform in or attend the Parade of Nations and attend the Virginia International Tattoo. Students will tour the naval base and Williamsburg and participate in sightseeing and recreational activities with other bands attending the festival. Redlinger also showed a video demonstrating an international tattoo. Students will fund the trip using their own resources. The anticipated cost per student is \$1,240.

Johnson moved, seconded by Steffes, to approve the Major Magnitude Field Trip request for Moorhead High School Band students to travel to Norfolk, VA, April 22-26-2015. Motion carried 6-0.

SCHOOL-WITHIN-A-SCHOOL PROPOSAL: Deb Pender-Tilleraas, Director of Red River Area Learning Center, and Lori Lockhart, Horizon Middle School Principal, presented 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.

The proposal creates a Horizon Academy for Student Success with the addition of a teacher position to re-establish the school-within-a-school setting at Horizon for students who may not require an off-site setting. This returns the staffing for the middle-level program to the level that it had been. It also includes the addition of a student assistance counselor at Horizon to provide both individual and school-wide services that directly impact classroom instruction, behavior management, student safety and family support. This includes early intervention, dropout prevention, counseling services to students regarding substance abuse and other behavioral or mental health issues, referral of students and families to appropriate community resources, and collaboration with family members to address academic, behavioral, social and mental health issues.

Valan moved, seconded by Tomhave, to approve the School-Within-A-School Proposal for Horizon Middle School. Motion carried.

AUDIO, VIDEO AND DATA SYSTEMS SERVICE TECHNICIAN POSITION

PROPOSAL: Kovash stated that the position is being requested to attend to the demands of increased electronic and technology systems in the school district. The new position will 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 with students' instructional day. The position's flexible scheduled day will be similar to a building custodian's schedule of 2:30-11 p.m.

Tomhave moved, seconded by Johnson, to approve the Audio, Video and Data Systems Service Technician position as presented. Motion carried.

<u>UPDATE ON SCHOOL SAFETY</u>: Larson provided an update 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 school entrances and will create recommendations with financial estimates to be reviewed in April.

PRE-SALE REPORT FOR LEASE PURCHASES: Larson reviewed the pre-sale report from the district's financial advisor, Ehlers and Associates, Inc. The pre-sale report summarized preliminary details of the \$4,873,000 2014 lease purchases and provided updated estimates for

Robert Asp and Probstfield Elementary building projects. The lease purchase will be used to finance a portion of the cost of the additions.

<u>UPDATE ON LEASED FACILITIES</u>: Larson provided an update on alternatives for existing school district leased space for Adult Basic Education and Red River Area Learning Center (RRALC). He also discussed Outreach, which is currently housed at the Moorhead Sports Center. Larson noted the district is specifically looking at alternative sites for Adult Basic Education and Outreach. Options include the Red River ALC second floor space and Holiday Center.

Valan left the meeting at 8:38 p.m., returned to the meeting at 8:40 p.m. and left the meeting at 8:41 p.m.

SUPERINTENDENT REPORT: Kovash provided a brief mid-year report on all-day kindergarten implementation. Kovash provided a legislative update from her MASA Region IV Day at the Capitol noting the bills related to bullying prevention, teacher evaluation language changes, health insurance and school lunch. Kovash noted she recently spoke to the Moorhead Retired Educators Association and they are a supportive group. Kovash reported a Moorhead High parent-teacher conference date on the 2014-15 calendar was changed to a non-board meeting night. Kovash will work with the chair and vice-chair regarding summer dates to schedule a work session.

COMMITTEE REPORTS: Brief reports were heard related to the Joint Powers Committee and MHS PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reminded board members of the scheduled board group photo session on March 24. Board members were asked to contact Michelle if they would not be able to attend. Ladwig mentioned Dr. Kovash's article in the "MSBA Boardcaster" regarding Learning Walks.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:02 p.m.

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

MEMBER ABSENT: None.

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 revisions to pages 24-30.

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

<u>WE ARE PROUD RECOGNITIONS</u>: (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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Steffes moved, seconded by Ladwig, to approve the following items on

the Consent Agenda:

Agreement and Acceptance of Donation - Approve the agreement and accept the donation and direct administration to send a thank you. Clay-Wilkin Community Health Board (CWCHB) donated 40 bicycles and a trailer/storage system valued at approximately \$40,000. CWCHB was awarded a Statewide Health Improvement Program (SHIP) grant and Community Transformation grant 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. The memo of agreement will allow the district to use the requested funds for preapproved activities and equipment.

Military Leave

Chad Olson - Teacher, Moorhead High School, effective March 27, 2014 through April 18, 2014.

Family/Medical Leave

Rebecca Sheldon - Teacher, Ellen Hopkins Elementary, effective approximately August 14, 2014 for approximately six weeks.

Resignations

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.

New Employees

Mike Kieselbach - Junior Varsity Softball, Moorhead High School, .070 (11) \$3,609.00, effective March 10, 2014 (replaces Amy Mumm).

Jon Ammerman - Assistant Coach, Boys Golf, Moorhead High School, .080 (2) \$3,204.00, effective March 4, 2014 (replaces Jim MacFarlane).

Matt Western - Assistant Coach, Girls Golf, Moorhead High School, .080 (3) \$3,307.00, effective March 4, 2014 (replaces Jim MacFarlane).

Andrew Nylander - Paraprofessional, Moorhead 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).

Agreement with Solutions School Linked Mental Health Services - 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.

Motion carried 7-0.

ANALYSIS OF IMPACT OF BOUNDARY CHANGE WITH DILWORTH GLYNDON FELTON SCHOOL DISTRICT: Greg Crowe, Ehlers, Inc., presented the analysis of the impact of a boundary change with Dilworth Glyndon Felton School District. Moorhead and Dilworth Glyndon Felton school districts have been in communication regarding the detachment of portions of each school district. Moorhead Area Public Schools 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.

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 family education revenues. The district would annually lose \$11,763 in revenue for community education and \$10,502 for early childhood family education. It would gain \$25,987 in transportation aid. 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 (assumes that debt levies are paid based on where a parcel is after realignment), might be more important than an option that assumes that debt levies are paid based on where a parcel was prior to realignment. The differences in the change in property taxes and revenue between the two land area realignment options being considered are relatively insignificant. The Moorhead School District would lose 252.6 student units and nearly \$50 million (about 2 percent) of referendum market value.

In giving up the section that includes the east Dilworth housing area, Moorhead School District residents would see a tax hike of about 2 percent, with the owner of a \$100,000 house paying

\$8.76 more in property taxes after the swap. The owner of a \$200,000 home would pay \$18.06 more.

Chair Fagerlie said she did not see the benefit to Moorhead. Board members also said changes in taxes would be unequal and concern was expressed regarding the loss in community education and early childhood funding.

SALE REPORT FOR LEASE PURCHASES AND APPROVAL OF RESOLUTION APPROVING AND AUTHORIZING THE EXECUTION OF A LEASE AGREEMENT:

Greg Crowe, Ehlers, Inc., explained the Request for Proposals for lease-purchasing financing for part of the cost of the additions at Probstfield and Robert Asp Elementary Schools. Ehlers recommended the board adopt the resolution approving the proposal from Capital One Public Funding with a fixed interest rate of 3.52%.

Steffes moved, seconded by Erickson, to approve the Resolution Approving and Authorizing the Execution of a Lease Agreement and Related Documents and Certificates as presented. A roll call vote was taken; motion carried 7-0.

2014-15 PRELIMINARY STAFFING PLAN: Kovash explained the preliminary staffing plan for licensed and non-licensed staff along with the projection of average class sizes. The recommended adjustments are:

- 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.
- Alternative Education The addition of 1.0 alternative education teacher for the schoolwithin-a-school at Horizon Middle School was approved at the March 10 School Board meeting.
- 3. Special Education 1) The addition of 2.0 FTE for increased special education numbers is to serve students at Hopkins and Probstfield Center for Education (PCE). 2) 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) 1) 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. 2) A shift of 3.0 FTE paraprofessional positions will allow 0.75 FTE for sheltered instruction for students at the high school.
- 5. Instructional Support Staff Funded by federal programs, grants or other sources. 1) 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. 2) 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. 3) The reduction of 1.6 FTE for kindergarten specialists will be replaced with an increase in elementary music. 4) 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. Differentiation Strategists/Gifted and Talented 1) The addition of 0.50 FTE strategist at PCE will provide the same services as the counterparts at each elementary school. 2) 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.
- Counselors 1) The addition of 1.0 FTE middle school student assistance counselor was approved at the March 10, 2014 School Board meeting. 2) The addition of 0.40 FTE counselor at PCE will provide the same services as the counterparts at each elementary school.
- 10. 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.
- 11. Paraprofessionals/Security A reduction of 3.0 FTE is described in the EL section.
- 12. 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.

13. Clerical/Confidential Administrative Assistant - The 0.5 FTE administrative assistant is an increase in support for the Department of School Improvement and Accountability.

Tomhave moved, seconded by Ladwig, to approve the 2014-15 Preliminary Staffing Plan as presented. Motion carried 7-0.

APPROVAL OF RESOLUTION FOR DISCONTINUING AND REDUCING
EDUCATIONAL PROGRAMS AND LICENSED POSITIONS: Dehmer explained the resolution for discontinuing and reducing educational programs and licensed positions. Positions to be reduced are: 1.60 FTE Kindergarten Specialist - Grade Kindergarten; .17 FTE Music, Grades 6-8; .583 FTE Science, Grades 9-12; and 1.00 FTE Social Science, Grades 6-12.

Tomhave moved, seconded by Steffes, to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed. Motion carried 7-0.

FIRST READING OF POLICIES: The board conducted a first reading on the following 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.

SUPERINTENDENT REPORT: Kovash attended the MDE Achievement Gap Summit which provided information regarding the State Report Card, NCLB Waiver, the new Western Lakes Regional Centers of Excellence (located in Fergus Falls), School Readiness and preK-12 alignment, LEP support, educator evaluation, dropout prevention, post secondary transition plan and future summits. Kovash also attend the Region IV Superintendents' meeting and noted an article in the "Communicator" regarding "Food Hub Start-Up Explored for Region" for which Donna Tvedt, district food service director, was involved. Kovash shared information from MREA about the location equity revenue legislation that was signed into law and will learn about the impact to the district as the state department works through the numbers. Kovash reported information about AdvancED would be presented at the April 14 board meeting. AdvancED is a school improvement and accreditation process with tools to assist schools and districts to develop plans and follow data.

<u>COMMITTEE REPORTS</u>: Brief reports were heard related to the Instruction and Curriculum Advisory Committee, Community Education Advisory Council, RRALC Family Night, S.G.

Reinertsen PTAC, Foundation Committee, Policy Review Committee, Executive Finance Committee, Citizen Finance Committee, and Health Insurance Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Fagerlie reported information related to former board member Jeanne Aske, who is working on a program to locate missing Cho-Kio yearbooks. Kovash reminded board members of the April 14 board group photo session scheduled for 6 p.m. in the board room.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Steffes, to close the public meeting at 8:57 p.m., pursuant to M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation. Motion carried 7-0.

OPEN PUBLIC MEETING: Erickson moved, seconded by Tomhave, to open the public meeting at 10:06 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 10:06 p.m.

Laurie Johnson	, Clerk	



Office of Assistant Superintendent Memo OAS.14.064 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Jeremy K. Larson, Interim Assistant Superintendent

DATE:

April 7, 2014

RE:

April Claims

The April claims are as follows:

General Fund	\$1,563,789.53
Food Service Fund	\$139,370.91
Community Service Fund	\$19,487.04
TOTAL	\$1,722,647.48

The March wire payments are as follows:

General Fund	\$1,529,801.20
Debt Redemption Fund	\$4,429,593.45
Post Employment Trust Fund	\$1,275.50
TOTAL	\$5,960,670.15

<u>Suggested Resolution</u>: Move to approve the April claims, subject to audit, in the amount of \$1,722,647.48 and the March wire payments, subject to audit, in the amount of \$5,960,670.15.

JKL:ajj



Human Resources Memo HR.14.108

TO:

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 7, 2014

RE:

Leave of Absence

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

Julia Kramer

LSS Teacher, EIS, effective for the 2014-2015 school year.

SUGGESTED RESOLUTION: Move to approve the Leave of Absence as presented.



Human Resources Memo HR.14.109

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 7, 2014

RE:

Return from Leave of Absence

The administration requests the approval of Return from Leave of Absence for the following person:

Alyssa Bakken

COTA, effective with the 2014-2015 school year.

SUGGESTED RESOLUTION: Move to approve the Return from Leave of Absence as presented.



Human Resources Memo HR.14.110

TO:

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 7, 2014

RE:

Family/Medical Leave

The administration requests Family/Medical Leave for following person:

Sue Lattimore

Paraprofessional, High School, effective May 9, 2014 thru June 16, 2014.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Sue Lattimore pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement.



Human Resources Memo HR.14.107

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 7, 2014

RE:

Resignations

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

Jim Kapitan

Head Girls Basketball Coach, High School, effective at end of the season.

Holly Erickson

Teacher, Robert Asp Elementary, effective at the end of the 2013-2014

school year.

Dan Scruggs

Teacher, Robert Asp Elementary, effective at the end of the 2013-2014 school

year.

SUGGESTED RESOLUTION: Move to approve the resignation of Jim Kapitan, Holly Erickson and Dan Scruggs as presented.



Human Resources Memo HR.14.111

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 7, 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.

Heather Parchman

Breakfast/Lunchroom Supervisor, Probstfield Center for Education, 3 hour per

day, \$10.00 per hour, effective April 1, 2014. (Replaces Katie Tonn)

Jennifer Hoefs

Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, 3.5

hours per day, \$10.00 per hour, effective March 21, 2014. (Replaces Susan

Enger)

Brandon Lunak

Assistant Superintendent, Probstfield Center for Education, E82 (7) \$122,260,

effective July 1, 2014. (Replace Wayne Kazmierczak).

SUGGESTED RESOLUTION: Move to approve the employment of Heather Parchman, Jennifer Hoefs and Brandon Lunak as presented.



Superintendent Memo S.14.097R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

AdvancED Presentation

Dr. Angie Koppang, Vice President from the AdvancED Midwest Region, will provide information regarding AdvancED and the support for school improvement. Over the course of this year, administration has been examining the World's Best Workforce legislation and determining a process that will provide for data gathering as well as an aligned process for school improvement across schools and the district. AdvancEd provides ongoing support to schools and districts as they engage in the accreditation and continuous improvement processes.

The attached document outlines the alignment of the AdvancED process with the World's Best Workforce. Dr. Koppang will explain the process as well as tools to assist districts in school improvement as well as district accreditation.

LAK:mde Attachment

Minnesota World's Best Workforce

Alignment of WBWF with AdvancED District Accreditation Model

Objectives of Minnesota World's Best Workforce

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. This is achieved by the following:

- ∞ Students are ready for school upon entering kindergarten
- ∞ Students achieve grade level literacy by grade three
- ∞ Students graduate from high school and attain career and college readiness
- Achievement gaps are closed among all racial and ethnic groups of students and between
 students living in poverty and not living in poverty as well as for English language learners and
 non-English language learners and for students who receive or do not receive special education.

The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE). This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

Overview of the AdvancED District Accreditation and Continuous Improvement Model

The AdvancED District Accreditation model is a system's approach designed to leverage improvement across an entire system. The process recognizes that the school and the classroom are at the heart of teaching and learning while ensuring that the process helps unify school improvement and align it with overall system improvement goals so that the system's schools are moving in one direction together, on the same page. The process engages the district and the individual schools within the district in the following processes:

- Taking stock of themselves in relation to a set of research based quality standards focused on student achievement and organizational effectiveness as a part of a focused Internal Review process.
- Establish a vision, assess their current reality, implement an improvement plan, monitor progress and evaluate results
- Enhance best thinking with the insights and perspectives of an external review team in a focused External Review process.

AdvancED provides an effective engine for systematizing and maximizing district improvement efforts. District accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all the parts of the education system – the district, school, and classroom – work together to meet the needs of students. The accreditation process examines the whole institution—the programs, the cultural context, the community of stakeholders—to determine how well the parts work together to meet the needs of students.

It is the process of accreditation that yields the greatest continuing return for institutions. When approached properly, the internal self-assessment an institution conducts against a set of research-based quality standards can produce a wealth of galvanizing insights. Honest self-evaluation is unparalleled in its ability to uncover and bring into sharp focus special challenges for an institution that may not have been fully understood. The external review is the hallmark of the accreditation process, and like the internal self-assessment, it energizes and equips the leadership and stakeholders of an institution or school system to tackle those areas that may be thwarting desired performance levels.

Commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. The AdvancED Standards for Quality Schools and Systems mark an evolution in continuous improvement and accreditation. While leveraging accreditation as a powerful tool for driving effective practices in support of student learning, these research-based Standards also emphasize teaching and learning; share embedded common themes across Standards; and address students' ability to successfully develop learning, thinking, and life skills as critical elements of student achievement.

AdvancED Standards for Quality

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning Standard 4: Resources and Support Systems

Standard 5: Using Results for Continuous Improvement

The accreditation process must be collaborative and comprehensive. The process yields the best results for schools and school systems, and ultimately for students, by uniting community stakeholders, including education experts who provide personalized assistance to institutions and educational systems. By bringing together all those who are invested in your school's success, you build support for your vision and goals.

The AdvancED Accreditation Process is comprehensive, evaluating all the parts of your institution. The process focuses on your vision and goals, evaluates teaching and learning, and examines how results are documented and resources are allocated. The five AdvancED Standards are the foundation of the Accreditation Process and serve as your guide to continuous improvement. Throughout the accreditation process, AdvancED provides innovative resources and tools and customized assistance to help institutions navigate the process of school improvement and maximize the effectiveness of their efforts.

World's Best Workforce District Plan and AdvancED Alignment

As written in Minnesota Statutes 2013, section 120B.11, (from here forward referred to as the "World's Best Workforce Plan" or "WBWF Plan") the district's strategic plan must include:

 Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2)

AdvancED Alignment: AdvancED requires a continuous improvement plan for each school and for the district that is based on a comprehensive needs assessment that includes student achievement data, program and process data and stakeholder

perception data. Individual school plans are aligned to the district plan with strategies and benchmarks that are aligned to district goals while informed and guided by the school level identified needs.

A process for assessing and evaluating each student's progress toward meeting state and local
academic standards and identifying the strengths and weaknesses of instruction in pursuit of
student and school success and curriculum affecting students' progress and growth toward
career and college readiness and leading to the world's best workforce;

AdvancED Alignment: In addition to AdvancED standards focused on a quality assessment system and the use of data to drive curriculum, instruction, programs and improvement plans, AdvancED uses a Student Performance Diagnostic to assist schools and districts in the analysis of data through a set of Evaluative Criteria and Data Analysis Questions. The Evaluative Criteria are rubrics that address the assessment quality, fidelity to administration, quality of learning (improvements in student learning) and equity of learning (closing of achievement gaps). The data analysis questions guide the schools and the district through the analysis of longitudinal trends in student performance, changes in gaps between student subgroups and both achievement gains and areas in need of improvement. The process focuses on verifiable gains in student performance based as well as readiness for and success at the next level.

 A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations;

AdvancED Alignment: The AdvancED Standards for Quality Schools and the AdvancED Standards for Quality School Systems provide a framework for the ongoing review of school and district practices in relation to research based standards for effective schools. There are 5 standards with 33 indicators at the school level and 35 indicators at the district level. Each of the indicators is accompanied by Levels of Performance which are developed as a four level rubric that describes practices related to the indicator. In addition to assessing themselves against the Performance Levels, schools and systems also provide evidence of the implemented practices. The performance levels are also instructive for schools and districts in identifying practices to improve their performance as they are able to examine the levels to determine what would be necessary to improve their performance. The standards and indicators explicitly incorporate the implementation of research based instructional strategies, collaboration, staff evaluations and the use of data from classroom observations and supervision processes to improve instruction.

4. Strategies for improving instruction, curriculum, and student achievement;

AdvancED Alignment: Of the 33 school indicators and 35 system indicators, 12 of the indicators are in Standard 3 which focuses on Teaching and Assessing for Learning. An additional 5 indicators are embedded in Standard 5 which focuses on Using Results for Continuous Improvement. In addition, 4 of the 6 evaluative criteria focus on student achievement and the analysis of student results. Of 39 criteria at the school level and

41 at the system level, 21 of these criteria are directly related to the improvement of instruction, curriculum and student achievement. In addition, the remaining criteria focus on the conditions that support the effectiveness of the school in implementing these processes.

 Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

> AdvancED Alignment: AdvancED Standard 3: Teaching and Assessing for Learning has 12 research based indicators that focus on high quality instruction, student engagement in learning, rigorous curriculum, integration of technology and a professional culture that is based on teacher collaboration and high quality professional development that meets both individualized teacher needs and school-wide needs to meet improvement goals. AdvancED has also implemented an Effective Learning Environment Observation Tool (ELEOT) as a part of the External Review process. In addition, this tool is available for schools and districts to use as an internal tool to evaluate learning environments. This innovative tool focuses on seven learning environments: Equitable Learning Environment, High Expectations Environment, Supportive Learning Environment, Active Learning Environment, Progress Monitoring and Feedback Environment, Well-Managed Learning Environment and Digital Learning Environment. What is unique about the ELEOT tool is that the 30 observable criteria within the seven environments focus specifically on the learner and the learning environment. The ELEOT results provide specific feedback on the learning conditions and environments in the schools and the data necessary to specifically address improvements in learning environments.

6. An annual budget for continuing to implement the district plan.

AdvancED Alignment: AdvancED Standard 2: Leadership and Governance and AdvancED Standard 4: Resources and Support Systems address the policies and practices related to the financial operations of the district and its schools. In particular, the focus is on how the district uses their resources to support their identified goals and plans through their allocation of their fiscal resources in the provision of material resources, instructional time and staffing to support their identified improvement goals.

World's Best Workforce District Report

The school board must hold an annual public meeting to review, and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review district success in realizing the previously adopted student achievement goals and related benchmarks in the comprehensive district wide strategic plan leading to the World's Best Workforce.

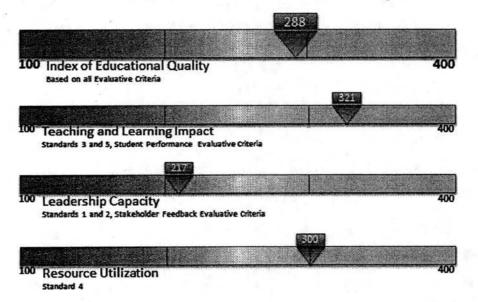
AdvancED Alignment: AdvancED manages all school improvement processes through an innovative web-based platform known as ASSIST™ (Adaptive System of School Improvement Support Tools). The tools consist of diagnostic tools, surveys tools and a dynamic goal and plan builder that schools and districts can use to develop, review and revise their improvement plans

continuously. The school is able to export any or all of these tools as pdf files to be shared and reviewed by patrons and board members at any time. This dynamic tool provides schools and systems a repository to house all plans and documents related to their improvement efforts and to manage those plans over time.

In addition, the school board must publish a public report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board must also transmit an electronic summary of its report to the MDE Commissioner of Education in the form and manner the commissioner determines.

AdvancED Alignment: 'AdvancED has implemented a new dashboard known as the IEQ (Index of Educational Quality). The IEQ is established for the district and for each of their schools at the time of their External Review (see example below). The IEQ provides an overall index score for the school and also provides information related to three key domains: Teaching and Learning Impact, Leadership Capacity and Resource Utilization. This dashboard provides a graphic depiction of the performance of a school and is on a 100-400 point scale. While this index is initially calculated at the time of the External Review, schools and districts report to AdvancED regarding their actions related to the feedback from the External Review team and their own Internal Review. As the school makes improvements or fails to do so, the IEQ can be rescored to reflect the current reality. This dashboard along with the External Review report and the Accreditation Progress Report provide an electronic summary of the overall quality of the school and the specific actions in relation to that performance.

Index of Educational Quality



Additional Criteria

Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of these surveys in the summary report.

AdvancED Alignment: AdvancED has developed valid and reliable stakeholder survey tools for use at the school and district level. These surveys are available in both electronic and paper formats and are aligned to the Standards for Quality Schools. Schools and district have access to these surveys at any time and can administer them as frequently as they desire. The use of the surveys is a required component of the External Review process. Surveys are available for parents, faculty and students. There are three versions of the student survey which were developed at an appropriate reading and comprehension level for Early Elementary, Elementary and Middle/High School. Surveys are also available to schools in multiple languages to address the needs of ELL students and families. The surveys are compiled within ASSIST and schools and districts can run many different reports that disaggregate the data by demographic information. survey audience, alignment to indicators, and survey item responses. In addition, the district can run reports with aggregate district data as well as individual school data to assist them in determining differences between individual schools within the district. The schools and district also use a Stakeholder Feedback Diagnostic that uses an Evaluative Criteria rubric to analyze their results. In addition, there are data analysis questions designed to assist school and districts in the analysis and implications related to the results.

Committees and Roles (District Advisory Committee and School Site Teams). Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards. The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students, and other community residents. The district may establish school site teams as subcommittees of the district advisory committee. A school may establish a school site team to develop and implement strategies and evidence-based practices to improve instruction, curriculum, and student achievement at the school site. The school site team may advise the board and the district advisory committee about developing the annual budget and revising the school site improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and local academic standards and instruction.

AdvancED Alignment: The AdvancED District Accreditation process is modeled on a framework that includes a district level advisory committee, as well as school site committees. Each school site committee is responsible for overseeing the engagement at the school level and provides both feedback and representation to the district advisory committee. AdvancED indicators focus on the inclusion of representatives from all stakeholder groups within the school and district. In addition, there are specific indicators related to the engagement of stakeholders in the school and district's purpose and direction as well as communication strategies to inform all stakeholders of district progress toward improvement goals.

Continuous Improvement Plans

AdvancED Alignment: AdvancED requires that the district and each of the schools within the district develop a continuous improvement plan. This plan is based on data and contains goals, strategies, activities, measures and timelines. The AdvancED Goal and Plan builder framework is designed to develop measureable objectives using a SMART goal framework. In addition to the development of the plan, the tools supports ongoing revisions, additions and progress notes to enable schools and districts to monitor and report progress toward meeting the goals.

MDE Annual Evaluation

The MDE Commissioner of Education must collaborate with districts to identify effective targeted strategies, practices, and use of resources by districts and school sites in striving for the world's best workforce. The commissioner must assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources. The commissioner must identify those districts in any consecutive three-year period not making sufficient progress on goals toward improving teaching and learning and striving for the world's best workforce.



Office of Assistant Superintendent Memo OAS.14.065 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Jeremy K. Larson, Interim Assistant Superintendent

DATE:

April 7, 2014

RE:

Approval of Bids - Robert Asp and Probstfield Elementary School Additions

Attached please find a tabulation of the bids received for work related to the Robert Asp and Probstfield Elementary School additions. 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.

<u>Suggested Resolution</u>: Move to approve the bids for the Robert Asp and Probstfield Elementary School additions as presented.

JKL:ajj Attachment





							Alternate No. 1
BID PA	ACKAGE		ESTIMATE	CONTRACTOR		BASE BID	Provide epoxy terrazzo in lieu of terrazzo tile
	General Conditions	s	52,160.00	Gehrtz Construction Services	\$	52,160.00	
3A	Concrete - Building	- 1	168,050.00	PKG Commercial Inc	\$	134,521.00	
4	Masonry	- 1	401,000.00	Sperie Masonry	\$	392,000.00	
5A	Structural Steel - Material	1	65,486.85	Mid America Steel	s	90,150.00	1
5B	Structural Steel - Erection		37,960.00	Maxx Steel Erectors	5	52,000.00	
6A	General Work & Labor	1	60,293.29	Minko Construction	5	103,800.00	l l
6B	Millwork	- 1	22,483.65	H & B Specialized Product	s	16,621.00	
7A	Moisture Protection	- 1	156,100.00	Lee's Roofing & Sheet Metal	\$	168,475.00	
	Installation of Solatube Skylights	1	2000	Solar Midwest, Inc.	s	3,730.00	
7G	Sealants		10,000.00	Ellenson Caulking	s	6,070.00	
8A	Hollow Metal / Doors / Hardware			Central Door and Hardware	s	18,999.00	
8E	Glass & Glazing	1	64,230.00	Fargo Glass and Paint	s	96,640.00	
	Drywall		31,400.00	Miller & Sons Drywall	s	20,700.00	
	Tilework		23,650.00	I'll Tile and Stone	s	29,722.00	\$ (22,230.00
9D	Epoxy Terrazzo- Alternate Bid Only	- 1	1997-1992	Advance Terrazzo and Tile	s		\$ 37,700.00
	Acoustical	1	16,400.00	Flament-Ulman Inc	s	25,697.00	yes statistical
9G	Resilient Flooring/Carpeting		7,550.00	Flament-Ulman Inc	Includ	ded with 9E	
9H	Wood Floor	- 1	64,000.00	Jwood Sports Flooring	s	44,900.00	
91	Painting		21,675.00	Tony Eckert and Sons	s	23,125.00	
11B	Athletic Equipment		70,350.00	Centre Stage Manufacturing	\$	38,500.00	
12C	Bleachers		•	Seating and Athletic Facility Ent.	\$	16,327.00	
21	Building Sprinkler	1	5,600.00	Ace Fire Protection	\$	23,364.00	
22	Plumbing .	1	72,000.00	Accel Mechanical	\$	303,812.00	
23	HVAC		290,000.00	Accel Mechanical	Includ	ded with 22	
26	Electrical		141,100.00	Rick Electric	\$	193,000.00	
31	Earthwork		49,045.00	Asplin Excavating & Construction	\$	54,817.00	
32B	Landscaping		12,750.00	S & S Landscaping	\$	2,880.00	
33	Site Utilities		37,560.00	Kindred Plumbing and Heating	\$.	36,135.00	
_	Total Bid Packages	\$	1,895,743.14		\$	1,948,145.00	
	Alternate No. 1Provide epoxy terrazzo in lieu of	f terrazzo tile			\$	15,470.00	15,470.00
TOTA	L BID PACKAGES	\$	1,895,743.14		\$	1,963,615.00	-
4 0%	Construction Management	s	75,829.73	Gehrtz Construction Services	s	78,544.60	
	SUBTOTAL	\$	1,971,572.87	Comme Constitution Contract	\$	2,042,159.60	
7.0%	Architect/Engineer Reimbursable Expenses Allowance		138,010.10	Zerr Berg Architects Zerr Berg Architects		142,951.17 3,500.00	
	TOTAL	\$	2,109,582.97		\$	2,188,610.77	\$.
	Contingency 2% Misc Fumiture / Fixtures & Equipment	s	90,000.00 18,000.00 126,000.00			40,000.00 18,000.00 126,000.00	
TOTA	L PROJECT COST	\$	2,343,582.97		5	2,372,610.77	\$ -



BID TABULATION BID DATE: 4/8/14 3A - Concrete - Building	Bld Bond	Addenda acknowledged	Base Bid	Alternate No. 1 - Provide Epoxy Terrazzo in lieu of Terrazzo Tile
Gemstone Masonry	eces (Service/Indexed	the publication of the party		Maria Maria da Cara de
Frazee, MN	X	1,2	\$140,975.00	190
PKG Commercial Inc. Fargo, ND	х	1,2	\$134,521.00	
4 - Masonry	· 图:2000年2004	(Mario State)	(2001年) (2007年) (2007年) (2007年)	AND BUT MOVEMBER STREET
Haugen Masonry Moorhead, MN	х	1,2	\$453,900.00	
Eicholtz Msonry, Inc.				
Fargo, ND	X	1,2	\$475,800.00	all a class s
Sperle Masonry				
Fargo, ND	Cashier's	1,2	\$392,000.00	2 2
A - Structural Steel - Material	and them.	网络对抗性的	(2019) [1] (图1) (图1) (图1)	
Ben's Structural Fabrications Waite Park, MN	х	1,2	\$96,605.00	
Central Minnesota Fabricating, Inc. Staples, MN	х	1,2	\$98,300.00	
Mid America Steel				
Fargo, ND	х	1,2	\$90,150.00	
Wolf Steel Construction, Inc Fargo, ND	х	1,2	\$90,289.00	
B - Structural Steel - Erection		医 加斯茨金属	新型/// (15·18) · 电机器/ (18·18)	
Anderson Steel Erection Grand Forks, ND	x	1,2	\$62,800.00	
Mid Central Steel Erectors				
Blomkest, MN	X	1,2	\$66,395.00	
Maxx Steel Erectors	900	5994	Water Day Control of the	
Maple Lake, MN	X	1,2	\$52,000.00	
A - General Work & Labor MinKo Construction	在新疆市	AND SHAPE	图的是"图》(Arthread	TE SEPTEMBER TO THE SERVER
Fargo, ND	x	1,2	\$103,800.00	
B - Millwork		SHART WAS DEED		one late of the state of the second
Fargo Cabinets Fargo, ND	No Bid			
	Bond		10	
Haldeman-Homme, Inc. Minneapolis, MN	х	1,2	\$18,577.00	. A
Woodside Industries				
Cavalier, ND	No Bid Bond			- 14
H & B Specialized Products, Inc. Eden Prairie, MN	х	1,2	\$16,621.00	



BID TABULATION BID DATE: 4/8/14 A Moisture Protection	Bid Bond	Addenda acknowledged	Base Bid	Alternate No. 1 - Provide Epoxy Terrazzo in lieu of Terrazzo Tile
A & R Roofing, Inc.	Marie Contractor Contractor	DEPTH NUMBER OF	ART TOTAL SERVICE STATES OF THE SERVICE SERVICES	THE RESIDENCE OF THE PARTY OF T
Fargo, ND	×	1,2	\$189,980.00	
Herzog Roofing, Inc. Detroit Lakes, MN	х .	1,2	\$222,495.00	
Lee's Roofing & Sheet Metal, Inc. Fargo, ND	х	1,2	\$168,475.00	
MJ Dalsin West Fargo, ND	х	1,2	\$238,570.00	
G - Sealants	S& 550 5 40	Department of the last of the		A PARTICIPATION OF THE PROPERTY OF THE PARTICIPATION OF THE PARTICIPATIO
Ellenson Caulking, LLC Fargo, ND	x	1,2	\$6,070.00	
A - Hardware/Metal Doors & Frames	经验	自然的多为 类	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	A STATE OF THE PARTY OF THE PAR
Central Door & Hardware, Inc. Fargo, ND	х	1,2	\$18,999.00	
Fargo Glass & Paint Co. Fargo, ND	х	1,2	\$28,431.00	
Twin City Hardware Fargo, ND	х	1,2	\$23,593.00	
E - Glass & Glazing	进步 李丽的人,"好多		on and architecture of the second of the second	
Fargo Glass and Paint Fargo, ND	х	1,2	\$96,640.00	
Northland, Ltd. Fargo, ND	х	1,2	\$104,890.00	
Red River Glazing, Inc. Fargo, ND	х	1,2	\$96,809.00	
Rusco Window Co., Inc. Fargo, ND	х	1,2	\$99,955.00	
B • Drywall	AND DESIGNATION OF THE PARTY OF	TO A HER KIND OF	STEEL SEPTEMBER OF SHEET WAS	A TOTAL SECTION OF THE PARTY OF
G & M Lathing Contractors, Inc. Fargo, ND	х	1,2	\$21,470.00	
Miller & Sons Drywall West Fargo, ND	х	1,2	\$20,700.00	
Young and Davis Drywall Bemidji, MN	х	1,2	\$52,000.00	
C - Tilework	de lucations			A PARTY OF STANDARD PROPERTY.
I'll Tile & Stone Inc. Detroit Lakes, MN	х	1	\$29,722.00	-\$22,230.00
Grazzini Brothers & Company Eagan, MN	х	1	\$62,535.00	-\$45,470.00
STC Flooring Fargo, ND	x	1,2	\$35,805.00	-\$21,700.00



BID TABULATION		Addenda	Base Bid	Alternate No. 1 - Provide Epoxy Terrazzo in lieu o
BID DATE: 4/8/14 9D-Terrazzo Flooring (Alternate)	Bid Bond	acknowledged		Terrazzo Tile
Advance Terrazzo & Tile Co., Inc.	21 经证明的	网络香芹等的	學學學學學學學學學學學	。 方式/Marie 12 新加州大学
Coon Rapids, MN	×	1,2		\$37,700.00
Grazzini Brothers & Co. Eagan, MN	х	1	1.08.19	\$48,600.00
BE - Acoustical	A CONTRACTOR	White desired	A CONTRACTOR OF SUB-CONTRACTOR	3000年4000名日本市及1000年
Bachman, Inc. dba Floor to Ceiling Ca Fargo, ND	rpet One	1,2	\$19,559.00	
Flament-Ulman, Inc. Moorhead, MN	х	1,2	\$20,000.00 9E/9G Combined \$25,697	
IF - Wood Flooring	新說基別的	· 1000 (2000)	Professional Company of the Company	Salestine of propagations
FLR Sanders, Inc. Princeton, MN	x	1,2	\$51,400.00	
Athletic Performance Solutions, LLC Stillwater, MN	х	1,2	\$57,000.00	
Jwood Sports Flooring Star Prairie, WI	х	1	\$44,900.00	7 deeple
Anderson Ladd Mineapolis, MN	х	1,2	\$54,201.00	
G - Resilent Flooring / Carpeting	SHIP SHEET COME.	Mark Mark Mark Color		
Flament-Ulman, Inc. Moorhead, MN	х	1,2	\$20,000.00 9E/9G Combined \$25,697	
Floor to Ceiling Fargo, ND	х	1,2	\$12,772.00	
Scholastic Equipment Grand Forks, ND	х	1,2	\$9,726.07	
STC Flooring, Inc Fargo, ND	х	1,2	\$8,265.00	140
- Painting	100	(A)(A)(A)(A)(A)(A)(A)(A)(A)(A)(A)(A)(A)(PARTIES OF SHEET ENGINEERING	Port His way Problems 1905
Craig Geron Decorating West Fargo, ND	х	1,2	\$32,500.00	
Tony Eckert & Sons Fargo, ND	х	1,2	\$23,125.00	1158
1B Athletic Equipment	SAMPLE I	William Street		《三篇图题·相》和 它创立
Centre Stage Manuf. Sauk Centre, MN	х	1,2	\$38,500.00	
H&B Specialized Products Eden Prairie, MN	х	1,2	\$38,754.00	
Anderson Ladd Mineapolis, MN	х	1,2	\$41,893.00	
Sportscon St. Louis, MO	х	1,2	\$40,116.00	



BID TABULATION BID DATE: 4/8/14	Bld Bond	Addenda acknowledged	Base Bid	Alternate No. 1 - Provide Epoxy Terrazzo in lieu of Terrazzo Tile
2C Bleachers	上海 体长神经	NO CHARLES	维维纳温度公司基础设施 在公司的	(1997年)(中央中海市)
Seating & Athletic Facility Ent. Ellendale, MN	х	1,2	\$16,327.00	
1 - Building Sprinkler	1400 (NEXT SHEET)		15-55年4月19年5月18日至195日至197	TO A STATE OF THE PARTY OF THE
Ace Fire Protection Fargo,ND	х	1,2	\$23,364.00	
Allied Fire Protection Fargo, ND	х	1,2	\$23,885.00	
Dakota Fire Protection, Inc. Grand Forks, ND	×	1,2	\$32,800.00	
NOVA Fire Protection, Inc. Fargo, ND	х	1,2	\$28,785.00	
2 - Plumbing		Tar Zattarate)	(A)	
Accel Mechanical Fargo, ND	×	1,2	\$74,526.00	
Cote Mechanical Casselton, ND	×	1,2	\$104,222.00	-
Peterson Mechanical Fargo, ND	×	1,2	Combined \$341,300	
Sheyenne Mechanical Fargo, ND	х	1,2	\$102,583.00	
3 - HVAC	Office Ingulations	Service Control		THE STATE OF THE S
Accel Mechanical Fargo, ND	×	1,2	\$229,286.00	
Dakota Metal Fabrication Manvel, ND	х	1,2	\$318,000.00	
Midwest Mechanical Constr. Fargo, ND	X	1,2	\$285,820.00	
Peterson Mechanical Fargo, ND	x	1,2	Combined \$341,300	
Sheyenne Mechanical Fargo, ND	×	1,2	\$273,893.00	
6 - Electrical	RED DE REIT		To be designed to the second s	1000次以下1000年中的10
Charlie & Sons Electric Moorhead, MN	×	1,2	\$211,600.00	
Laney's Fargo, ND	×	1,2	\$278,800.00	
Rick Electric Moorhead, MN	x	1,2	\$193,000.00	1 2 2



PID TARIH ATION				Alternate No. 1 -	
BID TABULATION		Addenda	Base Bid	Provide Epoxy Terrazzo in lieu of	
BID DATE: 4/8/14	Bld Bond	acknowledged		Terrazzo Tile	
31 - Earthwork	海域区 特尼斯城市	高兴。由Wester 1955	公司的基本的	不是 是这个学习是这种更多的	
Aggregate Industries Moorhead, MN	X	1,2	\$76,575.00		
Asplin Excavating & Constr. Fargo, ND	х	1,2	\$54,817.00		
Earthwork Services, Inc. Horace, ND	х	1,2	\$88,523.00		
Richard's Excavating Fargo, ND	х	1,2	\$60,443.00		
32A - Landscaping			The state of the state of the state of	7079 Particulation and Company	
Kroshus Landscaping Fargo, ND	x	1,2	\$7,644.90		
S & S Landscaping Fargo, ND	х	1,2	\$2,880.00		
33 - Site Utilities	Secure Secure Secure	MERSON OF ALEX	Marine Salah S		
Key Contracting				MANUAL ENGLISHMENT AND	
West Fargo, ND	×		\$46,000.00		
Kindred Plumbing & Heating Kindred, ND	х		\$36,135.00		

MPS Probstfield Elementary School Addition Moorhead, MN Date: 4/10/14





			72-1				Alt	ernate No. 1
BID PACKAGE			ESTIMATE	CONTRACTOR		BASE BID	block/	ide burnished glazed masonry e @corridors
General	Conditions	\$	138,000.00	Gehrtz Construction Services	\$	138,000.00		
3A Concrete	e - Building		289,062.50	Gemstone Masonry	\$	230,800.00		
4 Masonry	10000 10000		520,295.00	Sperle Masonry	\$	510,000.00	\$	30,000.00
5A Structura	al Steel - Material		148,753.88	Mid America Steel	\$	151,440.00		
5B Structura	al Steel - Erection	- 1	75,020.00	Mid Central Steel Erectors	\$	94,300.00		
6A General	Work & Labor		128,663.70	Minko Construction	\$	165,300.00	-	
6B Millwork			125,470.00	Woodside Industries	\$	61,421.00		
7A Moisture	Protection		376,800.00	Lee's Roofing	 \$	377,193.00		
Installati	on of Solatube Skylights			Solar Midwest, Inc.	\$	3,730.00		
7G Sealants		- 1	25,000.00	Ellenson Caulking	\$	10,535.00		
8A Hollow N	Metal / Doors / Hardware		42,994.05	Twin City Hardware	\$	33,551.00		
8E Glass &				Fargo Glass and Paint	\$	79,170.00		
9B Drywall				FM Contracting	\$	119,900.00		
9C Tilework			19,550.00	STC Flooring	s	23,520.00		
9E Acoustic				Floor to Ceiling Store	\$	39,399.00		
9F Wood Flo	oor		59,000.00	Jwood Sports Flooring	\$	42,850.00		
9G Resilient	Flooring/Carpeting			STC Flooring	\$	58,170.00		
9l Painting			42,089.00	Geron Decorating	s	39,800.00	s	(3,000.00
	Equipment		52,350.00	Centre Stage	s	37,400.00		(0,000.00
	Sprinkler		99,600.00	Ace Fire Protection	\$	65,501.00		
22 Plumbing	190 - Carlotta (1900 - 1900 -		147,600.00	Sheyenne Mechanical	\$	155,746.00		
23 HVAC	•		576,000.00	Midwest Mechanical	s	531,519.00		
26 Electrica	E		341,000.00	Grotberg Electric	s	398,000.00		
31A Earthwor	\(\frac{1}{2}\)		155,920.00	Richards Excavating	s	185,725.00		
32B Landsca	4157) 2157)		23,900.00	Kroshus Landscaping	s	7,500.00		
	Surfacing		115,000.00	Aggregate Industries	\$	128,700.00		
33 Site Uitili	the formulation and		66,500.00	Key Contracting	s	112,000.00		
	Packages	\$	3,898,858.13	ney contracting	\$	3,801,170.00		
Alternate	No. 1Provide burnished block/glazed base @corridors	•	0,030,030.13		\$	27,000.00		27,000.00
TOTAL BID PAC	KAGES	\$	3,898,858.13		\$	3,828,170.00		
4.0% Construct	tion Management	\$	155,954.33		s	153,126.80	\$	
4.0% Construct	SUBTOTAL	\$	4,054,812.45		\$	3,981,296.80	\$	
7.0% Architect/ Reimburs	Engineer able Expenses Allowance		283,836.87			278,690.78 3,500.00		*
	TOTAL	\$	4,338,649.32		\$	4,263,487.58	\$	- valorise i
Continger	ncy		179,000.00			128,000.00		
Misc Furniture	/ Fixtures & Equipment	\$	35,885.00 251,000.00	, (4)	\$	35,885.00 251,000.00		
TOTAL PROJECT	T COST	\$	4,804,534.32		\$	4,678,372.58	\$	



BID TABULATION		Bid		Alternate No. 1 - Provide burnished
BID DATE: 4/10/14	Addenda acknowledged	Bond	Base Bid	block/glazed masonr
ASCONEGO	acknowledged	Bond State	OPPRINCIPATION OF PRINCIPATION	base @corridors
Gemstone Masonry Frazee, MN			A STATE OF THE PARTY OF THE PAR	THE PART OF THE PARTY OF THE PA
Frazee, MIN	1-4	X	\$230,800	
Mn-Kota Concrete, Inc.				
Frazee, MN	1-3	×	\$249,900	T. 10
Masonpy				* vel seres persone
Eicholtz Masonry, Inc Fargo, ND				
raigo, ND	1-4	×	\$618,400	\$29,000
Haugen Masonry	77.5			
Moorhead, MN	1-4	X	\$547,800	\$31,500
Sperle Masonry			• 4 4 4	
Fargo, ND	1-4	Cashier's	\$510,000	\$30,000
osmonal sea obnera		Check		400,000
Mid America Steel	THE PROPERTY OF THE PARTY OF TH	Marie Control		
Fargo, ND	1-4	×	\$151,440	
on dipersonal services			Contract to the second person were the second	
Anderson Steel Erection	The second secon	CONTRACTOR AND INCOME.		
Grand Forks, ND	1-4	X	\$125,775	
Maxx Steel Erectors				
Maple Lake, MN	1-2	x	\$106,700	
Mid Central Steel Erectors				
Blomkest, MN	1-4	x	\$94,300	
\-General Work & Labor		500000000000000000000000000000000000000		
MinKo Construction				
Fargo, ND	1-4	×	\$165,300	74
SIMILWOOK .	HE CHANGE	ZISTRICEN ZEE		
Fargo Cabinets Fargo, ND	4.0	Cooking	007 100	
Suitable Sections	1-2	Cashier's Check	\$97,430	95
Haldeman-Homme Inc		- Onlook		
Minneapolis, MN	1-3	X	\$66,505	
H&B Specialized Products, Inc				
Eden Prairie, MN	1-3	×	\$77,535	
Northern Woodwork, Inc				
Thief River Falls, MN	1-3	х	¢70 000	
	'-3	^	\$78,900	
Woodside Industries				
Cavalier, ND	1-3	×	\$61,421	
Northwest Cabinets, Inc.				
Bemidji, MN		No Bid		
31		Bond		





BID TABULATION BID DATE: 4/10/14	Addenda acknowledged	Bid Bond	Base Bid	Alternate No. 1 - Provide burnished block/glazed masonry base @corridors
//A = Moisture Protection A & R Roofing, Inc.				
Fargo, ND	1-4	x	\$392,290	
Herzog Roofing, Inc. Detroit Lakes, MN	1-3	х	\$393,945	
Lee's Roofing & Sheet Metal, Inc Fargo, ND	1-4	х	\$377,193	
MJ Dalsin West Fargo, ND	1-4	х	\$416,566	
//G-Sealants Ellenson Caulking, LLC	OR BUSINESS ESTATE			
Fargo, ND	1-4	x	\$10,535	
8/45=#101600/Mga/Mga/Mgoors/#ardware		MAY 0.20 25 5:00 Ex	and the second second second	
Central Door & Hardware, Inc. Fargo, ND	1-3	х	\$39,241	
Fargo Glass & Paint Co. Fargo, ND	1-4	х	\$50,523 no tax	
Twin City Hardware Fargo, ND	1-4	х	\$33,551 no tax	
8E (Class & Clazing		National Control		SEE HURSWAND SOUTH
Fargo Glass and Paint Fargo, ND	1-4	x	\$79,170	
Northland, Ltd. Fargo, ND	1-4	х	\$108,943	
Red River Glazing, Inc. Fargo, ND	1-4	x	\$109,435	
Rusco Window Co., Inc. Fargo, ND	1-4	x	\$91,987	
98 - Drywaii			THE RESERVE THE PROPERTY OF THE	ALISH MATERIAL CONTRACTOR
FM Contracting, Inc. Detroit Lakes, MN	1-4	х	\$119,900	
G & M Lathing Contractors, Inc. Fargo, ND	1-4	x	\$122,700	
Miller & Sons Drywall West Fargo, ND	1-4	х	\$131,700	
Young and Davis Drywall Bemidji, MN	1-3	х	\$192,300	





BID TABULATION BID DATE: 4/10/14	Addenda acknowledged	Bid Bond	Base Bid	Alternate No. 1 - Provide burnished block/glazed masonr base @corridors
I'll Tile & Stone Inc.	S. S			S SECTION OF SECTION S
Detroit Lakes, MN	1-3	x	\$24,679	
Grazzini Brothers & Co Eagan, MN	1-2	×	\$37,290	7 .
STC Flooring Fargo, ND	1-4	х	\$23,520	
==/Acoustical	A CONTRACTOR OF THE PARTY OF TH		Commence of the commence of th	
Bachman, Inc. dba Floor to Ceiling Car Fargo, ND	pet One 1-3	X	\$39,399 9E/9G Combined \$109,911	
Flament-Ulman, Inc. Moorhead, MN	1-3	х	\$45,900 9E/9G Combined \$99,607	7
FaWoodhalooiing)			A PART OF THE PART	
Athletic Performance Solutions, LLC Stillwater, MN	1-2	×	\$44,850	
FLR Sander, Inc. Princeton, MN	1-3	x	\$49,800	
Jwood Sports Flooring Star Prairie, MN	1-4	x	\$42,850	
e-Resilent Flooring	TAKEN SAME SAME SAME AND ADDRESS AND	Water Street		
Flament-Ulman, Inc.	Les Medical State			Rullant and Edition
Moorhead, MN	1-3	X	\$87,151 9E/9G Combined \$99,607	
Bachman, Inc. dba Floor to Ceiling Carp Fargo, ND	pet One 1-3	x	\$72,772 9E/9G Combined \$109,911	
Scholastic Equipment Grand Forks, ND	1-4	x	\$58,591.57	
STC Flooring, Inc Fargo, ND	1-4	x	\$58,170	
a eming	COLUMN TO THE REAL PROPERTY.			Harry Marie
Craig Geron Decorating West Fargo, ND	1-4	X	\$39,800	-\$3,000
Morris Painting & Decoring Fargo, ND	1-4	x	\$45,155	-\$1,400





Pro	ect	No.	13-	040

BID TABULATION	Addenda	Bid	Base Bid	Alternate No. 1 - Provide burnished block/glazed masonry
BID DATE: 4/10/14	acknowledged	Bond		base @corridors
B/Athletic Equipments Centre Stage Manuf.				
Sauk Centre, MN	1-3	X	\$37,400	10000
H&B Specialized Products Eden Prairie, MN	1-3	х	\$37,826	
Sportscon St. Louis, MO	1-3	×	\$40,071	
alsulding Sp/m3e?			COUNTY TO BE A TO THE TANK OF THE PARTY OF T	* 02 * 11 * 11 * 12 * 13 * 1 * 13 * 1
Ace Fire Protection Fargo,ND	1-4	x	\$69,501	*
Dakota Fire Protection, Inc. Grand Forks, ND	1-4	x	\$84,900	
NOVA Fire Protection, Inc. Fargo, ND	1-4	х	\$97,530	1 1 1 1
=Plumbing = - N			MODIZATIVA MESTA SERVICE	a machine estat trans
Accel Mechanical Fargo, ND	1-4	×	\$163,490	
Cote Mechanical Casselton, ND	1-4	X	\$223,163 22/23 Combined \$818,124	
Peterson Mechanical Fargo, ND	1-4	x	22/23 Combined \$734,600	
Sheyenne Mechanical Fargo, ND	1-4	×	\$155,746	
E (ENV/AYC)	MAN CARROLL SERVICE STATE			
Accel Mechanical Fargo, ND	1-4	X	\$673,559	
Dakota Metal Fabrication Manvel, ND	1-4	х	\$618,500	
Midwest Mechanical Constr. Fargo, ND	1-4	×	\$531,519	
Peterson Mechanical Fargo, ND	1-4	х	22/23 Combined \$734,600	
Cote Mechanical Casselton, ND	1-4	х	22/23 Combined \$818,124	





BID TABULATION	Addenda	Bid	Base Bid	Alternate No. 1 - Provide burnished
BID DATE: 4/10/14	acknowledged	Bond	base Bid	block/glazed masonry base @corridors
Charlie & Sons Electric			7.84年8月18日 2015年12月	SOR BEING THE SAME OF
Moorhead, MN	1-4	×	\$398,830	
Grant's Mechanical Inc.				
Fargo, ND	1-4	x	\$433,130	
Rick Electric		-		
Moorhead, MN	1-4	×	\$482,880	
Grotberg Electric				
Valley City, ND	1-4	х	\$398,000	
A-Earthwork Aggregate Industries		ENDER DE		The Shipper Control Area
Moorhead, MN	1-4	x	\$206,500	
	* * *	^	\$200,500	
Earthwork Services, Inc.		4-5		7.046
Horace, ND	1-4	x	\$230,564.20	
Richards Excavating				
Fargo, ND	1-4	X	\$185,725	
BisLandscaping Kroshus Landscaping	CON CONTRACTOR OF		AND CONTRACTOR OF	
Fargo, ND	1-4	v		
raigo, ND	1-4	х	\$7,500	
S & S Landscaping				
Fargo, ND	1-4	x	\$15,820	
Pro Landscapers, LLC				
Fargo, ND	1-4	x	\$15,378	
CoPaving & Surfacing	9/9/0 9 /5/2012 9 /5/30			
Aggregate Industries Moorhead, MN	1-4	v .		
Woornead, WIIV	1-4	X	\$128,700	
Border States Paving				
Fargo, ND	1-4	x	\$135,000	
Central Specialties				
Alexandria, MN	1-4	х	\$148,995	
Northern Improvement		11		
Fargo, ND	1-4	х.	\$169,500	
Sieuillies				Fig. 5.2000 Constitution
Ney Contracting				
West Fargo, ND		×	\$112,000	
Kindred Plumbing & Heating	- I-			
Kindred, ND	1-4	x	\$125,285	



MOORHEAD AREA PUBLIC SCHOOLS

Human Resources Memo HR.14.106

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 14, 2014

RE:

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF

TEACHING CONTRACTS OF PROBATIONARY TEACHERS

At the March 24, 2014 school board meeting the reduction of 3.353 full-time Equivalents (FTEs) of programs and licensed positions was approved.

The reduction of these programs and licensed positions is related to projected declining enrollment and financial limitations and is delineated as follows:

FTE	Position	Grade Level
1.60	Kindergarten Specialist	Kindergarten
.17	Music	6-8
.583	Science	9-12
1.00	Social Science	6-12

Additional staffing reductions are necessary due to statutory provisions, teachers returning from leaves and filling vacancies during the year. Some of these reductions will be absorbed through teacher transfers, retirements, resignations and leaves.

Consider the resolution directing administration to effect termination and non-renewal of the positions of probationary teachers as listed below:

WHEREAS, the following teachers are probationary teachers in Independent School District 152:

Termination and Non-Renewal of Contracts	License Area	FTE
Duane Arnold	Media Specialist	1.0
Nicole Boersma	Kindergarten Specialist	1.0
Grace Bohanna	Science	.583
Jennifer Cerar	Kindergarten	1.0
Chuanyu Chen	Chinese	1.0
Maria Johnson	Elementary	1.0



MOORHEAD

AREA PUBLIC SCHOOLS

Termination and Non-Renewal of Contracts	License Area	FTE
Olivia Latimer	Music	.76
Alison Morgan	Kindergarten Specialist	1.0
Brad Neznik	Social Studies .	1.0
Weiwei Qian	Chinese	1.0
Michele Rolewitz	American Sign Language	.1875
Julie Rosenfeldt	Physical Education/DAPE	.8

Additional staffing reductions are necessary due to statutory provisions, teachers returning from leaves and filling vacancies during the year. Some of these reductions will be absorbed through teacher transfers, retirements, resignations and leaves.

Consider the resolution directing administration to effect termination and non-renewal of the positions of probationary teachers as listed below:

WHEREAS, the following teachers are probationary teachers in Independent School District 152:

Termination and Non-Renewal of Contracts	License Area	FTE
Duane Arnold	Media Specialist	1.0
Nicole Boersma	Kindergarten Specialist	1.0
Grace Bohanna	Science	.583
Jennifer Cerar	Kindergarten	1.0
Chuanyu Chen	Chinese	1.0
Maria Johnson	Elementary	1.0
Olivia Latimer	Music	.76
Alison Morgan	Kindergarten Specialist	1.0
Brad Neznik	Social Studies	1.0
Weiwei Qian	Chinese	1.0
Michele Rolewitz	American Sign Language	.1875
Julie Rosenfeldt	Physical Education/DAPE	.8

SUGGESTED RESOLUTION: Move to approve the Resolution Relating to the Termination and Non-Renewal of Teaching Contracts of Probationary Teachers as presented.

KLD:smw Attachment

Memberintroduced the following resolution and moved its adopt	tion:
RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF «Name» «Last» A PROBATIONARY TEACHER.	
WHEREAS, «Name» «Last» is a probationary teacher in Independent S	chool District No. 152.
BE IT RESOLVED by the School Board of Independent School District No. Minnesota Statute 122A.40, subd. 5, that the teaching contract of «Name» «Lasteacher in Independent School District No. 152, is hereby terminated at the clost 2014 school year.	st», a probationary
BE IT FURTHER RESOLVED that written notice has been sent to said to termination and non-renewal of his/her contract as provided by law, and that sail substantially the following form:	
NOTICE OF TERMINATION	
«Name» «Last» «Address» «City»	
Dear «Name» «Last»,	
You are hereby notified that at a regular meeting of the School Board of District No. 152 held on April 14, 2014, a resolution was adopted by a majority ryour contract effective at the end of the current school year and not to renew yo 2015 school year. Said action of the Board is taken pursuant to M.S. 122A.40,	oll call vote to terminate ur contract for the 2014-
You may officially request that the School Board give its reason for the non-rene contract. However, such a request must be received within ten days after the re-	ewal of your teaching eceipt of this notice.
Yours very truly,	
SCHOOL BOARD OF EDUCATION SCHOOL DISTRICT NO. 152	
Clerk of the School Board	
The motion for the adoption of the foregoing resolution was duly seconded by _	and upon

vote being taken thereon,

the following voted in favor of:

and the following voted against the same: none

and the following were absent: none

whereupon said resolution was declared duly passed and adopted.



MOORHEAD AREA PUBLIC SCHOOLS

Human Resources Memo HR.14.105

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 7, 2014

RE:

RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING CONTRACTS TO PROBATIONARY TEACHERS

Consider the resolution below directing administration to offer part-time teaching contracts to the probationary teachers listed below.

WHEREAS, the full-time probationary teachers whose contracts were terminated effective at the end of the 2013-2014 school year and non-renewed for the 2014-2015 school year, shall be offered part-time teaching contracts for the 2014-2015 school year as follows:

30	Current Contract	Reduction	Contract Offer
Olivia Latimer	.76	.17	.59
Julie Rosenfeldt	.80	.20	.60
Alison Morgan	1.00	.60	.40

SUGGESTED RESOLUTION: Move to approve the Resolution Relating to the Offering of Part-Time Teaching Contracts to Probationary Teachers as presented.

KLD:smw



Superintendent Memo S.14.086R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Emergency Makeup Days

The school district's 2013-14 calendar included one built-in makeup day with school ending Wednesday, June 4 for E-12 students. School was canceled January 6 by Governor Dayton, and the built-in makeup day was used.

School also was canceled on January 16 and 22. Although March 31 had been scheduled to make up one instructional day, school was canceled on the makeup day. Therefore, two days remain to be made up.

The last day for students remains June 4; the two remaining makeup days will be for staff on June 5 and 6. With the adoption of a new literacy program, the implementation of teacher evaluation and other professional development needs, the two remaining makeup days will be used for professional development for staff.

The work time for all teachers currently scheduled for June 5 will be made up using flex time. Building administration will work with teachers to determine the flex time for closing their classrooms and completing end-of-year work. For grades 9-12 teachers, the 3 hours and 45 minutes of professional development originally scheduled for the morning of June 5 will be made up through district options. Information will be provided to the grades 9-12 teachers regarding the options available for making up that half day of professional development.

Non-licensed staff will make up these two days with work time and professional development time per contract on June 5 and 6.

The two days will be forgiven for teachers who are retiring at the end of the school year. Their flexible work time will be determined by building administration.

Suggested Resolution: Move to approve the makeup time as presented.

LAK:mde



MOORHEAD AREA PUBLIC SCHOOLS

Superintendent Memo S.14.087R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Comparable Worth/Pay Equity Review Process 403.

Suggested Resolution: Move to approve the policy, Comparable Worth/Pay Equity Review Process 403, as presented.

LAK:mde Attachment

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)



Superintendent Memo S.14.088R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Chemical Use and Abuse 420.

Suggested Resolution: Move to approve the policy, Chemical Use and Abuse 420, as presented.

LAK:mde Attachment

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, middle 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

MSBA/MASE Model Policy 417 (Chemical Use and Abuse)



Superintendent Memo S.14.089R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Family and Medical Leave 422.

Suggested Resolution: Move to approve the policy, Family and Medical Leave 422, as presented.

LAK:mde Attachment **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 preceding 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 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. 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)



MOORHEAD AREA PUBLIC SCHOOLS

Superintendent Memo S.14.090R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Employee Publications, Instructional Materials, Inventions, and Creations 440.

<u>Suggested Resolution</u>: Move to approve the policy, Employee Publications, Instructional Materials, Inventions, and Creations 440, as presented.

LAK:mde Attachment **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



Superintendent Memo S.14.091R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Administrator and Supervisor Performance Evaluation 471.

<u>Suggested Resolution</u>: Move to approve the policy, Administrator and Supervisor Performance Evaluation 471, as presented.

LAK:mde Attachment **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.

<u>A.</u> 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:

- A1. Review of areas of accountability as described in the Job Descriptions/District Goals/Building Goals/Personal Goals.
- B2. Development of goals for a particular time period (twelve to twenty-four months).
- C3. 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



Superintendent Memo S.14.092R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Principal Performance Evaluation 472.

<u>Suggested Resolution</u>: Move to approve the policy, Principal Performance Evaluation 472, as presented.

LAK:mde Attachment

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 Moorhead Area Public Schools 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 sSuperintendent 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 Moorhead Area Public Schools 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. 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:

Minnesota, Statute, 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



Superintendent Memo S.14.093R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Student Teachers and Interns 921.

Suggested Resolution: Move to approve the policy, Student Teachers and Interns 921, as presented.

LAK:mde Attachment

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



Superintendent Memo S.14.094R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Employees/Personnel 499.

<u>Suggested Resolution</u>: Move to approve the policy, Policies Incorporated by Reference for Employees/Personnel 499, as presented.

LAK:mde Attachment Policies Incorporated by Reference for Employees/Personnel

Type:

School Board Policy

Section:

400 EMPLOYEES/PERSONNEL

Code:

499

Adopted Date:

10/13/2003

Revised Date(s):

05/11/2009, 06/14/2010, 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)



Superintendent Memo S.14.095R

TO:

School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Corporal Punishment 552.

Suggested Resolution: Move to approve the policy, Corporal Punishment 552, as presented.

LAK:mde Attachment

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

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 572: Moorhead Area Public School District Weapons Policy

MSBA/MASA Model Policy 507 (Corporal Punishment)



Superintendent Memo S.14.096R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 8, 2014

RE:

Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Students 599.

<u>Suggested Resolution</u>: Move to approve the policy, Policies Incorporated by Reference for Students 599, as presented.

LAK:mde Attachment

Policies Incorporated by Reference for Students

Type:

School Board Policy

Section:

500 STUDENTS

Code:

599

Adopted Date:

10/13/2003

Revised Date(s):

05/11/2009, 06/14/2010, 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)



Superintendent Memo SB.14.098R

TO:

School Board

FROM:

Cindy Fagerlie, Chair CBF

DATE:

April 8, 2014

RE:

Superintendent's Contract

Below please find the recommendation of a 3-year contract, July 1, 2014 – June 30, 2017, with the following changes in contract language:

Article III.

Duration

Article VI.

Insurance

Article VIII.

Salary

The overall settlement is:

55	Percent	Cost
2014-15	3.83%	\$7,206.09
2015-16	2.75%	\$5,370.62
2016-17	2.29%	\$4,608.61
Yearly Average	2.95%	\$5,728.44

<u>Suggested Resolution</u>: Move to approve the July 1, 2014 – June 30, 2017 Superintendent's Contract for Dr. Lynne A. Kovash.

CBFinde

INDEPENDENT SCHOOL DISTRICT #152

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

April 28, 2014 7:00 p.m.

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

Lis	a Erick	cson	Scott Steffes	
Cin	dy Fag	gerlie	Bill Tomhave	
Lau	irie Jol	hnson	Matt Valan	1_514/48/
Car	ol Lad	lwig	Dr. Lynne A. K	ovash
			AGENDA	4*
1.	CA	LL TO ORDER		
	A.	Pledge of Allegiance		
	B.	Preview of Agenda - Dr. L	ynne A. Kovash, Superir	itendent
	C.	Approval of Meeting Ager	nda	
		Moved by	Seconded by	
		Comments		
	D.	We Are Proud		
				ling achievements of students, section of the School Board

We Are Proud of Natania Arpero, fifth-grade student at S.G. Reinertsen Elementary School, who was selected as a first-place winner in the Minnesota DARE poster contest. She and her family have received tickets to the April 27 Minnesota Twins

SCHOOL BOARD AGENDA - April 28, 2014 PAGE 2

game where Arpero will throw out the first pitch at the game. Rachel Muehler, fifth grade student at S. G. Reinertsen Elementary, received a 15th place award for her DARE poster. Their fifth-grade teacher is Cori Carter, their art teacher is Michelle Sailer, and their DARE instructor is Officer Valerie Kellen.

We Are Proud of Laila Ahmed, second-grade student at S.G. Reinertsen Elementary School, who was the grand-prize winner in a writing contest sponsored by the Rourke Art Museum. All Moorhead second-graders recently took at field trip to the Rourke. They were invited to write a story or essay inspired by a piece of art from the Minnesota Artists exhibit. Two winners were selected from each second-grade classroom. Ahmed's essay was the grand-prize winner earning her a Rourke membership. Her second-grade teacher is Mary Stich, and her art teacher is Michelle Sailer.

We Are Proud of Rachel Muehler, fifth-grade student at S.G. Reinertsen Elementary School, who was recognized by Scholastic for her writing. She participated in the "Create a Character" contest and was one of 75 runners-up out of more than 4,000 entries. Her fifth-grade teacher is Cori Carter.

We Are Proud of Moorhead High School student Alex Volk for placing first in the 9th-10th grade division at the Tri-College Math Contest held in March at NDSU. Math team advisors for that age division are Monica Peterson and Corey Zimmerman, Moorhead High mathematics teachers.

We Are Proud of the Ellen Hopkins Elementary Destination Imagination team CHANT for placing first in the improvisational challenge, Pandemonium, at the Moorhead Destination Imagination Regional Tournament held March 15. The team advanced to the state tournament on April 12. Team members are Timothy Kaeding, Autumn Gronwold, Noah Gullickson and Hailey Floberg. The team manager is Chris Floberg.

We Are Proud of the Horizon Middle School Destination Imagination team snrocinu wobniar for placing second in the improvisational challenge, Pandemonium, at the Moorhead Destination Imagination Regional Tournament held March 15. The team advanced to the state tournament on April 12. Team members are Maren Twedt, Lydia Flaspohler, Eliza Cant, Rachel Craig and Emma Craig. The team manager is Heidi Twedt.

We Are Proud of the Horizon Middle School Destination Imagination team The Lazy Links for placing first in the structure challenge, The Tension Builds, at the Moorhead Destination Imagination Regional Tournament held March 15. The team advanced to the state tournament on April 12. Team members are Andrew Gullickson, Peter Thress, Bryant Stenberg and Nathan Tollefson. The team manager is Marie Thress.

We Are Proud of the Moorhead High School Destination Imagination team ArchimeDIs for placing first in the technical challenge, Dig In, at the State Destination Imagination Tournament on April 12 in Champlin Park, Minn. The team had to design and build equipment to detect and remove objects from hiding places and move the objects across a finish line. They also had to create and present a story about a technology that detects things a human cannot sense without help. ArchimeDIs received a Rennaisance award for demonstrating outstanding skill in the areas of engineering, design and performance. The team qualified to compete in this challenge at Global Finals on May 21-24 in Knoxville, Tenn. The team also competed in improv, Pandemonium, at the state DI tournament. Team members are Anthony Johnson, David Thibert, Seamus Neill, Alex Volk and Nick Cameron. The team is coached by Laurie Johnson.

We Are Proud of the Moorhead High School and Horizon Middle School Destination Imagination team the Fab Fauve for placing first in the fine arts challenge, Laugh Art Loud, at the State Destination Imagination Tournament on April 12 in Champlin Park, Minn. The team researched a work of art created by an artist from another nation and then theatrically presented a comic strip based on the artwork. They also were required to create three live comic strip panels that included a technical caption contraption and an ARTifact inspired by their chosen work of art. The Fab Fauve received the Da Vinci Award for exceptional creativity, a unique approach to the problem and risk taking. The team was chosen out of 148 teams to receive the traveling trophy to be displayed by their school district or community. The team qualified to compete in this challenge at Global Finals on May 21-24 in Knoxville, Tenn. Team members are Abigail Johnson, Lexi Dauner, Emily Karevold, Claire Twedt, Caroline Wirries, Hannah Hendrickson and Emily Pratt. The team is coached by Laurie Johnson.

E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

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

2. CONSENT AGENDA

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

SCHOOL BOARD AGENDA - April 28, 2014 PAGE 4

3.

4.

5.

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 Retirement - Page 7
	(2) Approval of Resignations - Page 8
	(3) Approval of Other Leave - Page 9
	(4) Approval of Acceptance of Part-Time Teaching Contract - Page 10
	(5) Approval of New Employee - Page 11
Sug	ested Resolution: Move to approve the Consent Agenda as presented.
Ma	
Cor	ed by Seconded by ments
Mod 201	ested Resolution: Move to approve the Major Magnitude Field Trip request for head High School Speech/Theatre students to travel to New York City January 8-12
Mo	d bySeconded by
Con	ments
SEI	FUNDED INSURANCE: Kovash
Pag	20
SCI Pag	EDULE SCHOOL BOARD WORK SESSIONS: Kovash
p.m	ested Resolution: Move to approve Monday, July 14, 2014 from 9:00 a.m. to 4:00 o conduct a School Board work session to discuss school district and board prioritie development and facilities planning.
Mos	
IVIO	d bySeconded by

SCHOOL BOARD AGENDA - April 28, 2014 PAGE 5

6.	SUPERINTENDENT REPORT		
7.	. COMMITTEE REPORT		
8.	OTHER PERTINENT ITEMS	TO COME BEFORE THE	BOARD
9.	. CLOSE PUBLIC MEETING: F	agerlie	
	Suggested Resolution: Move to cl 13D.05, Subd. 3(b) for the purpos	ose the public meeting at e of meeting with legal coun	p.m., pursuant to M.S sel.
	Moved by		
9.	. OPEN PUBLIC MEETING: Fag	gerlie	
	Suggested Resolution: Move to op	oen the public meeting at	p.m.
	Moved by Comments	Seconded by	

10. ADJOURNMENT

SCHOOL BOARD AGENDA - April 28, 2014 PAGE 6

CALENDAR OF EVENTS

Event	<u>Date</u>	Time	Place
Staff Development Committee	April 29	8 a.m3:30 p.m.	PCE
Coffee and Conversation with Supt	April 29	5:30 p.m.	PCE
Joint Powers Committee	May 1	7 a.m.	PCE
Educ Moorhead Recognition Dinner	May 1	6 p.m.	Marriott
RRALC Family Night	May 5	5:30 p.m.	ALC
Indian Education Parent Committee	May 5	5:30 p.m.	PCE
MHS PTAC	May 5	6:30 p.m.	Conf Rm
Continuing Education Committee	May 6	6:30 a.m.	Village Inn
Robert Asp PTAC	May 6	6:30 p.m.	Media Center
Instruction and Curriculum Adv Com	May 8	7 a.m.	PCE
Horizon PTAC	May 8	6:30 p.m.	Media Center
School Board	May 12	7 p.m.	PCE
Activities Advisory Council	May 13	7 a.m.	MHS
Ellen Hopkins PTAC	May 13	6:30 p.m.	Media Center
S.G. Reinertsen PTAC	May 13	6:30 p.m.	Media Center
Policy Review Committee	May 19	7 p.m.	PCE
District Technology Committee	May 27	3:45 p.m.	PCE
School Board Retirement Reception	May 27	5:30 p.m.	PCE
School Board	May 27	7 p.m.	PCE
RRALC Family Night and Senior Recognition	June 4	TBD	ALC
Last Day of School for Students	June 4		
Last Day of School for Staff	June 6		
Graduation	June 8	2 p.m.	Concordia
School Board	June 9	7 p.m.	PCE
Community Educ Advisory Council	June 17	7 p.m.	PCE
School Board	June 23	7 p.m.	PCE
Citizen Finance Advisory Com	June 26	5:30 p.m.	PCE



Human Resources Memo HR.14.113

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 22, 2014

RE:

Retirement

The administration requests approval of Retirement for the following person:

Barb Chamberlain

Paraprofessional, S.G. Reinertsen Elementary, effective at the end of the

2013-2014 school year.

SUGGESTED RESOLUTION: Move to approve the Retirement of Barb Chamberlain as presented.



Human Resources Memo HR.14.114

TO:

Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources Kouhman

DATE:

April 22, 2014

RE:

Resignations

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

Lyndsay Wentz

Paraprofessional, High School, effective April 29, 2014.

Leah Green

LSS Teacher, Robert Asp Elementary, effective at the end of the 2013-2014

school year.

Travis Okerlund

Assistant Principal, S. G. Reinertsen Elementary, effective June 30, 2014.

Nandini Katti

Science Teacher, Horizon Middle School, effective at the end of the 2013-

2014 school year.

SUGGESTED RESOLUTION: Move to approve the resignation of Lyndsay Wentz, Leah Green, Travis Okerlund and Nandini Katti as presented.



Human Resources Memo HR.14.117

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 22, 2014

RE:

Other Leave

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

Lyndsey Patnaude

Paraprofessional, EIS, effective for the 2014-2015 school year.

<u>SUGGESTED RESOLUTION</u>: Move to approve the Other Leave of Absence for Lyndsey Patnaude pursuant to Article VIII, Section 8 of the Paraprofessional Master Agreement.



Human Resources Memo HR.14.115

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

April 22, 2014

RE:

Acceptance of Part Time Contract

The administration requests approval of Part Time Contracts for the following teachers:

Julie Rosenfeldt

Physical Education Teacher, Ellen Hopkins Elementary, .60 FTE,

MA +30 (11) \$39,040.80 effective at the beginning of the 2014-2015 school

SUGGESTED RESOLUTION: Move to approve the acceptance of Part Time Contract for Julie Rosenfeldt as presented.



Human Resources Memo HR.14.xxx

FROM: Kristin Dehmer, Director of Human Resources

DATE:

April 22, 2014

RE:

New Employee

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

Carrie Mickelson

LSS Teacher, Ellen Hopkins Elementary, MA+10 (10) \$58,086.00 effective

with the 2014-2015 school year. (New position)

SUGGESTED RESOLUTION: Move to approve the employment of Carrie Mickelson as presented.



Office of Assistant Superintendent Memo OAS.14.066 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Jeremy K. Larson, Interim Assistant Superintendent

DATE:

April 22, 2014

RE:

Major Magnitude Field Trip Request - Speech/Theatre Students to New York City

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School Speech/Theatre students to travel to New York City January 8-12, 2015. Students must be in grades 9-12 and participating in speech or theatre during the 2014-15 school year to be eligible for the field trip. Students will be funding the trip using their own resources. The anticipated cost per student is \$992.

Rebecca Meyer-Larson and Brian Cole will be in attendance at the April 28, 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 Speech/Theatre students to travel to New York City January 8-12, 2015 as presented.

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: Speech/Theatre to New York City

Type of Trip: Curricular Co-curricular

Date of Request: April 1, 2014

School Board Presentation Date: April 14, 2014

Staff/Advisor Requesting Cole/Meyer-Larson

Phone/Extention: 284-7437

Purpose of the Trip: The Moorhead High Speech and Theatre Department would like to travel to New York City to take in three live theatre events. The cultural center of America, New York City will afford our students a chance to explore not only the rich cultural heritage of the arts, but more importantly the process of our developing country.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards:

This Educational Learning Event has five components:

#1 Artistic -

Theatrical Productions and Museums

#2 Mulitcultural -

Tracing the path of immigrants

#3 Historical -

Visiting diverse communities: Chinatown, Brooklyn, and the West Village Key landmarks of America: Federal Building, Trinity Church, World Trade

Center Site, Stonewall, African American mass grave, Civil Engineering

(Brooklyn Bridge, Canal Street, Grand Central Terminal)

#4 Literary -

Read Walt Witman's poems on life in Brooklyn - Ferry Crossing etc -

Meet with Theatre Critic of New York Times

#5 Personal -

As with all our our excursions, our students are given notebooks to reflect on

their impressions of the city. Information is given to the students to make the

city become alive. Very little time is spent in 'tourist' areas.

The following standards will be addressed during this tour via discussion, observation, written critique and personal reflection .:

- 3. Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music/art/theatre.
- 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.
- 9.3.1.3.3 3. Justify artistic intent, including how audience and occasion influence performance choices.
- 4. Artistic Process: Respond or Critique 1. Respond to or critique a variety of creations and performances
- 1. Analyze, interpret and evaluate a variety of musical works or performances by applying self-selecte criteria within the traditions of the art form.

0	•	•		
u		- 1	-	.1
7.				

Analyze how the elements of theater, including plot, theme, character, language, sound and spectacle are combined to communicate meaning in the creation of, performance of, or response to theater.

Trip Destination: New York City, New York
Date of Trip Departure: January 8, 2015 Return Date: January 12, 2015
Number of School Days Involved: Two - January 9 & 12 Number of Students Involved: 24 (Grades 9-12)
X_Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);
NAAttached accommodation plans for any student with IEP/504 plan;
X_Attached funding plans (trip anticipated expenses (\$992 per person), approximate cost to the district (\$0), student's individual costs (\$0), and fund raising plans(none);
X_Attached plans for parental notification and approval;
X_Attached list of accompanying staff. Brian Cole & Rebecca Meyer-Larson
Number of Chaperones needed for the trip: Two (2)
Authorization Signature of Building Principal: Law Veurure
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. Transportati	on plans to and from de	estination: (company,	flights, times, costs, schedu	le.
chaperoning, approve	d district Transportatio	on Request Form (Adi	ninistrative Form 632.1) if n	eeded.
Section III				
Field Trip Evaluation				
Please complete within value and reason for t	in 3 weeks after returning the trip. Send a copy to	ng from trip with info	rmation based on the statem 1 & Superintendent/Assistan	ent of educational
Teaching/Learning Da	ate:	-		. Supermondent
	1 T W 21	450	11 W/W 15 6 5	
				And the second

Speech/Theatre Major Magnitude Field Trip Tentative Itinerary for New York City January 8-12, 2015

Accommodations:

Milford Plaza - 1 Block off Times Square - Safe/Secure

Air Transportation:

Delta - Depart Fargo - Connection in Minneapolis - Arrive Newark

Ground Transportation:

New York Mass Transit - Unlimited 7 Day MTA Pass -

Thursday, January 8

Late Afternoon Departure out of Fargo - Arrival Newark Airport

Charter bus to our hotel

Friday, January 9

Writer's Walk through Central Park

Riverside Church and the Rockefellers

Grants Tomb and US Park Service presence in NYC

Chelsea Market, the Highline and Urban Renewal

SOHO - growth despite gentrification

Off Broadway Show in the Village (#1)

Saturday January 10

The Cloister Museum - one families gift to the city -

Washington Heights - and Tyron Park

Newsies at the Nederlander (#2)

Warhorse at Lincoln Center (#3)

Sunday, January 11

Culinary Tour through Neighborhoods

Flatiron District and the Ladies Mile

Astor Place and the birth of New York's Theatre Scene

Little Italy and the Old St. Patrick's Cathedral

Lunch at Joe's Shanghai - TBDDITL - The Best Darn Dumplings in the Land

Monday January 12

TBA

Flight Departs Newark at Noon - Return to Fargo at 5:30 p.m.

Parental Notification Form

Payment Voucher Moorhead Speech/Theatre Department Cultural Excursion to New York City January 8-12, 2015

Deposit is due on April 30th. Give form to Mrs. Meyer-Larson

I give my son/daughter	the permission to travel with the Moorhead Theatre
Department to New York City. It is expressly unde	rstood that in the event my son/daughter becomes involved in an
activity which would involve some type of punitive	action, Ms. Meyer-Larson has the discretion of sending my chil-
home at my expense. I further understand that Mr.	Cole would contact me before taking such action.
Mr. Cole reserves the right to make changes in the person for loss of time, money, or eventualities resu	itinerary as circumstances dictates, and is not responsible to any alting from occurrences beyond reasonable control.
Transportation will be provided by the Delta Airline	es. Ground transportation will be provided by MTA's busses and
subways. Space is limited and will be filled on a f	first come first serve basis. 24 Sports are available. Brian Cole
	es. Parents are invited to come along. Contact Mr. Cole for
two shows, a Museum, escorted tours, and a MTA	odging (quad occupancy), all transportation, breakfasts, tickets to Subway pass. Please see the following page for more specific 465 is due on May 15th. And \$465 is due on Nov 15th.
Checks are to be made out to Theatre Trips. No Ca	ash is allowed
	- 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Date	Signature (Parent/Guardian)
I have read and understand the quidelines that have	been set for this trip. I realize that I will be held accountable for
my actions and will be required to make up any sch	ool work I miss ahead of time.
Date	Signature (Student)
PLEASE ATTACH \$62.00 DEPOSIT CHECK HER	RE - MADE OUT TO Moorhead Schools

Moorhead Theatre Director • Rebecca Meyer-Larson • 284-2371 • rmlarson@moorhead.k12.mn.us Direct travel questions to: Brian Cole • 284-7437• bcole @moorhead.k12.mn.us

Moorhead High School Speech & Theatre

New York City • January 8-12, 2015

Inclusions

Transportation

Round-trip airfare between Fargo and New York City

Airport Transfers

Ground transportation for all activities New York City (Metro Pass)

Accommodations & Meals

Accommodations at Milford Plaza located directly in Times Square on West 46th - 4 nights

Breakfasts - 4

Sack Lunches - 3

Portage of luggage at hotel

Sightseeing & Activities (all guided)

2 Broadway Shows

Federal Building

The Following Churches:

Riverside, St. Pauls, Greenwood, Church of the Transfiguration,

The Following Communities:

Queens, Brooklyn, Long Island City, Financial District, Midtown, Brooklyn Heights,

DUMBO, Murray Hill, Upper West Side, Chelsea, Greenwich Village, Chinatown,

Brooklyn Academy of Music

Manhattan Bridge

9/11 Memorial

Central Park

Bethesda Fountain

Belvedere Castle

Museum of Modern Art

Cloister Museum and the Metropolitan Museum of Art

Grants Tomb

Chelsea Market and The High Line

Flatiron Building

Cooper Union

Old St Patrick's Church

Exclusions:

Suppers - 3 (Bring \$36)

Optional 4th Show- (TBA)



Superintendent Memo S.14.106R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

April 22, 2014

RE:

Self Funded Insurance Update

Aaron Casper, National Insurance Company will present an update to the board regarding self-funded insurance. At this time he will also present information on the process to set the renewal rates for the insurance and the recommended rate for the 2014-2015 year. The insurance renewal rate will be on the May 12, 2014 consent agenda for board action.

LAK:smw



Superintendent Memo S.14.105R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent fall

DATE:

April 22, 2014

RE:

School Board Work Sessions

A School Board work session is recommended for Monday, July 14, 2014 from 9:00 a.m. to 4:00 p.m. in the Probstfield Center for Education Board Room 224. Discussion items will include school district and board priorities, board development and facilities planning.

<u>Suggested Resolution</u>: Move to approve Monday, July 14, 2014 from 9:00 a.m. to 4:00 p.m. to conduct a School Board work session to discuss school district and board priorities, board development and facilities planning.

LAK:mde

INDEPENDENT SCHOOL DISTRICT #152

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

September 8, 2014 7:00 p.m.

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

AT	ΓEND	DANCE:				
Lisa	Erick	cson	Scott Steffes			
Cine	dy Fag	gerlie	Bill Tomhave			
Lau	rie Joh	nnson	Matt Valan			
Car	ol Lad	lwig	Matt Valan Dr. Lynne A. Kovash			
			AGENDA			
1.	CAI	LL TO ORDER				
	A.	Pledge of Allegiance				
	B.	Preview of Agenda - Dr. Lyn	nne A. Kovash, Superintendent			
	C.	a				
		Moved by	Seconded by			
	D.	Matters Presented by Citizen	as/Other Communications (Non-Agenda Items)			
		raising their hand and being state their name and will be l	is a non-agenda item have the opportunity to speak by recognized by the School Board chair. Speakers must limited to three minutes. Speakers must complete the the public input process, and submit it to the School			
220						

2. CONSENT AGENDA

S-M9-B65 5-201-14

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

SCHOOL BOARD AGENDA - September 8, 2014 PAGE 2

School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash

- (1) Approval of August 21, 2014 Special Meeting Minutes and August 25, 2014 Regular Meeting Minutes Pages 5-11
- B. ASSISTANT SUPERINTENDENT MATTERS Lunak
 - (1) Acceptance of Donation Page 12
 - (2) Acceptance of Memorial Donation Page 13
 - (2) Approval of September Claims Page 14
- C. HUMAN RESOURCES MATTERS Dehmer
 - (1) Approval of Change in Contracts Page 15
 - (2) Approval of Resignations Page 16
 - (3) Approval of Other Leave of Absence Page 17
 - (4) Approval of Termination Page 18
 - (5) Approval of Family/Medical Leaves Page 19
 - (6) Approval of New Employees Pages 20-22

Suggested Resolution: Mo	ive to approve the	Consent Agenda	as presented.
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Moved by	Seconded by	
Comments		

3. **OPENING ENROLLMENT**: Lunak

Pages 23-24

4. 2013-14 ASSESSMENT RESULTS: Kovash

Pages 25-29

5. MOORHEAD SCHOOL DISTRICT LEGACY FUND (FOUNDATION) UPDATE:

Lunak

Page 30

6. MOORHEAD PROPERTY TAX ABATEMENT PROGRAM: Lunak

Pages 31-39

- 7. SCHOOL DISTRICT FACILITIES UPDATE: Lunak
- 8. SUPERINTENDENT REPORT

SCHOOL BOARD AGENDA - September 8, 2014 PAGE 3

- 9. **COMMITTEE REPORTS**
- 10. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD
- 11. ADJOURNMENT

SCHOOL BOARD AGENDA - September 8, 2014 PAGE 4

CALENDAR OF EVENTS

Event	Date	Time	Place
Hopkins PTAC	September 9	6:30 p.m.	Media Center
Asp PTAC	September 9	6:30 p.m.	Media Center
Reinertsen PTAC/Probstfield PTAC	September 9	6:30 p.m.	Media Center
Instruction & Curriculum Adv Com	September 11	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	September 11	6:30 p.m.	PCE
Safe and Healthy Learners Com	September 16	3 p.m.	PCE
Horizon PTAC	September 16	6:30 p.m.	Media Center
Community Education Adv Council	September 16	7 p.m.	PCE
Citizen Finance Advisory Com	September 18	6 p.m.	PCE
School Board	September 22	7 p.m.	PCE
Activities Advisory Council	September 23	7:15 a.m.	MHS
District Technology Committee	September 23	3:45 p.m.	PCE
Superintendent's Advisory Council	September 25	7 p.m.	PCE
Hall of Honor Induction Ceremony	September 27	5 p.m.	MSUM

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

MEMBER ABSENT: None.

CALL TO ORDER: Chair Fagerlie called the meeting to order at 12 noon and led everyone in attendance with the Pledge of Allegiance.

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

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

APPROVAL OF RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT ELECTION: Erickson moved, seconded by Ladwig, to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 12:02 p.m.

Laurie John	son, Clerk	

<u>MEMBERS PRESENT</u>: Cindy Fagerlie, Lisa Erickson, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

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 revisions to pages 11, 15, 17 and 19.

APPROVAL OF AGENDA: Johnson moved, seconded by Erickson, to approve the agenda with revisions. Motion carried 7-0.

<u>WE ARE PROUD RECOGNITIONS</u>: (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 Gabe Steinwand, a member of the Moorhead High School boys tennis team, for advancing to the 2014 Class AA state tennis tournament. Head coach is Tim Costello and assistant coach is Scott Matheson.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (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.) None.

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

Minutes - Approve the August 11, 2014 Meeting Minutes as presented.

Change in Contracts

Melissa Liebl - Lunchroom Supervisor/Crossing Guard, S.G. Reinertsen Elementary to Paraprofessional, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective August 25, 2014 (replaces Kristin Mohs).

Shari Nelson - Lunchroom Supervisor, Probstfield Elementary, 2.25 hours per day to Lunchroom Supervisor, Robert Asp Elementary, 3 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Amanda Carlsrud).

Julie Rosenfeldt - Physical Education, Ellen Hopkins Elementary, .60 FTE to .92 FTE, MA (11) \$59,862.56, effective with the 2014-2015 school year (increased enrollment). Bridgette Bitzegaio - Kindergarten Music Teacher, Ellen Hopkins Elementary, .75 FTE to .92 FTE BA (6) \$39,398.08, effective with the 2014-2015 school year (increased enrollment).

Other Leaves of Absence

Michelle Bosak - Paraprofessional, Red River Area Learning Center from August 25, 2014 thru March 2, 2015.

Lisa Schmidt - Paraprofessional, Moorhead High School from August 25, 2014 thru February 6, 2015.

Resignations

Chad Dodds - Paraprofessional, Robert Asp Elementary, effective August 13, 2014.

Jane Sweeney - Paraprofessional, Robert Asp Elementary, effective August 5, 2014.

Jose Rodriguez - Bus Driver, Transportation, effective August 18, 2014.

Diana Rasmussen - Food and Nutrition Server, Robert Asp Elementary, effective August 7, 2014.

Retirement

Peggy Emmel - Paraprofessional, Moorhead High School, effective August 31, 2014.

New Employees

Kurt Mesford-Lesmeister -- Paraprofessional, Horizon Middle School, 1.0 FTE, B21 (3) \$15.93 per hour, effective September 3, 2014 (replaces Angus Lindquist).

Vanessa Gilbertson - Paraprofessional, Moorhead High School, 1.0 FTE, B21 (0-2) \$15.37 per hour, effective August 25, 2014 (replaces Elizabeth Hoffman).

Callie Frost - Paraprofessional, Moorhead High School, 1.0 FTE, B21 (0-2) \$15.37 per hour, effective August 25, 2014 (replaces Matt Retzer).

Deborah Hannestad - Paraprofessional, Adult Basic Education, \$15.93 per hour, 6.75 hours per day, 3 days per week, 41 weeks per year (new position within the allocated FTE).

Sarah Antes - Paraprofessional, S.G. Reinertsen Elementary, B21 (3) \$15.93 per hour, 6.75 hours per day, effective August 25, 2014 (replaces Ashley Magelky).

Kelly McKinnon - Paraprofessional, Probstfield Elementary, B21 (3) \$15.93 per hour, 6.75 hours per day, effective August 25, 2014 (replaces Katie Tonn).

Tara Lindberg - Early Childhood Family Engagement/Jump Start Teacher, \$27.70 per hour, 40 hours per week, 183 days per year (new position approved for 2013-2014 but not hired/Rebecca Linn).

Matthew Anderson - LSS Teacher, Horizon Middle School, 1.0 FTE, MA (10) \$55,430.00, effective with the 2014-2015 school year (replaces Lisa Schmidt).

Katelyn Braaten - 4th Grade Teacher, Ellen Hopkins Elementary 1.0 FTE, BA (0) \$35,913.00, effective with the 2014-2015 school year (replaces Carla Smith).

Jacqueline Barber - Kindergarten Teacher, Probstfield Elementary, 1.0 FTE, BA (7) \$43,980.00,

effective with the 2014-2015 school year (new increase in enrollment).

Karina Schwindt - 4th Grade Spanish Immersion Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (2) \$38,212.00, effective with the 2014-2015 school year (replaces Lindsay Buchholz). Elizabeth Plankers - Speech Language Pathologist, District wide, 1.0 FTE, MA (0) \$41,394.00, effective with the 2014-2015 school year (replaces Kari Greer).

Cole Gregurek - Building Computer Technician, Robert Asp Elementary, 1.0 FTE, B24 (0-2) \$17.18 per hour, effective August 28, 2014 (replaces Dale Cary).

Anna Olson - JV Volleyball Coach, .080, \$3501.00, effective with the 2014-2015 season (replaces Darrin Olmscheid).

Bailey Smith - Lunchroom Supervisor/Crossing Guard, 5 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Melissa Liebl).

Tamara Rasheed - Lunchroom Supervisor/Crossing Guard, 5 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Brittani Hogenson).

Elizabeth Palm - Food and Nutrition Server, Moorhead High School, A11 (2) \$14.75 per hour, 5.5 hours per day, effective September 2, 2014 (replaces Barbro Olson).

Betty Graff - Food and Nutrition Server, Moorhead High School, 4 hours per day, \$10.00 per hour, effective September 2, 2014 (new position approved for 2013-2014 but not hired). Lisa Schmidt - LSS Teacher, Moorhead High School, BA (0) \$35,913.00, effective with the 2014-2015 school year (replaces Kari Woulette).

Nicole Zimmerman - LSS Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) \$35,913.00, effective with the 2014-2015 school year (replaces Leah Green).

Maria Del Carmen Valero Sanchez - Kindergarten Spanish Immersion, Ellen Hopkins Elementary, BA (0) \$35,913.00, effective with the 2014-2015 school year (Dan Scruggs). Cristina Camarero Ortega - 2nd Grade Spanish Immersion, Ellen Hopkins Elementary, BA (3) \$39,369.00, effective with the 2014-2015 school year (new position).

Lin Chen - Chinese Teacher, Horizon Middle School, BA (9) \$35,291.00, effective with the 2014-2015 school year (replaces Chen Chuanyu).

Ramelle Day - Physical Education/Health Teacher, Ellen Hopkins Elementary, BA (1) \$37,070.00, effective with the 2014-2015 school year (replaces Davis Kosen).

Ashley Meagher - Dean of Students/Counselor, Horizon Middle School, MA+10 (6) \$52,142.00, effective with the 2014-2015 school year (replaces William Franklin).

Deb Forsberg - Paraprofessional, Horizon Middle School, B21 (7) \$16.82 per hour, 6.75 hours per day, effective August 25, 2014 (replaces Ramelle Day).

Michelle Bosak - Media Center Administrative Assistant, Moorhead High School, A13 (10) \$17.35 per hour, 8 hours per day, effective September 2, 2014 (replaces Deb Becker).

<u>2014 Library Services and Technology Act (LSTA) Grant</u> - Approve the Minnesota Department of Education 2014 Library Services and Technology Act Competitive Grant for \$51,327 to provide tablet devices for students in grades 3-5 to develop 21st century skills.

AMERICORPS PARTNERSHIPS FOR 2014-15: Missy Eidsness, executive director of school improvement and accountability, reported the district will work in partnership with AmeriCorps Minnesota in welcoming the Reading Corps tutors, Math Corps tutor and Promise Fellows in our schools to support students for the 2014-15 school year.

In past years, the district worked with Reading Corps. This year the partnership expands to also work with Math Corps and Promise Fellows. Each elementary and early childhood site will have one to three Minnesota Reading Corps members working in the buildings to assist struggling readers. Horizon Middle School will have one Minnesota Math Corps member to assist students who struggle with mathematics. Horizon Middle School and Red River Area Learning Center will share three Minnesota Promise Fellows to work with students who struggle with attendance, academics or behaviors in schools. Individuals are given rigorous training in the programs they serve and are supervised by a school district employee at each site who has also attended the required AmeriCorps training.

MOORHEAD HIGH SCHOOL HALL OF HONOR: Dr. Kovash reported the Moorhead High School (MHS) Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Beginning with eight inaugural members in 2004, 52 members have been inducted into the Hall of Honor. This fall the four 2014 members to the Hall of Honor will be recognized at an induction ceremony on September 27. The MHS Hall of Honor 2014 inductees are James A. Garrity, Vivian Jacobson, Mark Ladwig and Helen Wussow.

The Hall of Honor Committee reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor Committee members are Dave Larson, Dean Haugo, Pam Gibb, Mary Flesberg, Linda Jones, Darvin Miller, Donna Richards, Rick Westra and Arnold Ellingson. Corporate sponsors of the MHS Hall of Honor are Moorhead Public Service, Bell State Bank and Trust and Gate City Bank.

LOCAL OPTIONAL REVENUE AND BOARD APPROVED LEVY: Brandon Lunak, assistant superintendent, reported on the financial impact of the \$300 board approved levy and the \$424 Local Optional Revenue (LOR). With the conversion of \$300 from the voter to the board approved and taking the full \$424 of LOR, the school district will collect the same amount of revenue. The referendum revenue formula is an equalized formula and by combining the LOR and the board approved levy it allows the district to take advantage of more state aid. This offset will provide savings from the local portion of the levy.

MOORHEAD'S CLASS OF 2014 ACT TEST RESULTS: Missy Eidsness, executive director of school improvement and accountability, reviewed ACT test results. Average composite ACT

scores increased slightly for Moorhead's graduates from 22.4 in 2013 to 22.6 in 2014, which is .3 below the Minnesota state average. Work is being done to improve scores and increase student participation. The school district can expect to see a decrease in the overall ACT composite score as the percentage of students taking the test increases. Minnesota school districts will be changing from a voluntary ACT test to a required ACT test.

FACILITIES UPDATE: Lunak updated board members regarding school facilities. At Robert Asp Elementary School, the 11,000-square-foot gymnasium and classroom addition has installed the bar joists and roof-decking on the classroom area. Roofing on the classroom area and roof joists and roof deck on the gymnasium were installed the week of August 11. The expected completion date is mid-September.

At Probstfield Center for Education, structural steel bar joists and decking is 75 percent completed for the eight-classroom area and the connection corridor is ready to be enclosed. Masonry work continues on the mechanical space and gymnasium walls. The entire addition should be enclosed by late September.

The football field at Moorhead High School is on target to host football and soccer games in September. The track requires 28 days of cure time before the final surface can be applied to the track and event surfaces. The final surfacing should be completed by early September.

FACILITIES TASK FORCE TIMELINE SET: Lunak reviewed the facilities master plan steering committee and task force meeting timeline. The final presentation to the School Board will be February 9, 2015. He noted the timeline document is fluid as meeting dates may change.

2014-15 EMPLOYEE HANDBOOK: Dehmer addressed revisions to the 2014-15 Employee Handbook. Additional revisions were recommended.

Erickson moved, seconded by Steffes, to approve the 2014-2015 Employee Handbook as presented. Motion carried 7-0.

SUPERINTENDENT REPORT: Dr. Kovash reminded board members of the August 27 All Staff Breakfast and Assembly scheduled for 7:30 p.m. in the commons area where they will serve as greeters. Kovash asked board members if they would like to participate in the homecoming parade on Sept. 26; board members agreed to register for the parade. Dr. Kovash requested board members contact Michelle if they were interested in receiving a 2013-14 yearbook. Kovash mentioned the Governor would like to visit Moorhead and tour an all-day kindergarten classroom and a Spanish immersion classroom. Kovash will update the board as more information is available.

<u>COMMITTEE REPORTS</u>: Brief reports were heard related to the Instruction and Curriculum Advisory Committee and Health Insurance Committee meetings. Fagerlie noted she was not able to attend the Sept. 11 Early Childhood Family Education Advisory Committee meeting and asked if a board member was available to attend.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:28 p.m.

Laurie Johnson, Clerk	



Office of Assistant Superintendent Memo OAS.15.0104 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent BM

DATE:

September 8, 2014

RE:

Donation

Moorhead Area Public Schools has received the following donation:

• K and Krafts has donated their entire inventory of mat board to the Moorhead Area Public Schools art department. The value of this donation is in excess of \$4500.00

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

BML:dmb



Office of Assistant Superintendent Memo OAS.15.107 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent

DATE:

September 8, 2014

RE:

Marlene Rayment Memorial

Moorhead Area Public Schools has received the following memorial:

Marlene Rayment taught kindergarten in Moorhead for many years. Marlene recently passed away. The family of Marlene Rayment has made a memorial donation of \$50.00 in Marlene's honor to be used for the Moorhead Area Public Schools kindergarten program.

Suggested Resolution: Move to accept the memorial donation of \$50.00 for the Moorhead Area Public Schools kindergarten program and direct administration to send a thank you.

BML:dmb



Office of Assistant Superintendent Memo OAS.15.102 C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Interim Assistant Superintendent BW

DATE:

September 8, 2014

RE:

September Claims

The September claims are as follows:

General Fund	\$922,870.30		
Food Service Fund	\$14,037.57		
Community Service Fund	\$20,667.50		
TOTAL	\$957,575.37		

The August wire payments are as follows:

General Fund	\$607,375.01			
Post Employment Trust Fund	\$1,642.51			
TOTAL	\$609,017.52			

<u>Suggested Resolution</u>: Move to approve the September claims, subject to audit, in the amount of \$957,575.37 and the August wire payments, subject to audit, in the amount of \$609,017.52.

BML: dmb



Human Resources Memo HR.15.027C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 2, 2014

RE:

Change in Contract

Anne Lysne

Paraprofessional, Ellen Hopkins Elementary, from 1.0 FTE to .50 FTE, effective with

the 2014-2015 school year. (Replaces Beth Ann Johnson)

Barb Mohs

Paraprofessional, Horizon Middle School to Administrative Assistant, Red River

Area Learning Center, B21 (4) \$16.65 per hour, 8 hours per day, effective August 27,

2014. (Replaces Kathy Becher)

SUGGESTED RESOLUTION: Move to approve the Contract Change for Anne Lysne and Barb Mohs as presented.



Human Resources Memo HR.15.025C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 2, 2014

RE:

Resignations

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

James Boots

Paraprofessional, S. G. Reinertsen Elementary, effective August 21, 2014.

Ann Wilson

Early Childhood Teacher, Probstfield Center for Education, effective August

25, 2014.

Justin Gall

Girls Head Track and Field Coach, High School, effective August 27, 2014.

Levi Tronnes

Paraprofessional, Horizon Middle School, effective August 29, 2014.

Margo Johnson

Paraprofessional, High School, effective September 5, 2014.

<u>SUGGESTED RESOLUTION</u>: Move to approve the resignation of James Boots, Ann Wilson, Justin Gall, Levi Tronnes and Margo Johnson as presented.



Human Resources Memo HR.15.026C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 2, 2014

RE:

Other Leave of Absence

Barb Mohs

Paraprofessional, Horizon Middle School, effective August 30, 2014.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Barb Mohs pursuant to Article VII, Section 8 of the Paraprofessional Master Agreement.



Human Resources Memo HR.15.030C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 2, 2014

RE:

Termination

The administration requests approval of the Termination of the following employee:

Abdi Mohamed

Bus Driver, Transportation, effective September 2, 2014.

SUGGESTED RESOLUTION: Move to approve the Termination of Abdi Mohamed as presented.



Human Resources Memo HR.15.029C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

Family/Medical Leave

RE:

September 2, 2014

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

Bayan Alemadi

Paraprofessional, Horizon Middle School, effective September 8, 2014 until

October 1, 2014.

Kristin Dehmer

Executive Director of Human Resources, Probstfield Center for Education,

effective approximately October 3, 2014 for eight weeks.

Amanda Craig

Teacher, Probstfield Elementary, effective approximately December 15, 2014

thru March 9, 2015.

Nicole Odegaard

Teacher, High School, extension of leave from 2013-2014 school year for an

undetermined amount of time.

SUGGESTED RESOLUTION: Move to approve Family/ Medical Leave for Bayan Alemadi pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and for Kristin Dehmer pursuant to Article X of the Administrators Master Agreement and pursuant to Section IV, Article 38 of the Teachers Master Agreement for Amanda Craig and Nicole Odegaard.



Human Resources Memo HR.15.028C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

Kaleham

DATE:

September 2, 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.

Chandi Mueller

Interpreter, District, B32 (0) \$26.56 per hour, 7 hours per day, effective

August 25, 2014. (Replaces Rachel Burcham)

Rachel Gladue

Paraprofessional, Probstfield Elementary, B21 (0-2) \$15.37 per hour, 6.75

hours per day, effective August 25, 2014. (Replaces Lindsey Patenaude)

Megan Ramsey

Student Assistance Counselor, Horizon Middle School, MA (1) \$42,787.00.

1.0 FTE, effective August 25, 2014. (New position)

Lacey Haskamp

LSS Teacher, S. G. Reinertsen Elementary, BA (5) \$41,680.00, 1.0 FTE,

effective August 25, 2014. (Replaces Lainey Anderson)

Jan Van Hatten

Spanish Teacher, High School, MA+20 (10) \$18,226.50, .3 FTE, effective

August 25, 2014. (New position due to increased enrollment)

Laura Wieck

LSS Teacher, Ellen Hopkins Elementary, MA (6) \$49,819.00, 1.0 FTE,

effective August 25, 2014. (New position due to increased enrollment)

Rhiannon Walstrom

Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) \$15.37 per hour.

6.75 hours per day, effective August 27, 2014. (Replaces James Boots)

Stacy Herman

Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day

\$10.00 per hour, effective September 2, 2014. (Replaces Jennifer Hoefs)

Christie Steen

Lunchroom Supervisor, Robert Asp Elementary, 3 hours per day, \$10.00 per

hour, effective September 2, 2014. (Replaces Eng Nguyen)

Mary Greterman

Lunchroom Supervisor/Crossing Guard, Probstfield Elementary, 5.2 hours

per day, \$10.00 per hour, effective September 2, 2014. (New position)



Michelle Hassenstad Lunchroom Supervisor/Crossing Guard, Probstfield Elementary, 2.75 hours

per day, \$10.00 per hour, effective September 2, 2014. (Replaces Ahmed

Hussein)

Brian Clark Paraprofessional, Horizon Middle School, B21 (3) \$15.93 per hour, 6.75

hours per day, effective September 2, 2014. (Replaces Ashley Cole)

Evan Youngs Night Custodian, Horizon Middle Schoole, B21 (0-2) \$15.93 per hour, 8

hours per day, effective September 2, 2014. (Replaces Charles Glidden)

Nicole Tremel Pausch Interpreter, District, B32 (0) \$26.56 per hour, 7 hours per day, effective

September 2, 2014. (Position vacant since 2012, utilized contracted services)

Ellen Gianotti Lunchroom Supervisor, Ellen Hopkins Elementary, 2.75 hours per day,

\$10.00 per hour, effective September 2, 204. (Replaces Miranda Wells)

Nicole Boersma Paraprofessional, Robert Asp Elementary, B21 (0-2) \$15.37 per hour, 6.75

hours per day, effective September 2, 2014. (Replaces Chad Dodd)

Tyler Flaa Paraprofessional, Horizon Middle School, B21 (0-2) \$15.37 per hour, 6.75

hours per day, effective September 2, 2014. (Replaces Barb Mohs)

Brandi Carlson Paraprofessional, High School, B21 (3) \$15.93 per hour, 6.75 hours per day,

effective September 2, 2014. (Replaces Jessica Thompson)

Dixie Duncan Interpreter, District, B32 (6) \$29.04 per hour, 7 hours per day, effective

September 4, 2014. (Replaces Samantha Guttu)

Becky Sipe Paraprofessional, Robert Asp Elementary, B21 (4) \$16.16 per hour, 6.75

hours per day, effective September 4, 2014. (Replaces Amanda Carlsrud/Eng

Nguyen)

Hope Wilson Paraprofessional, Horizon Middle School, B21 (0-2) \$15.37 per hour, 6.75

hours per day, effective September 8, 2014. (Replaces Margo Johnson)



Linda Jones

Paraprofessional, Horizon Middle School, B21 (5) \$16.38 per hour, 6.75 hours per day, effective September 8, 2014. (Replaces Levi Tronnes)

SUGGESTED RESOLUTION: Move to approve the employment of Chandi Mueller, Rachel Gladue, Megan Ramsey, Lacey Haskamp, Jan Van Hatten, Laura Wieck, Rhiannon Walstrom, Stacy Herman, Christie Steen, Mary Greterman, Michelle Hassenstad, Brian Clark, Evan Youngs, Nicole Tremel Pausch, Ellen Gianotti, Nicole Boersma, Tyler Flaa, Brandi Carlson, Dixie Duncan, Becky Sipe, Hope Wilson and Linda Jones as presented.



Office of Assistant Superintendent Memo OAS.15.0103 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent BML

DATE:

September 2, 2014

RE:

Opening Enrollment

Attached please find a copy of the opening enrollment data for September 2, 2014. Included are enrollment data from the district's elementary and secondary schools and the district's off-site educational programs.

Opening K-12 enrollment was 5,928, which is 216 students more than opening enrollment from a year ago and 445 more students than were enrolled at the end of the 2013-2014 school year. The largest class in the district is second grade with 509 students followed by kindergarten with 506 students and grade 1 with 505 students. Ninth grade is the smallest grade level in the district with 417 students. Please note that the May 1, 2014 enrollment for the 2013-2014 senior class was 366 students.

Enrollment typically fluctuates the first few weeks of the school year before stabilizing in October and November. An updated report and projected figures for the next several school years will be presented to the School Board in November.

BML:dmb Attachment

MOORHEAD AREA PUBLIC SCHOOLS ENROLLMENT September 2, 2014 Revised

		к	Gra	ide 1	Grade	2 Gr	ade 3	Gra	de 4	Gra	de 5	Total	Ending Enrollment 06/02/14	Opening Enrollment 09/02/14	Year Ago Comparison 09/03/13
Robert Asp Elementary		24 24 24 24	24 23 23 22	24 23 23	26 26 25	26 27 25 27 26 27	27 26 27	27 27 28	27 27	26 26 27	26 26 25				
Ellen Hopkins Elementary		96	_	62	178		161	_	36	15		889	823	889	3 8
Ellen Hopkins Elementary	Self*	24 24 24 22	25 25 25 25	25 25 2 22	27	27 28 27 27 23 22	28	23 24 23	25 25 1 8	26 26	24 28				
	31	22 22	1	72	156		131	12		24					
SG Reinertsen Elementary		116	25 25 24 24	24 24 25	25 26 25 26	23 27 25 27 25 28	28 27 27	29 29 29	29 29 29	30 30 29	29 29	847	833	847	8
Probstfield Elementary	3	24 19 23 23 23 23 22 23 22 23 23 23 20 24 24	1	71	175		164	17	4	14	7	831	754	831	7
Total Enrollment - District		506	5	05	509		156	43	9	44	6	2861	2580	2861	27
verage Class Size - District		23.0			28.3		28.4		26.5		.7				
	Grad	le 6 Gr	ade 7	Grad	e 8	Grade 9	Grad	le 10	Grad	e 11	Grade 1	2 Total			
Horizon Middle School [^]	44	3 4	27	444		N/A	N/	A	N/	A	N/A	1314	1262	1314	12
Moorhead High School	N/	A N	/A	N//	A	407	43	15	394	1	410	1646	1499	1646	16.
Red River ALC	N/	A N	/A	N/A		3	1	14			32	72	94	72	
Red River ALC - Middle			3 5		N/A		N/	A	N/	A	N/A	8	17	8	建建一个
Outreach Program (HS & MS)		A	0	0		3	3		8		1	15	10	15	E DE TAR
Detention Center & Shelter Care					4		3		3		2	12	21	12	
Total Enrollment by Grade	44:	3 4	30	449		417	45	5	42		445	3067	2903	3067	30
OTAL K-12 ENROLLMENT						7 ;	75 N	28				5928	5483	5928	57
rly Intervention Services (EIS)										£		190	240	190	

*Self-contained classroom, figures not included in average class size calculation

SI = Spanish Immersion; shaded cells indicate multi-age classroom

^15 sections in core classes in grades 6-8; 16 sections in exploratory classes in grades 6-8



School Improvement and Accountability
Memo SIA.15.006R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Executive Director of School Improvement and Accountability

DATE:

September 4, 2014

RE:

2013-14 Assessment Results

Attached please find the reports for Moorhead Area Public Schools' Minnesota Comprehensive Assessment (MCA) district data for the 2013-14 school year. The reports show the district average compared to the state average for the MCA assessments in reading, mathematics and science.

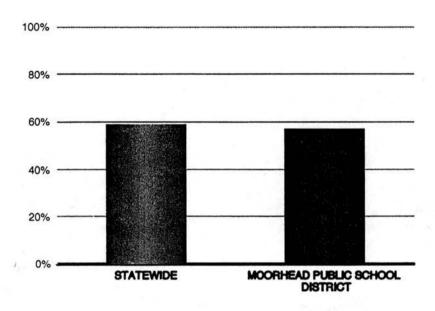
Student proficiency in reading, mathematics and science has held steady overall. The district's proficiency levels resemble the results of the entire state. According to Minnesota Department of Education reports for Moorhead Area Public Schools, 57.3 percent were proficient in reading, 59.8 percent of students were proficient in math, and 49.7 percent were proficient in science. Reading proficiency for the district increased from 54.8 percent in 2013 to 57.3 percent (gain of 2.5 percent). Math proficiency for the district decreased from 63.2 percent in 2013 to 59.8 percent (decrease of 3.4 percent). Science proficiency decreased from 51.9 percent in 2013 to 49.7 percent in 2014 (decrease of 2.2 percent).

District trend data from the MDE Report Card will be reviewed for reading, mathematics and science MCA results.

Reported results will be discussed in further detail at the September 8 School Board meeting.

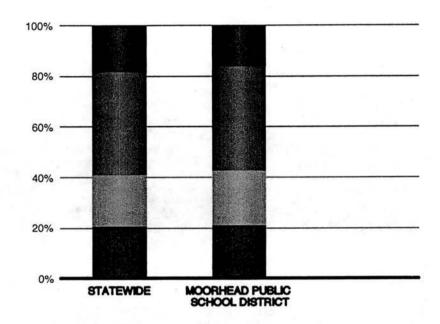
MOE:jlh Attachments

Summary Proficiency 2014 Reading MCA-III Grade All Grades



Organization	Proficient	Tested
STATEWIDE	59.1%	422,779
MOORHEAD PUBLIC SCHOOL DISTRICT	57.3%	2,824

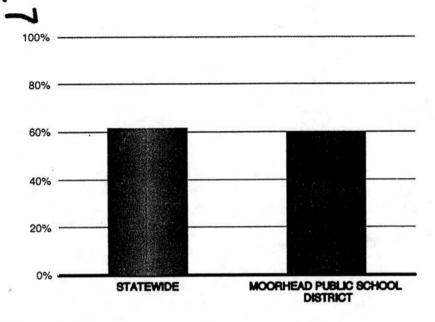
Student Achievement Level 2014 Reading MCA-III Grade All Grades



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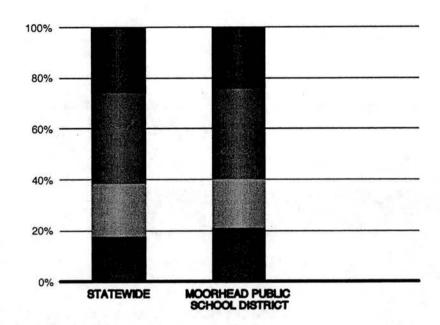


Summary Proficiency 2014 Math MCA-III Grade All Grades



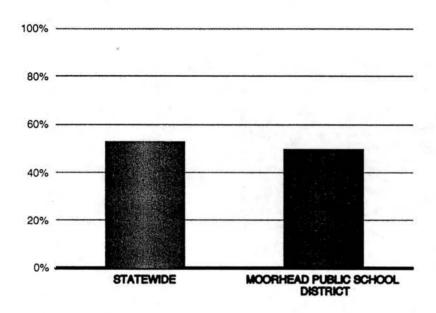
Organization	Percent Proficient	Number Tested
STATEWIDE	61.4%	422,007
MOORHEAD PUBLIC SCHOOL DISTRICT	59.8%	2,827

Student Achievement Level 2014 Math MCA-III Grade All Grades



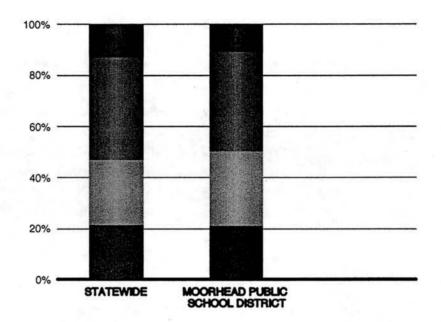
Measure	Exceeds	Meets	Partially Meets	i i ve i Not
STATEWIDE				
Count	109,071	149,933	88,400	74,603
Percent	25.8%	35.5%	20.9%	17.7%
MOORHEAD	PUBLIC SCH	OOL DISTRI	CT	
Count	686	1,004	538	599
Percent	24.3%	35.5%	19.0%	21.2%

Summary Proficiency 2014 Science MCA-III Grade All Grades



Organization	Proficient	Tested
STATEWIDE	53.2%	178,123
MOORHEAD PUBLIC SCHOOL DISTRICT	49.7%	1,146

Student Achievement Level 2014 Science MCA-III Grade All Grades



Measure	Exceeds	Meets	Partially Meets	Page Non-
STATEWIDE				
Count	22,909	71,779	45,325	38,110
Percent	12.9%	40.3%	25.4%	21.4%
MOORHEAD	PUBLIC SCH	OOL DISTR	ICT	
Count	123	446	333	244
Percent	10.7%	38.9%	29.1%	21.3%

Moorhead Public School District Test: MCA-III, Subject: Reading

Q÷

2010 - 2014 Proficiency

100%

50%

0% 2010 2011 2012 2013 2014

→ Statewide → Moorhead Public School District

Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.8%	242,949	420,170
2014	59.1%	249,670	422,779
	55.175	240,014	100(1)

Moorhead Public School District

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.8%	1,555	2,836
2014	57.3%	1,617	2,824

School Contact Information

Moorhead Public School District
Test: MCA-III, Subject: Math

2010 - 2014 Proficiency

100%

50%

0% 2010 2011 2012 2013 2014

→ Statewide → Moorhead Public School District

Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	57.8%	205,486	355,642
2012	65.4%	234,076	358,156
2013	62.6%	225,477	360,266
2014	61.4%	259,004	422,007
Moorhead	Public School District		American Services

Percent Proficient Number Proficient Number Tested Year N/A N/A NA 2010 55.4% 1,334 2,410 2011 67.1% 1,640 2,443 2012 1,544 2,444 2013 63.2% 59.8% 1,690 2,827 2014

School Contact Information

Moorhead Public School District
Test: MCA-III, Subject: Science

2010 - 2014 Proficiency

100%

50%

0% 2010 2011 2012 2013 2014

◆ Statewide → Moorhead Public School District

Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	50.5%	89,313	176,918
2013	52.1%	91,543	175,661
2014	53.2%	94,688	178,123

Moorhead Public School District

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Year	Percent Proficient	Number Proficient	Number Tested	
2010	N/A	N/A	N/A	
2011	N/A	N/A	N/A	
2012	47.0%	558	1,187	
2013	51.9%	608	1,171	
2014	49.7%	569	1,146	



School Contact Information



Office of Assistant Superintendent Memo OAS.15.106 R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent Bm

DATE:

September 8, 2014

RE:

Moorhead School District Legacy Fund (Foundation) Update

A resolution passed by the Moorhead School Board on September 24, 2012 established "The Moorhead School District Legacy Fund" and a partnership between the West Central Initiative and Moorhead Area Public Schools.

The Legacy Fund will support innovative educational programs that enrich the experiences of all students served by the Moorhead School District. The funds will be used for endowment, activities, innovation grants as well as other uses recommended by the Advisory Committee.

Moorhead Area Public Schools had formed an initial committee and will be again forming a committee made up of the Superintendent and/or the Assistant Superintendent, Athletic Director, School board member representative, Moorhead Communication, District Accountant, Moorhead Booster Club member, EM representative, building level parent representative, Moorhead area business representative, retired educators, and community members.

BML:dmb



Office of Assistant Superintendent Memo OAS.15.105 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: September 8, 2014, 2014

RE: Moorhead Property Tax Abatement Program

The City of Moorhead approved to extend property tax abatements through 2016 and would like Moorhead Area Public Schools and other public entity's to participate in the residential property tax abatement program for new home construction and improvements to existing homes for the period commencing on January 2, 2015 and expiring December 31, 2016 by abating its property taxes as allowed by Minnesota law. A potential resolution will be presented at the next board meeting on September 22, 2015.

BML:dmb Attachment

MAKE MOORHEAD HOME DESCRIPTION OF THE PROGRAM



In addition to all of the other reasons to Make Moorhead Home, there is now a rebate program available for investing in newly built homes and remodeling of existing homes. On a new \$250,000 home, the two-year value is more than \$5,700.

MORHEAD your hometown

Oct 201:

How does the new home construction rebate work?

A new home for which construction starts between January 1 2012 and December 31 2014 is eligible for a two-year property tax rebate. This rebate program can save a homebuyer thousands of dollars. The total value of this incentive will vary depending upon property value. There is no maximum construction limit and land value is included in the rebate calculation. Special function levies are not included in the rebate. You can calculate the value of your rebate HERE.

How does the existing home or apartment remodeling rebate work?

An increase in property value due to major remodeling is also eligible for the Make Moorhead Home Rebate Program during this same time period (2012 - 2014 construction start). The property value must increase by at least \$25,000 (value not the cost of improvements) for homes and \$50,000 for apartment buildings in order to obtain a rebate of the value increase for two years. Please note that updates or improvements such as new flooring, mechanical systems, lighting or basement remodeling may not measurably increase your property value. Substantial kitchen or bathroom renovations or additions to existing structures are some of the improvements that may significantly increase property value. The City Assessor's staff will make evaluations based on the building permit and possibly a site visit.

If I make improvements to my home that do not require a building permit, can I still get the rebate?

Yes. In order to determine eligibility for the rebate, you must request a review of your property value by the City Assessor to determine whether the value increased enough to qualify.

Do I need to apply?

Yes, but it's easy and automatic! The City will provide an application when you or your builder takes out a building permit. Because the program was approved retroactively to include home construction that began on or after January 1, 2012, the City will send application materials to the individual who obtained the building permit for eligible building activity during that time period. If you have any questions on the application, be sure to contact the City Assessor's Office at 218.299.5310.

When will I get my check?

Tax payments are due as scheduled on May 15 and October 15 of each year, and the rebate of the eligible portion of the tax payments is scheduled to be refunded in December of each year of eligibility.

If construction on my home started after January 1 but before August 31, 2012, I understand my rebate will be smaller than homes built after September 1, 2012. Will I get the full amount the second year?

No. Construction activity that occurred prior to September 1, 2012 is not eligible for the Clay County portion of the tax payments for either year of eligibility.

If I sell my home during the rebate period, who gets the check?

The rebate check will be made payable to the owner of record for the property at the time the rebate is processed. If you sell the property during the rebate term, you should specify distribution of this rebate as a provision of your sales agreement with the buyer.

What other questions do you have?

We'd be happy to help as you plan for your new or improved home!

Contact us at:

living@cityofmoorhead.com 218.299.5434 toll-free 877.833.6667





2014 Homebuyer Survey

In June and July of 2014, the City of Moorhead surveyed all 2013 purchasers (617) of existing and newly constructed homes regarding their home buying experience and their impressions of Moorhead. They survey was distributed by mail and respondents could complete a paper response (stamped return envelopes were enclosed) or complete it through the City's website (hidden link). The response rate was 33% (205 responses). Responses to individual questions are detailed below. Please note that the total responses for individual questions may not total 205; some questions allowed for multiple responses and not all respondents answered each question.

1. Did you own a home prior to this home purchase?

Yes = 62% (126 respondents) No = 38% (78 respondents)

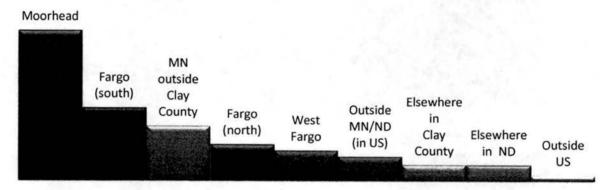
Most respondents owned homes prior to their 2013 Moorhead home purchase.

2. Is your current home:

Newly constructed (you are the first occupant) = 11% (23 respondents) Existing/previously occupied = 89% (178 respondents)

A significant majority of respondents purchased existing homes.

3. Immediately prior to purchasing your home, where did you live?



Location	Percentage	Respondents
Moorhead	36.8%	74
Fargo (south)	17.9%	36
Minnesota outside Clay County	13.4%	27
Fargo (north)	9%	18
West Fargo	7.4%	15
Outside MN/ND (in the US)	6%	12
Elsewhere in Clay County	4%	8
Elsewhere in ND	4%	8
Outside of the US	1.5%	3
	100%	201

37% of respondents most recently lived in Moorhead before buying their current home; 34% lived in Fargo or West Fargo; 7% came from states outside of MN/ND or from another country.

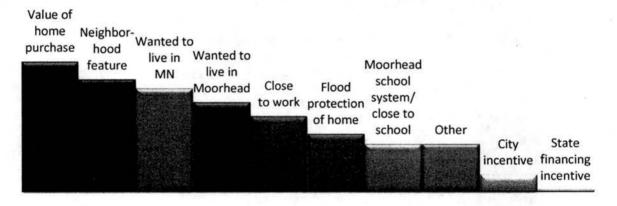
4. Where else did you consider purchasing a home?



Location	Votes (#)
Fargo	106
Did not consider living anywhere but Moorhead	57
West Fargo	55
Dilworth	53
Other	. 27

Most homebuyers are "shopping around" the metro area.

5. Besides the features of the home you purchased, what were the 3 most important factors influencing your decision about where to live? Please choose up to 3.



Reason	Votes (#)
Value of your home purchase	103
Neighborhood feature	89
Wanted to live in Minnesota	82
Wanted to live in Moorhead	71
Close to work	60
Flood protection of home	46
Moorhead school system/close to school	38
Other	38
City incentive (e.g., First & New, tax rebate)	14
State financing incentive/program	2
Welcome Home Pass	0



Make Moorhead Home Property Tax Rebate

Background

The "Make Moorhead Home" property tax rebate was implemented to address a decline in Moorhead's single family housing trends. Clay County made the program available in its other cities on an optional basis. Between 2006 and 2011, Moorhead's annual single family housing starts declined significantly. While this trend was experienced in other housing markets as well, the recovery has been more rapid in the FM metro cities of Fargo and West Fargo. Both of these North Dakota jurisdictions have longstanding two-year property tax abatement programs.



From 2009 - 2011, at the request of the City of Moorhead, the State of Minnesota funded a state-paid property tax abatement program for new home construction as a flood recovery initiative for the Cities of Moorhead and Dilworth. When state funding ended, the City of Moorhead, Clay County, and Moorhead Area Public Schools entered into a self-funded property tax rebate program in 2012 pursuant to Minnesota Statutes 469.1813 -469.1816. The program was branded as the Make Moorhead Home (MMH) Property Tax Rebate.

Residential Marketing and Recruitment

In conjunction with the MMH Rebate Program, the City expanded resources directed to residential marketing and strengthened its working relationships with important stakeholders at the Home Builders Association of Fargo Moorhead and the FM Area Association of Realtors. The communication efforts include electronic and print media, Realtor continuing education, Builder discussion groups, homebuyer presentations, and other public relations and advertising activities.

In 2013 the City of Moorhead initiated the "First & New" Special Assessment Loan Program to offset interest costs on a portion of special assessments for first time buyers purchasing newly constructed homes, helping to make new construction a viable option for more first time home buyers.



The primary housing message of 2014 is Moorhead's flood protection status for new construction. All of Moorhead's current building lots are flood protected. During the period 2009 - 2014, the City of Moorhead and State of Minnesota invested more than \$100 million in flood mitigation, giving Moorhead builders and home buyers an economic advantage with regard to flood insurance costs. This message has been communicated at several metro area events for builders, Realtors, and lenders.

Flood protection, incentives, and communication efforts have combined to yield impressive results. Moorhead's housing market is showing some improvement. Despite signs of recovery, there are obstacles to continued growth. State building codes are being amended to require residential sprinklers in larger homes sometime in 2015, a potentially costly construction feature that is not required in Fargo or West Fargo.

Property Tax Rebate Extension

It is recommended that the Make Moorhead Home Property Tax Rebate extend seamlessly through 2016. Fargo and West Fargo continue their property tax abatement programs, and are more competitive on property taxes than ever before. The property tax rebate is an important issue for the housing industry and consumers.

Homes constructed in 2012 will be back on the tax rolls in 2015. Once this third year of the MMH rebate is complete, the taxing jurisdictions will have absorbed two full years' revenue impact. All new homes built under the two-year rebate program will generate taxes on an ongoing basis after the first two years following construction.

2012 - 2014 YTD Rebate Participation

第 47 图题:24 图 22 图	2012	2013	2014 YTD
New Construction			
New Single Family Units	89	129	69
Estimated Market Value	\$13,877,900	\$18,356,500	Not available
Rebate Cost ¹	N - 6 1	\$155,695	\$206,599
City of Moorhead	No fiscal	\$50,218	\$66,637
Clay County	impact Year1	\$66,269	\$87,935
ISD 152	Teari	\$39,208 \$52,02	\$52,027
Residential Remodel ²			
Remodeled Units	9	16	1
Estimated Market Value	\$435,100	\$702,700	Not Available
Rebate Cost ¹		\$5,322	\$8,561
City of Moorhead	No fiscal	\$1,717	\$2,761
Clay County	impact	\$2,265	\$3,644
ISD 152	Year 1	\$1,340	\$2,156

¹Data Disclaimers/Assumptions:

- 2012 Construction is valued in 2013 and qualifies for the rebate in 2014 and 2015. 2014 is the first year of rebate revenue impact.
- 2015 will include two years of new construction resulting from the MMH Rebate.
- Cost estimates are based on 2014 tax extension rates and homestead status (\$250,000 house) is

²Qualifying projects with minimum EMV increase of \$25,000

RESOLUTION OF MOORHEAD SCHOOL DISTRICT 152

Whereas, Minnesota law (469.1813-469.1816) authorizes political subdivisions to grant property tax abatements for economic development purposes including:

- General economic development, such as increasing the property tax base or the number of jobs in the area:

Whereas, Moorhead School District 152 received a request from the City of Moorhead, as evidenced by City of Moorhead Resolution #2014-____ unanimously approved by the City Council of the City of Moorhead on DATE, 2014) to join with the City and participate in a "Two-year Residential Property Tax Abatement Program" (hereinafter referred to as the "Program"); and

Whereas, it is the desire of Moorhead School District 152 to participate in the "Program" by abating its property taxes as allowed by Minnesota law; and

Whereas, as a condition precedent for a City to receive an abatement of Moorhead School District 152 residential property taxes the participating City must approve its Authorizing Resolution no later than December 31, 2014.

Now, Therefore Be It Resolved, by the School Board of Moorhead School District 152 that Moorhead School District 152 does herein approve participation in the "Program" for new home construction and improvements to existing homes for the period commencing January 1, 2015 and expiring December 31, 2016.

Be It Further Resolved, by the School Board of Moorhead School District 152 that the approved "Program" be fully compliant with Minnesota law 469.1813-469.1816 and subject to the following:

- A residential structure may qualify for an abatement if it is classified as 1a, 1b, 2a, 4a, 4b, 4bb, or
 4d under Minnesota Statutes 273.13.
- ™ The market value attributable to new residential structures and land may be abated from property taxes, for two taxes payable years, corresponding to the two assessment years after construction has begun, provided that no part of the structure was in existence prior to January 1, 2015 and construction of the structure is commenced prior to December 31, 2016. Construction is deemed to have been commenced if a proper building permit has been issued and the mandatory footing or foundation inspection has been completed, if a building permit and inspection are required by the participating jurisdiction.
- For property classified as class 1a, 1b, 2a, 4b or 4bb the abatement will apply to the entire
 market value of the land and improvements. The "Program" does not apply to property
 classified as class 4a or 4d.
- ™ The market value attributable to new improvements on existing properties classified as 1a, 1b, 2a, 4a, 4b, 4bb or 4d may be abated from property taxes, for two taxes payable years, corresponding to the two assessment years after completion of the improvement, provided

that the improvement is made after January 1, 2015 and prior to December 31, 2016. In order for an improvement to an existing property to be eligible for an abatement a proper building permit must have been issued and the improvement must have been inspected, if a building permit and inspection is required by the participating jurisdiction. To be eligible for the abatement, the improvement must add at least \$25,000 to the value of the existing property for properties classified as 1a, 1b, 2a, 4b and 4bb. For class 2a property, only improvements to the existing house or garage are eligible for the abatement. To be eligible for the abatement, the improvement must add at least \$50,000 to the value of the existing property for properties classified as 4a or 4d.

- ∞ The abatement shall not apply to any special assessments that are levied against the property.
- A City Authorizing Resolution to participate in the "Program" must be adopted by the City prior to December 31, 2014 for the program to be in effect within the City. The City resolution must specifically identify which of the following options the City will incorporate into its "Program:"
 - New Construction and/or New Improvements to Existing Properties
 - Start Date
 - o Apply to Single Family Residential and/or Multi-Family
 - o Cap, if any, on Value to be Abated

PASSED by the School Board of Moorhead School District 152 this ______ day of _______ 2014.

- 1a Residential Homestead
- 1b Blind/Disabled Homestead
- 2a Homestead House, Garage and First Acres Ag
- 4a Apartment 4+units
- 4b Residential non-homestead 1-3 units

Unclassified Manufactured Home

Ag non-homestead 2-3 units

4bb Residential non-homestead single unit

Ag non-homestead single unit

4d Qualifying low-income rental housing

INDEPENDENT SCHOOL DISTRICT #152

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

September 22, 2014 7:00 p.m.

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

		changing we	nia.
AT7	ΓEND	PANCE:	
Lisa	Erick	cson	Scott Steffes
Cinc	dy Fag	gerlie	Bill Tomhave
Lau	rie Joh	nnson	Matt Valan
Caro	ol Lad	wig	Dr. Lynne A. Kovash
			AGENDA
1.	CAI	LL TO ORDER	
	A.	Pledge of Allegiance	
	B.	Preview of Agenda - Dr. Lyı	nne A. Kovash, Superintendent
	C.	Approval of Meeting Agend	a
		Moved by	Seconded by
	D.	Matters Presented by Citizen	ns/Other Communications (Non-Agenda Items)
N N		raising their hand and being state their name and will be	ss a non-agenda item have the opportunity to speak by recognized by the School Board chair. Speakers must limited to three minutes. Speakers must complete the s the public input process, and submit it to the School

2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. SUPERINTENDENT MATTERS Kovash
 - (1) Approval of September 8, 2014 Meeting Minutes with the Exception of Item 2.C.(4) Approval of Termination Pages 6-11
- B. ASSISTANT SUPERINTENDENT MATTERS Lunak
 - (1) Acceptance of Donation Page 12
- C. HUMAN RESOURCES MATTERS Dehmer
 - (1) Approval of Change in Contracts Page 13
 - (2) Approval of Resignations Page 14
 - (3) Approval of Termination Page 15
 - (4) Approval of Retirement Page 16

Pages 37-39

- (5) Approval of Family/Medical Leaves Pages 17-18
- (6) Approval of New Employees Pages 19-20
- (7) Approval of Minnesota State University Moorhead Field Experience Contract Agreement - Pages 21-27
- D. LEARNER SUPPORT SERVICES MATTERS Skarvold
 - (1) Acceptance of Stephanie Goetz Foundation Grant Page 28

Moved by	Seconded by
Comments	
	DODEDT ACRECITOOT IMPROVEMENT OF AN IN
ELLEN HOPKINS ANI	ROBERT ASP SCHOOL IMPROVEMENT PLAN: K

<u>Suggested Resolution</u>: Move to accept participation in the residential property tax abatement program for new home construction and improvements to existing homes through 2016.

Moved by	Seconded by	
Comments		

5.	CERTIFICATION OF 2014 PAYABLE 2015 PROPOSED PROPERTY TAX LEVY
	Pages 40-42
	Suggested Resolution: Move to approve the Maximum for the 2014 Payable 2015 Proposed Property Tax Levy.
	Moved by Seconded by Comments
6.	SCHOOL DISTRICT STRATEGIC PRIORITIES: Kovash Pages 43-53
7.	SCHOOL DISTRICT FACILITIES UPDATE: Lunak
8.	SUPERINTENDENT REPORT
9.	COMMITTEE REPORTS
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.03, for the purpose of discussing negotiation strategies.
	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.	2014-2016 SUPERVISOR MASTER AGREEMENT: Dehmer Page 54
	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	\$62,937	3.84%
2015-2016	\$49,892	2.93%
TOTAL	\$112,829	6.77%

Moved by	Seconded by
Comments	

14. ADJOURNMENT

CALENDAR OF EVENTS

Event	Date	Time	Place
MSBA Fall Area Meeting	September 23	1 p.m.	LCSC
Activities Advisory Council	September 23	7:15 a.m.	MHS
District Technology Committee	September 23	3:45 p.m.	PCE
Superintendent's Advisory Council	September 25	7 p.m.	PCE
MHS Hall of Honor Induction	September 27	5 p.m.	MSUM
Joint Powers Committee	October 2	7 a.m.	PCE
MHS PTAC	October 6	6:30 p.m.	Conf Rm
Continuing Education Committee	October 7	4 p.m.	PCE
Hopkins PTAC/School & District Title I Advisory Committee	October 7	6:30 p.m.	Media Center
Asp PTAC/School & District Title I Advisory Committee	October 7	6:30 p.m.	Media Center
Instr and Curr Advisory Committee	October 9	7 a.m.	PCE
Health/Safety/Wellness Committee	October 9	9:30 a.m.	PCE
School Board	October 13	7 p.m.	PCE
Policy Review Committee	October 20	7 p.m.	PCE
District Staff Development Com: Secondary Elementary	October 21 October 21	7 a.m. 3:15 p.m.	MHS PCE
Horizon PTAC	October 21	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	October 21	6:30 p.m.	Media Center
School Board	October 27	7 p.m.	PCE
District Technology Committee	October 28	3:45 p.m.	PCE
Special Educ Parent Advisory Com	October 29	12-1 p.m.	PCE

<u>MEMBERS PRESENT</u>: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

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 revisions to pages 10, 11, 14 and 20.

APPROVAL OF AGENDA: Tomhave moved, seconded by Johnson, to approve the agenda with revisions. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (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.) None.

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

<u>Minutes</u> - Approve the August 21, 2014 Special Meeting Minutes and the August 25, 2014 Regular Meeting Minutes as presented.

<u>Donation</u> - Accept the donation of mat board and direct administration to send a thank you. K and Krafts donated their entire inventory of mat board to the school district's art department. The value of the donation is in excess of \$4,500.

Memorial Donation - Accept the memorial donation of \$50 for the Moorhead Area Public Schools kindergarten program and direct administration to send a thank you. The family of Marlene Rayment made the donation in her honor.

Claims - Approve the September Claims, subject to audit, in the amount of \$957,575.37.

 General Fund:
 \$922,870.30

 Food Service Fund:
 \$14,037.57

 Community Service Fund:
 \$20,667.50

TOTAL \$957,575.37

The August Wire Payments, subject to audit, in the amount of \$609,017.52.

 General Fund:
 \$607,375.01

 Post Employment Trust Fund:
 \$1,642.51

 TOTAL
 \$609,017.52

Change in Contracts

Anne Lysne - Paraprofessional, Ellen Hopkins Elementary, from 1.0 FTE to .50 FTE, effective with the 2014-2015 school year (replaces Beth Ann Johnson).

Barb Mohs - Paraprofessional, Horizon Middle School to Administrative Assistant, Red River Area Learning Center, B21 (4) \$16.65 per hour, 8 hours per day, effective August 27, 2014 (replaces Kathy Becher).

Resignations

James Boots - Paraprofessional, S.G. Reinertsen Elementary, effective August 21, 2014. Ann Wilson - Early Childhood Teacher, Probstfield Center for Education, effective August 25, 2014.

Ramelle Day - Paraprofessional, Horizon Middle School, effective August 25, 2014. Justin Gall - Girls Head Track and Field Coach, High School, effective August 27, 2014. Levi Tronnes - Paraprofessional, Horizon Middle School, effective August 29, 2014. Margo Johnson - Paraprofessional, Moorhead High School, effective September 5, 2014.

Other Leave of Absence

Barb Mohs - Paraprofessional, Horizon Middle School, effective August 30, 2014.

Family/Medical Leave

Bayan Alemadi - Paraprofessional, Horizon Middle School, effective September 8, 2014 until October 1, 2014.

Kristin Dehmer - Executive Director of Human Resources, Probstfield Center for Education, effective approximately October 3, 2014 for eight weeks.

Amanda Craig - Teacher, Probstfield Elementary, effective approximately December 15, 2014 thru March 9, 2015.

Nicole Odegaard - Teacher, Moorhead High School, extension of leave from 2013-2014 school year for an undetermined amount of time.

New Employees

Chandi Mueller - Interpreter, District, B32 (0) \$26.56 per hour, 7 hours per day, effective August 25, 2014 (replaces Rachel Burcham).

Rachel Gladue - Paraprofessional, Probstfield Elementary, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective August 25, 2014 (replaces Lindsey Patenaude).

Megan Ramsey - Student Assistance Counselor, Horizon Middle School, MA (1) \$42,787.00,

1.0 FTE, effective August 25, 2014 (new position).

Lacey Haskamp - LSS Teacher, S.G. Reinertsen Elementary, BA (5) \$41,680.00, 1.0 FTE, effective August 25, 2014 (replaces Lainey Anderson).

Jan Van Hatten - Spanish Teacher, Moorhead High School, MA+20 (10) \$18,226.50, .3 FTE, effective August 25, 2014 (new position due to increased enrollment).

Laura Wieck - LSS Teacher, Ellen Hopkins Elementary, MA (6) \$49,819.00, 1.0 FTE, effective August 25, 2014 (new position due to increased enrollment).

Rhiannon Walstrom - Paraprofessional, S.G. Reinertsen Elementary, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective August 27, 2014 (replaces James Boots).

Stacy Herman - Lunchroom Supervisor, S.G. Reinertsen Elementary, 2.25 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Jennifer Hoefs).

Christie Steen - Lunchroom Supervisor, Robert Asp Elementary, 3 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Eng Nguyen).

Michelle Hassenstad - Lunchroom Supervisor/Crossing Guard, Probstfield Elementary, 2.75 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Ahmed Hussein).

Brian Clark - Paraprofessional, Horizon Middle School, B21 (3) \$15.93 per hour, 6.75 hours per day, effective September 2, 2014 (replaces Ashley Cole).

Evan Youngs - Night Custodian, Horizon Middle School, B21 (0-2) \$15.93 per hour, 8 hours per day, effective September 2, 2014 (replaces Charles Glidden).

Nicole Tremel Pausch - Interpreter, District, B32 (0) \$26.56 per hour, 7 hours per day, effective September 2, 2014 (position vacant since 2012, utilized contracted services).

Ellen Gianotti - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.75 hours per day, \$10.00 per hour, effective September 2, 204 (replaces Miranda Wells).

Nicole Boersma - Paraprofessional, Robert Asp Elementary, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective September 2, 2014 (replaces Chad Dodd).

Tyler Flaa - Paraprofessional, Horizon Middle School, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective September 2, 2014 (replaces Barb Mohs).

Brandi Carlson - Paraprofessional, Moorhead High School, B21 (3) \$15.93 per hour, 6.75 hours per day, effective September 2, 2014 (replaces Jessica Thompson).

Dixie Duncan - Interpreter, District, B32 (6) \$29.04 per hour, 7 hours per day, effective September 4, 2014 (replaces Samantha Guttu).

Becky Sipe - Paraprofessional, Robert Asp Elementary, B21 (4) \$16.16 per hour, 6.75 hours per day, effective September 4, 2014 (replaces partial FTE's of Amanda Carlsrud/EngNguyen). Hope Wilson - Paraprofessional, Horizon Middle School, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective September 8, 2014 (replaces Margo Johnson).

Linda Jones - Paraprofessional, Horizon Middle School, B21 (5) \$16.38 per hour, 6.75 hours per day, effective September 8, 2014 (replaces Levi Tronnes).

OPENING ENROLLMENT: Brandon Lunak, assistant superintendent, reviewed the September 2, 2014 enrollment data for the elementary and secondary schools and the district's off-site educational programs.

Opening enrollment was 5,928, which is 216 students more than opening enrollment from a year ago and 445 more students than were enrolled at the end of the 2013-14 school year. The largest class in the district is second grade with 509 students followed by kindergarten with 506 students and grade 1 with 505 students. Ninth grade is the smallest grade level in the district with 417 students.

Enrollment typically fluctuates the first few weeks of the school year before stabilizing in October and November. An updated report and projected figures for the next several school years will be presented to the board in November.

2013-14 ASSESSMENT RESULTS: Missy Eidsness, director of school improvement and accountability, reviewed the reports for Moorhead Area Public Schools Minnesota Comprehensive Assessment (MCA) district data for the 2013-14 school year. The reports show the district average compared to the state average for the MCA assessments in reading, mathematics and science.

Student proficiency in reading, mathematics and science held steady overall. The district's proficiency levels resemble the results of the entire state. According to Minnesota Department of Education (MDE) reports for Moorhead Schools, 57.3 percent of students were proficient in reading, 59.8 percent were proficient in math and 49.7 percent were proficient in science. Reading proficiency for the district increased from 54.8 percent in 2013 to 57.3 percent (gain of 2.5 percent). Math proficiency for the district decreased from 63.2 percent in 2013 to 59.8 percent (decrease of 3.4 percent). Science proficiency decreased from 51.9 percent in 2013 to 49.7 percent in 2014 (decrease of 2.2 percent). Eidsness also reviewed district trend data from the MDE Report Card for reading, mathematics and science MCA results.

MOORHEAD SCHOOL DISTRICT LEGACY FUND (FOUNDATION) UPDATE:

Brandon Lunak, assistant superintendent, stated a resolution was passed by the School Board on September 24, 2012 establishing the Moorhead School District Legacy Fund and a partnership between West Central Initiative and Moorhead Area Public Schools.

The Legacy Fund will support innovative educational programs that enrich the experiences of all students served by the school district. The funds will be used for endowment, activities and innovation grants as well as other uses recommended by the advisory committee.

The school district had formed an initial committee and now will form an expanded committee made up of the superintendent and/or the assistant superintendent, athletic director, School Board

member representative, district communications coordinator, district accountant, Moorhead Booster Club member, Education Moorhead representative, building-level parent representatives, area business representatives, retired educators and community members.

MOORHEAD PROPERTY TAX ABATEMENT PROGRAM: Brandon Lunak, assistant superintendent, explained the City of Moorhead approved extending property tax abatements through 2016 and would like the school district and other public entity's to participate in the residential property tax abatement program for new home construction and improvements to existing homes for the period commencing January 2, 2015 and expiring December 31, 2016 by abating its property taxes as allowed by Minnesota law.

Valan left the meeting at 7:48 p.m. and returned at 7:51 p.m.

Michael Redlinger, city manager, and Scott Hutchins, director of planning and neighborhood services, provided background information by explaining the Make Moorhead Home property tax rebate program was implemented to address a decline in Moorhead's single family housing trends. Clay County made the program available in its other cities on an optional basis. From 2009-2011, at the request of the City of Moorhead, the State of Minnesota funded a state-paid property tax abatement program for new home construction as a flood recovery initiative for the cities of Moorhead and Dilworth. When state funding ended, the City of Moorhead, Clay County and Moorhead Area Public Schools entered into a self-funded property tax rebate program in 2012 (pursuant to Minn. Stats. 469.1813 - 469.1816). The program was branded as the Make Moorhead Home (MMH) Property Tax Rebate.

In June and July of 2014, the City of Moorhead surveyed all 2013 purchasers (617) of existing and newly constructed homes regarding their home-buying experience and their impressions of Moorhead. The response rate was 33 percent (205 responses).

It is recommended that the Make Moorhead Home Property Tax Rebate extend seamlessly through 2016. Fargo and West Fargo continue their property tax abatement programs and are more competitive on property taxes than ever before. The property tax rebate is an important issue for the housing industry and consumers. A resolution will be presented to the board at the September 22 board meeting.

SCHOOL DISTRICT FACILITIES UPDATE: Brandon Lunak, assistant superintendent, provided a brief construction update on Probstfield and Robert Asp Schools. Probstfield's addition is enclosed and remains on track. Electrical and duct work continue at Asp and Probstfield.

SUPERINTENDENT REPORT: Superintendent Kovash reported on her excitement related to Friday's soccer and football games played on the new turf field and thanked the School Board,

Dean Haugo, Pam Redlinger, Rob Bye, Pam Gibb and Brian Cole and others who made the events memorable. Kovash shared the impact statement from Dean Haugo read at the Fargo Moorhead West Fargo Chamber of Commerce ribbon-cutting event.

Kovash noted opening day went smoothly with some glitches that are being worked through, and administrators are reflecting on ways to make things better for students and parents. She commented staff members were positive, even in some less-than-ideal classrooms due to current construction.

Kovash said she should have World's Best Workforce information and reports soon but the Multiple Measurement Ratings are embargoed until Oct. 1. She noted the 2013-14 Annual Report on Curriculum, Instruction and Student Achievement and summary report will be presented to the board in October with a report summary sent to the department of education.

Board member Valan requested information related to land Kurtz and Holy Cross Townships being purchased by the federal government for the diversion and what the potential tax loss of farmland would be and the impact on enrollment and property values.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Spuds Meet and Greet, and Indian Education Parent Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board member Tomhave noted the MSBA Fall Area meeting was scheduled for Sept. 23 at Lakes Country Service Cooperative starting at 1 p.m. Kovash reminded board members of the MREA regional and virtual meetings and the November 16-18 conference. Board members were asked to contact Michelle if interested in attending.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:20 p.m.

Laurie	Johnson	ı, Clerk		
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Office of Assistant Superintendent Memo OAS.15.109C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent Bru-

DATE:

September 22, 2014

RE:

Donation

The Horizon Middle School Orchestra has received a \$10,000.00 donation to be used for special projects. The donor would like to remain anonymous.

Suggested Resolution: Move to accept the donation of \$10,000.00 for the Horizon Middle School Orchestra.

BML/dmb



Human Resources Memo HR.15.035C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 16, 2014

RE:

Contract Change

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

Amanda Carlsrud

Paraprofessional, Robert Asp Elementary, .75 FTE to 1.0 FTE, effective with

the 2014-2015 school year. (Replaces Jane Sweeney)

Beth Ann Johnson

Paraprofessional, Ellen Hopkins Elementary, .50 FTE to 1.0 FTE, effective

with the 2014-2015 school year. (Replaces Anne Lysne)

Carrie Jenkins

Paraprofessional, Probstfield Elementary from .8 FTE which is 6.75 hours per

day four days per week to .95 FTE which is 6.5 hours four days per week and

6 hours 1 day per week. (new hours within approved FTE)

Eng Nguyen

Paraprofessional, Robert Asp Elementary, .75 FTE to 1.0 FTE, effective with

the 2014-2015 school year. (Replaces Jackie Gilbertson)

Khalisa Yasin

Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.75 hours per day,

addition of 1.5 hours of Crossing Guard, S. G. Reinertsen Elementary. (New

position)

Suggested Resolution: Move to approve the Contract Change for Amanda Carlsrud, Beth Ann Johnson, Carrie Jenkins, Eng Nguyen and Khalisa Yasin as presented.



Human Resources Memo HR.15.032C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 16, 2014

RE:

Resignations

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

Ramelle Day

Paraprofessional, Horizon Middle School, effective August 25, 2014.

Lucas Wolford

Strength and Speed Coach, High School, effective September 2, 2014.

Taylor Lambrecht

Paraprofessional, Probstfield Elementary, effective September 4, 2014.

Michelle Hassenstab

Lunchroom Supervisor, Ellen Hopkins Elementary, effective September 22,

2014.

<u>Suggested Resolution</u>: Move to approve the resignation of Ramelle Day, Lucas Wolford, Taylor Lambrecht and Michelle Hassenstab as presented.



Human Resources Memo HR.15.037C

TO:

FROM:

Kristin Dehmer, Executive Director of Human Resources

September 16, 2014

DATE:

RE:

Termination

The administration requests approval of the Termination of the following employee:

Abdirizak Hussein

Bus Driver, Transportation, effective September 2, 2014.

This is a correction from the September 8, 2014 board meeting, which

reflected "Abdi Mohammed" as the terminated employee.

Suggested Resolution: Move to approve the Termination of Abdirizak Hussein as presented.



Human Resources Memo HR.15.033C

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE:

September 16, 2014

RE:

Retirement

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

Sharon Mattson

Elementary Teacher, Ellen Hopkins Elementary, effective January 1, 2015.

Suggested Resolution: Move to approve the retirement of Sharon Mattson as presented.



Human Resources Memo HR.15.034C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 16, 2014

RE:

Family/Medical Leave

The administration requests approval of the Family/Medical Leave of the following people:

Karen Reierson

Elementary Teacher, Robert Asp Elementary, effective August 25, 2014 until

approximately September 24, 2014.

Zachary Johnsrud

ESL Teacher, Probstfield Elementary, effective September 18, 2014 thru

October 10, 2014.

Jolene Wiebold

LSS Teacher, Horizon Middle School, effective September 22, 2014 thru

October 31, 2014.

Stephanie Lorz

Early Childhood Special Education Teacher, PCE, effective approximately

November 11, 2014 until approximately January 6, 2015.

Megan Hilleren

Elementary Teacher, Ellen Hopkins Elementary, effective approximately

January 8, 2015 until approximately March 26, 2015.

Vian Mustafa

Paraprofessional, Ellen Hopkins, Intermittent leave effective September 9,

2014 for an undetermined amount of time.

Ashley Vry

Paraprofessional, High School, effective September 9, 2014 until September

26, 2014.

Jean Walker

Paraprofessional, S. G. Reinertsen Elementary, effective October 9, 2014 thru

November 21, 2014.



<u>Suggested Resolution</u>: Move to approve the Family/Medical Leave for Karen Reierson, Zachary Johnsrud, Jolene Wiebold, Stephanie Lorz, Megan Hilleren, Via Mustafa, Ashely Vry and Jean Walker as presented.

KLD:smw

An equal appoarity employer



Human Resources Memo HR.15.031C

TO:

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 16, 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.

Alex Westrum Lunchroom Supervisor, Ellen Hopkins Elementary, 2.75 hours per day,

\$10.00 per hour, effective September 2, 2014. (New position)

Food and Nutrition Server, Ellen Hopkins Elementary, A11 (1) \$14.52 per Princess Diagor

hour, 4 hours per day, effective September 2, 2014. (New position)

Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, Tonya Fees

\$10.00 per hour, effective September 2, 2014. (Replaces Pat Walker)

Food and Nutrition Server, High School, A11 (1) \$14.07 per hour, 4 hours per **Betty Graff**

day, effective September 2, 2014. (New position in 13-14 and never filled)

Paraprofessional, Robert Asp Elementary, B21 (0-2) \$15.37 per hour, 3 hours Jason Natal

per day, effective September 8, 2014. (Replaces Amanda Carlsrud & Eng

Nguyen)

Lunchroom Supervisor, Horizon Middle School, 2.5 hours per day, \$10.00 per Abbra Olson

hour, effective September 8, 2014. (Replaces Daniel Berg)

Paraprofessional, Probstfield Elementary, B21 (0-2) \$15.37 per hour, 6.75 Alishia Dittes

hours 4 days per week, effective September 15, 2014. (Replaces Taylor

Lambrecht)

Student Wellness Facilitator, Horizon Middle School, C41 (15) \$33.59 per Danelle Klaman

hour, 7.25 hours per day, effective September 15, 2014. (New position Goetz

Foundation Grant)



Jodi Kleven

Paraprofessional, Horizon Middle School, B21 (3) \$15.93 per hour, 6.75

hours per day, effective September 22, 2014. (Replaces Brian Clark)

Toni Kleber

General Education Paraprofessional, High School B21 (0-2) \$15.37 per hour,

6.75 hours per day, effective September 15, 2014. (Replaces Pam Astrup)

Vincent Giantti

Bus Driver, Transportation, 4 hours per day, \$14.26 per hour, effective

September 15, 2014. (Replaces Abdirizak Hussein)

Melissa Ambers

Food and Nutrition Server, Probstfield Elementary, 2.75 hours per day, \$10.00

per hour, effective September 22, 2014. (Replaces Janelle Hoefert)

Natasha Nenow

Nurse, Probstfield Elementary, C41 (4) \$26.06 per hour, 7.25 hours per day,

effective October 6, 2014. (Replaces contracted service)

<u>Suggested Resolution</u>: Move to approve the employment of Alex Westrum, Princess Diagor, Tonya Fees, Betty Graff, Jason Natal, Abbra Olson, Alishia Dittes, Danelle Klaman, Jodi Kleven, Toni Kleber, Vincent Giantti, Melissa Ambers and Natasha Nenow as presented.



Human Resources Memo HR.15.036C

TO:

FROM:

Kristin Dehmer, Executive Director of Human Resources

DATE:

September 16, 2014

RE:

Minnesota State University Moorhead Field Experience Contract Agreement

Attached is a Field Experience Contract Agreement with Minnesota State University Moorhead for Moorhead Area Public Schools to serve as a student intern placement center for Social Work and/or Counseling interns. Terms of this agreement shall be for a period of September 22, 2013 until May 30, 2016. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service Social Work and/or Counseling interns.

Moorhead Area Public Schools would provide students of Minnesota State University Moorhead 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 agreement with Minnesota State University Moorhead for Social Work and/or Counseling interns as presented.

KLD:smw Attachment

STATE OF MINNESOTA MINNESOTA STATE COLLEGES AND UNIVERSITIES

Minnesota State University Moorhead

MEMORANDUM OF AGREEMENT FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Minnesota State University Moorhead, Moorhead, Minnesota ("the College/University") and Moorhead Public School District, Moorhead, MN ("the Facility"). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for the student of the College/University and to identify the responsibilities of the College/University and the Facility.

A. THE PARTIES UNDERSTAND THAT:

- 1. The College/University has a(n) Counseling & Student Affairs Program (the "Program") for qualified students enrolled in the College/University; and
- 2. The College/University has been given authority to enter into Agreements regarding academic programs; and
- 3. The Facility has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and
- 4. It is in the general interest of the Facility to provide a training site where College/University students can learn and develop skills and qualifications needed to achieve the student's occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
- 5. The College/University and the Facility want to cooperate to furnish a training experience at the Facility for students of the College/University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY

1. The College/University agrees to:

a. make arrangements with the Facility for a training experience at the Facility that will support the student's occupational goals and meet any applicable Program requirements.

- b. make periodic visits to the Facility's training site to observe the student or receive periodic reports from the Facility and/or the student, and discuss the student's performance and progress with the student and any site supervisor at the Facility, as needed.
- c. discuss with the Facility any problems or concerns arising from the student's participation.
- d. notify the Facility in the event the student is no longer enrolled in the Program at the College/University.
- e. keep any necessary attendance and progress records as set forth in the College/University attendance policy.
- f. assist in the evaluation of the student's performance in the training experience.

2. The Facility agrees to:

- a. cooperate with the College/University in providing a mutually agreeable training experience at the Facility that supports the student's educational and occupational goals.
- b. consult with the College/University about any difficulties arising at the Facility's training site that may affect the student's participation.
- c. assist in the evaluation of the student's performance and provide time for consultation with the College/University concerning the student, as needed.
- d. sign the weekly work report to verify the student's attendance.

3. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

4. TERM OF AGREEMENT

This Agreement is in effect from August 20th, 2013 or when fully executed, and shall remain in effect until May 30th, 2016. This Agreement may be terminated by giving at least seven (7) days' advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

5. FINANCIAL CONSIDERATION

- a. The College/University and the Facility each agree to bear their own costs associated with this Agreement and that no payment is required by either College/University or the Facility to the other party.
- b. The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its customers pursuant to this Agreement.

6. CHANGES OR ADDITIONS TO THE AGREEMENT

Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

7. ASSIGNMENT

Neither the College/University nor the Facility shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

8. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

9. MINNESOTA GOVERNMENT DATA PRACTICES ACT

The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 ["the Act"]) that classify the College/University's written and electronic information as public, private or confidential. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the Facility receives a request from a third party for any data provided to the Facility by the College/University, the Facility agrees to immediately notify the College/University. The College/University will give the FACILITY instructions concerning the release of the data to the requesting party before the data is released and the Facility agrees to follow those instructions.

10. STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

The student assigned to a training experience/internship at the Facility shall be required to sign a Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and made part of it) before the student begins the training experience/internship at the Facility.

11. NON-DISCRIMINATION

The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

In signing this Memorandum of Agreement, we agree to work together to assist the student in learning and/or applying the tasks and skills identified. We understand that the

Individualized Training Plan for the student can be modified or dissolved at any time upon the mutual agreement of the Facility and College/University.

FACILITY	Minnesota State Colleges and Universities Minnesota State University Moorhead
Name:	Name: Lisa Karch
Authorized Facility Representative	Dean:Boyd Bradbury
Title:	Date:June 30 th , 2014
Date:	AS TO FORM AND EXECUTION
	By: (authorized College/University signature)
	Title:
	Date:

ATTACHMENT A STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

Name of College/University: Minnesota State University Moorhead Name of College/University Program ("the Program"): Counseling & Student Affairs Program			
Dates of Training/Internship:August 20 th , 2013 - May 30 th , 2014			
Student's Name: Phone #:			
Average number of hours to be worked by the Student each week:8-30 hours			
Facility Name and Address:			
Location Where Training will Occur (if different from Facility's Address above):			
Facility Representative's Name:Phone #:			
Activities/Job tasks and skills the Student will learn:On - the- job experiences working closely and being supervised by a site supervisor			
Tools and Equipment the Student will use: Computer			

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/ internship at the Facility, the Student agrees to:

- 1. Keep regular attendance and be on time, both at school and at the Facility's training site. The Student will promptly notify the Facility's training site if unable to report. The Student's placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at the College/University.
- 2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
- 3. Furnish the coordinating College/University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
- 4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and

- 5. Consult with the College/University instructor/lab assistant about any difficulties arising at the Facility's training site; and
- 6. Be present at the Facility's training site on the dates and for the number of hours agreed upon; and
- 7. Not terminate his/her participation in the training experience at the Facility without first consulting with the College/University's instructor/lab assistant.

The Student also understands and agrees that:

- a. placement and participation in this training experience is not employment with the College/University or Facility;
- b. the Student is not covered by the College/University worker's compensation coverage; and
- c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student's Signature:	_
Student's Name (please print):	
Date:	
Name of Student's Parent (required for students under18 years of age) (please print):	
Parent's Signature:	
Date:	

Minnesota State University Moorhead, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.



Learner Support Services Memo LSS.15.004 C

To:

Dr. Lynne Kovash, Superintendent

From: Jill Skarvold, Executive Director of Learner Support Services

Date: September 15, 2014

Re:

Acceptance of StephanieGoetz Foundation Grant

Mental Health continues to be one of the District priorities for 2014-15. One of the ways to address this area is in working with the Goetz Foundation Mental Wellness Initiative. The Mental health Wellness Initiative has provided funding to place a Student Wellness Facilitator at Moorhead High School and Horizon. This work with the Goetz Foundation spans across three of the metro area districts (Moorhead Area Public Schools, Fargo Public Schools and West Fargo Public Schools) in order to provide more mental health resources to students and their families. The licensed social worker in Moorhead, Danelle Klaman, will work with other school staff (counselors, school psychologists, administrators) to identify students who are struggling with mental health issues and who need access and support from a mental health professional. Ms. Klaman will work closely with the family and school to access the appropriate services for these students who are in need of a high level of support and access to mental health services in order to have their needs met. The grant amount is up to \$48,500.00.

One of the outcomes of the District Priority focused on Mental Health is to strengthen community mental health partnerships in order to provide services that support the student and also helps families navigate the complex systems of care. 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 (MIMH, 2010). This partnership with the Goetz Foundation provides another resource to help students be successful in school as well as in our community.

SUGGESTED RESOLUTION: Move to accept the Stephanie Goetz Foundation Grant up to the amount of \$48,500.00.

IS:ca



School Improvement and Accountability

Memo SIA.15.008R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Executive Director of School Improvement and Accountability ne

DATE:

September 15, 2014

RE:

Ellen Hopkins and Robert Asp School Improvement Plan

Ellen Hopkins and Robert Asp Elementary Schools are both federally funded by Title I to provide schoolwide supplementary support for their students.

Identified schools are required to work with their districts, Minnesota Department of Education (MDE) and the statewide system of support to develop an improvement plan that must be approved the School Board. The plans are required to be in place at the beginning of the 2014-15 school year so that implementation can begin immediately.

Ellen Hopkins Elementary School was designated as a Focus School by MDE in 2012. A Focus School is in the ten percent of Title I schools making the biggest contribution to the state's achievement gap. Focus Schools are identified once every three years; this is the third year of this designation for Hopkins Elementary.

Ryan LaDage and Chris Triggs will present the attached school improvement plans at the September 22 board meeting.

<u>Suggested Resolution:</u> Move to approve the Ellen Hopkins and Robert Asp School Improvement Plans as presented.

MOE:jlh Attachment

Robert Asp Elementary & Hopkins Elementary School Improvement Plans

Robert Asp Goals

Goal 1: Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 66% in 2014 (68% in 2013) to 73% (composite result) on the 2015 MCA-III Math Assessment.

Goal 2: Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 59.4% in 2014 (53% in 2013) to 66% on the 2015 MCA-III Reading Assessment (composite results). Students on federal meal benefit will increase their reading proficiency from 39.2% to 45%.

Goal 3: All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10 percent reduction of total major and minor incidents (511 incidents to 460 incidents).

Robert Asp Strategies

*Relationships, relationships, relationships - motivate the unmotivated, increase focused practice time in the classroom- all classrooms have an aligned classroom management plan and positive reinforcement system. School goals celebrated each month, and implementation of character curriculum on morning news and monthly Spud meetings.

*Develop through our PLCs a consistent approach to reading conferencing and the formation of small groups for reading at the intermediate level.

*PLCs shifted from grade-level meeting resemblance to PLCs that focus on collaborative planning of reading and math curriculum, and the use of assessment data to determine student progress as well as best practices used to gain results. Tighter structure to PLCs with emphasis on units of study in reading and lessons - answering the four essential questions as our guide for each PLC.

*Become more collaborative in nature - only way for us to address such diverse needs within each classroom.

*For students to write, write, and write for a variety of purposes and daily - follow district curriculum map for writing. Building comprehension through the connection between reading and writing (response journaling)

*Need for students who receive special services (IEP, ELL, Title One, Reading Corp) to receive small group instruction from their classroom teacher and supplemental service for reading.

****Teaching with urgency and consistency every day - time is the one thing that we have the ability to control. Streamline as a team and individual.

Hopkins Goals

READING: Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in overall Reading so that their proficiency increases by 11% on the MCA accountability tests by May 2015 as follows: free/reduced lunch will increase from 40% to 58%.

Hopkins Goals

MATHEMATICS: Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in overall Mathematics so that their proficiency increases by 11% on the MCA accountability tests by May 2015 as follows: free/reduced lunch will increase from 35% to 55%.

Hopkins Strategies

Academic Talk

- Data-Driven Dialogue
- Learning Walks & Practice Profiles
 - questioning strategies
 - student conversations
- On-going PD and implementation of purposeful questioning in relation to critical thinking and comprehension strategies
- Parent Involvement Events

Hopkins Strategies

Professional Learning Communities

- Research and study PLC models and protocols
- Train one staff member per grade level/department to be PLC leader
- Development and implementation of PLC model and protocols that focus on the advancement of the PLC, growth of the PLC members, and student learning and achievement — all utilizing student work and results



MOORHEAD AREA PUBLIC SCHOOLS

Office of Assistant Superintendent Memo OAS.15.110R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent

DATE:

September 22, 2014

RE:

Moorhead Property Tax Abatement Program

The City of Moorhead approved to extend property tax abatements through 2016 and would like Moorhead Area Public Schools and other public entity's to participate in the residential property tax abatement program for new home construction and improvements to existing homes for the period commencing on January 1, 2015 and expiring December 31, 2016 by abating its property taxes as allowed by Minnesota law.

<u>Suggested Resolution:</u> Move to accept participation in the residential property tax abatement program for new home construction and improvements to existing homes through 2016.

BML/dmb Attachment

RESOLUTION OF MOORHEAD SCHOOL DISTRICT 152

Whereas, Minnesota law (469.1813-469.1816) authorizes political subdivisions to grant property tax abatements for economic development purposes including:

- ∞ Providing access to services for residents such as housing; and

Whereas, Moorhead School District 152 received a request from the City of Moorhead, as evidenced by City of Moorhead Resolution #2014-0908-2 unanimously approved by the City Council of the City of Moorhead on September 8, 2014 to join with the City and participate in a "Two-year Residential Property Tax Abatement Program" (hereinafter referred to as the "Program"); and

Whereas, it is the desire of Moorhead School District 152 to participate in the "Program" by abating its property taxes as allowed by Minnesota law; and

Whereas, as a condition precedent for a City to receive an abatement of Moorhead School District 152 residential property taxes the participating City must approve its Authorizing Resolution no later than December 31, 2014.

Now, Therefore Be It Resolved, by the School Board of Moorhead School District 152 that Moorhead School District 152 does herein approve participation in the "Program" for new home construction and improvements to existing homes for the period commencing January 1, 2015 and expiring December 31, 2016.

Be It Further Resolved, by the School Board of Moorhead School District 152 that the approved "Program" be fully compliant with Minnesota law 469.1813-469.1816 and subject to the following:

- A residential structure may qualify for an abatement if it is classified as 1a, 1b, 2a, 4a, 4b, 4bb, or
 4d under Minnesota Statutes 273.13.
- ™ The market value attributable to new residential structures and land may be abated from property taxes, for two taxes payable years, corresponding to the two assessment years after construction has begun, provided that no part of the structure was in existence prior to January 1, 2015 and construction of the structure is commenced prior to December 31, 2016. Construction is deemed to have been commenced if a proper building permit has been issued and the mandatory footing or foundation inspection has been completed, if a building permit and inspection are required by the participating jurisdiction.
- For property classified as class 1a, 1b, 2a, 4b or 4bb the abatement will apply to the entire
 market value of the land and improvements. The "Program" does not apply to property
 classified as class 4a or 4d.
- ™ The market value attributable to new improvements on existing properties classified as 1a, 1b, 2a, 4a, 4b, 4bb or 4d may be abated from property taxes, for two taxes payable years, corresponding to the two assessment years after completion of the improvement, provided that

the improvement is made after January 1, 2015 and prior to December 31, 2016. In order for an improvement to an existing property to be eligible for an abatement a proper building permit must have been issued and the improvement must have been inspected, if a building permit and inspection is required by the participating jurisdiction. To be eligible for the abatement, the improvement must add at least \$25,000 to the value of the existing property for properties classified as 1a, 1b, 2a, 4b and 4bb. For class 2a property, only improvements to the existing house or garage are eligible for the abatement. To be eligible for the abatement, the improvement must add at least \$50,000 to the value of the existing property for properties classified as 4a or 4d.

- The abatement shall not apply to any special assessments that are levied against the property.
- A City Authorizing Resolution to participate in the "Program" must be adopted by the City prior to December 31, 2014 for the program to be in effect within the City. The City resolution must specifically identify which of the following options the City will incorporate into its "Program:"
 - o New Construction and/or New Improvements to Existing Properties
 - o Start Date
 - o Apply to Single Family Residential and/or Multi-Family
 - o Cap, if any, on Value to be Abated

PASSED by the School Board of Moorhead School District 152 this 22nd day of September, 2014.

- 1a Residential Homestead
- 1b Blind/Disabled Homestead
- 2a Homestead House, Garage and First Acres Ag
- 4a Apartment 4+units
- 4b Residential non-homestead 1-3 units

Unclassified Manufactured Home

Ag non-homestead 2-3 units

4bb Residential non-homestead single unit

Ag non-homestead single unit

4d Qualifying low-income rental housing



MOORHEAD AREA PUBLIC SCHOOLS

Office of Assistant Superintendent Memo OAS.15.111R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent BML

DATE:

September 22, 2014

RE:

Certification of 2014 Payable 2015 Proposed Property Tax Levy

The school board is required to certify to the county auditor the school district's preliminary 2014 Payable 2015 Property Tax Levy by October 1, 2013. Attached are pages 27 and 28 of the Levy Limitation and Certification document from the Minnesota Department of Education (MDE) which show detailed levy amounts broken down by category. The district will certify the maximum levy; certifying the preliminary levy in this manner allows for changes prior to the final levy certification in December. Changes are made for a variety of reasons such as changes to Health and Safety projects or changes to the district's projected enrollment figures.

Preliminary figures indicate that the school district portion of the property tax levy has decreased by 2.09% from a year ago to \$13,218,944. Last year's levy amount was \$13,502,121. Keep in mind that the figures presented here are preliminary and could change in the coming weeks.

School districts are no longer required to hold a separate Truth in Taxation hearing, but instead are required to discuss the payable 2015 levy and the current year budget (fiscal year 2015) at a regularly scheduled board meeting and allow the public to speak; this will occur at the December 15, 2014 board meeting at 7:00 p.m. The final levy certification will be approved at this same meeting.

<u>Suggested Resolution</u>: Move to approve the Maximum for the 2014 Payable 2015 Proposed Property Tax Levy.

BML/dmb Attachments

MINNESOTA DEPARTMENT OF EDUCATION LVYLIM01520114 ED-00111-36 DISTRICT NO. 0152 TYPE 01 LEVY LIMITATION AND CERTIFICATION DISTRICT NAME MOORHEAD PUBLIC SCHOOL DI 2014 PAYABLE 2015

ECSU REGION 04 CLAY

PAGE 27 OF 35 DATE OF RUN: 09/08/14

I. COMPUTATION OF 2014 PAYABLE 2015 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	848,336.70	118,748.77-	N/A			729,587.93
GEN-RMV OTHER-EXEMP GEN-NTC VOTER-EXEMP	3,671,394.10	70,057.09	N/A N/A	¥		3,741,451.19
GEN-NTC OTHER-GENED GEN-NTC OTHER-EXEMP	105,573.86 2,272,992.71	N/A 70,868.57-	N/A 7,870.76-	N/A	N/A	105,573.86 2,194,253.38
TOTAL GENERAL	6,898,297.37	119,560.25-	7,870.76-			6,770,866.36
COM SERV-EXEMP	437,844.50	80,354.44-	542.11-			356,947.95
DEBT-VOTER-NONEXEMP DEBT-OTHER-NONEXEMP	4,877,827.50	334,757.44-	3,181.32			4,546,251.38
TOTAL DEBT SERV	4,877,827.50	334,757.44-	3,181,32			4,546,251.38
OPEB-VOTER-NONEXEMP OPEB-OTHER-NONEXEMP	1,577,887.50	34,709.63-	1,701.08			1,544,878.95
TOTAL OPEB/PENSION	1,577,887.50	34,709.63-	1,701.08	20		1,544,878.95
TOTAL	13,791,856.87	569,381.76-	3,530.47-			13,218,944.64

II. COMPARISON OF 2013 PAYABLE 2014 LEVY LIMITATION WITH 2014 PAYABLE 2015 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2013 PAY 2014	2014 PAY 2015	INCREASE	PERCENT
	LIMITATION	LIMITATION	(DECREASE)	CHANGE
GENERAL COMMUNITY SERVICE GENERAL DEBT SERVICE OPEB DEBT SERVICE	6,315,089.68	6,770,866.36	455,776.68	7.22
	455,013.97	356,947.95	98,066.02-	21.55-
	5,183,173.87	4,546,251.38	636,922.49-	12.29-
	1,548,844.42	1,544,878.95	3,965.47-	.26-
TOTAL	13,502,121.94	13,218,944.64	283,177.30-	2.10-

III. COMPARISON OF 2013 PAYABLE 2014 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2013 PAYABLE 2014 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2013 PAY 2014 CERTIFIED LEVY + ADJUSTMENTS	2014 PAY 2015 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
ENERAL	6,315,089.68			
OMMUNITY SERVICE	455,013.97			
SENERAL DEBT SERVICE	5,183,173.87			
OPEB DEBT SERVICE	1,548,844.42			
TOTAL AFTER ADJUSTMENTS	13,502,121.94			

ED-00111-36

PAGE 28 OF 35 DATE OF RUN: 09/08/14

					Dill
LINE # LIMITATION COMPONENTS	2013 PAY 2014 LIMITATION	2013 PAY 2014 CERTIFIED LEVY	2014 PAY 2015 LIMITATION	2014 PAY 2015 PROPOSED LEVY	2014 PAY 2015 CERTIFIED LEVY NOTES
SUBTOTALS BY LEVY CATEGORY		,			
(5001) GENERAL-RMV VOTER-JOBZ EXEMPT (5002) GENERAL-RMV OTHER-JOBZ EXEMPT (5003) GENERAL-NTC VOTER-JOBZ EXEMPT	2,890,453.36 1,709,461.36	2,890,453.36 1,709,461.36	729,587.93 3,741,451.19		
(5004) GENERAL-NTC OTHER-GENED-EXEMPT (5005) GENERAL-NTC OTHER-JOBZ EXEMPT (5007) COMMUNITY SERV-NTC OTHER-EXEMPT (5011) GENL DEBT-NTC VOTER-NONEXEMPT (5012) GENL DEBT-NTC OTHER-NONEXEMPT	1,715,174.96 455,013.97 5,183,173.87	1,715,174.96 455,013.97 5,183,173.87	105,573.86 2,194,253.38 356,947.95 4,546,251.38		
(5014) OPEB DEBT-NTC VOTER-NONEXEMPT (5015) OPEB DEBT-NTC OTHER-NONEXEMPT	1,548,844.42	1,548,844.42	1,544,878.95		
SUBTOTALS BY FUND				標	
(5006) GENERAL FUND (5010) COMMUNITY SERVICES FUND (5016) GENERAL DEBT SERVICE FUND (5022) OPEB/PENSION DEBT SERVICE FUND	6,315,089.68 455,013.97 5,183,173.87 1,548,844.42	6,315,089.68 455,013.97 5,183,173.87 1,548,844.42	6,770,866.36 356,947.95 4,546,251.38 1,544,878.95		50.0
SUBTOTALS BY TAX BASE					
REFERENDUM MARKET VALUE NET TAX CAPACITY	4,599,914.72 8,902,207.22	4,599,914.72 8,902,207.22	4,471,039.12 8,747,905.52		
SUBTOTALS BY TRUTH IN TAXATION CATEGORY	\$1				
VOTER APPROVED OTHER	8,073,627.23 5,428,494.71	8,073,627.23 5,428,494.71	5,275,839.31 7,943,105.33		
TOTAL LEVY					
TOTAL LEVY	13,502,121.94	13,502,121.94	13,218,944.64		

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.



MOORHEAD AREA PUBLIC SCHOOLS

Superintendent Memo S.15.031R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

September 16, 2014

RE:

School District Strategic Priorities

The attached strategic priorities and goals will be presented at the September 22, 2014 board meeting. Since some data is embargoed until Oct. 1, as indicated in the presentation, the strategic priorities and goals will be presented for action by the board at the October 13 board meeting.

This information is a part of the district's World's Best Workforce Plan and will be added to a World's Best Workforce section on the district website.

LAKemde Attachment



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PRIDE OWN PURPOSE

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Blooms Stildu Gerk been vools

Strategic Priorities September 22, 2014

2014 Priorities and Goals

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



- Mission (what we do): The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.
- Vision (where we want to be): Moorhead Area Public Schools will be a progressive school district recognized for excellence at all levels. We will work collaboratively with our community to provide a premier education for every learner to achieve success while providing a safe and nurturing environment that celebrates diversity and practices mutual respect.

2014 Priorities and Goals

Core Values:

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

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

21st Century Schools

Priority: Moorhead Area Public Schools will establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.



Goals for 2014-15:

- By spring 2015 increase the percentage of students graduating from high school college and career ready (embargoed data- AYP Graduation Rate and other graduation information)
- By fall 2015 increase the percentage of students in kindergarten who meet the fall literacy benchmarks from fall 2014
- By spring of 2015, 80% of all courses offered will have curriculum maps posted on the staff Haiku.
- On the 2015 Reading MCA-III increase the district reading proficiency (57.3%) to state average.
- On the 2015 Mathematics MCA-III increase the district mathematics proficiency (59.3%) to exceed the state average by 1%.
- Using the Learning Walk rubric at least 3 of the 5 elements of SIOP will be at or above 80% during the spring walkthroughs.

Accent on Excellence

School and Community

Priority: Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.



Goals for 2014-15

- By spring of 2015 establish a district-wide communication plan for all stakeholders, communicate the plan with district staff and the public, and implement key components of the plan. Use a survey instrument to determine the effectiveness of the plan and establish a baseline.
- By March 2015 all roles and responsibilities for school district leadership will be defined and an organizational chart will be presented to the board and communicated to district staff.
- By January 2015 the individual and a department responsible for service and experiential learning for the district will be clarified and the definition and value of service and experiential learning will be communicated. Strengthen existing and establish additional classroom opportunities for community partnerships with businesses and higher education.

Facilities

Priority: Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.



Goals for 2014-2015:

- By March 2015, Moorhead Area Public Schools will implement both a shortterm and long-term plan for the development and deployment of existing and the potential for new space.
- By March 2015, Moorhead Area Public Schools will consider alternatives for existing school district leased space including Red River Area Learning Center, Adult Basic Education, and programs currently housed in the Sports Center and a plan will be developed based upon these considerations.

Equitable Educational Opportunities



Priority: Provide programs and services to eliminate race and socio-economic indicators as predictors of student success.

Goals for 2014-15

- During the 2014-15 school year, all district staff will work to reduce 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 who are not by 2%
 using the state assessments and criteria.
- During the 2014-15 school year district administrators will develop an understanding and working definition of cultural proficiency and action plan for district development.
- By spring 2015 increase the percentage of students graduating from high school college and career ready (embargoed data- AYP Graduation Rate and other graduation data)

Mental Health/Character Development

Priority: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of student are recognized and respected.

MOORHEAD AREA PUBLIC SCHOOLS

Goals for 2014-15:

- By September 30, 2014 hire Mental Health Student Support Strategist (through partnership with Stephanie Goetz Foundation) and have in place at Horizon Middle School and Moorhead High School to work with students needing crisis intervention and support.
- Strengthen community mental health partnerships to provide school-based integrated mental health services that includes family supports. Solutions Behavioral Health Services will work with school teams to provide mental health supports at PCE and elementary schools. By August 2014, Lakeland Mental Health will provide mental health supports at Horizon Middle School and Moorhead High School.
- Two schools, Probstfield and Robert Asp, will complete year one of the statewide cohort training for PBIS and have school leadership teams to implement their PBIS plan and reduce office disciplinary reports by 5%.
- Secondary counselors will continue to identify their work around three domains (academic, career and personal/social development) within the framework of World's Best Workforce.

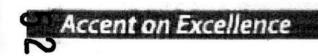
Human Resources

Priority: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, retention, professional development, supervision and evaluation.



Goals for 2014-2015:

- By June 1, 2015, the teacher evaluation committee will meet a minimum of three times to review and revise the Teacher Growth and Evaluation Plan implemented for the 2014-2015 school year.
- By June 1, 2015, work with the identified committee to review and revise Appendix
 D to identify concerns with current department and grade level leadership
 concerns to better support each building and Professional Learning Communities.
- By September 1, 2015, complete update of district job descriptions, to include streamlining of similar job descriptions and conversion to approved format.
- By December 31, 2015, complete a district-wide banding and grading review to bring the district into alignment to the Decision Band Method of job evaluation and identify inequities in compensation.
- The district will retain 95% of high quality teachers in the 2014-2015 school year.





Questions?



MOORHEAD AREA PUBLIC SCHOOLS

Human Resources Memo HR.15.038R

TO:

FROM:

Kristin Dehmer, Director of Human Resources

DATE:

September 16, 2014

RE:

Supervisor Master Agreement

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

Due to an error in the original costing model, the contract was renegotiated in order to remain in the parameters for this round of negotiations.

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

Year	Cost	Percentage Increase
2014-2015	\$62,937	3.84%
2015-2016	\$49,892	2.93%
TOTAL	\$112,829	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	\$62,937	3.84%
2015-2016	\$49,892	2.93%
TOTAL	\$112,829	6.77%

KLD:smw

5/M9/B05.

INDEPENDENT SCHOOL DISTRICT #152

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

October 13, 2014 7:00 p.m.

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

Lisa	Erick	cson	Scott Steffes	
Cinc	dy Fag	gerlie	Bill Tomhave	
Laurie Johnson		nnson	Matt Valan	
Caro	Carol Ladwig		Dr. Lynne A. Kova	sh
			AGENDA	
1.	CA	LL TO ORDER		5 8
	A.	Pledge of Allegiance		
	B.	Preview of Agenda - Dr. Lyı	nne A. Kovash, Superinten	dent
	C.	Approval of Meeting Agend	a	
		Moved by	Seconded by	
	D.	Matters Presented by Citizen	ns/Other Communications	(Non-Agenda Items)
		(Citizens who wish to addre- raising their hand and being state their name and will be sign-up form, which outlines Board secretary.)	recognized by the School limited to three minutes. S	Board chair. Speakers must peakers must complete the

2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

SCHOOL BOARD AGENDA - October 13, 2014 PAGE 2

School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. SUPERINTENDENT MATTERS Kovash
 - (1) Approval of September 22, 2014 Meeting Minutes Pages 6-11
- B. ASSISTANT SUPERINTENDENT MATTERS Lunak
 - (1) Approval of October Claims Page 12
 - (2) Acceptance of Donations Pages 13-14
- **HUMAN RESOURCES MATTERS Lunak**
 - (1) Approval of Other Leaves Page 15
 - (2) Approval of Resignations Page 16
 - (3) Approval of Retirement Page 17
 - (4) Approval of New Employees Pages 18-19
 - (5) Approval of Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Pages 20-22
 - (6) Approval of Bemidji State University Contract Agreement Pages 23-30

Moved by	Seconded by
Comments	
x a	
	FIELD TRIP REQUEST - RED RIVER AREA LEARNIN
CENTER TRIP TO TH	E NATIONAL ASSOCIATION OF MULTICULTURAL
EDUCATION CONFE	RENCE: Lunak
Pages 31-42	
	ove to accept the Major Magnitude Field Trip request for Red
	ter students to travel and present at the National Association of
Multicultural Education (Conference in Tucson, Arizona.
Moved by	Seconded by
Comments	

PRINCIPAL AND TEACHER DEVELOPMENT AND EVALUATION LETTERS 4. **OF ASSURANCE**: Kovash

Pages 43-45

SCHOOL BOARD AGENDA - October 13, 2014 PAGE 3

Teacher Development and Eval Schools.	luation Letters of Assurance for Moorhead Area Public
Moved by	Seconded by
Comments	
	ORHEAD AREA PUBLIC SCHOOLS STRATEGIC
Suggested Resolution: Move to Strategic Priorities as presented	approve the 2014-15 Moorhead Area Public Schools I.
Moved by	Seconded by
Comments	
SUPERINTENDENT EVALU Pages 52-66	JATION: Kovash
WORLD'S BEST WORKFO INSTRUCTION AND STUDI Pages 67-68	RCE 2013-14 ANNUAL REPORT ON CURRICUL ENT ACHIEVEMENT: Kovash
Suggested Resolution: Move to Report on Curriculum, Instructi	approve the World's Best Workforce 2013-14 Annual on and Student Achievement as presented.
Moved by	Seconded by
Comments	
SCHOOL DISTRICT FACIL	ITIES UPDATE: Lunak
SUPERINTENDENT REPOR	RT
COMMITTEE REPORTS	
OTHER PERTINENT ITEMS	S TO COME BEFORE THE BOARD
CLOSE PUBLIC MEETING:	Fagerlie
Suggested Resolution: Move to M.S. 13D.03, for the purpose of	close the public meeting at p.m., pursuant to

SCHOOL BOARD AGENDA - October 13, 2014 PAGE 4

Comments		Seconded by	
OPEN PUBLIC	C MEETING: Fa	gerlie	
Suggested Resol	ution: Move to o	pen the public meeting at	p.m.
Moved by		Seconded by	
Page 69			
	lution: Move to ap the cost as follows	pprove the T.C.I. Master Agr ::	reement for 2014-201
		10-7	reement for 2014-201
presented with th	he cost as follows		reement for 2014-201
presented with the Year	Cost Cost	Percentage Increase	reement for 2014-201
Year 2014-2015	Cost \$10,558	Percentage Increase 3.47%	reement for 2014-201

15. ADJOURNMENT

SCHOOL BOARD AGENDA - October 13, 2014 PAGE 5

CALENDAR OF EVENTS

Event	<u>Date</u>	Time	Place
Policy Review Committee	October 20	7 p.m.	PCE
District Staff Development Com: Secondary Elementary	October 21 October 21	7 a.m. 3:15 p.m.	MHS PCE
Horizon PTAC	October 21	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	October 21	6:30 p.m.	Media Center
Health Insurance Committee	October 23	4:00 p.m.	PCE
School Board	October 27	7 p.m.	PCE
District Technology Committee	October 28	3:45 p.m.	PCE
Special Educ Parent Advisory Com	October 29	12-1 p.m.	PCE

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

MEMBER ABSENT: None.

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 as presented.

APPROVAL OF AGENDA: Johnson moved, seconded by Tomhave, to approve the agenda with revisions. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (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.)

John Altendorf, 1002 20th Street North - Addressed the board related to safety conditions with the swimming pool at Moorhead High School. He noted recommendations were not being followed.

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

<u>Minutes</u> - Approve the September 8, 2014 Meeting Minutes with the Exception of Item 2.C.(4) Approval of Termination.

<u>Donation</u> - Accept the donation of \$10,000.00 for the Horizon Middle School Orchestra. The donor requested anonymity.

Change in Contracts

Amanda Carlsrud - Paraprofessional, Robert Asp Elementary, .75 FTE to 1.0 FTE, effective with the 2014-2015 school year (replaces Jane Sweeney).

Beth Ann Johnson - Paraprofessional, Ellen Hopkins Elementary, .50 FTE to 1.0 FTE, effective with the 2014-2015 school year (replaces Anne Lysne).

Carrie Jenkins - Paraprofessional, Probstfield Elementary, from .8 FTE which is 6.75 hours per day four days per week to .95 FTE which is 6.5 hours four days per week and 6 hours 1 day per week (new hours within approved FTE).

Eng Nguyen - Paraprofessional, Robert Asp Elementary, .75 FTE to 1.0 FTE, effective with the 2014-2015 school year (replaces Jackie Gilbertson).

Khalisa Yasin - Lunchroom Supervisor, S.G. Reinertsen Elementary, 2.75 hours per day, addition of 1.5 hours of Crossing Guard, S. G. Reinertsen Elementary (new position).

Resignations

Ramelle Day - Paraprofessional, Horizon Middle School, effective August 25, 2014.

Lucas Wolford - Strength and Speed Coach, Moorhead High School, effective September 2, 2014.

Taylor Lambrecht - Paraprofessional, Probstfield Elementary, effective September 4, 2014. Michelle Hassenstab - Lunchroom Supervisor, Ellen Hopkins Elementary, effective September 22, 2014.

Termination

Abdirizak Hussein - Bus Driver, Transportation, effective September 2, 2014. This is a correction from the September 8, 2014 board meeting, which reflected "Abdi Mohammed" as the terminated employee.

Retirement

Sharon Mattson - Elementary Teacher, Ellen Hopkins Elementary, effective January 1, 2015.

Family/Medical Leave

Karen Reierson - Elementary Teacher, Robert Asp Elementary, effective August 25, 2014 until approximately September 24, 2014.

Zachary Johnsrud - ESL Teacher, Probstfield Elementary, effective September 18, 2014 through October 10, 2014.

Jolene Wiebold - LSS Teacher, Horizon Middle School, effective September 22, 2014 through October 31, 2014.

Stephanie Lorz - Early Childhood Special Education Teacher, PCE, effective approximately November 11, 2014 until approximately January 6, 2015.

Megan Hilleren - Elementary Teacher, Ellen Hopkins Elementary, effective approximately January 8, 2015 until approximately March 26, 2015.

Vian Mustafa - Paraprofessional, Ellen Hopkins, intermittent leave effective September 9, 2014 for an undetermined amount of time.

Ashley Vry - Paraprofessional, Moorhead High School, effective September 9, 2014 until September 26, 2014.

Jean Walker - Paraprofessional, S.G. Reinertsen Elementary, effective October 9, 2014 through November 21, 2014.

New Employees

Alex Westrum - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.75 hours per day, \$10.00

per hour, effective September 2, 2014 (new position).

Princess Diagor - Food and Nutrition Server, Ellen Hopkins Elementary, A11 (1) \$14.52 per hour, 4 hours per day, effective September 2, 2014 (new position).

Tonya Fees - Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, \$10.00 per hour, effective September 2, 2014 (replaces Pat Walker).

Betty Graff - Food and Nutrition Server, Moorhead High School, A11 (1) \$14.07 per hour, 4 hours per day, effective September 2, 2014 (new position in 13-14 and never filled).

Jason Natal - Paraprofessional, Robert Asp Elementary, B21 (0-2) \$15.37 per hour, 3 hours per day, effective September 8, 2014 (replaces Amanda Carlsrud and Eng Nguyen).

Abbra Olson - Lunchroom Supervisor, Horizon Middle School, 2.5 hours per day, \$10.00 per hour, effective September 8, 2014 (replaces Daniel Berg).

Alishia Dittes - Paraprofessional, Probstfield Elementary, B21 (0-2) \$15.37 per hour, 6.75 hours 4 days per week, effective September 15, 2014 (replaces Taylor Lambrecht).

Danelle Klaman - Student Wellness Facilitator, Horizon Middle School, C41 (15) \$33.59 per hour, 7.25 hours per day, effective September 15, 2014 (new position Goetz Foundation Grant). Jodi Kleven - Paraprofessional, Horizon Middle School, B21 (3) \$15.93 per hour, 6.75 hours per day, effective September 22, 2014 (replaces Brian Clark).

Toni Kleber - General Education Paraprofessional, Moorhead High School B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective September 15, 2014 (replaces Pam Astrup).

Vincent Gianotti - Bus Driver, Transportation, 4 hours per day, \$14.26 per hour, effective September 15, 2014 (replaces Abdirizak Hussein).

Melissa Ambers - Food and Nutrition Server, Probstfield Elementary, 2.75 hours per day, \$10.00 per hour, effective September 22, 2014 (replaces Janelle Hoefert).

Natasha Nenow - Nurse, Probstfield Elementary, C41 (4) \$26.06 per hour, 7.25 hours per day, effective October 6, 2014 (replaces contracted service).

<u>Minnesota State University Moorhead Field Experience Contract Agreement</u> - Approve the agreement with Minnesota State University Moorhead for Social Work and/or Counseling interns as presented.

Stephanie Goetz Foundation Grant - Accept the Stephanie Goetz Foundation grant up to the amount of \$48,500.00. The Mental Health Wellness INitiative has provided funding to place a Student Wellness Facilitator at Moorhead High School and Horizon Middle School. The partnership with the Goetz Foundation provides another resource to help students be successful in school as well as in our community.

Motion carried 7-0.

ELLEN HOPKINS AND ROBERT ASP SCHOOL IMPROVEMENT PLAN: Ellen Hopkins Elementary and Robert Asp Elementary Schools are both federally funded by Title I to provide school-wide supplementary support for students.

Identified schools are required to work with their districts, Minnesota Department of Education (MDE) and the statewide system of support to develop an improvement plan. The plans are required to be in place at the beginning of the 2014-15 school year so that implementation can begin immediately.

Ellen Hopkins Elementary School was designated as a Focus School by MDE in 2012. A Focus School is in the 10 percent of Title I schools making the biggest contribution to the state's achievement gap. Focus Schools are identified once every three years; this is the third year of this designation for Hopkins Elementary.

Chris Triggs, Robert Asp principal, and Ryan LaDage, Ellen Hopkins principal, presented their school improvement plans. Goals include Robert Asp students in grade three to five will raise their MCA III math scores from a 66 percent composite score in 2014 to 73 percent on the 2015 test; Asp students in grades three to five will raise reading proficiency scores from 59.4 percent in 2014 to 66 percent on the 2015 test and students getting free or reduced lunches will increase reading scores from 39.2 percent to 45 percent; A 10 percent reduction in behavioral incidents at Asp; Ellen Hopkins students will raise reading scores for grades three to five 11 percent on the 2015 test and scores for children getting free and reduced lunches will rise from 40 percent to 58 percent; and an 11 percent increase on the MCA math scores for grades three to five at Hopkins and an increase from 35 percent to 55 percent is sought for children getting free and reduced lunches.

MOORHEAD PROPERTY TAX ABATEMENT PROGRAM: Lunak, assistant superintendent, said the City of Moorhead approved extending property tax abatements through 2016 and would like the school district and other public entities to participate in the residential property tax abatement program for new home construction and improvements to existing homes for the period commending on January 1, 2015 and expiring December 31, 2016 by abating its property taxes as allowed by Minnesota law.

Valan moved, seconded by Steffes, to accept participation in the residential property tax abatement program for new home construction and improvements to existing homes through 2016. Motion carried 7-0.

CERTIFICATION OF 2014 PAYABLE 2015 PROPOSED PROPERTY TAX LEVY: Lunak reported the School Board is required to certify to the county auditor the school district's preliminary 2014 Payable 2015 Property Tax Levy by October 1, 2015. The district certifies the maximum levy; certifying the preliminary levy in this manner allows for changes prior to the final levy certification in December. Changes are made for a variety of reasons such as changes to Health and Safety projects or changes to the district's projected enrollment figures.

Preliminary figures indicate that the school district portion of the property tax levy has decreased by 2.09% from a year ago to \$13,218,944. Last year's levy amount was \$13,502,121.

School districts are no longer required to hold a separate Truth in Taxation hearing, but instead are required to discuss the payable 2015 levy and the current year budget (fiscal year 2015) at a regularly scheduled board meeting and allow the public to speak; this will occur at the December 15, 2014 board meeting at 7 p.m. The final levy certification will be approved at this same meeting.

Steffes moved, seconded by Tomhave, to approve the Maximum for the 2014 Payable 2015 Proposed Property Tax Levy. Motion carried 7-0.

SCHOOL DISTRICT STRATEGIC PRIORITIES: Dr. Kovash presented the school district's draft strategic priorities and goals and noted the information was a part of the district's World's Best Workforce Plan. As indicated in the presentation, some data was embargoed until October 1. The final strategic priorities and goals will be presented for action by the board at the October 13 meeting.

Valan left the meeting at 8:11 p.m. and returned at 8:15 p.m.

SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided a construction update for Probstfield and Robert Asp Elementary Schools.

SUPERINTENDENT REPORT: Dr. Kovash provided information related to the Minnesota Association of School Administrators (MASA) Federal Advocacy trip to Washington, D.C. Seven MASA delegates traveled and shared their views with Congress members related to Reauthorization of the Elementary and Secondary Act, future federal education budget allocations and Individuals with Disabilities Education Act future funding.

<u>COMMITTEE REPORTS</u>: Brief reports were heard regarding the S.G. Reinertsen/Probstfield PTAC, Community Education Advisory Council, Robert Asp PTAC, Ellen Hopkins PTAC, Instruction and Curriculum Advisory Committee, Facilities Master Plan Steering Committee and Task Force, Early Childhood Family Education Advisory Committee, Horizon Middle School PTAC, Health Insurance Committee, Executive Finance Committee, and Citizen Finance Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Dr. Kovash reminded board members of the MSBA Fall Area meeting on September 23 at LCSC, Homecoming Parade on September 26 and the MHS Hall of Honor Induction Ceremony on September 27. Board members were asked to contact Michelle if attending the events.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Steffes, to close the public meeting at 8:48 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The board recessed at 8:49 p.m. and reconvened at 9:01 p.m.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Johnson, to open the public meeting at 9:09 p.m. Motion carried 7-0.

2014-2016 SUPERVISOR MASTER AGREEMENT: Erickson moved, seconded by Johnson, to approve the Supervisor Master Agreement for 2014-2016 as presented with the cost as follows: 2014-2015 = \$62,937 or 3.84 percent increase; 2015-2016 = \$49,892 or 2.93 percent increase; for a total cost of \$112,829 or 6.77 percent increase. Motion carried 7-0.

ELLEN HOPKINS AND ROBERT ASP SCHOOL IMPROVEMENT PLANS: The board revisited the agenda item due to lack of required action.

Ladwig moved, seconded by Tomhave, to approve the Ellen Hopkins and Robert Asp School Improvement Plans as presented. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:14 p.m.

Laurie Johnson, Clerk	
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MOORHEAD AREA PUBLIC SCHOOLS

Office of Assistant Superintendent Memo OAS.15.112C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent 3mc

DATE:

October 13, 2014

RE:

October Claims

The October claims are as follows:

General Fund	\$ 2,162,204.85
Food Service Fund	\$ 176,847.59
Community Service Fund	\$ 20,163.52
Post Employment Benefits Debt Service Fund	\$ 55,964.24
TOTAL	\$ 2,415,180.20

The September wire payments are as follows:

General Fund	\$ 863,304.64
Post Employment Irrevocable Trust Fund	\$ 0.00
Post Employment Benefits Debt Service Fund	\$ 932,822.78
TOTAL	\$ 1,796,127.42

<u>Suggested Resolution</u>: Move to approve the October claims, subject to audit, in the amount of \$ 2,415,180.20 and the September wire payments, subject to audit, in the amount of \$ 1,796,127.42.

BML:dmb



Office of Assistant Superintendent Memo OAS.15.113C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent pre-

DATE:

October 13, 2014

RE:

Donation

Moorhead Area Public Schools has received the following donation:

Franklin Templeton Giving Fund is pleased to present ISD#152 Moorhead Public Schools with a grant from a donor-advised fund at the Renaissance Charitable Foundation Inc. in the amount of \$10,000.00 for a second grade classroom and school wide needs at S. G. Reinertsen.

<u>Suggested Resolution</u>: Move to accept the donation of \$10,000.00 and direct administration to send a thank you.

BML/dmb



Office of Assistant Superintendent Memo OAS.15.114C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent Bruc

DATE:

October 13, 2014

RE:

Donation

Moorhead Area Public Schools has received the following donation:

• Ward Muscatell of Moorhead donated the use of a Ford pick up truck to the Moorhead School district for the 2014 Homecoming Parade on September 26, 2014. The value of the donation is \$50.00.

<u>Suggested Resolution:</u> Move to accept the valued donation of \$ 50.00 and direct administration to send a thank you.

BML:dmb Attachment



Human Resources Memo HR.15.045C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent 6m-

DATE:

October 6, 2014

RE:

Other Leave

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

Bayan Alemadi

Paraprofessional, Horizon Middle School, effective October 2, 2014 until

November 30, 2014.

Mary Fluto

Paraprofessional, Ellen Hopkins Elementary, effective October 17, 2014 until

June 5, 2015.

<u>Suggested Resolution</u>: Move to approve the Other Leave of Absence for Bayan Alemadi and Mary Fluto pursuant to Article VII, Section 8 of the Paraprofessional Master Agreement.

BML:smw



Human Resources Memo HR.15.042C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent

DATE:

October 6, 2014

RE:

Resignations

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

Beatrice Salverson

Tutor, Horizon Middle School, effective June 5, 2014.

Alex Westrum

Lunchroom Supervisor, Ellen Hopkins Elementary, effective

September 26, 2014.

Sadie Long

Paraprofessional, High School, effective September 30, 2014.

Alishia Dittes

Paraprofessional, Probstfield Elementary, effective October 8, 2014.

Julie Hanson

Administrative Assistant Human Resources/Administrative Assistant School

Improvement and Accountability, effective October 10, 2014.

Melissa Liebl

Paraprofessional, S. G. Reinertsen Elementary, effective October 14, 2014.

<u>Suggested Resolution</u>: Move to approve the resignations of Beatrice Salverson, Alex Westrum, Sadie Long, Aishia Dittes, Julie Hanson and Melissa Liebl as presented.

BML:smw



Human Resources Memo HR.15.046C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent 3m-

DATE:

October 6, 2014

RE:

Retirement

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

Leah Hoffman

Music Teacher, S. G. Reinertsen Elementary, effective January 16, 2015.

Suggested Resolution: Move to approve the retirement of Leah Hoffman as presented.

BML:smw



Human Resources Memo HR.15.043C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent 6m.

DATE:

October 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.

JoAnn Bockoven

Lunchroom Supervisor/Crossing Guard, 5.5 hours per day, \$10.00 per day,

effective September 22, 2014. (New Position)

Kathleen Rheault

Lunchroom Supervisor/Crossing Guard, 2.75 hours per day, \$10.00 per hour,

effective September 26, 2014. (Replaces Michelle Hassenstab)

Jennifer Krause

ECFE Paraprofessional, .625 FTE, B21 (3) \$15.93 per hour, 5 hours per day,

effective September 29, 2014. (Replaces Ann Wilson)

Darren Sheldon

Teacher Mentor, District, position will work 120 hours at \$27.34 per hour

from October 1, 2014 to June 30, 2015. (New Position)

Sue Knorr

Teacher Mentor, District, position will work 120 hours at \$27.34 per hour

from October 1, 2014 to June 30, 2015. (New Position)

Carolyn Lillehaugen

Teacher Mentor, District, position will work 120 hours at \$27.34 per hour

from October 1, 2014 to June 30, 2015. (New Position)

Sydney Grenier

AVID Tutor, High School, 2-3 days per week for 1 hour per day, \$12.00 per

hour, effective October 14, 2014. (New Position)

Tori Fuhrman

AVID Tutor, High School, 2-3 days per week for 1 hour per day, \$12.00 per

hour, effective October 14, 2014. (New Position)



Melissa Liebl

Crossing Guard, S. G. Reinertsen Elementary, 3 hours per day, \$10.00 per hour, effective October 20, 2014. (New position, Johnson Farms)

<u>Suggested Resolution</u>: Move to approve the employment of JoAnn Bockoven, Kathleen Rheault, Jennifer Krause, Darren Sheldon, Sue Knorr, Carolyn Lillehaugen, Sydney Grenier, Tori Fuhrman and Melissa Liebl as presented.

BML:smw

19



Human Resources Memo HR.15.040C

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE:

September 23, 2014

RE:

Assurance of Compliance with State and Federal Law Prohibiting Discrimination

Attached please find the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination. The second part of the assurance is completed on the Department of Education web site.

The Assurance of Compliance with State and Federal Law Prohibiting Discrimination needs to be submitted annually by November 15.

Suggested Resolution: Move to approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

KLD:jal Attachment Compliance and Assistance 1500 Highway 36 West Roseville, MN 55113

Assurance of Compliance with State and Federal Law Prohibiting Discrimination

ED-00199-08 Due 11/15

INSTRUCTIONS: Pursuant to Minnesota Rules 3535.2500, each school board shall annually submit to the Commissioner of Education, a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and submit it to the Minnesota Department of Education annually by November 15. Retain a copy for your files.

IDENTIFICATION INFORMATION

Moorhead Area Public Schools		152	
School District Name		District Number	
Kristin Dehmer	Executive Director of Human Resources	218-284-3355	218-284-3353
Name of District Contact	Title	Telephone No.	Fax No.

STATEMENT OF ASSURANCE

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

Federal Laws

- 1. The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
- 2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
- 3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
- 4. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000 e(k)).
- 5. Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
- The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 860), which prohibits discrimination on the basis of age (over 40 years).
- Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.
- 8. The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.
- Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).
- 10. The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).
- 11. The Age Discrimination Act (42 USC § 6101 and 6102; 45 C.F.R. part 100).
- 12. Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws

- Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
- 2. Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.
- 3. Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.
- 4. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that access to, or a current copy of, each of these laws is available in each building in the district and that parents, district staff, and students have been informed annually and in writing of how they may access these laws free of charge. Additionally, the undersigned hereby affirms that the information provided on this form is accurate and complete.

Note: Charter schools are responsible for knowing which state requirements apply to them under Minnesota Statutes section 124D.10, Subd. 7-8.

Signature - School District Superintendent	Date
Signature - President or Chairperson of School Board	Date
Signature - Clerk of School Board	Date

This form may be signed electronically. MDE may request verification of an electronic signature.



Human Resources Memo HR.15.044C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent him

DATE:

October 6, 2014

RE:

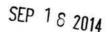
Bemidji State University Contract Agreement

Attached is a Student Training Experience/Internship Contract Agreement with Bemidji State University for Moorhead Area Public Schools to serve as a student placement center for Student Training Experience/Internship. Terms of this agreement shall be for a period of September 22, 2013 until May 30, 2016. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for Student Training Experience/Interships.

Moorhead Area Public Schools would provide students of Bemidji State University an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

<u>Suggested Resolution</u>: Move to approve the agreement with Bemidji State University Student Training Experience/Interns as presented.

BML:smw Attachment





DEPARTMENT OF PROFESSIONAL EDUCATION

September 15, 2014

Superintendent's Office Moorhead Independent School District 152 2410 14th Street South Moorhead, MN 56560

Dear Administrative Assistant:

We currently have Bemidji State University Professional Education student(s) who are interested in student teaching placements in your school district. Attached you will find two copies of a Memorandum of Agreement for Student Training Experience/Internship for Bemidji State
University. Please have the appropriate school administrator review and sign the agreements. We must have a signed agreement with all school districts that our students are serving in.

Once both copies are signed, mail both to:

Dr. Janine Wahl, BSU Professional Education Director of Clinical Experiences 1500 Birchmont DR NE #35 Bemidji, Minnesota 56601

We will return one of the contracts to you once all of the signatures have been obtained.

We have student placements in agencies throughout Minnesota and we always appreciate the willingness of all involved in providing excellent clinical experiences for our Professional Education students.

Please contact me if you have any questions at <u>jwahl@bemidjistate.edu</u> 218-755-3733, or you may contact my Administrative Assistant, Marlene Erickson at <u>merickson@bemidjistate.edu</u> 218-755-2930.

Eincerely, Wall.

Janine S. Wahl, Ed.D., Director of Clinical Experiences

BSU Professional Education

jwahl@bemidjistate.edu

218-755-3733

STATE OF MINNESOTA MINNESOTA STATE COLLEGES AND UNIVERSITIES BEMIDJI STATE UNIVERSITY

MEMORANDUM OF AGREEMENT FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of <u>Bemidji State University</u>, <u>Bemidji</u>, Minnesota ("the College/University") and <u>Moorhead Independent School District #152</u>, <u>Moorhead</u>, <u>Minnesota</u> ("the Facility"). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for the student of the College/University and to identify the responsibilities of the College/University and the Facility.

A. THE PARTIES UNDERSTAND THAT:

- 1. The College/University has a(n) <u>Professional Education</u> Program (the "Program") for qualified students enrolled in the College/University; and
- 2. The College/University has been given authority to enter into Agreements regarding academic programs; and
- 3. The Facility has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and
- 4. It is in the general interest of the Facility to provide a training site where College/University students can learn and develop skills and qualifications needed to achieve the student's occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
- 5. The College/University and the Facility want to cooperate to furnish a training experience at the Facility for students of the College/University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY

1. The College/University agrees to:

a. make arrangements with the Facility for a training experience at the Facility that will support the student's occupational goals and meet any applicable Program requirements.

- b. make periodic visits to the Facility's training site to observe the student or receive periodic reports from the Facility and/or the student, and discuss the student's performance and progress with the student and any site supervisor at the Facility, as needed.
- c. discuss with the Facility any problems or concerns arising from the student's participation.
- d. notify the Facility in the event the student is no longer enrolled in the Program at the College/University.
- e. keep any necessary attendance and progress records as set forth in the College/University attendance policy.
- f. assist in the evaluation of the student's performance in the training experience.

2. The Facility agrees to:

- a. cooperate with the College/University in providing a mutually agreeable training experience at the Facility that supports the student's educational and occupational goals.
- b. consult with the College/University about any difficulties arising at the Facility's training site that may affect the student's participation.
- c. assist in the evaluation of the student's performance and provide time for consultation with the College/University concerning the student, as needed.
- d. sign the weekly work report to verify the student's attendance.

3. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

4. TERM OF AGREEMENT

This Agreement is in effect from <u>January 1</u>, <u>2015</u> or when fully executed, and shall remain in effect until <u>December 31</u>, <u>2019</u>. This Agreement may be terminated by giving at least seven (7) days' advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

FINANCIAL CONSIDERATION

- a. Honorarium: In consideration of the above, the University will pay an honorarium not to exceed \$225 for each full time student teacher. Honorariums for placements less than 15 weeks will be prorated. This honorarium will be paid to the Facility OR to the cooperating teacher, for each student assigned as a student teacher. The distribution of these funds will be determined by the current Facility and MNSCU policies and procedures. Distribution will be made by the Facility, unless District policy requires another arrangement. Honorariums shall be encumbered by a purchase order before the beginning of each student teaching assignment. Payment shall be made after the Bemidji State University Department of Clinical Experiences verifies the student has completed the student teaching assignment and notifies Accounts Payable to make payment.
- The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its customers pursuant to this Agreement

5. CHANGES OR ADDITIONS TO THE AGREEMENT

Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

6. ASSIGNMENT

Neither the College/University nor the Facility shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

7. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

8. MINNESOTA GOVERNMENT DATA PRACTICES ACT

The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 ["the Act"]) that classify the College/University's written and electronic information as public, private or confidential. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the Facility receives a request from a third party for any data provided to the Facility by the College/University, the Facility agrees to immediately notify the College/University. The College/University will give the FACILITY instructions concerning the release of the data to the requesting party before the data is released and the Facility agrees to follow those instructions.

9. STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

The student assigned to a training experience/internship at the Facility shall be required to sign a Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and made part of it) before the student begins the training experience/internship at the Facility.

10. NON-DISCRIMINATION

The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

In signing this Memorandum of Agreement, we agree to work together to assist the student in learning and/or applying the tasks and skills identified. We understand that the Individualized Training Plan for the student can be modified or dissolved at any time upon the mutual agreement of the Facility and College/University.

IOORHEAD ISD # 152	Minnesota State Colleges and Universities BEMIDJI STATE UNIVERSITY
Name:	Name:
Authorized Facility Representative	Dean: Dr. James Barta, Dean, HSHE
Title:	Date:
Date:	
	AS TO FORM AND EXECUTION
	By: (authorized College/University signature) Dr. Patrick Guilfoile
	Title: Associate Vice President of Academic Affairs
	Date:

SAMPLE OF STUDENT FORM:

ATTACHMENT A STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

Name of College/University:	the state of the s
	Program"):
Dates of Training/Internship:	
Student's Name:	Phone #:
	the Student each week:
Location Where Training will Occur (if diff	
Facility Representative's Name:	Phone #:
Activities/Job tasks and skills the Stude	nt will learn:
Tools and Equipment the Student will u	ıse:

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/ internship at the Facility, the Student agrees to:

- Keep regular attendance and be on time, both at school and at the Facility's training site.
 The Student will promptly notify the Facility's training site if unable to report. The
 Student's placement will automatically terminate if the Student terminates his/her
 enrollment in the Program or is no longer enrolled as a student at the College/University.
- 2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
- 3. Furnish the coordinating College/University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and

- 4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
- 5. Consult with the College/University instructor/lab assistant about any difficulties arising at the Facility's training site; and
- 6. Be present at the Facility's training site on the dates and for the number of hours agreed upon; and
- 7. Not terminate his/her participation in the training experience at the Facility without first consulting with the College/University's instructor/lab assistant.

The Student also understands and agrees that:

- a. placement and participation in this training experience is not employment with the College/University or Facility;
- b. the Student is not covered by the College/University worker's compensation coverage; and
- c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student's Signature:	
Student's Name (please print):	3
Date:	1
Name of Student's Parent (required for students under18 years	of age) (please print):
Parent's Signature:	
Date:	

Bemidji State University , part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.



Office of Assistant Superintendent Memo OAS.15.114C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent

DATE:

October 13, 2014

RE:

Major Magnitude Field Trip Request - Red River Area Learning Center trip to the National

Association of Multicultural Education Conference.

Attached please find information related to a proposed Major Magnitude Field Trip for Red River Area Learning Center students to travel to Tucson Arizona November 4-9, 2014. The students will be attending the conference as part of a collaboration between Red River ALC and the MSUM teacher education program. The RRALC and MSUM students will be presenting their project to a national audience. The project will be funded through a letter writing campaign.

Kelsy Jenkins, Red River Alternative Learning Center Social Studies Instructor, will be in attendance at the October 13, 2014 School Board meeting to present the request to the board.

Suggested Resolution: Move to accept the Major Magnitude Field Trip request for Red River Area Learning Center students to travel and present at the National Association of Multicultural Education Conference in Tucson, Arizona.

BML:dmb Attachment

Major Magnitude Field Trip

Field Trip Request Name: National Association of Multicultural Education Conference Collaborative project based learning Presentation

Type of Trip: Curricular

Date of Request: October 3, 2014

School Board Presentation Date: October 13, 2014

Staff requesting: Kelsy Jenkins, Red River ALC

Students will miss four academic days: school work to be completed prior to trip, part of Parent/Student permission form

Staff days: Kelsy Jenkins will need to secure a substitute teacher for four teaching days

November 4 - 9

Phone Extension: 284-2214

Purpose of the Trip: The collaboration between Red River ALC and the MSUM teacher education program focused on research supported, project based learning. The students engaged in a study of the text, "The Book Thief" by Markus Zusak. From this, they created an artistic response to the text, "From hate: finding beauty", which was celebrated in a public art exhibit held at the Moorhead Center Mall in the Spring of 2014. The organizers of NAME recognize the value in this work and will be providing us a venue to present our project to fellow learners and educators from across the United States. As diverse student learners with limited experience, the two Red River ALC students that have been asked to help present will be given the unique opportunity to have their voices heard at the national level. A powerful experience that can lead to life changing events.

Chaperones:

Kelsy Jenkins, Social Studies teacher at Red River ALC Dr. Sheila Marquardt, Education Professor at MSUM Presentation Team Members:
Kelsy Jenkins, Red River ALC
Dr. Sheila Marquardt, MSUM
Brianna Clark, Red River ALC student
Keanu Moreno, Red River ALC student
Emily Czichitzki, MSUM student teacher
Gregg Stein, MSUM student teacher

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards:

This Educational Learning Event has six components:

1) Historical Preparation & participation in "The Book Thief" project

based learning (what we are presenting about)

Research both physical and human geography of the

Southwest, attention to Tucson, AZ

Research Native Americans of the Southwest

Research San Xavier del Bac mission

Research O.K. Corral historical background

2) Multicultural Attend National Multicultural workshops/conference

Networking with diverse professionals

Speak at the National Multicultural conference

3) Literary Research Tucson cultural & social life - report to group

Read "The Book Thief" by Markus Zusak & Journaled

and participated in a book circle Preparing a speech and practicing

Delivering a speech at the National Conference

4) Scientific Research the Southwest regions animal and vegetation,

environmental concerns, climate, rocks and minerals

Preview "Desert Life" segment of "Planet Earth"

Use the Sonora Desert Museum learning modules to prepare for hands-on learning and guided tours at the Sonora Desert

Museum in Tucson, AZ

5) Artistic Reviewing Southwestern art exhibits at the conference

Museum tours - segments highlighting SW artists

6) Personal As with all our project based learning opportunities,

students are asked to write personal reflections of the

experience. Students will be given background

information on all historical & cultural centers visited to help enrich the learning opportunity. The research findings the students found prior to the trip will also be used as we tour Tucson-students as tour guides.

* Session on "How to network like a professional" *

Learning Standards

The Book Thief collaborative project (the learning from this project will be presented)

World History

9.4.3.12.1 - 9.4.3.12.5

A Half Century of Crisis and Achievement: 1900 - 1950

Students understand that.... A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement.

Language Arts

Writing: During The Book Thief project, research assignments prior to trip and reflection writing, speech writing Writing Process:

- 6. Use technology, including the internet , to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge
- 7. Conduct short as well as more sustained research project based on focused questions, demonstrating understanding of the subject under investigation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research Range of Writing:
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

Key Ideas and Details:

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of at text. Craft and Structure:
- 6. Assess how point of view or purpose shapes the content and style of a text.

Art Learning Standards

The strands covered:

1. 2. 3. 4.

Artistic Foundations Artistic Process: Create or Make Artistic Process: Perform or Present, and Artistic Process: Respond or Critique.

Visual Arts - Artistic Foundations: Demonstrate knowledge of the foundations of the Visual Arts area 0.1.2.5.1 0.2.1.5.2 0.3.1.5.2 0.4.1.5.1 4.4.1.5.1 4.1.2.5.1 4.1.3.5.2 4.2.1.5.1 4.2.1.5.2

Students Social Studies research on Southwestern history, physical & human geography (prior to trip)

United States History 9.4.4.15.1 - 9.4.4.15.2 & 9.4.4.16.1 - 9.4.4.16.6 Critical Thinking Skills/History

Students understand that.... North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent (Before European contact)

Students understand that.... Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations and produced regional societies and economies that include imported slave labor and distinct forms of local government.

Geography

Human Systems

9.3.3.5.4 - 9.3.3.5.8

Students understand that.... The characteristics, distribution and migration of human populations of the earth's surface influence human systems – cultural, economics and political systems. Focus on the Southwest region, special attention to the proximity to the Mexican border. Current topics to be reviewed.

Science Learning Standards - Scientific Research on the Southwest regions environment, its animal life & vegetation (prior to trip)

Life Science

Interdependence among living systems

Students understand that.... Natural systems have many components that interact to maintain the living system 5.4.2.11 - 5.4.2.1.2

Language Arts Learning Standards to be met through presentation participation and reflection writing

Speaking, Viewing, Listening, and Media Literacy:

Comprehension and Collaboration:

 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Idea:

- 4. Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Media Literacy

8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.

Budget

Airfare

Round-trip bundle = \$949 TOTAL FOR all 3 = \$2,847.00 \$50.00 per checked bag per person = \$100.00 (2 checked) TOTAL = \$2,947.00 Lodging

Holiday Inn Express & Suites - Oro Valley - Tucson, Arizona

Bundle Price: Two rooms - 5 nights K. Jenkins - MSUM will cover

Per Person - \$949 (bundle price with airfare - 5 nights)

Transportation During Conference Multicultural Conference shuttle - free

Airport shuttle - \$60 (per trip) = \$120, we will split cost with MSUM

Total - \$60

Conference Fee

Kelsy - \$100.00 (already paid, Kelsy took care of) Students - FREE

Food

Breakfast - FREE continental breakfast

During Conference - lunch available \$8 - \$12 per person Bag lunch - \$5 (we will buy groceries to make lunches) 1 Special Supper/1 special Lunch - \$15 - \$20 per person

Travel Days (2) - \$8 - \$10 per meal - 2 each

Estimate: \$400

TOTAL

Estimated Total for all three participants \$3,407.00

Estimated Donations Letter writing campaign addressed to many Moorhead businesses, member businesses of Moorhead Business Association

Red River ALC staff

Kelsy and Kevin Jenkins, their parents, extended family members

close family friends

FULL CONFIDENCE in securing funds

Cost to District:

Postage

\$51 for letter writing campaign - district postage will be reimbursed

from fundraising

Substitute

Substitute Teacher - 4 days, paid out of Neglected and Delinquent Grant

funds

Sightseeing

- The conference sponsors will be hosting several free events, such as movie nights, music concerts, on-site artist demonstrations and mixed media arts
- Guided Tour of the Arizona Sonora Desert Museum & participate in hands on learning workshops - FREE - Museum has donated tickets for entry and will provide a private learning workshop for our group plus the MSUM team members
- San Xavier del Bac tour church, museum and the remains of mission life FREE
- Kitt Peak National Observatory night sky observation tour FREE
- OK Corral tour famous gun battle site, see enactments, visit Arizona's oldest newspaper & museum - FREE entry
- The Holiday Inn Express & Suites is situated among the foothills of Oro Valley. Hiking, walking, and bike trails cover the area and will connect us to several restaurants, a Mall, Movie Theater, Family Fun Center, Botanical garden, Catalina State Park and minutes to many of the historical sites/museums we will visit.
- In addition, IF we have a case of a lay-over in the Denver airport, we have the chance for a private tour of the Denver Airports art collection. The Denver Airport houses the largest art collect of any airport in the United States. After contacting the curator of the Denver Airport's art collection, I was able to arrange a guided tour the Denver art collection. Again, this is IF we encounter a lay-over.

Preparation

- Students will attend a workshop with Cali Morken entitled "How to Network Like a Professional" - in addition, possible workshop/work time for students to create "Business cards" to use when networking at the conference
- Students will be asked to gather background information on the keynote speakers and the topics of their talks
- Students and their parents will be asked to attend a general information meeting; to be addressed, learning objective of the trip, proper travel habits, behavior expectations, proper dress for the climate, desert safety tips, proper dress for conference, luggage needs/requirements, shoes comfort vs. style/safety, water quality drink bottled water, travel do's and don'ts, review travel itinerary, double check contact information & student medical needs
- Students will gather background information on both the historical sites we will be visiting
 and the environment of the Southwest. Students will act as tour guides during the visits to
 historical sites and the Sonora Desert museum/State Parks. I don't expect students will know
 every detail, but they will have solid background understanding on a variety of topics and
 sites we will visit
- Students will be participating in the presentation creation itself. Several work sessions will be scheduled throughout the month of October
- Use google maps to gather information about the area we are staying (ex: conference center, hotel, restaurants, sites we will be visiting, local attractions)

Trip Destination: Tucson, AZ

Date of Trip Depature: November 4, 2014	Return Date: November 9, 2014
Number of School Days Involved: 4	Number of Students Involved; 2
X_Attached trip Intinerary	
N/A_Attached Accomodatation Plans	
X Attached funding Plans (Included in proposal)	
X_Attached plans for parental notifiction and appr X_Attached list of accompanying staff (included in	
Authorization Signature of Building Principal	he lileraas
Signature of Assistant Superintendent Buan	20
Board Approval Date	

Parental Notification Form

National Association of Multicultural Education Annual Conference - Tucson, AZ Red River Area Learning Center November 4 - 9, 2014

I give my son/daughter	the permission to travel with the project based
	Arizona. It is expressly understood that in the event my
son/daughter becomes involved in any	activity which would involve some type of punitive action,
Kelsy Jenkins has the discretion of ser	nding my child home at my expense. I further understand that
Kelsy Jenkins would contact me before	e taking such action.
responsible to any person for loss of t	ke changes to the itinerary as circumstances dictates, and is not ime, money, or eventualities resulting from occurrences
beyond reasonable control.	a control of the second of the
Multicultural Conference Shuttle Serv	ited Airlines. Ground transportation will be provided by ice. Two spots are available and have been filled by your heila Marquardt of MSUM will serve as chaperones with teachers.
extended family members of Ms. Kels bring is for their own private spendin	generous donors within and Fargo/Moorhead community and y Jenkins. The only money that the students will be asked to g needs (ex: souvenirs). Airfare, lodging and food will be as, escorted tours and the historical sites are either free to the es.
Date	Signature (parent/Guardian)
I have read and understood the guidelines my actions and will be required to make up	that have been set for this trip. I realize that I will be held accountable for any school work I miss ahead of time.
	i)
Date	Signature (Student)

Red River Area Learning Center * Kelsy Jenkins * 284-2214 * kjenkins@moorheadschools.org

Major Magnitude Field Trip

National Association of Multicultural Education

Advancing and Advocating for Social Justice & Equity

2014 Tucson Annual Conference Tuesday November 4th - Sunday November 9th

Accommodations:

Hilton Golf & Tennis Resort - Tucson, Arizona, Conference Location

Lodging:

Holiday Inn Express and Suites - Oro Valley - Tucson, AZ

11075 North Oracle Road

Air Transportation:

United - Depart Fargo - Connection in Denver- Tucson International

Ground Transportation: Multicultural Conference shuttle service

Keynote Speakers for Tucson Conference

Bryan McKinley Jones Brayboy (Lumbee) - Professor of Indigenous Education & Justice in the School of Social Transformation, Arizona State University

Maria Franquiz - Dean, University of Utah's College of Education

K. Wayne Yang - Assistant Professor of Youth Culture & Pedagogy in the Emergence of Social Movements, University of California–San Diego

David Omotoso Stovall - Associate Professor of African American Studies & educational Policy Studies, University of Illinois-Chicago

Tuesday, November 4

4:00 am meet at RRALC, west entrance - RRALC staff member will drive team to the Fargo Airport

6:00 am departure from Fargo to Denver

7:23 am arrive in Denver

8:35 am departure from Denver to Tucson

10:40 am arrive in Tucson - Conference shuttle to hotel

Afternoon - Unpack, swim, check out walking trails

Catalina State Park (walking distance from hotel)

Evening - Group dinner with our MSUM team members Practice Presentation Wednesday, November 58:00 am group breakfast at the hotel

8:45 am depart for Multicultural Conference

Attend large group and breakout sessions

Boxed lunch at the conference

Attend large group and breakout sessions

3:00 pm shuttle to San Xavier del Bac mission and historical site

7:00 pm Dinner

Evening - Swim & relax
Practice presentation parts

Thursday, November 6

8:00 am group breakfast at the hotel

8:45 am depart for Multicultural Conference

Attend large group and breakout sessions

Boxed lunch at the conference

Attend large group and breakout sessions

4:00 pm conference shuttle back to hotel

Dinner as a large group Practice presentation

Evening - Kitt Peak National Observatory - night sky observation tour FREE Tour

Friday, November 7

8:00 am group breakfast at the hotel

8:45 am – depart for the Arizona Sonora Desert Museum Reservations for private hands-on learning workshops

The Museum has donated the tickets for our entry (\$150 worth, covers

Kelsy and Sheila, 2 Red River students, and 2 MSUM students)

Bag lunch at the museum

5:00 pm depart museum for hotel

Dinner at students choice

Evening - prepare for morning presentation

Saturday, November 8

7:00 am meet for group breakfast

10:00 am present at the 24th Annual National Multicultural Conference

at the Hilton

Group Celebration Lunch - Epazote (authentic Southwestern cuisine)

at the Hilton

Depart after lunch to the O.K. Corral site and historical museum $\operatorname{\mathscr{E}}$

interactive learning center - Free tour

6:00 pm back to conference for closing ceremonies & dinner 10:00 pm shuttle to hotel & prepare for EARLY morning flight

Sunday, November 9 4:00 am - me

4:00 am - meet at front desk

4:05 am depart Hotel for Tucson International airport

6:10 am - depart Tucson to Denver

8:10 am - arrive in Denver

9:50 am - depart Denver to Fargo

11:43 am - arrive in Fargo

 $Red\ River\ ALC\ staff\ member\ will\ \ pick\ up\ students\ in\ the\ school\ vehicle$

at the airport and bring the students directly home



Superintendent Memo S.15.033R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent Jak

DATE:

October 7, 2014

RE:

Principal and Teacher Development and Evaluation Letters of Assurance

Attached please find letters of assurance for the Teacher Development and Evaluation and the Principal Development and Evaluation growth process.

Minnesota Statutes, Section 123B.147, Subdivision 3 (Principal Evaluation) and Minnesota Statutes, Section 122A.40, Subdivision 8 or Section 122A.41, Subdivision 5 (Teacher Evaluation) describe the criteria and expectations for evaluation in the school district.

The principal growth and evaluation process was implemented in the 2013-14 school year. The superintendent has completed the evaluations of all principals and assistant principals using the jointly developed plan.

The teacher growth and evaluation process was developed by a committee during the 2013-14 school year. The plan will be implemented with committee review during the 2014-15 school year.

<u>Suggested Resolution</u>: Move to approve the Principal Development and Evaluation and Teacher Development and Evaluation Letters of Assurance for Moorhead Area Public Schools.

LAK:mde Attachments



Letter of Assurance

Principal Development and Evaluation

Dr. Brenda Cassellius, Commissioner c/o Mr. Gregory Keith, Director of School Support Minnesota Department of Education 1500 Highway 36 West Roseville, MN 55113

This is assurance that Moorhead Area Public Schools (district name), ISD #152, has developed and for school year 2014-2015 is implementing a performance-based system for evaluating school principals within the district. I further assure that the system

- 1. Complies with requirements in Minnesota Statutes, section 123B.147, Subdivision 3
- 2. Is designed to improve teaching and learning by supporting principals in shaping the school's professional environment and developing teacher quality, performance, and effectiveness
- 3. Is being implemented to enhance principals' leadership skills and support and improve teaching practices, school performance, and student achievement

Superintendent Name Signature (on behalf of the school board) Date

Send completed and signed letters to Wai Wong-Lai, Administrative Specialist, School Support Division

We will accept assurance letters that are scanned and emailed, faxed, or mailed.

1500 Highway 36 West Roseville, MN 55113 (651) 582-8517 (Fax) (651) 582-8350 (School Support Division) School Support Division 1500 Highway 36 West Roseville, MN 55113 **Letter of Assurance**

Letter of Assurance

Teacher Development and Evaluation

Dr. Brenda Cassellius, Commissioner c/o Mr. Gregory Keith, Director of School Support Minnesota Department of Education 1500 Highway 36 West Roseville, MN 55113

the exclusive representative of	Area Public Schools (district name), ISD #152, and Educat teachers, are implementing for school year 2014-201 listrict. The district is implementing	
A local model – designed in the district named above	through joint agreement of the school board and the excluse.	sive representative of the teacher
☐ The state teacher evaluation Commissioner of Education	ation model – designed by a statewide stakeholder wo on.	orkgroup who consulted with the
We further assure that the system	n for teacher development and evaluation	
 Complies with requirements Subdivision 5. 	ents in Minnesota Statutes, section 122A.40, Subdivision	on 8 or section 122A.41,
Is being implemented to and improve student lear	develop, improve, and support qualified teachers and ef ning and success.	fective teaching practices
Superintendent Name	Signature (on behalf of the school board)	Date
Local Union President Name	Signature (on behalf of the exclusive representative of	of the teachers) Date

Send completed and signed letters to Wai Wong-Lai, Administrative Specialist, School Support Division

We will accept assurance letters that are scanned and emailed, faxed, or mailed.

1500 Highway 36 West Roseville, MN 55113 (651) 582-8517 (Fax) (651) 582-8350 (School Support Division)



Superintendent Memo S.15.034R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

October 7, 2014

RE:

2014-15 Moorhead Area Public Schools Strategic Priorities

Attached please find the 2014-15 Moorhead Area Public Schools Strategic Priorities. This information is a part of the district's World's Best Workforce Plan and will be added to a World's Best Workforce section on the district website.

<u>Suggested Resolution</u>: Move to approve the 2014-15 Moorhead Area Public Schools Strategic Priorities as presented/revised.

LAK:mde Attachment

Strategic Priorities 2014-15 Moorhead Area Public Schools Draft 10/13/2014

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

Mission (What we do): The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

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

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

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

21st Century Schools

Priority: Moorhead Area Public Schools will establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

Goals for 2014-15:

- By spring 2015 increase the percentage of students graduating from high school in four years from 76.03% to 80%.
- By fall 2015 increase the percentage of students in kindergarten meeting the literacy benchmarks on AIMSWeb from 52% to 60% on the Letter Sound subtest.
- For the 2015 MCA III increase the district reading proficiency to exceed the state average

- by 1% (2014: 57% District, 59% State).
- For the 2015 MCA increase the district mathematics proficiency to exceed the state average by 1% (2014: 59.8% District, 61.4% State).
- By spring of 2015 have increased the percentage of students who are college and career and life ready by 3% at each level on the EXPLORE and PLAN assessments.

Strategies

- By Spring 2015 pathways will be created for student advocacy to assist students as they become college, career and life ready.
- Develop a plan for continued implementation of creativity, critical thinking, communication, collaboration and citizenship skills by June 2015.
- By spring of 2015 have 80% of all courses offered will have curriculum maps posted on the staff haiku.
- Using the Learning Walk Rubric, have at least 3 of the 5 elements of Sheltered Instruction Observation Protocol (SIOP) at or above 80% during the spring walkthroughs.

School and Community

Priority: To build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

Goals for 2014-15

- By spring 2015 establish a district wide communication plan for all stakeholders, communicate the contents with district staff and the public, implement key components of the plan. Use a survey instrument to determine the effectiveness of the plan and establish a baseline.
- By the January 2015, Community Education staff in conjunction with school improvement will collaborate to strengthen opportunities for community partnerships with businesses and higher education and add 15 new opportunities.

Strategy

 By March 2015 all roles and responsibilities will be defined and an organizational chart presented to the board and communicated to all district staff.

Equitable Educational Opportunities

Priority: To provide programs and services to eliminate race and socio-economic indicators as predictors of student success.

Goals for 2014-15

- During the 2014-15 school year, all district staff will work to reduce 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 who are not by 4%.
- By spring 2015 increase the percentage of students graduating from high school in four years from 76.03% to 80%.

Strategy

 During the 2014-15 school year district administrators will develop a plan to address the cultural barriers and financial for all students

Facilities

Priority: To provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

Goals for 2014-2015:

- By March 2015, Moorhead Area Public Schools will implement both a short-term and long-term plan for the development and deployment of existing and the potential for new space and school building safety considerations.
- By March 2015, Moorhead Area Public Schools will consider alternatives for existing school district leased space including Red River Area Learning Center, Adult Basic Education, and programs currently housed in the Sports Center and a plan will be developed based upon these considerations.

Mental Health/Character Development

Priority: To create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of student are recognized and respected.

Goals for 2014-15:

- By September 30, 2014 hire a Mental Health Student Support Strategist (through partnership with Stephanie Goetz Foundation) and have the strategiest in place at Horizon Middle School and Moorhead High School to work with students needing crisis intervention and support.
- By August 2014, Lakeland Mental Health will provide mental health supports at Horizon Middle School and Moorhead High School.
- Two schools, Probstfield and Robert Asp, will complete year one of the statewide cohort training for Positive Behavior Intervention Supports (PBIS) and have school leadership teams to implement their PBIS plan and reduce office disciplinary reports by 5%.

Strategies

- Secondary counselors will continue to identify their work around three domains (academic, career and personal/social development) within the framework of World's Best Workforce.
- Strengthen community mental health partnerships to provide school-based integrated mental health services that includes family supports. Solutions Behavioral Health Services will work with school teams to provide mental health supports at PCE and elementary schools.

Human Resources

Priority: To provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, retention, professional development, supervision and evaluation.

Goals for 2014-2015:

- By June 1, 2015, the teacher evaluation committee will meet a minimum of three times in order to review and revise the Teacher Growth and Evaluation Plan implemented for the 2014-2015 school year
- By December 31, 2015, complete a district-wide banding and grading review to bring the district into alignment to the Decision Band Method of job evaluation and identify inequities in compensation.
- The district will retain 95% of high quality teachers in the 2014-2015 school year.

Strategies

By June 1, 2015, work with the identified committee to review and revise
 Appendix D to identify concerns with current department and grade level

- leadership concerns in order to better support each building and Professional Learning Communities.
- By September 1, 2015, complete update of district job descriptions, to include streamlining of similar job descriptions and conversion to approved format.



MOORHEAD AREA PUBLIC SCHOOLS

Superintendent Memo S.15.035R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

October 7, 2014

RE:

Superintendent Evaluation

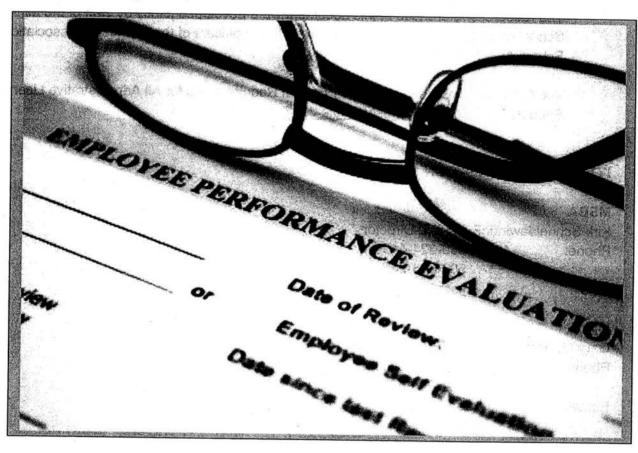
Attached please a copy of the Superintendent Evaluation, A Resource for School Board Members and Superintendents, from the Minnesota School Boards Association and the Minnesota Association of School Administrators. This system is not mandated but was developed collaboratively as a guide for superintendent evaluation.

A brief discussion will be held at the October 13 board meeting regarding this year's superintendent evaluation.

LAK:mde Attachment

Superintendent Evaluation

A Resource for School Board Members and Superintendents







MASA
Minnesota Association of School Administrators

Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts "1" and "2" (Minnesota Rule 3512.0510).

FOR MORE INFORMATION

MSBA

Kirk Schneidawind, Executive Director

Phone:

800-324-4459 or

507-934-2450

Email:

kschneidawind@mnmsba.org

MASA

Gary M. Amoroso, Ph.D., Executive Director

Phone:

866-444-5251 or

651-645-6272

Email:

gamoroso@mnasa.org

OVERVIEW

Evaluation of a superintendent's performance is one of a school board's most important responsibilities, and school boards must comply with Minnesota's Open Meeting Law (OML) – Minnesota Statute 13D – Minnesota's Government Data Practices Act (Data Practices Act) – Minnesota Statute 13 – and other privacy laws which protect superintendents from public disclosure of private data. Keeping in mind that fact, this document was created from a conservative point-of-view in order to protect both parties.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high quality evaluation process helps develop positive school board-superintendent relationships, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

An extremely important fact to keep in mind, however, is that evaluations are most effective when they are designed and used for improving existing performance and communicating future expectations, not simply for punitive reasons and reviewing past performance.

WHY EVALUATE THE SUPERINTENDENT?

A quality superintendent evaluation process provides benefits not only for a school board and its superintendent but also benefits the school community and the community at large by:

- allowing school board members to follow school district progress and learn about a superintendent's ongoing professional development;
- providing input, feedback, and support for a superintendent to help him/her improve throughout the school year;
- creating and establishing a climate of trust and collaboration;
- providing the school community and the community at large with assurance that their priorities are being addressed; and
- providing oversight and assurance that a school board's vision, priorities, and policies are being implemented as intended.

HOW DO WE EVALUATE OBJECTIVELY AND FAIRLY?

While every evaluation process will include some degree of subjectivity, using effective tools and procedures will make the process more objective. The components listed below are necessary in any quality evaluation process.

- Documentation. An evaluation is more than a checklist it requires careful
 consideration of supporting documented evidence to decide whether expectations are
 being met. School board members and their superintendent should work together to
 reach consensus on the evidence to be used, keeping in mind that school districts
 already produce a variety of annual reports, curriculum studies, budget printouts,
 contracts, meeting minutes, etc., all of which could be used to document a
 superintendent's progress and accomplishments relative to the established goals.
- Criteria and Ratings. An effective evaluation requires school board members to rate performance through the use of criteria that are mutually agreed upon, understandable, realistic, and measurable.
- Written Comments. Written comments are essential as they offer school board members the opportunity to provide specific constructive praise and criticism, and they provide the superintendent with useful information that he/she can use to continually improve.
- Evaluation Conferences. Face-to-face meetings between a school board and its superintendent are essential. Meetings should occur to discuss evaluation criteria, establish goals, determine the evaluation instrument and process, present supporting

evidence, and discuss the results of the school board's mid-year formative and year-end summative evaluations. As previously stated, school boards must comply with the OML – Minnesota Statute 13D – the Data Practices Act – Minnesota Statute 13 – and other privacy laws. For more information regarding the OML and the Data Practices Act, refer to MSBA/MASA's model policies 205 and 206, contact MSBA or MASA, or go to the website of the Office of the Revisor of Statutes.

BEFORE BEGININNING THE EVALUATION PROCESS

A school board's evaluation of its superintendent is an inherent managerial right, unless it has been negotiated away. Therefore, all school board members should review their superintendent's employment contract to determine what, if any, evaluation-related terms, timelines, and protocols may have been included. As a reminder, wise school boards avoid including language in employment contracts that limits inherent managerial rights.

RESOURCES

Sample resources are provided in the appendixes, and school boards and their superintendents may agree to modify the various components to best fit the needs of their school districts.

EVALUATION OPERATING PRINCIPLES

Operating principles provide a road map for structuring an effective superintendent evaluation by outlining the purpose and outcome underlying the entire process.

TIMELINE FOR SUPERINTENDENT EVALUATION

While an effective superintendent evaluation process is ongoing, the sample twelve-month timeline presents a suggested schedule that breaks the process into small steps to be completed.

During the twelve-month period, a superintendent may be given any number of formative evaluations but must be given at least one summative evaluation. According to the Minnesota Department of Education, a formative evaluation is an activity that may include informal or formal assessment of current practice that offers feedback suited to improve future performance; whereas, a summative evaluation is formal, is based on all evidence collected throughout the evaluation period, results in a superintendent receiving an overall performance rating, and is placed in the superintendent's personnel file.

SUPERINTENDENT JOB DESCRIPTION

The sample superintendent job description is based on the competencies in <u>Minnesota Rule 3512.0510</u> and articulates the functions of a school district's chief executive officer. A sample job description is located in Appendix A.

GOALS-BASED EVALUATION

Goals-based evaluation is a framework that is useful in helping to establish district-level and professional development goals for superintendents and then evaluate the progress made toward those goals. The competencies included in <u>Minnesota Rule 3512.0510</u> are assumed to be embedded in the established goals. Goals-based evaluation commentary and forms are located in Appendix B.

SUPERINTENDENT SELF-EVALUATION

Superintendents are encouraged to engage in an annual self-evaluation of their progress toward meeting performance goals and/or to reflect on their professional experience. Self-evaluation provides a structure for considering future goals and determining strategies for achieving them. MSBA and MASA suggest that the data from a self-evaluation be the sole property of the superintendent and shared with his/her school board only if the superintendent so chooses. A sample superintendent self-evaluation is located in Appendix C.

SUPERINTENDENT EVALUATION OPERATING PRINCIPLES

A comprehensive superintendent evaluation process must:

- 1. Provide opportunities for personal and professional development.
 - Rationale: To be successful, evaluation processes must address the whole person and be oriented toward continuous improvement.
- 2. Be intended to improve performance, not prove incompetence.
 - Rationale: An effective evaluation process is established on the premise of providing feedback for growth, not on finding evidence of shortcomings. While a school board is able to use evaluation for purposes of termination, doing so should not be its priority.
- 3. Provide legal, realistic, accurate, useful, and measurable criteria reflective of the competencies in Minnesota Rule 3512.0510.
 - Rationale: Competencies of any kind are only effective if they are legal, realistic, accurate, useful, and measurable. Examples of multiple data sources are school district/school improvement plans; documents that address previous goals; school board meeting agendas; a superintendent self-evaluation; a portfolio compiled by the superintendent; etc.
- 4. Be ongoing and connected to school district/school improvement goals.
 - Rationale: An evaluation is a process, not a once-a-year conversation, and, thus, must be embedded in the school district's goals and plans.
- 5. Connect the school district's goals with its community's vision for its schools.
- Rationale: Goals cannot be developed in isolation, so a school district's goals must reflect the community's hopes for its public schools and students.
- 6. Link to academic, social, and emotional growth for all students in the school district.
 - · Rationale: Accountability must include multiple measures of student learning.
- Recognize the importance of a superintendent's leadership work to facilitate a better quality of life for all groups, both inside the school community and in the community at large.
- Rationale: The larger work of the superintendent is concerned with shaping the future of the community and having a positive effect on people's lives.

SAMPLE TIMELINE FOR SUPERINTENDENT EVALUATION

TIMELINE

ACTION

Summer or Early Fall

- The school board and the superintendent review the superintendent's job description, the evaluation process, form(s), indicators, and timelines, and identify acceptable supporting documents, information, and data to be used to measure performance.
- 2. The superintendent and school board create goals which are based on the school district's goals and which are measurable and can be accomplished in twelve months. In the unlikely event that the school board and the superintendent are unable to come to mutual agreement, however, as the legal employer, the school board's determination prevails.

Winter

- During a school board meeting, the school board chair and the superintendent review the evaluation process and form(s) with new school board members following their election and officially taking their seats on the school board.
- 4. The superintendent may complete a self-evaluation, with supporting documents to be provided to the school board. The data from a self-evaluation is the sole property of the superintendent and may be shared with his/her school board only if the superintendent so chooses.
- The superintendent makes mid-year progress reports to the school board on school district goals and his/her professional development goals.
- Each school board member completes the evaluation form(s) for the superintendent's mid-year, formative evaluation and returns them to the school board chair.
- The school board chair creates a mid-year formative evaluation summary document consisting of each school board member's ratings and comments.
- 8. The school board chair brings the mid-year formative evaluation summary document to the superintendent's evaluation meeting. Unless the superintendent requests the evaluation meeting be open, the school board must close the meeting. If the superintendent wants the evaluation to occur in an open meeting, the school board chair shall get the request in writing.
- The school board shares and discusses with the superintendent the formative evaluation of his/her performance. The superintendent provides additional clarification/progress reports, if any, on school district goals and his/her professional development goals.
- The school board, at its next open meeting, shall summarize its conclusions regarding the formative evaluation.
- 11. The formative evaluation shall be attached to the summative evaluation and placed in the superintendent's personnel file (see number 17. below).

Spring

- Each school board member completes the summative evaluation form(s) and returns it to the school board chair.
- 13. The school board chair creates a summative evaluation summary document consisting of each school board member's ratings and comments.
- 14. The school board chair brings the summative evaluation summary document to the superintendent's evaluation meeting. Unless the superintendent requests the evaluation meeting be open, the school board must close the meeting. If the superintendent wants the evaluation to occur in an open meeting, the school board chair shall get the request in writing.
- 15. The school board shares and discusses with the superintendent its evaluation of his/her performance. The superintendent provides additional clarification/progress reports, if any, on school district goals and professional development goals. Changes to the evaluation may be made as a result of the discussions.
- The school board, at its next open meeting, shall summarize its conclusions regarding the summative evaluation.
- 17. A copy of the final written summative evaluation form is placed in the superintendent's personnel folder.

Summer or Early Fall

18. Return to the beginning of the cycle.

NOTE: In the last year of a superintendent's employment contract, the suggested timeline may need to be altered to allow for a summative evaluation to take place 6-9 months prior to the expiration date of said contract. Pursuant to M.S. 123B.143, subsequent employment contract negotiations may begin 365 days prior to the expiration of the existing contract, and the new contract will take effect upon expiration of the existing contract and is contingent upon the superintendent's successful conclusion of his/her existing contract.

CREATING/REVISITING A JOB DESCRIPTION

To be effective in their school districts, superintendents must focus on meeting the regular, ongoing responsibilities that cause the school district to function effectively. To do so, and to ensure that school boards and superintendents share a common understanding of these roles and ongoing responsibilities, superintendents must have a clearly-defined job description. This job description should be grounded in the competencies of Minnesota Rule 3512.0510, address the specific needs of the school district, and be re-visited regularly to ensure that the description accurately describes the full scope of the superintendent's ongoing responsibilities and roles. The job description must also be consistent with what the school board expects, what the school district needs, and what should be occurring.

SAMPLE SUPERINTENDENT JOB DESCRIPTION

General Position Description

The Superintendent is the chief executive officer of the School District, is the professional advisor to the School Board, and is directly accountable to the School Board.

The Superintendent is responsible for guiding and directing all operations and activities of the School District and for informing the School Board of all the needs related to the current and future operations of the School District. The Superintendent shall recommend policies to the School Board and, when adopted by the School Board, shall be responsible for implementing, interpreting, and executing those policies.

Specific Duties

The Superintendent shall do the following:

- Provide leadership for the School District's educational programs, staff-development programs, and curriculum development to provide the best possible learning environment for all the School District's students;
- Inform and advise the School Board about programs, practices, and problems of the School District and keep the School Board informed of the activities operating under the School Board's authority;
- Explain the educational needs of the School District to the School Board, recommending necessary new and/or revised policies and staffing changes for School Board action;
- Act as liaison between the community and the School District and respond to concerns of parents, students, citizens, and staff in order to increase understanding of policies and practices and to keep them informed of and involved with School District activities:
- Oversee all financial operations of the School District and prepare, present, and recommend budgets to the School Board;
- Interpret employee proposals to the School Board, recommend adjustments to employee policies and salary structures as appropriate, and be responsible for the management of all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short-term and long-term planning and the development of School District goals and instructional goals;
- Establish and maintain working relationships with agencies and personnel outside the School
 District to promote the best interests of the School District through contact with legislators, other
 superintendents, local government leaders, business, etc.;
- Maintain and improve effective School Board-Superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to School District employees as appropriate, define the authority and responsibilities of and effectively evaluate mid-management staff;
- Complete in a timely manner all required school board, state, and federal reports; and
- Assume the ultimate responsibility for all aspects of the School District's operation.

Appendix B

GOALS-BASED EVALUATION

Before starting the evaluation process, school board members and superintendents should keep the following "dos" and "don'ts" in mind.

DO	DON'T
Collaborate on the evaluation process, timeline, and expectations.	Expect the school board or the superintendent to manage the work of evaluation alone.
Compile one final evaluation summary of the superintendent so that the school board speaks with one voice.	Provide separate individual evaluation summaries from each school board member.
Develop an effective process for the entire school board and superintendent to conduct the evaluation.	Appoint a committee of the school board or a single school board member to conduct the evaluation.
Provide agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent.	Provide only the agreed upon ratings without written commentary, feedback, and recommendations to the superintendent.
Allow time for the school board to discuss the results and the superintendent to give input and respond to the evaluation.	Conduct evaluation as a one-way communication from the school board to the superintendent.

GOALS-BASED EVALUATION STEP 1: ESTABLISHMENT OF GOALS

The superintendent and school board establish at least two, but no more than three, school district goals and at least one, but no more than two, professional development goals. The goals should be clearly aimed at improving student learning and/or the climate for student learning, and each goal must include Minnesota Rule 3512.0510 competencies linked to achieving the goal as well as measurable progress indicators to be accomplished by the superintendent during the next twelve months, understanding the circumstances may necessitate modifications during the year.

When possible, measurable progress indicators, the evidence the school board expects to determine whether goals have been accomplished, should be mutually agreed to by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal.

This document detailing goals, <u>Minnesota Rule 3512.0510</u> competencies, and progress indicators will be part of the Superintendent's ongoing evaluation and included as part of the annual summative evaluation.

	SAMPLE =/E	STABUSHME	TI OF GOALS		
	Pertinent MN Rule 35 205 (C Competency		Measurable Progress	Measurine Progress	Timeline or InivelieA
Superintendent-School District Goal One:	comparency	HITGEAGO TORRO	Indicator 2	ेत्वील्यकार	শাহ Goal
Superintendent-School District Goal Two:				1.7	
Superintendent-School District Goal Three:					
	(Redinent (IV) Rule (St) 205(IV) Gompalency	Measurable Progress Indicator (Measurable Progress Indicator/2	Measurable Progress Indicator 3	Timeline for Achieving The Goal
Superintendent- Professional Development Goal One:			indicalo/2	SHORATOR S	TUB PEST
Superintendent- Professional Development Goal Two:					
	v I				
Evaluation Period:		to			
Superintendent's Signature:			_ Date: _		_
School Board Chair's Signature:			Date:		

GOALS-BASED EVALUATION STEP 2: MID-YEAR FORMATIVE EVALUATION

Mid-way through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess his/her progress toward the previously established goals. At this time, the superintendent may also choose to complete a self-evaluation. The school board's completed formative evaluation form is to be placed in the superintendent's personnel file and attached to the summative evaluation. The school board and superintendent are reminded they must comply with the OML – Minnesota Statute 13D – and the Data Practices Act – Minnesota Statute 13. Also, see steps, 8, 9, and 10 in the sample timeline on page 7.

SAMPLE = MIDAYEAR GORMATIVE EVALUATION
Superintendent-School District Goal One: Evidence of Progress Toward Attainment
School Board Member Comments:
Superintendent-School District Goal Two: Evidence of Progress Toward Attainment
School Board Member Comments:
Superintendent-School District Goal Three: Evidence of Progress Toward Attainment
School Board Member Comments:
Superintendent-Professional Development Goal One: Evidence of Progress Toward Attainment
School Board Member Comments:
Superintendent-Professional Development Goal Two: Evidence of Progress Toward Attainment
School Board Member Comments:
Mid-Year Evaluation Period: to
Superintendent's Signature: Date:
Board Chair's Signature: Date:
5.2

GOALS-BASED EVALUATION STEP 3: END-OF-YEAR SUMMATIVE EVALUATION

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board's completed summative evaluation form is to be placed in the superintendent's personnel file. Again, the school board and superintendent are reminded they must comply with the OML – Minnesota Statute 13D – and the Data Practices Act – Minnesota Statute 13. Also, see steps 14, 15, and 16 in the sample timeline on page 7.

At the end of the established twelve-month period, school board members shall assign ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals. Presentations made by the superintendent to the school board throughout the twelve months, along with an ongoing discussion of progress toward goals, will provide school board members with necessary data and evidence.

Each school board member completes an end-of-year summative evaluation form and returns it to the school board chair. The school board chair summarizes the responses onto an end-of-year summative evaluation form, which he/she brings to the superintendent's evaluation meeting. The school board shares and discusses with the superintendent its evaluation of his/her performance. The superintendent provides additional clarification/progress reports, if any, on school district goals and professional development goals. Based on the discussion, the school board completes an overall end-of-year summative evaluation form and places a copy of it in the superintendent's personnel file.

When considering which rating to choose, school board members should keep the following brief descriptions in mind:

- "Distinguished" exceeded school board expectations and met each progress indicator;
- "Accomplished" exceeded school board expectations and met most progress indicators;
- "Satisfactory" met school board expectations and met most progress indicators;
- "Unsatisfactory" did not meet school board expectations and/or failed to meet most progress indicators.

SYAMIPLE = ENDEOF WEAR SUMMATIVE EVALUATION Superintendent-School District Goal One: Evidence of Attainment School Board Member Rating (circle the appropriate response) 2 Satisfactory Distinguished Accomplished Unsatisfactory Comments: Superintendent-School District Goal Two: Evidence of Attainment School Board Member Rating (circle the appropriate response) Distinguished Accomplished Satisfactory Unsatisfactory Comments: Superintendent-School District Goal Three: Evidence of Attainment School Board Member Rating (circle the appropriate response) Distinguished Accomplished Satisfactory Unsatisfactory **Comments:** Superintendent-Professional Development Goal One: Evidence of Attainment School Board Member Rating (circle the appropriate response) 2 Satisfactory Unsatisfactory Distinguished Accomplished Comments: Superintendent-Professional Development Goal Two: Evidence of Attainment School Board Member Rating (circle the appropriate response) Distinguished Accomplished Unsatisfactory Satisfactory Comments:

SAMPLE - OVERVALL IEND-OF-YEAR SUMMATINE EVALUATION

4	4 Distinguished	3 Accomplished	2 Satisfactory	1
Superintendent-School District Goal One	2153	Accompliance	Sausiaciony	Unsatisfactor
Superintendent-School District Goal Two				35
Superintendent-School District Goal Three				
Superintendent-Professional Development Goal One				
Superintendent-Professional Development Goal Two				
OVERALL RATING	4 Distinguished	3 Accomplished	2 Satisfactory	1 Unsatisfactory

- B. In regard to the listed goals, which presented the Superintendent with the greatest challenge and why?
- C. What supports might the School Board offer to enhance the Superintendent's strengths and assist him/her in overcoming existing challenges?
- D. Superintendent's Comments:

Evaluation Period:	to
Superintendent's Signature:	Date:
Board Chair's Signature:	Date

Appendix C

SAMPLE ± 3	ព្រមពីវាមេលា	eni Seli±Evalu	eition Form (C	pitonai)	
Superintendent		School Year		Date	
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School Improvement and Accountability Memo SIA.15.010R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Missy Eidsness, Executive Director of School Improvement and Accountability 4

DATE:

October 13, 2014

RE:

World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and

Student Achievement

Attached is the draft copy of the World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instructional and Curriculum Advisory Committee (ICAC) reviewing the past year's accomplishments in student achievement as they align to the World's Best Workforce requirements. Included in this report are the district and school Adequate Yearly Progress (AYP) results and Multiple Measurement Ratings (MMR). The report has been reviewed and approved by the Instructional and Curriculum Advisory Committee.

Also attached is a copy of the state requirements for the report. These are mandated through legislative action. The school board must approve the report and post for the public. The report will be distributed in electronic form on the district's website, with printed copies available through the Superintendent's office.

<u>Suggested Resolution:</u> Move to approve the World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement as presented.

MOE:jlh Attachments

World's Best Workforce Summary Due

Under Minnesota Statutes, section 120B.11, school districts are to develop a World's Best Workforce (WBWF) Annual Report and **report summary** for the 2013-14 school year. This summary should document the WBWF student achievement goals that were established last year, the strategies and initiatives that the district engaged in to meet the goals, and the subsequent progress made on those goals by the end of the school year. Districts will post their reports on the district website, and submit the summary report to MDE each year.

A template format for districts to use to create their report summary was developed by MDE. The goal was to keep the summary brief and simplistic. The information in the summary should be obtained directly from the report posted by the district.

Open the Report Summary Template.

The questions answered by the summary are:

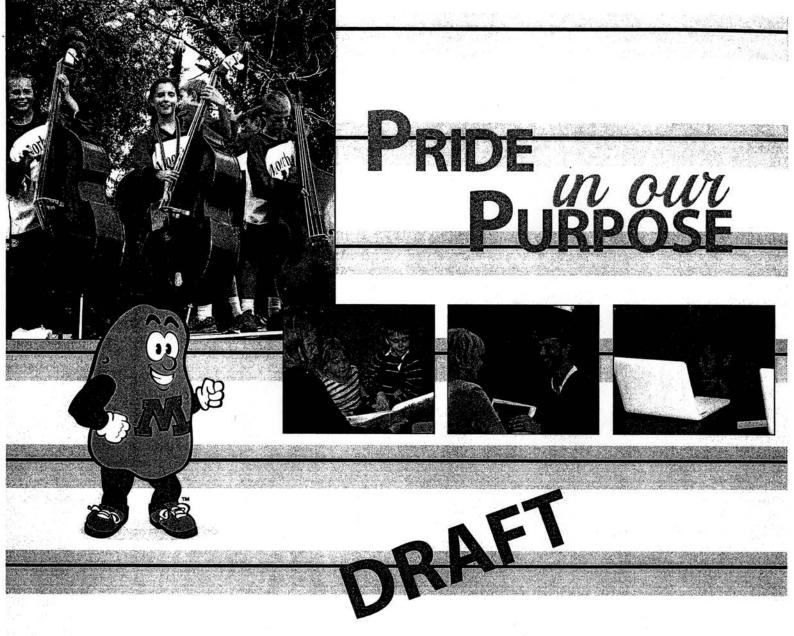
- What data points were used a year ago to establish the district student achievement goals?
- What were the student achievement goals established within the five goals areas of the WBWF legislation, and what did your end of year results show?
- what district or building best practice strategies and initiatives were implemented during the 2013-14 school year to address the goal areas?
- What current plans are in currently in place to address student achievement (Q Comp, ADSIS, integration, etc.)?
- What implementation data was used to monitor the success of the strategies or initiatives?

Once completed, email the summary to MDE.WorldsBestWorkforce@state.mn.us.

As outlined in the WBWF statute, after three years of districts submitting their summaries, the commissioner of education will determine if a district is making appropriate progress towards improving teaching and learning in the district.

2014-15 District WBWF Plan

Finally, as a result of reviewing student achievement data from 2013-14, school boards are to approve the district's 2014-15 WBWF plan this fall. Reviewing student data, determining best practices to meet the goals, setting dates for the Parent Advisory Committees to meet, planning public meetings and setting school board meeting dates to approve the final plan are all activities that district leadership should be involved in at this time.



World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement

Moorhead Area Public Schools

Independent School District 152

Welcome to the World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement

Pride in our Purpose

During the 2013-14 school year, we worked together to provide the best educational opportunities for our students in Moorhead Area Public Schools. We experienced



student growth and academic growth. While standardized tests may change or learning targets may change we remained focused on our mission of maximizing the full potential of every learner to thrive in a changing world.

As we worked to assure that Moorhead students are college, career and life ready, we designated achievement goals based on the data points from the Minnesota Comprehensive Assessments, graduation rate, Adequate Yearly Progress (AYP) and Multiple Measurement Rating (MMR). The district improvement goals and progress can be found on Page 8 with the schools' student achievement goals and progress outlined on Pages 13-25.

Building administrators, teachers, students and families all work together to increase student achievement.

Achievement is not measured just by standardized test scores; we also use data from teachers, periodic assessments and daily work to measure all that students are learning in the classroom.

Learning Walks were used to measure the progress of the implementation of our strategies, which are indicated on Page 3. Our Learning Walks have included teachers, administrators, and School Board members, who have observed, debriefed and worked toward strong implementation of the goals designed to increase student achievement and decrease the achievement gap.

The current plans for the 2014-2015 school year to address academic needs

include Strategic Priorities, School
Readiness and Early Learning goals,
Community Education Plan, Alternative Delivery of Specialized Instructional
Services (ADSIS), Local Literacy Plan,
Technology Plan, Continuous Improvement Monitoring Process (CIMP),
English Learner Plan, Annual Operating
Plan, Principal Growth and Evaluation
Plan, and Teacher Growth and Evaluation Plan.

This report highlights our district's progress and continuous improvement efforts as we take pride in our purpose of educating all our students.

Sincerely,

Dr. Lynn a. Kovash

Dr. Lynne A. Kovash Superintendent

This document can be made available in an alternate format such as large print or audio recording.

Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 284-3330.

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

Her ben khone biet doc tieng Anh va muon giup de trong ngon ngu cua ben, xin goi sh 284-3330.

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如果你不懂英语,并需要作品 种助,请打电话后 284-3330. สุรัสแรกเบอเมอุรถิศส์ โก้ กลุ้มเบลเวมสุรอเพล.

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World's Best Workforce Progress Report

District's priorities focus on student achievement

World's Best Workforce

The Minnesota Legislature passed the World's Best Workforce bill in 2013 to ensure every school district in the state is making strides to increase student performance. The School Board must establish goals and align strategic plans and budgets to achieve world-class student achievement by 2027.

Moorhead's 2013-14 strategic priorities were to:

- establish a culture of learning that supports the needs of the 21st century learner and develops the whole student;
- build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners;
- provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities;
- provide programs and services to eliminate race and socioeconomic indicators as predictors of student success;
- create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected; and
- provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

World's Best Workforce is focused on the goals of having all students meet school readiness goals and be ready to start kindergarten, having all third-grade students achieve gradelevel literacy, closing the academic achievement gap between all subgroups (ethnic, special education, poverty), having all students graduate from high school, and having all students attain college and career preparedness.

Outlined here are the five areas for World's Best Workforce, the district or school improvement goal addressing that area, and strategies used to address the goal. Progress related to these goals can be found on Pages 8 and 22.

School Readiness

Goal: All kindergartners will exceed the 2012-13 AIMSweb and AddVantage Math Recovery (AVMR) spring data.

- Expansion of school readiness programming (Jump Start Preschool) continued.
- All-day kindergarten implemented one year early.
- · Students in School Readiness program are assessed using academic and behavioral benchmarking.

Read Well by Grade 3

Goal: We will increase district reading achievement to exceed

state average and be ranked in the top 50 percent of districts in the state based on 2014 Minnesota Comprehensive Assessments tests and/or college readiness tests.

- · District elementary literacy committee completed an 18-month study of literacy and recommended a literacy framework, professional develop pathways and materials to be implemented beginning in fall 2014.
- All-day kindergarten implemented one year early.
- · District focus on writing every day for every student.

Reduce Achievement Gap

Goal: We will decrease the achievement gap at each school site by 4 percent in the areas of ethnicity, free and reduced lunch, special education, and English learners (EL) based on 2014 MCA tests and/or college readiness tests.

- · District English Learners Committee completed a six-month review of EL programing and recommended a new structure of EL service that aligns with new materials for grades 6-12 and further study for grades K-5.
- Completed two Learning Walks at each school to reflect on the district implementation of Sheltered Instructional Observation Protocol (SIOP).
- · Provided support for teachers on differentiation strategies and used data meeting to determine interventions.

Graduation

Goal: Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

- Examined the top 15 strategies to reduce dropouts from National Dropout Prevention Institute.
- Implemented active hallway supervision and student-teacher relationship building.

College, Career and Life Readiness

Goal: We will increase district reading and mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

- Horizon Middle School implemented schoolwide strategies for student support, called AVID, to provide focus on college, career and life readiness.
- Moorhead High School counseling department researched and selected software to assist in annual college, career and life planning for all high school students.
- Secondary staff reviewed two- and four year college options during staff development.

Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to provide input on the district's World's Best Workforce plan development and make recommendations to the School Board on rigorous academic standards and student achievement goals and measures.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K-12.

The World's Best Workforce legisla-

Pam Gibb, Secretary, 2014

Rep: District Communications

tion requires a community committee with members that reflect the diversity of the district and its schools.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be reappointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 218-284-3310 by Nov. 1.

2013-14 Curriculum and Instruction Advisory Committee (Year gives expiration date of term)

	(real gives expiration date of terr	••)		
Amber Bender, 2014	Dana Haagenson, 2015	Lynn Park, 2015		
Rep: Robert Asp Parent	Rep: Ellen Hopkins Parent	Rep: Moorhead High Parent		
Jenifer Bender, 2014	Karen Jacowitz, 2015	Chizuko Shastri, 2015		
Rep: Special Education	Rep: Moorhead High Parent	Rep: Community Diversity		
Jamie Church, 2014	Laurie Johnson, 2014	Teresa Shume, 2015		
Rep: Horizon Parent	Rep: Horizon Parent	Rep: Higher Education		
Missy Eidsness, 2014	Mike Kieselbach, 2014	Bill Tomhave, 2014		
Rep: Administration	Rep: Secondary Teachers	Rep: Higher Education		
Cindy Fagerlie, 2015	Carol Ladwig, 2014	Matt Valan, 2014		
Rep: School Board	Rep: Senior Citizens	Rep: School Board /		
Mary Flesberg, 2014	Dave Lawrence, 2014	Moorhead High Parents		
Rep: Secondary Teacher	Rep: Principal	John Wirries, Chair, 2014		
Gay Galles, 2014	Abby Lundborg, 2014	Rep: Reinertsen Parent		
Rep: Media Specialists	Rep: Senior Class			

Donna Norquay, 2013

Rep: Community Diversity

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2013-14 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's strategic priorities and World's Best Workforce goals through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals and changes to testing.
- Reviewed implications of the No Child Left Behind waiver requirements and the district's continuous improvement efforts, including the district and school improvement plans.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title I) and special education.
- Reviewed and discussed proposals for curricular additions or deletions.
- Reviewed the elementary reading adoption.
- Reviewed early learning programs.
- Reviewed changes to the graduation policy.
- Discussed implementation of AVID.
- Reviewed community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards for language arts, mathematics, the arts, social studies and science, which are reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level. Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

For language arts, Minnesota adopted the common core English Language Arts standards.

In mathematics, Minnesota has decided to continue using the state's new rigorous mathematics standards instead of adopting the common core mathematics standards. The district is continuing to implement the state's revised mathematics standards. This included algebra for all eighth-grade students by 2010-11.

Moorhead has incorporated the standards for language arts, math, social studies and science. When state standards are not available, national or district-developed standards have been incorporated into the K-12 curriculum.

Measuring Achievement

Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Methods include:

- Minnesota Comprehensive Assessments (MCA-III)
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Refer to Pages 27-29 for more information about assessments that will be used in 2013-14.

Minnesota Comprehensive Assessments-III

The MCA tests measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and



Deb Booth, early literacy intervention teacher, reads the alphabet chart with a small group of students. Booth uses Visual Phonics as the students practice the letters, sounds and picture names.

10 take the MCA-III test in reading, which was new in 2012-13. In mathematics, students in grades 3-8 and 11 take the MCA-III.

In 2013-14, students in grades 5 and 8 and high school biology students took the MCA-III in the area of science. This test was new in 2011-12.

Results of these tests help the district make decisions about curriculum and measure students' progress toward high academic standards.

On the MCAs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The administrative and teaching staff continue to develop programs to address achievement levels of all students.

Teachers at all levels continue to develop and use districtwide common assessments to measure achievement in each grade level.

Refer to Pages 10-13 for district MCA results.

No Child Left Behind Waiver

Minnesota focuses on student growth, achievement gap

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Minnesota Department of Education's No Child Left Behind (NCLB) waiver request was approved by the U.S. Department of Education and announced in February 2012.

Under NCLB, Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year. School districts had until 2013-14 to achieve 100 percent proficiency for all students in all subgroups (students with limited English proficiency, students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian and Hispanic).

With the waiver, Minnesota's goal is to close the achievement gaps by 50 percent over the next five years.

NCLB requires that students are tested in grades 3-8 and in high school in reading and mathematics. Minnesota uses

the Minnesota Comprehensive Assessments-III to meet this requirement. Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

Results of the Minnesota Comprehensive Assessments-III are used to determine whether a school meets AYP participation and proficiency requirements. Attendance and graduation rate for all students are also part of AYP determinations.

However, central to Minnesota's waiver request was to move from a system that uses a single high-stakes test to measure school performance to a system that uses multiple measurements of accountability.

Although AYP is being determined for 2013-14 (see Page 7), the state's new accountability system is based on multiple measures of data to identify schools for recognition, accountability and support. Minnesota's accountability plans look at individual student growth, achievement gap reduction and graduation rates in addition to proficiency rates to generate a Multiple Measurement Rating (MMR) for every school in the state. See Page 8 for more information about the MMR.

EXAMPLES OF EXCELLENCE

- In 2013-14, Moorhead High School students earned more than \$1.3 million in scholarships.
- S.G. Reinertsen Elementary School was one of 30 schools out of 478 Minnesota schools using Positive Behavioral Intervention and Supports (PBIS) to be named a Sustaining Exemplar School by the Minnesota Department of Education in 2014.
- Nine Moorhead High School speech team members qualified for the 2014 National Speech and Debate Association Speech Tournament where two were named national champions in duo interpretation.
- Fifth-grade Math Masters teams placed third and fourth in the 2014 regional tournament, while sixth-grade Math Masters teams placed first, second and fourth.
- The Moorhead High School wrestling team placed fifth in the Minnesota Class 3A state team tournament for the second year in a row.
- Two Moorhead Destination Imagination teams advanced to the 2014 Global Finals where the teams placed 7th and 24th out of 69 teams in their respective challenges.

- The Moorhead High School speech team earned its 20th consecutive Section 8AA title and advanced a record 27 speakers to the 2014 Class AA state speech tournament where 13 speakers won medals.
- A member of the Moorhead High School Skills USA Small Engines team placed first in the state to advance to the national competition.
- Two Horizon Middle School students qualified for the 2014 Multi-Region State Spelling Bee.
- Moorhead High's 2013 fall musical "Jesus Christ Superstar" was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- In 2013-14, Moorhead High ensembles earned superior ratings, and students were selected for All-State Orchestra, Band and Jazz Band and MBDA Honor Band.
- The Moorhead High School volleyball team advanced to the state tournament in 2013-14. Individual athletes qualified for state in cross country, girls swimming and diving, gymnastics, track, girls golf and boys tennis.

Adequate Yearly Progress

Schools meet majority of AYP requirements

Moorhead Area Public Schools has met 92 percent of the requirements for Adequate Yearly Progress under No Child Left Behind based on 2014 MCA-III results. The district has 38 eligible groups. All subgroups met the participation requirements; the other AYP requirements are outlined below.

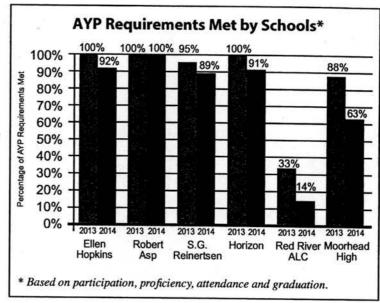
With the state's NCLB waiver, an AYP determination allows more flexibility for districts to meet the students' needs.

In Moorhead, Robert Asp Elementary made AYP while the other schools did not make AYP because of performance by students in specific subgroups as outlined below.

Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

- Ellen Hopkins Elementary has 25 eligible groups and met 92 percent of the requirements for AYP.
- Robert Asp Elementary has 27 eligible groups and met 100 percent of the requirements for AYP.
- S.G. Reinertsen
 Elementary has 19
 eligible groups and met
 89 percent of the
 requirements for AYP.
- Horizon Middle School has 33 eligible groups and met 91 percent of the requirements for AYP.
- Moorhead High School has 19 eligible groups and met 63 percent of the requirements for AYP.
- Red River Area Learning Center has seven eligible groups and met 14 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.



		Ade	quat	e Ye	early	Pro	gre	ss				
"Yes" means made AYP in that area. "No" means did not make AYP in that area. A "—" means the subgroup was too small to count toward AYP. Subgroup size for proficiency is 20 or more students. "N/A" mean not applicable for AYP.		Proficiency by Student Subgroup										
		ЧΠ	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free/Reduced Lunch	Attendance	Graduation
Moorhead	Math	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
School District	Reading	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes		
Ellen Hopkins	Math	Yes	-	ı	Yes	No	Yes	Yes	No	Yes	Yes	N/A
Elementary	Reading	Yes	1	I	Yes	Yes	Yes	Yes	Yes	Yes		
Robert Asp	Math	Yes	Yes	_	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
Elementary	Reading	Yes	Yes	-	Yes	Yes	Yes	Yes	Yes	Yes		
S.G. Reinertsen	Math	Yes	-	_	_	_	No	No	Yes	Yes	Yes	N/A
Elementary	Reading	Yes	-	-	1	_	Yes	Yes	Yes	Yes		
Horizon Middle	Math	Yes	No	-	Yes	Yes	Yes	Yes	No	Yes	Yes	N/A
School	Reading	Yes	Yes	1	No	Yes	Yes	Yes	Yes	Yes		
Moorhead High	Math	Yes	1	1	_	2229	No	_	Yes	Yes	Yes	No
School	Reading	No	_	_	No	_	No	-	No	No		
Red River Area	Math	No	_	-		y -	-	_	-	_	Yes	No
Learning Center	Reading	No	-	-	_	-	_	_	-	_		

Multiple Measurement Ratings

District focuses on continuous improvement

Previously under the federal No Child Left Behind law, schools were labeled as "failing" or "not failing" based on scores from a single high-stakes test. The Multiple Measurement Ratings measures performance in four areas: proficiency in reading and math, student growth from year to year,

		iple Me Rating (asurement (MMR)	Focus Rating (FR)			
	2013	2014	Designation 2014	2013	2014	Designation 2014	
Ellen Hopkins Elementary	52.0%	41.9%	47.0%	60.2%	43.5%	51.9%	
Robert Asp Elementary	76.0%	78.3%	77.1%	81.8%	78.2%	80.0%	
S.G. Reinertsen Elementary	61.5%	64.9%	63.2%	65.7%	62.8%	64.2%	
Horizon Middle School	65.6%	57.7%	61.7%	70.3%	42.2%	56.3%	
Moorhead High School	53.0%	25.7%	39.3%	62.5%	29.5%	46.0%	

higher levels of growth in groups of students that are farther behind, and progress in improving high school graduation rates. Schools earn points in each category, and the percentage of possible points a school earns is the school's MMR.

This tool is part of Minnesota's waiver from No Child Left Behind. Under the waiver, schools and districts are no longer identified as "in need of improvement" or face sanctions for not making Adequate Yearly Progress (AYP).

The formula is complex and requires careful examination of data on several levels. The potential is strong for making an inaccurate judgment based on one ranking or determining the quality of a school without a full understanding of what contributed to that ranking.

The 2014 MMR ratings, released on Oct. 1, are based on the 2014 MCA-III results, but were calculated using a new formula. Those ratings are averaged with the 2013 MMR, which was recalculated this year using the updated formula, to determine the designation rating.

Focus Rating

A school's Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student subgroups that may show an achievement gap in Minnesota (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education and English Learners). The state's goal is to close the achievement gaps by 50 percent over the next five years.

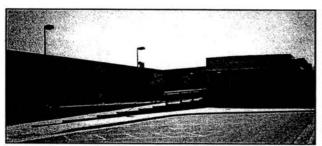
Title I Schools

All schools receive ratings. Additionally, Title I schools may be identified as reward schools (15 percent highest-performing Title I schools in the state); continuous improvement schools (bottom 25 percent of Title I schools not designated as focus or priority schools); focus schools (10 percent of Title I schools with the largest achievement gaps in the state); or priority schools (bottom 5 percent of Title I schools) based on the designation rating.

New school designations were released Oct. 1, 2014, for Title I schools. In Moorhead, both Ellen Hopkins Elementary and Robert Asp Elementary are Title I schools. Hopkins Elementary had been identified as a Focus School based on the initial MMR and wrote a school improvement plan that was presented to the School Board in August 2012.

In October 2014, Hopkins Elementary was designated as continuous improvement and is no longer a focus school, and Robert Asp Elementary was designated as a reward school, which means it falls in the 15 percent highest-performing Title I schools in the state. In 2013, Robert Asp Elementary had been designated as celebration eligible for the second year in a row.

Moorhead Area Public Schools



Probstfield Center for Education 2410 14th St. S., Moorhead, MN 56560 218-284-3300

Superintendent: Dr. Lynne Kovash 2013-14 Assistant Superintendent: Wayne Kazmierczak/Jeremy Larson 2014-15 Assistant Superintendent: Brandon Lunak **Director of School Improvement and Accountability: Missy Eidsness**

Attendance Rate (2013-14)	94.7%
Graduation Rate (2013-14)	76%
Enrollment by Grade (October 2013)	
 Early Intervention Services 	189
Kindergarten	497
• Grade 1	488
• Grade 2	430
• Grade 3	431
• Grade 4	433
• Grade 5	418
• Grade 6	416
• Grade 7	449
• Grade 8	399
• Grade 9	453
• Grade 10	432
• Grade 11	409
• Grade 12	405
• Total K-12 Enrollment	5,660
Diversity of Student Population (2013-14)	
American Indian	4.3%
• Asian	1.8%
Hispanic	8.1%
Black	5.2%
• White	80.6%
Percentage of Students Eligible for	
Free or Reduced-Price Lunch	39.3%
Percentage of Students Receiving	
Learner Support Services	
Special Education	17.8%
English Language Learners	7%

District Improvement Goals for 2013-14

Goal 1 — We will decrease the achievement gap at each school site by 4 percent in the areas of ethnicity, free and reduced lunch, special education, and English learners based on 2014 MCA tests and/or college readiness tests.

Progress toward goal: District subgroup proficiency was compared to state non-subgroup proficiency to determine achievement gaps for 2013 and 2014. Ethnicity subgroups are compared to the white subgroup proficiency to determine achievement gaps. Students may be included in more than one subgroup.

Reading:

- · American Indian: Gap increased 3%.
- · Black: No change in the gap.
- Hispanic: Gap increased 1.1%
- English learners: Gap decreased 3%
- Special education: Gap increased 5%
- Free and reduced lunch: Gap increased 2%

Mathematics:

- · American Indian: No change in the gap.
- Black: Gap increased 11%
- Hispanic: Gap decreased 1%.
- English learners: Gap increased 2%
- Special education: Gap increased 2%
- Free and reduced lunch: Gap increased 4%

Goal 2 — We will increase district reading achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

Progress toward goal:

- 57% students were proficient compared to 59% statewide. Grades 4, 5 and 8 were in the top 50 percent in the state, and Grades 3, 6, 7 and 10 were below the top 50 percent.
- 57% of the 251 Moorhead students who took the ACT met the college readiness benchmarks compared to 56% statewide.

Goal 3 — We will increase district mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

Progress toward goal:

- 59.8% of grades 3-8 and 11 students were proficient on the MCA-III compared to 61.4% proficient in the state. Grades 7 and 8 were in the top 50 percent in the state, and Grades 3, 4, 5, 6 and 11 were below the top 50 percent.
- 58% of the 251 Moorhead students who took the ACT met the college readiness benchmarks compared to 61% statewide.

Goal 4 — All kindergartners will exceed the 2012-13 Aimsweb and AVMR spring data.

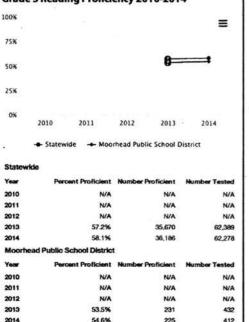
Progress toward goal:

 On the spring 2014 Aimsweb letter sound frequency assessment, 62% of kindergartners were at or above benchmark compared to 54% in spring 2013. AVMR was not fully implemented in 2013-14.

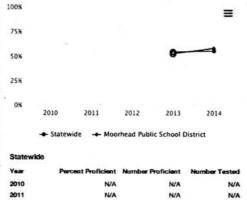
Minnesota Comprehensive Assessments

Reading

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 3 Reading Proficiency 2010-2014



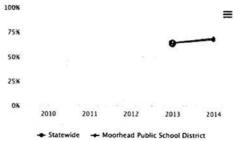
Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 4 Reading Proficiency 2010-2014



25%				
0%	2010	2011	2012 2013	2014
	→ Statewi	de 🛨 Moo	rhead Public School	District
Statev	vide			
Year	Perc	ent Proficient	Number Proficient	Number Tested
2010		NA	N/A	N/A
2011		N/A	N/A	N/A
2012		N/A	N/A	N/A
-		F4 00/	00.004	

NA	N/A	N/A
NA	N/A	N/A
N/A	N/A	NA
54.0%	33,021	61,153
55.0%	34,393	62,566
Public School District		
Percent Proficient	Number Proficient	Number Tested
N/A	N/A	NA
N/A	N/A	NA
NA	N/A	NA
52.3%	214	409
	N/A N/A 54.0% 55.0% Public School District Percent Proficient N/A N/A	N/A N/A N/A N/A \$4.0% 33,021 \$5.0% 34,393 Public School District Percent Proficient N/A N/A N/A N/A N/A N/A N/A N/A

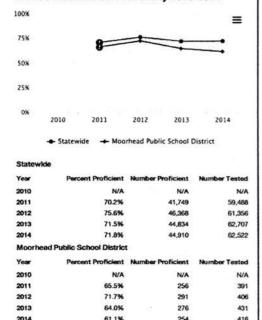
Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 5 Reading Proficiency 2010-2014



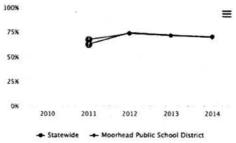
Statewide			
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	NA	N/A
2012	N/A	N/A	N/A
2013	63.8%	37,388	58,557
2014	67.6%	40,647	60,115
Moorhead P	ublic School District		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	NA	N/A
2011	N/A	N/A	N/A
2012	N/A	NA	N/A
2013	64.3%	256	398
2014	60 194	204	444

Mathematics

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools Grade 3 Mathematics Proficiency 2010-2014**

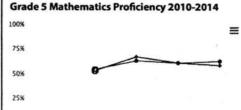


Minnesota Comprehensive Assessments (MCA-III) Moorhead Area Public Schools Grade 4 Mathematics Proficiency 2010-2014



Statewick	•		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	67.2%	40,655	60,499
2012	73.3%	43,918	59,939
2013	71.2%	43,735	61,387
2014	70.3%	44,151	62,837
Moorhea	d Public School District	Ľ.	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.4%	270	433
2012	74.1%	297	401
2013	71.6%	293	409
2014	69.4%	288	415

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools**



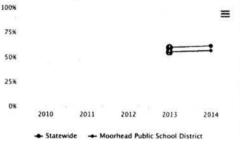
2014

	◆ Statewide → Moo	rhead Public School I	Jistiret.
Statewid	•		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	31,720	59,175
2012	62.3%	37,391	60,031
2013	60.0%	35,314	58,864
2014	61.8%	37,407	60,557
Moorhea	d Public School District	ľ	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.3%	196	375
2012	66.3%	283	427
2013	60.0%	237	395
2014	57.6%	239	415

Minnesota Comprehensive Assessments

Reading

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 6 Reading Proficiency 2010-2014

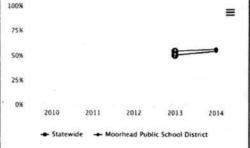


	◆ Statewide → Mod	orhead Public School	District
tew	ide		
•	Percent Proficient	Number Proficient	Number Tested
0	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
_			4

Stat

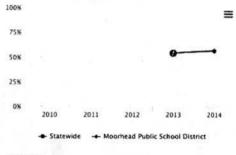
2011	N/A	NA	N/A
2012	N/A	N/A	N/A
2013	59.3%	35,177	59,284
2014	61.0%	35,813	58,694
Moorhea	d Public School District		
Year	Percent Proficient	Number Proficient	Number Tested
2010	NA	N/A	N/A
2011	N/A	NA	N/A
2012	N/A	N/A	N/A
2013	54.7%	229	419
2014	56.2%	228	406

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 7 Reading Proficiency 2010-2014



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	NA	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54,0%	32,060	59,326
2014	56.0%	33,586	59,974
Moorhea	d Public School District	ı	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	NA	NA	N/A
2012	N/A	N/A	N/A
2013	50.0%	189	378
	*****		100

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 8 Reading Proficiency 2010-2014



Statewid	0		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.1%	31,967	59,037
2014	55.8%	33,065	59,271
Moorhea	d Public School District	t.	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	NA	N/A
2012	N/A	N/A	N/A
2013	54.0%	227	420
2014	56.5%	212	375

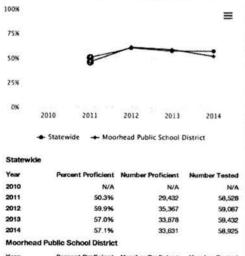
Mathematics

Minnesota Comprehensive Assessments (MCA-III)

Grade 7 Mathematics Proficiency 2010-2014

Moorhead Area Public Schools

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools Grade 6 Mathematics Proficiency 2010-2014**



N/A

45.7%

60.8%

58.4%

51.8%

2011

2012

2013

N/A

191

239

246

NA

418

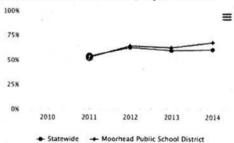
393

421

50%		9	-	•	•	
25%						
0%	2010	2011	2012	2013	2014	
	→ Statew	ide 🛨 Moo	rhead Pubi	lic School (District	
Statev	ride					
Year	Perc	ent Proficient	Number f	Proficient	Number Test	ed
2010		N/A		N/A	N	/A
2011		51.7%		30,456	58,8	70
2012		58.6%		34,713	59,1	97

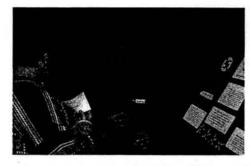
2010	IVA	N/A	N/A
2011	51.7%	30,456	58,870
2012	58.6%	34,713	59,197
2013	56.0%	33,170	59,190
2014	57.1%	34,212	59,961
Moorhea	d Public School District		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.1%	219	405
		075	415
2012	66.3%	275	710
2012 2013	63.2%	240	380

Minnesota Comprehensive Assessments (MCA-III) **Moorhead Area Public Schools** Grade 8 Mathematics Proficiency 2010-2014



	→ Statewide → Moo	rnead Public School I	District
Statewk	de		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.3%	31,474	59,082
2012	62.0%	36,319	58,546
2013	58.9%	34,546	58,686
2014	59.7%	35,249	59,01€
Moorhe	ad Public School District	<u>19</u>	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.1%	202	388
2012	63.6%	255	401
2013	61.8%	252	408
2014	66.9%	251	375

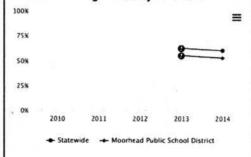
Minnesota Comprehensive Assessments





-Grade 10 Reading-

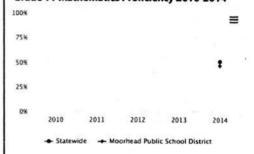
Minnesota Comprehensive Assessments (MCA-III) Moorhead Area Public Schools Grade 10 Reading Proficiency 2010-2014



Statewick	•		
Year	Percent Proficient	Number Proficient	Number Tested
2010	NA	N/A	N/A
2011	N/A	NA	N/A
2012	N/A	N/A	N/A
2013	62.3%	37,666	60,424
2014	60.1%	35,980	59,881
Moorhea	d Public School District	i e	
Year	Percent Proficient	Number Proficient	Number Tested
2010	NA	N/A	NA
2011	NA	NA	N/A
2012	N/A	N/A	NA
2013	55.0%	209	380
2014	52.5%	202	385

—Grade 11 Mathematics —

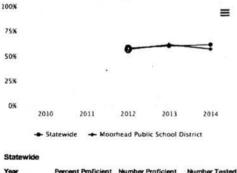
Minnesota Comprehensive Assessments (MCA-III) Moorhead Area Public Schools Grade 11 Mathematics Proficiency 2010-2014



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	N/A	N/A	NA
2014	50.6%	29,444	58,189
Moorhea	d Public School District		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	NA
2011	N/A	NA	N/A
2012	N/A	N/A	NA
2013	N/A	NA	NA
2014	46.4%	172	371

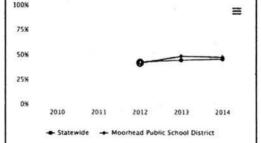
Science

Minnesota Comprehensive Assessments (MCA-III) Moorhead Area Public Schools Grade 5 Science Proficiency 2010-2014



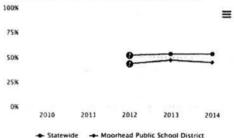
7 1000	rescont reordent	Harriott Froncient	Manufacture 1 6 2 COL
2010	N/A	N/A	N/A
2011	N/A	N/A	NA
2012	57.7%	34,891	60,495
2013	59.7%	35,784	59,930
2014	61.2%	37,616	61,424
Moorhea	d Public School District	ı	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	NA
2011	N/A	N/A	NA
2012	56.2%	239	425
2013	61.1%	243	398
2014	56.7%	234	413

Minnesota Comprehensive Assessments (MCA-III) Moorhead Area Public Schools Grade 8 Science Proficiency 2010-2014



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	NA	N/A
2011	N/A	NA	N/A
2012	41.9%	24,881	59,333
2013	43.8%	26,372	60,233
2014	44.9%	27,238	60,628
Moorhea	d Public School District	0	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
20-20-0	N/A N/A	N/A N/A	N/A N/A
2010	5776		2.75
2010 2011	N/A	NA	N/A

Minnesota Comprehensive Assessments (MCA-III) Moorhead Area Public Schools High School Science Proficiency 2010-2014



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	NA
2011	N/A	N/A	N/A
2012	51.7%	29,541	57,090
2013	53.0%	29,387	55,498
2014	53.2%	29,834	56,071
Moorhea	d Public School District		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	NA	N/A	N/A
2012	43.1%	156	362
2013	46.8%	167	357
2014	44.6%	160	359

Probstfield Elementary School



Probstfield Elementary School 2410 14th St. S., Moorhead, MN 56560 218-284-3800

Building Administrator: Robin Grooters

Original Construction: 1966 Most Recent Remodeling: 2014 Square Footage: 90,001

Attendance Rate (2013-14) ??

Enrollment by Grade (October 2013)

• Kindergarten 223

• Total 223

 Diversity of Student Population (2013-14)

 • American Indian
 5.4%

 • Asian
 .9%

 • Hispanic
 5.8%

 • Black
 4%

 • White
 83.9%

Percentage of Students Eligible for
Free or Reduced-Price Lunch 42.6%

Percentage of Students Receiving

Learner Support Services
Special Education 11.7%
English Language Learners 13.5%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

Probstfield Elementary was established as an elementary school during the 2013-14 school year and does not have progress on goals to report.

School Improvement Goals for 2014-15

Goal 1 — All kindergarten students will meet or exceed 60% in the established range in FNWS/BNWS (forward number word sequence and backward number word sequence).

Goal 2 — All kindergarten students will be at or above 80% in the established range in Letter Sound Fluency as measured by AIMSweb assessment data, from 81.7% established in the spring 2014.

Goal 3 — All kindergarten students will demonstrate an increase in behavior that communicates respect, responsibility and safety that will reflect a 10% reduction of major incidents from 314 to 256.

School Readiness Improvement Goals for 2014-15

Goal 1 — Jump Start four-year-old students will be at 60% proficiency in letter naming fluency at kindergarten fall benchmark from 54% proficiency fall of 2013.

Goal 2 — Jump Start four-year-old students will meet or exceed 60% in the established range the ability to rote count to 20 and 1:1 correspondence to 10, by spring of 2015.

Goal 3 — Jump Start four-year-old students will increase their ability to label emotions, demonstrate friendship skills, and demonstrate calming skills 75% of the time by the end of the school year as measured by behavioral incidents in the classroom.

Ellen Hopkins Elementary School



Ellen Hopkins Elementary School 2020 11th St. S., Moorhead, MN 56560 218-284-4300

Principal: Ryan LaDage Assistant Principal: Diana Johnson

Original Construction: 1957-58 Most Recent Remodeling: 2011 Square Footage: 111,005

Square rootage. 111,003	
Attendance Rate (2013-14)	95%
Enrollment by Grade (October 2013)	
Kindergarten	139
Grade 1	155
Grade 2	135
• Grade 3	140
Grade 4	145
• Grade 5	122
• Total	836
Diversity of Student Population (2013-14)	
American Indian	5.2%
Asian	1.4%
Hispanic	11.3%
Black	9.2%
• White	72.9%
Percentage of Students Eligible for	
Free or Reduced-Price Lunch	50.5%
Percentage of Students Receiving	
Learner Support Services	
Special Education	16.3%
English Language Learners	7.9%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2013-14

Goal 1 — Grades 3-5 students will meet or exceed the state proficiency average in literacy by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

Progress toward goal:

• The state average for white students proficient in reading was 67% and for Hopkins grades 3-5 white students it was 59%. The achievement gap between free/reduced and non-free/reduced students stayed the same.

Goal 2 — Grades 3-5 students will meet or exceed the state proficiency average in mathematics by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

Progress toward goal:

 The state average for white students proficient in mathematics was 69% and for Hopkins grades 3-5 white students it was 58%.
 The achievement gap between free/reduced and non-free/reduced students increased by 2%.

Goal 3 — By January 2014, in partnerships to develop caring, respectful and conscientious students, Ellen Hopkins Elementary will study, create and implement a school-wide culture and climate plan that involves administration, faculty, students and their families.

Progress toward goal:

(12) Sausarrupa (15) Morek Pasi Morkiore 2013 i Pamunikaro don Suntenbio institucio una Suntan Asbezania i

 Hopkins met this goal by implementing positive culture and climate plans and protocols that involve all school stakeholders.
 This is an on-going process that will continue throughout the 2014-2015 school year.

School Improvement Goals for 2014-15

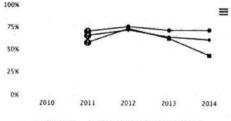
Goal 1 — Ellen Hopkins Elementary Schoolstaff will reduce the achievement gap between grades 3-5 in reading so their proficiency increases by 11% on the MCA-III accountability tests by May 2015 as follows: free/reduced lunch will increase from 40% to 58%.

Goal 2 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 in mathematics so their proficiency increases by 11% on the MCA accountability tests by May 2015 as follows: free/reduced lunch will increase from 35% to 55%.

Ellen Hopkins Elementary School

Minnesota Comprehensive Assessments (MCA-III) Minnesota Comprehensive Assessments (MCA-III) Minnesota Comprehensive Assessments (MCA-III) Grade 3 Reading Proficiency 2010-2014 Grade 4 Reading Proficiency 2010-2014 Grade 5 Reading Proficiency 2010-2014 75% 50% 25% 25% 25% 0% 2011 2011 2012 2013 2014 Statewide → Moorhead Public School District Ellen Hopkins Elementary - Ellen Hopkins Elementar 2010 N/A N/A 2010 N/A N/A N/A N/A N/A N/A N/A 2011 N/A NA N/A 2011 N/A N/A N/A 2012 N/A N/A N/A 2012 N/A N/A N/A N/A N/A N/A 57.2% 35,670 62,389 2013 54 096 33 021 61,153 63.8% 37,388 58.557 2014 62,278 2014 55.096 34 393 62,566 67.6% 40,647 60,115 ol District School District 2010 N/A N/A N/A NA N/A 2010 N/A 2011 N/A N/A N/A N/A NA N/A 2011 N/A N/A N/A 2012 N/A N/A N/A N/A NA N/A 2012 N/A N/A N/A 2013 53.5% 231 432 2013 52.3% 214 409 2013 64.3% 256 2014 54.6% 225 412 2014 57.7% 411 2014 69.1% 284 411 N/A 2010 N/A N/A N/A N/A N/A 2011 N/A N/A N/A 2011 N/A NVA N/A N/A N/A 2012 N/A N/A 2012 N/A NA N/A 2012 N/A N/A 2013 53.3% 2013 54.0% 126 2013 67

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Mathematics Proficiency 2010-2014



→ Statewide → Moorhead Public School District
- Ellen Hopkins Elementary

S	ta	te	w	d	e

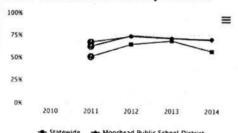
Percent Proficient N/A 70.2% 75.6%	Number Proficient N/A 41,749	Number Tested N/A
70.2%		
37777	41,749	
75.6%		59,488
	46,368	61,356
71.5%	44,834	62,707
71.8%	44,910	62,522
ublic School District	t	
Percent Proficient	Number Proficient	Number Tested
N/A	NA	N/A
65.5%	256	391
71.7%	291	406
64.0%	276	431
61.1%	254	416
s Elementary		
Percent Proficient	Number Proficient	Number Tested
N/A	N/A	N/A
57.7%	71	123
73.3%	96	131
62.4%	93	149
43.4%	56	129
	71.5% 71.8% 71.8% 71.8% 71.8% Percent Proficient N/A 65.5% 71.7% 64.0% 61.1% s Elementary Percent Proficient N/A 57.7% 73.3% 62.4%	71.5% 44,834 71.8% 44,910 abilic School District Percent Proficient N/A 65.5% 256 71.7% 291 64.0% 276 61.1% 254 as Elementary Percent Proficient N/A 57.7% 71 73.3% 96 62.4% 93

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Mathematics Proficiency 2010-2014

71

135

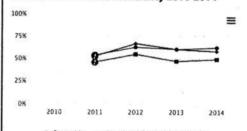
2014



Statewide Moorhead Public School District
 Ellen Hopkins Elementary

2010 N/A N/A N/A 2011 67.2% 40.655 60.498 2012 73.3% 43.918 59.939 2013 71.2% 44.151 62.837 Moorhead Public School District Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 62.4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tosted 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124 2014 56.8% 79 139	Year	Percent Proficient	Number Proficient	Number Tested
2012 73.3% 43,918 59,939 2013 71.2% 43,735 61,387 2014 70.3% 44,151 62,837 Moorhead Public School District N/A 44,151 62,837 Woorhead Public School District N/A N/A N/A 2010 N/A N/A N/A N/A 2011 62.4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tosted 2010 N/A N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2010	N/A	N/A	N/A
2013 71.2% 43,735 61,387 2014 70.3% 44,151 62,837 Moorhead Public School District Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A N/A 2011 62.4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A 15 2011 50.8% 666 130 2012 64.5% 78 121 2013 68.5% 85 124	2011	67.2%	40,655	60,499
2014 70.3% 44,151 62,837 Moorhead Public School District Washing Value Number Proficient Number Proficient Number Tested 2010 N/A N/A N/A N/A 2011 62,4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2012	73.3%	43,918	59,939
Moorhead Public School District	2013	71.2%	43,735	61,387
Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 62.4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Fercent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2014	70.3%	44,151	62,837
2010 N/A N/A N/A 2011 62.4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tosted 2010 N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	Moorhea	d Public School Distric	t	
2011 62.4% 270 433 2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	Year	Percent Proficient	Number Proficient	Number Tested
2012 74.1% 297 401 2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2010	N/A	N/A	N/A
2013 71.6% 293 409 2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tosted 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2011	62.4%	270	433
2014 69.4% 288 415 Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2012	74.1%	297	401
Ellen Hopkins Elementary Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2013	71.6%	293	409
Year Percent Proficient Number Proficient Number Tested 2010 N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	2014	69.4%	288	415
2010 N/A N/A N/A N/A 2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	Ellen Hop	kins Elementary		
2011 50.8% 66 130 2012 64.5% 78 121 2013 68.5% 85 124	Year	Percent Proficient	Number Proficient	Number Tested
2012 64.5% 78 121 2013 68.5% 85 124	2010	N/A	N/A	N/A
2013 68.5% 85 124	2011	50.8%	66	130
	2012	64.5%	78	121
2014 56.8% 79 139	2013	68.5%	85	124
	2014	56.8%	79	139

Minnesota Comprehensive Assessments (MCA-III) Grade 5 Mathematics Proficiency 2010-2014



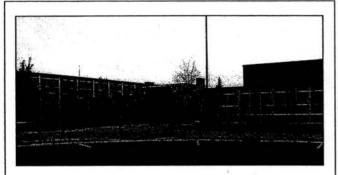
Tear	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	53.6%	31,720	59,175
2012	62.3%	37,391	60,031
2013	60.0%	35,314	58,864
2014	61.8%	37,407	60,557
Moorhea	d Public School Distric	t	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.3%	196	375
2012	66.3%	283	427
2013	60.0%	237	395
2014	57.6%	239	415
Ellen Hop	okins Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	45.7%	48	105
2012	54.3%	* 69	127
2013	46.6%	54	116

123

116

120

Robert Asp Elementary School



Robert Asp Elementary School 910 11th St. N., Moorhead, MN 56560 218-284-6300

Principal: Chris Triggs 2013-14 Assistant Principal: Jacob Scandrett/Lynnelle Dirksen 2014-15 Assistant Principal: Lynnelle Dirksen

Original Construction: 1957-58 Most Recent Remodeling: 2014 Square Footage: 109 505

Square Footage: 109,505	
Attendance Rate (2013-14)	95.4%
Enrollment by Grade (October 2013)	
Kindergarten	135
• Grade 1	164
Grade 2	150
Grade 3	129
Grade 4	149
Grade 5	142
• Total	869
Diversity of Student Population (2013-14)	
American Indian	6.3%
Asian	3.3%
Hispanic	10.7%
Black	4.7%
• White	74.9%
Percentage of Students Eligible for	

Percentage of Students Receiving Learner Support Services

Free or Reduced-Price Lunch

Special Education	14.7%
English Language Learners	7.8%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2013-14

Goal 1

Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% to 73% on the 2014 MCA-III math assessment.

Progress toward goal:

• 66.1% of grades 3-5 students were proficient.

Goal 2

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 53% to 60% on the 2014 MCA-III reading assessment.

Progress toward goal:

• 59.4% of grades 3-5 students were proficient.

Goal 3

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (546 incidents to 491 incidents).

Progress toward goal:

 Major and minor incidents decreased from 546 incidents in 2012-13 to 521 incidents in 2013-2014.

School Improvement Goals for 2014-15

Goal 1

Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 66% to 73% on the 2015 MCA-III math assessment.

Goal 2

Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 60% to 66% on the 2015 MCA-III reading assessment.

Goal 3

47.4%

All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction in major and minor incidents (521 incidents to 459 incidents).

Robert Asp Elementary School

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Reading Proficiency 2010-2014

50%

2012 Statewide Moorhead Public School District
 R. Asp Elementary

2013

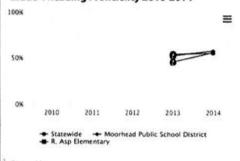
2011

Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	57.2%	35,670	62,389
2014	58.1%	36,186	62,278
Moorhea	d Public School Distric	•	

000000000000000000000000000000000000000		77.6	
Year	Percent Proficient	Number Proficient	Number Teste
2010	N/A	N/A	N/
2011	N/A	N/A	N/
2012	N/A	N/A	N/
2013	53,5%	231	43
2014	54.6%	225	41
R. Asp El	ementary		
Year	Percent Proficient	Number Proficient	Number Teste

R. Asp El	sp Elementary				
Year	Percent Proficient	Number Proficient	Number Tested		
2010	N/A	N/A	NA		
2011	N/A	N/A	N/A		
2012	N/A	N/A	N/A		
2013	47.6%	70	147		
2014	56.5%	74	131		

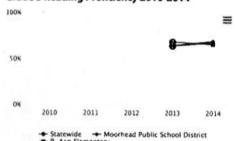
Minnesota Comprehensive Assessments (MCA-III) Grade 4 Reading Proficiency 2010-2014



Statewid	e		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	33,021	61,153
2014	55.0%	34,393	62,566
Moorhea	d Public School Distric	•	
Year	Percent Proficient	Number Proficient	Number Tested
2010	NA	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	214	409
2014	57.7%	237	411
A. Asp El	ementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A

2013	52.3%	214	409
2014	57.7%	237	411
R. Asp Ele	ementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	NA	N/A
2011	NA	NA	N/A
2012	NA	N/A	N/A
2013	45.5%	61	134
2014	56.0%	79	141

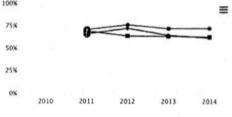
Minnesota Comprehensive Assessments (MCA-III) Grade 5 Reading Proficiency 2010-2014



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-	R. Asp Elem	entary			

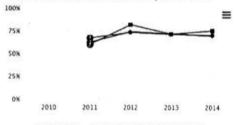
Statewid	le		
Your	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	NA	N/A
2013	63.8%	37,388	58,557
2014	67.6%	40,647	60,115
Moorhea	d Public School Distric	t	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	NA	N/A
2013	64.3%	256	398
2014	69.1%	284	411
R. Asp El	ementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	NA	NA
2011	N/A	NA	N/A
2012	N/A	NA	NA
2013	68,3%	86	126
2014	65.7%	90	137

Minnesota Comprehensive Assessments (MCA-III) **Grade 3 Mathematics Proficiency 2010-2014**



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	70.2%	41,749	59,488
2012	75.6%	46,368	61,356
2013	71.5%	44,834	62,707
2014	71.8%	44,910	62,522
Moorhea	d Public School District	•	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	65.5%	256	391
2012	71,7%	291	406
2013	64.0%	276	431
2014	61,196	254	416
R. Asp Ek	ementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	68.6%	81	118
2012	63.3%	81	128
2013	63.0%	92	146
2014	20.70		

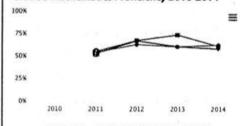
Minnesota Comprehensive Assessments (MCA-III) Grade 4 Mathematics Proficiency 2010-2014



Statewide + MR. Asp Elementary - Moorhead Public School District

N/A	N/A	N/A	2010
60,499	40,655	67.2%	2011
59,939	43,918	73.3%	2012
61,387	43,735	71.2%	2013
62,837	44,151	70.3%	2014
		Public School District	Moorhead
Number Tested	Number Proficient	Percent Proficient	Year
N/A	N/A	N/A	2010
433	270	62,4%	2011
401	297	74.1%	2012
409	293	71.6%	2013
415	288	69.4%	2014
		mentary	R. Asp Ek
Number Tested	Number Proficient	Percent Proficient	Year
NA	N/A	NA	2010
143	86	60.1%	2011
121	99	81.8%	2012
133	95	71.4%	2013
141	106	75.2%	2014

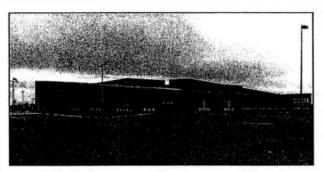
Minnesota Comprehensive Assessments (MCA-III) Grade 5 Mathematics Proficiency 2010-2014



◆ Statewide → M
◆ R. Asp Elementary - Moorhead Public School District

2010	N/A	N/A	NA
2011	53.6%	31,720	59,175
2012	62,3%	37,391	60,031
2013	60.0%	35,314	58,864
2014	61.8%	37,407	60,557
Moorhea	d Public School District	t	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	52.3%	196	375
2012	66.3%	283	427
2013	60.0%	237	395
2014	57.6%	239	415
R. Asp El	ementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.5%	73	134
2012	66.7%	. 92	138
2013	73.0%	89	122
2014	60.494	94	120

S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School 1201 40th Ave. S., Moorhead, MN 56560 218-284-5300

Principal: Anne Moyano 2013-14 Assistant Principal: Travis Okerlund 2014-15 Assistant Principal: Carla Smith

Original Construction: 2004 Most Recent Remodeling: 2011 Square Footage: 105,960

Square Footage: 105,960	
Attendance Rate (2013-14)	96.3%
Enrollment by Grade (October 2013)	
• Grade 1	169
Grade 2	145
Grade 3	162
Grade 4	139
Grade 5	154
• Total	769
Diversity of Student Population (2013-14)	
American Indian	2.6%
• Asian	.6%
Hispanic	4%
Black	4.8%
• White	87.9%
Percentage of Students Eligible for	
Free or Reduced-Price Lunch	35.7%
Percentage of Students Receiving	
Learner Support Services	
Special Education	15.6%
English Language Learners	9.3%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2013-14

Goal 1 — Grade 3 students will exceed the state percentage of grade 3 students proficient on the 2014 mathematics MCA-III by 5 percentage points. Grades 4-5 students will improve math proficiency by 5 percentage points from 2013. Grade 4 students will improve from 67% in grade 3 to 72% proficient on the grade 4 MCA, and grade 5 students will improve from 74% in grade 4 to 79% proficient on the grade 5 MCA.

Progress toward goal: Grade 3 exceeded state percentage by 2%. Grade 4 improved proficiency by 9% and grade 5 decreased proficiency by 12%.

Goal 2 — Grade 3 students will exceed the state percentage of students proficient on the 2014 reading MCA-III by 5 percentage points. Grades 4-5 students will improve reading proficiency by 5 percentage points from 2013. Grade 4 students will improve from 60% in grade 3 to 65% proficient on the grade 4 MCA, and grade 5 students from 57% in grade 4 to 62% proficient on the grade 5 MCA. Progress toward goal:

 Grade 3 students exceeded the state percentage of students proficient by 7%. Grade 4 students improved reading proficiency by 4% from 2013 and grade 5 students improved reading proficiency by 9% from 2013.

Goal 3 — When incident reports are totaled at the end of the year, 92% of students will have received no major incident reports. Reduction in playground incidents will be maintained. Incidents identifying "insubordination" will be reduced by 10%.

Progress toward goal:

 86% of students received no major incident reports. Overall total number of incident reports significantly decreased for 2013-14 compared to past years. The number of playground incidents appeared to have been maintained, and reported incidents of insubordination declined from 75 in 2012-13 to 60 in 2013-14.

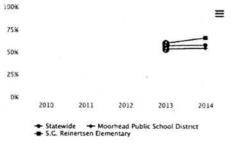
School Improvement Goals for 2014-15

Goal 1 — Using 2015 MCA-III math assessment results: 75% of grades 3-4 students will achieve proficiency; 70% of grade 5 students will achieve proficiency. The percentage of students, grades 3-5, performing at the "Does Not Meet Proficiency" level will be 10 percent or less. 30% of English language learners will perform at or above the proficient level.

Goal 2 — Using 2015 MCA-III reading assessment results: 70% of grades 3-5 students achieve proficiency. The percentage of students, grades 3-5, performing at the "Does Not Meet Proficiency" level will be 10 percent or less. 30% of English language learners will perform at or above the proficient level.

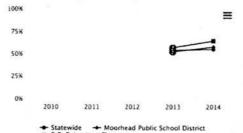
S.G. Reinertsen Elementary School

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Reading Proficiency 2010-2014



	 Statewide → Moo S.G. Reinertsen Element 	rhead Public School entary	District
Statewid	•		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	NA	N/A
2013	57.2%	35,670	62,389
2014	58.1%	36,186	62,278
Moorhea	d Public School Distric	t	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	NA
2012	N/A	N/A	N/A
2013	53.5%	231	432
2014	54.6%	225	412
S.G. Rein	ertsen Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	NA
2012	N/A	N/A	NA
2013	60.0%	81	135
2014	66.0%	103	156

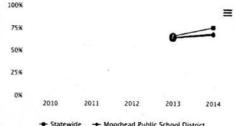
Minnesota Comprehensive Assessments (MCA-III)



00%					=
75%					
50%				0	-
25%					
0%					
	2010	2011	2012	2013	2014
	Statew	ide + Mo	porhead Publ mentary	ic School Dis	trict

Statewio	•		
Year	Percent Proficient	Number Proficient	Number Tested
2010	NA	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	54.0%	33,021	61,153
2014	55.0%	34,393	62,566
Moorhea	d Public School District	É	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	52.3%	214	409
2014	57.7%	237	411
S.G. Rein	ertsen Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A

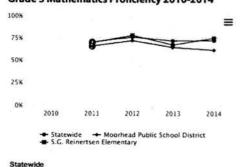
Minnesota Comprehensive Assessments (MCA-III) Grade 5 Reading Proficiency 2010-2014



	Statewide	-	Moorhead	Public	School	Distric
	S.C. Reinert	sen i	lementary			

	- s.a. kemeraen den	. Trickly	
Statew	ride		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	63.8%	37,388	58,557
2014	67.6%	40,647	60,115
Moorh	ead Public School District	ti	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	N/A	N/A	N/A
2013	64.3%	256	398
2014	69.1%	284	411
S.G. Re	elnertsen Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	N/A	NA	N/A
2012	N/A	NA	N/A

Minnesota Comprehensive Assessments (MCA-III) Grade 3 Mathematics Proficiency 2010-2014



Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	70.2%	41,749	59,488
2012	75.6%	46,368	61,356
2013	71.5%	44,834	62,707
2014	71.8%	44,910	62,522
Moorhead	Public School District	t	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	65.5%	256	391
2012	71.7%	291	406
2013	64.0%	276	431
2014	61,1%	254	416
S.G. Reine	ertsen Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	69.3%	104	150
2012	77.6%	114	147
2013	66.9%	91	136
2014	74.5%	117	157

Minnesota Comprehensive Assessments (MCA-III) Grade 4 Mathematics Proficiency 2010-2014

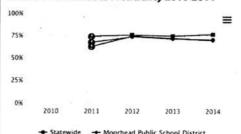
N/A

149

135

N/A

57.0%



	S.G.	Reinerts	en	Elementary	

	S.G. Reinertsen Eleme	entary	
Statewid	e		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	67.2%	40,655	60,499
2012	73.3%	43,918	59,939
2013	71.2%	43,735	61,387
2014	70.3%	44,151	62,837
Moorhea	d Public School Distric	t	f/2
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	62.4%	270	433
2012	74.1%	297	401
2013	71.6%	293	409
2014	69.4%	288	415
S.G. Rein	ertsen Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	73.8%	118	160
2012	75.5%	120	159
2013	74.3%	113	152
2014	76.3%	103	135

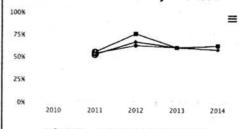
Minnesota Comprehensive Assessments (MCA-III) Grade 5 Mathematics Proficiency 2010-2014

117

154

66.0%

76.0%

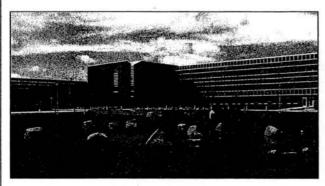


Statewide → Moorhead Public School District
 S.G. Reinertsen Elementary

Statewid	e		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	NA
2011	53.6%	31,720	59,175
2012	62.3%	37,391	60,031
2013	60.0%	35,314	58,864
2014	61.8%	37,407	60,557
Moorhea	d Public School District	ţ	
Year	Percent Proficient	Number Proficient	Number Tested
2010	, N/A	N/A	NA
2011	52.3%	196	375
2012	66.3%	283	427
2.2			

2012	66.3%	283	427
2013	60.0%	237	395
2014	57.6%	239	415
S.G. Rein	ertsen Elementary		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	55.1%	75	136
2012	75.3%	122	162
2013	59.9%	94	157
2014	62.1%	95	153

Horizon Middle School



Horizon Middle School 3601 12th Ave. S., Moorhead, MN 56560 218-284-7300

2013-14 Principal: Lori Lockhart 2013-14 Assistant Principal: Jeremy Larson/Jacob Scandrett 2014-15 Principal: Jeremy Larson 2014-15 Assistant Principal: Jacob Scandret

Original Construction: 2004

Original Construction: 2004	
Square Footage: 238,000	
Attendance Rate (2013-14)	95.7%
Enrollment by Grade (October 2013)	
• Grade 6	416
Grade 7	446
Grade 8	396
• Total	1,258
Diversity of Student Population (2013-14)
American Indian	4.5%
Asian	1.4%
 Hispanic 	8.9%
Black	5.4%
• White	79.8%
Percentage of Students Eligible	
for Free or Reduced-Price Lunch	38.4%
Percentage of Students Receiving	
Learner Support Services	
Special Education	16.8%
English Language Learners	10.1%
time. The common the common that the common th	

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2013-14

Goal 1 — Horizon Middle School will improve the math scores for each grade level 6-8 so the percent of students proficient exceeds the state average by 2% as measured by the 2014 MCA assessments.

Progress toward goal:

 Met goal for grades 7-8 only based on following results: Grade 6 — 52.3% proficient; state, 57.1% proficient Grade 7 — 65.2% proficient; state, 57.1% proficient Grade 8 — 67.5% proficient; state, 59.7% proficient

Goal 2 — Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient will be at or exceed the state average as measured by the 2014 MCA-III and Explore assessments.

Progress toward goal:

 Met goal for grade 8 only based on following results: Grade 6 — 56.6% proficient; state, 61% proficient Grade 7 — 54.7% proficient; state, 56% proficient Grade 8 — 57% proficient; state, 55.8% proficient

Goal 3 — Horizon Middle School will improve its safe, healthy and respectful learning environment for students by reducing the major incident reports from 630 in 2012-13 to 599 in 2013-14.

Progress toward goal:

Major incident reports increased from 630 to 850 in 2013-14.

School Improvement Goals for 2012-13

Goal 1

The percent of Horizon Middle School students (all grades together) proficient in mathematics will exceeds the state average on the 2015 MCA assessments.

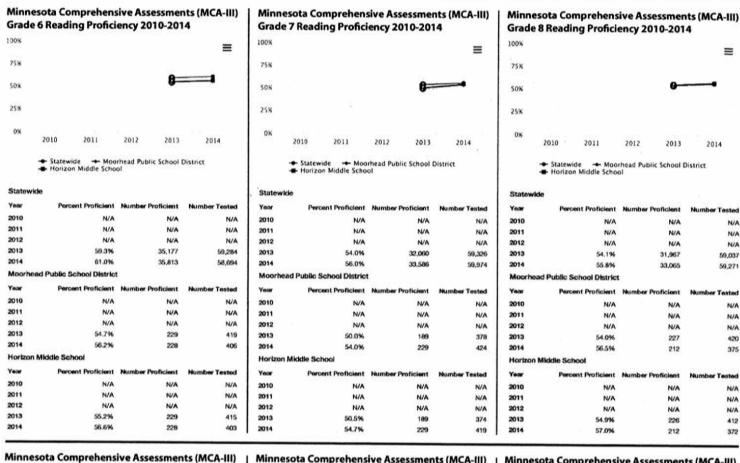
Goal 2

The percent of Horizon Middle School students (all grades together) proficient in reading will exceeds the state average on the 2015 MCA assessments.

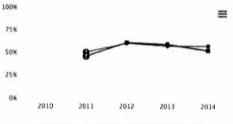
Goal 3

Horizon Middle School will improve its safe, healthy and respectful learning environment for students by reducing the major incidents reports from 850 to 650. Horizon also will look into development of a new incident management system.

Horizon Middle School

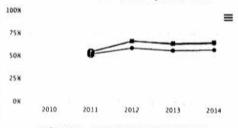


Grade 6 Mathematics Proficiency 2010-2014



Statewid	e		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	50.3%	29,432	58,526
2012	59.9%	35,367	59,087
2013	57.0%	33,878	59,432
2014	57.1%	33,631	58,925
Moorhea	d Public School Distric	t	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	45.7%	191	418
2012	60.8%	239	393
2013	58.4%	246	421
2014	51.8%	212	409
Horizon M	Middle School		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	45.7%	191	418
2012	60.8%	239	393
2013	59.0%	246	417
2014	52.3%	212	405

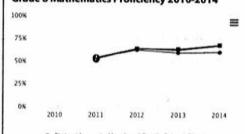
Minnesota Comprehensive Assessments (MCA-III) Grade 7 Mathematics Proficiency 2010-2014



→ Statewide → Moorh → Horizon Middle School

Statewick	0		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	51.7%	30,456	58,870
2012	58.6%	34,713	59,197
2013	56.0%	33,170	59,190
2014	57.1%	34,212	59,961
Moorhea	d Public School District	i	
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.1%	219	405
2012	66.3%	275	415
2013	63,2%	240	380
2014	64.3%	274	426
Hortzon N	Middle School		
Year	Percent Proficient	Number Proficient	Number Tested
2010	N/A	N/A	N/A
2011	54.2%	219	404
2012	66.3%	275	415
2013	63.8%	240	376
2014	65.2%	274	420

Minnesota Comprehensive Assessments (MCA-III) Grade 8 Mathematics Proficiency 2010-2014



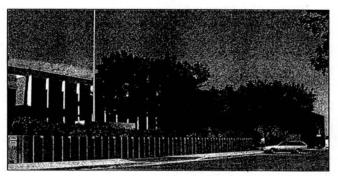
Statewid	•		
Year	Percent Proficient	Number Proficient	Number Test
2010	N/A	N/A	N
2011	53.3%	31,474	59,0
2012	62.0%	36,319	58,5
2013	58.9%	34,546	58,6
2014	59.7%	35,249	59,0
Moorhea	d Public School District		
Year	Percent Proficient	Number Proficient	Number Test
2010	N/A	N/A	

2011

63.6%		255	401
61.8%		252	408
66.9%		251	375
ddle School			
Percent Proficient	Number Prof	licient	Number Tested
NA		N/A	N/A
53.6%		202	377
63.6%	•	255	401
63.0%		252	400
67.5%		251	372
	61.8% 66.9% ddle School Percent Proficient N/A 53.6% 63.8%	61.8% 66.9% ddle School Percent Proficient Number Prof N/A 53.6% 63.6%	61.8% 252 66.9% 261 ddle School Percent Proficient Number Proficient N/A N/A 53.6% 202 63.6% 255 63.0% 252

202

Moorhead High School



Moorhead High School 2300 4th Ave. S., Moorhead, MN 56560 218-284-2300

Principal: Dave Lawrence Assistant Principals: Josh Haag and Angela Doll

Original Construction: 1967 Most Recent Remodeling: 2004 Square Footage: 361,797

Attendance Rate (2013-14)	93.8%
Graduation Rate (2013-14)	84.4%
Enrollment by Grade (October 2013)	
• Grade 9	447
Grade 10	403
Grade 11	382
Grade 12	361
• Total	1,593
Diversity of Student Population (2013-14)	
American Indian	2.6%
Asian	2.1%
Hispanic	5.6%
Black	3.5%
• White	86.2%
Percentage of Students Eligible	
for Free or Reduced-Price Lunch	28.6%
Percentage of Students Receiving	
Learner Support Services	
Special Education	13%
English Language Learners	2.8%
0 0	

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2013-14

Goal 1

Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics. Progress toward goal:

- 48% of the Moorhead High students were proficient on the MCAs compared to 50.6% for the state.
- Moorhead High students averaged 22.6 on the ACT math compared to 23 average score for the state.

Goal 2

Moorhead High School Students will be at or above the state average for MCAs and college readiness exams in reading.

Progress toward goal:

- 54.8% of the Moorhead High students were proficient on the MCAs compared to 60.1% for the state.
- Moorhead High students averaged 23 on the ACT reading compared to 23.1 average score for the state.

Goal 3

Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

Progress toward goal:

 Graduation rate improved from 81.5% to 84.4%. Another 4.8% of students are identified as continuing (may need five or six years to graduate).

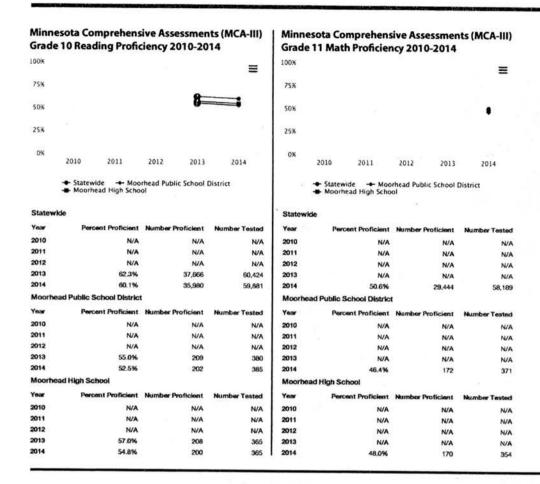
School Improvement Goals for 2014-15

Goal 1 — Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics.

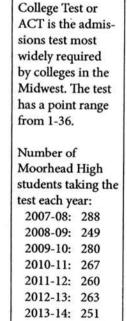
Goal 2 — Moorhead High School students will be at or above the state average for MCAs and college readiness exams in reading.

Goal 3 — Moorhead High School will improve graduation rate 3% from the 2013-14 school year to 87.4%.

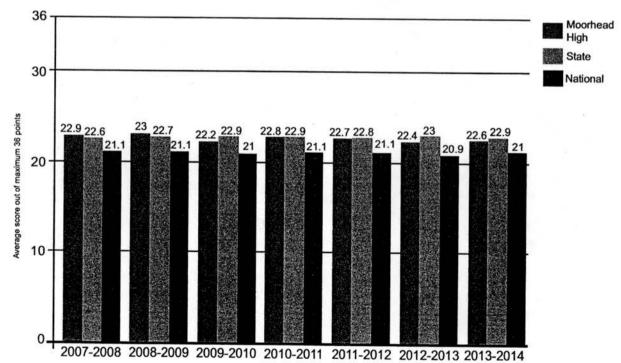
Moorhead High School



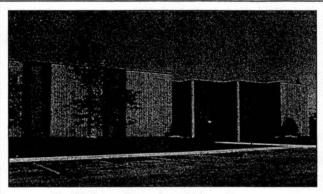
ACT Average Scores from 2007-2008 to 2013-2014



The American



Red River Area Learning Center



Red River Area Learning Center 1100 32nd Ave. S., Moorhead, MN 56560 218-284-2200

Program Manager: Deb Pender-Tilleraas

Attendance Rate (2013-14)	79.2%
Enrollment by Grade (October 2013)	
Grade 6	0
• Grade 7	2
Grade 8	2
Grade 9	3
Grade 10	18
• Grade 11	20
Grade 12	41
• Total	86
Diversity of Student Population (2013-	14)
American Indian	12.9%
Asian	2.4%
Hispanic	29.4%
Black	10.6%
• White	44.7%
Percentage of Students Eligible	
for Free or Reduced-Price Lunch	68.2%
Percentage of Students Receiving	
Learner Support Services	
Special Education	15.3%
English Language Learners	3.5%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2013-14

Goals 1 and 2 — Reading and mathematics goals will be set using STAR Assessments results after the assessment process is established.

Progress toward goal:

 The implementation of the STAR Enterprise Assessment process is incomplete. Universal screening was completed in Fall 2014, but ongoing progress monitoring was not accomplished due to challenges with implementation of tool and related processes.

Goal 3 — Red River ALC will increase attendance from 73.7% to 85%.

Progress toward goal:

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The attendance rate for Red River ALC for 2013-14 was 72.51%
 The attendance rate for middle level students was 85%. The attendance rate for high school students was 65.3%.

School Improvement Goals for 2014-15

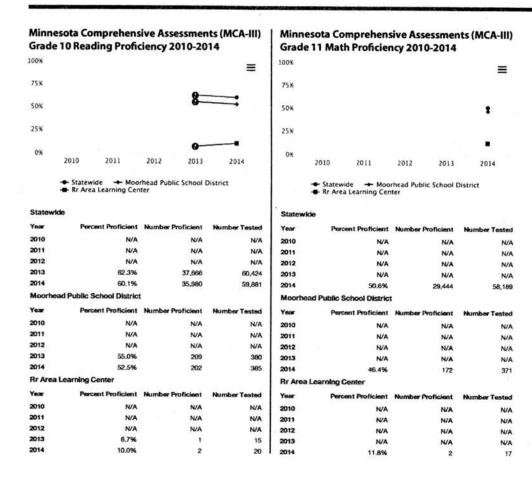
Goal 1 — Red River ALC seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will increase from 51.4% to 67%.

Goal 2 — Red River ALC students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 6.5 credits annually will increase from 25% to 33.3%.

Goal 3 — Red River ALC students (enrolled for one academic quarter or longer) who meet a minimum attendance standard of 85% will increase from 33.3% to 50%.

Goal 4 — Red River Area Learning Center students will be universally screened in the fall with the STAR Enterprise Assessment in reading and math to establish individual growth targets. Universal screening will be administered in the winter and spring to monitor student growth and to determine program benchmarks.

Red River Area Learning Center



Continuous Improvement Process 2014-15

2014-15 Strategic Priorities --- DRAFT VERSION

Moorhead Area Public Schools has established the following strategic priorities for the 2014-15 school year. These are a continuation of the 2013-14 priorities based on the themes and discussion from the Community Engagement Initiative.

These priorities will guide work in the district for 2014-15. Items noted with an asterisk (*) are aligned to World's Best Workforce. The assessments outlined on the next several pages will assist the district in measuring student progress.

21st Century Schools: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

- By spring 2015 increase the percentage of students graduating from high school in four years from 76% to 80%.*
- By fall of 2015 increase the percentage of students in kindergarten meeting the literacy benchmarks on AIMSWeb from 52% to 60% on the Letter Sound subtest.*
- For the 2015 MCA, increase the district reading proficiency to exceed the state average by 1% (2014: 57% District, 59% State).*
- For the 2015 MCA increase the district mathematics proficiency to exceed the state average by 1% (2014: 59.8% District, 61.4% State).*
- By spring 2015 increase the percentage of students who are college, career and life ready by 3% at each level on the EXPLORE and PLAN assessments.*

School and Community: Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

- By spring 2015 establish a district wide communication plan for all stakeholders, communicate the contents with district staff and the public, implement key components of the plan. Use a survey instrument to determine the effectiveness of the plan and establish a baseline.
- By the January 2015, Community Education staff in conjunction with school improvement will collaborate to strengthen opportunities for community partnerships with businesses and higher education and add 15 new opportunities.

Facilities: Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

- By March 2015, the district will implement short-term and longterm plans for the development and deployment of existing and the potential for new space and school building safety considerations.
- By March 2015, district will consider alternatives for existing school district leased space and a plan will be developed based upon these considerations.

Equitable Educational Opportunities: Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

- During the 2014-15 school year, all district staff will work to reduce 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 who are not by 4%.*
- During the 2014-15 school year district administrators will develop a plan to address the cultural barriers for all students to achieve and develop an action plan for district implementation.
- By spring 2015 increase the percentage of students graduating from high school in four years from 76% to 80%.*

Mental Health/Character Development: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

- By September 30, 2014 hire a Mental Health Student Support Strategist (through partnership with Stephanie Goetz Foundation) and have the strategist in place at Horizon Middle School and Moorhead High School to work with students needing crisis intervention and support.
- Strengthen community mental health partnerships to provide school-based integrated mental health services that includes family supports. Solutions Behavioral Health Services will work with school teams to provide mental health supports at PCE and elementary schools. By August 2014, Lakeland Mental Health will provide mental health supports at Horizon Middle School and Moorhead High.
- Probstfield and Robert Asp Elementary Schools will complete
 the first year of statewide cohort training for Positive Behavior
 Intervention Supports (PBIS) and have school leadership teams to
 implement their PBIS plan and reduce office disciplinary reports
 by 5%.

Human Resources: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

- By June 1, 2015, the teacher evaluation committee will meet a minimum of three times to review and revise the Teacher Growth and Evaluation Plan implemented for the 2014-2015 school year.
- By Dec. 31, 2015, complete a district-wide banding and grading review to bring the district into alignment to the Decision Band Method of job evaluation and identify inequities in compensation
- The district will retain 95% of high quality teachers in the 2014-2015 school year.

Measuring Student Progress 2014-15

Grades K-5: District-Wide Testing for 2014-15

Tests	Grades Tested	Dates	Objectives/Uses	
Minnesota Comprehensive Assessments in:			To provide information about in- struction of the Minnesota Academic	
Mathematics MCA-III	3-5	March 9-May 8, 2015	Standards and help schools and teacher	
Reading MCA-III	3-5	March 9-May 8, 2015	determine program improvements and	
Science MCA-III	5	March 9-May 15, 2015	individual student progress	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 2-March 20, 2015	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-III in grade 3-5. For K-2, reading and writing is assessed with a teacher observation rating.	
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 9-May 8, 2015	To provide a measure of progress in reading, mathematics and science skills	
Minnesota Comprehensive Assessments-Modified in: Mathematics	as identified in IEP	March 9-May 8, 2015	for specific special education students using alternative assessments instead o MCA-II/III	
Reading		March 9-May 8, 2015		
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 8-19, 2014 Jan. 12-23, 2015 April 27-May 8, 2015	To determine a student's level of profi- ciency with early literacy and reading skills	
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills	
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of profi- ciency with early numeracy and math skills	
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom	
Entrance tests for students new to the district	Specific students in all grades	no needed	placements and course adjustments	

Measuring Student Progress 2014-15

Grades 6-8: District-Wide Testing for 2014-15

Tests	Grades Tested	Dates	Objectives/Uses	
Minnesota Comprehensive Assessments-II in:		_	To provide information about instruction of the Minnesota Academic Stan-	
Mathematics MCA-III	6-8	March 9-May 8, 2015	dards and help schools and teachers	
Reading MCA-III	6-8	March 9-May 8, 2015	determine program improvements and	
Science MCA-III	8	March 9-May 15, 2015	individual student progress	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 2-March 20, 2015	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grade 6-8. ELs take ACCESS and reading MCA-III in grades 6-8.	
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8	March 9-May 8, 2015	To provide a measure of progress in reading, mathematics and science skills for specific special education students	
Minnesota Comprehensive Assessments-Modified in: Mathematics	as identified in IEP	March 9-May 8, 2015	using alternative assessments instead o	
Reading		March 9-May 8, 2015		
EXPLORE	8	Oct. 13, 2014	To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory	
Common Math Assessment	6-8	Throughout year as deter- mined by PLCs, grade level and middle school teams	To determine a student's level of profi- ciency with math skills	
National Assessment of Educational Progress (NAEP)	8	Even-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom	
Entrance tests for students new to the district	Specific students in all grades	As needed	placements and course adjustments	

Measuring Student Progress 2014-15

Tests	Grades Tested	Dates	Objectives/Uses	
Minnesota Comprehensive Assessments in:			To provide information about instruction of the Minnesota Academic State	
Reading MCA-III Mathematics MCA-III	10	March 9-May 8, 2015	dards and help schools and teachers determine program improvements and	
Science MCA-III	11 Biology students	March 9-May 8, 2015 March 9-May 15, 2015	individual student progress	
Graduation-Required Assessments for Diploma (GRAD) Retests in: Reading Mathematics	11-12 who have not passed 11-12 who have not passed	As needed As needed	To ensure minimum competency in reading, mathematics and writing; one option to meet the graduation requirement	
Writing	11-12 who have not passed	As needed		
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 2-March 20, 2015	To demonstrate growth in reading/wriing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.	
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12	March 9-May 8, 2015	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessment instead of MCA-III	
Minnesota Comprehensive Assessments-Modified in: Mathematics Reading	as identified in IEP	March 9-May 8, 2015 March 9-May 8, 2015		
	C: C 1	Mach y May 0, 2015		
Special Education test as applicable	Specific students in all grades		To assess student needs for referral and special help; to assist with class- room placements and course adjust- ments	
Entrance tests for students new to the district	Specific students in all grades	As needed		
PLAN (pre ACT)	10	TBD week of Nov. 11-14	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test; ACT is one option	
PSAT (pre SAT)	11 (optional)	Oct. 29, 2014		
ACT	11 (required) 12 (optional but recommended)	April 28, 2015 Various Saturdays and loca-		
SAT / SAT II	11–12 (optional)	tions throughout the year	to meet the graduation requirement	
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	Nov. 7, 2014	To determine students' vocational ap- titude and interests; one option to mee the graduation requirement	
Common Math Assessment	9-12	Throughout year as set by PLCs and grade level teams	To determine a student's level of proficiency with math skills	
Advanced Placement Exams	10, 11, 12	May 4-8, 2015 May 11-15, 2015	To determine college credit related to student scores for students enrolled in AP coursework	



Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560 www.moorheadschools.org

2014 School Board

Cindy Fagerlie, Chair • Bill Tomhave, Vice Chair
Laurie Johnson, Clerk • Scott Steffes, Treasurer
Lisa Erickson, Director • Carol Ladwig, Director • Matt Valan, Director

Administration

Dr. Lynne A. Kovash Superintendent

Wayne Kazmierczak / Jeremy Larson 2013-14 Assistant Superintendent

> Brandon Lunak 2014-15 Assistant Superintendent

The World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorheadschools.org.

Photos in this publication were taken during the 2013-14 school year.

Designed and edited by Pamela J. Gibb.



Human Resources Memo HR.15.000

TO:

FROM:

Kristin Dehmer, Executive Director of Human Resources

October 2, 2014

DATE:

October 2, 2014

RE:

T. C. I. Master Agreement

A two-year contract was successfully negotiated with the T. C. I. 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:

Article IX Leave Provisions and Vacations, Section 1, Subd 4, 5, & 11 Article IX Leave Provisions and Vacations, Section 1

Year	Cost	Percentage Increase
2014-2015	\$10,558	3.47%
2015-2016	\$11,943	3.30%
TOTAL	\$22,501	6.77%

Suggested Resolution: Move to approve the T. C. I. Agreement for the 2014-2016 as presented with the cost as follows:

Year	Cost	Percentage Increase
2014-2015	\$10,558	3.47%
2015-2016	\$11,943	3.30%
TOTAL	\$22,501	6.77%

KLD:smw

INDEPENDENT SCHOOL DISTRICT #152

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

October 27, 2014 7:00 p.m.

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

Lisa Er	rickson	Scott Steffes
Cindy I	Fagerlie	Bill Tomhave
Laurie .	Johnson	Matt Valan
Carol L	adwig	Dr. Lynne A. Kovash
		AGENDA
1. <u>C</u>	CALL TO ORDER	
Α	. Pledge of Allegiance	
В	Preview of Agenda - Dr. 1	Lynne A. Kovash, Superintendent
C	. Approval of Meeting Age	nda
	Moved by	Seconded by
D	. We Are Proud	
	We Are Proud of 68 stud	lents or graduates of Moorhead High School for ear

We Are Proud of 68 students or graduates of Moorhead High School for earning the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement Exams. Students qualified for the AP Scholar with Distinction Award, the AP Scholar with Honor Award, or the AP Scholar Award depending on the number of exams taken and the scores received on those exams.

AP teachers at Moorhead High School are John Dobmeier, Bonnie Stafford, Amy Jorgenson, Timothy Costello, Audrey Shafer Erickson, Eric Stenehjem, Jana Kasper, Tina Bentz, Jeremy Blake, Eric Paul, Kent Wolford, Michelle Martin and Michael Kieselbach and the AP coordinator is Janel Simonson.

SCHOOL BOARD AGENDA - October 27, 2014 PAGE 2

The following students or graduates were named AP Scholars for completing three or more AP Exams with scores of 3 or higher: Breann Adamek, Sydney Arends, Nathan Bremer, Cassi Duran, Tyler Eidsness, Taylor Elton, Hannah Emery, Robin Fettig, Ethan Glidden, Olivia Hamilton, Jordan Hartjen, Erica Hauf, Matthew Hendrickson, Sean Hummel, Merrick Johnson, Grant Krieg, Rebecca Lind, Abigail Lundborg, Kenneth Mark, Allison Matney, Ellen McManamon, Garrett Mitchell, Wyatt Nelson, Kristin Neumann, Ethan Olson, Olivia Ostlie, William Pederson, Samantha Rieckman, Kaitlyn Ronning, Nathaniel Schindler, Avery Selberg, Andrew Smith, Shontell Smith, Britnee Surprenant, Nathan Taylor, Jordan Thompson, Kelli Tonn, Wesley Waara, Michael Wenzel, Sean Williams and Josh Young.

The following students or graduates were named AP Scholars with Honor for earning an average grade of at least 3.25 on all AP Exams taken and grades of 3 or higher on four or more of these exams: Adam Bakken, Chloe Bakkum, Samuel Beach, Erin Eidsness, Emily Haagenson, Justin Hawley, Elizabeth Johnson, Keller Karlstrom, Raquel Medbery, Kurt Meyer, Ryan Sadlowski and Benjamin Stein.

The following students were named AP Scholars with Distinction by earning an average grade of at least 3.5 on all AP Exams taken and grades of 3 or higher on five or more of these exams: Shaker Ali, Elliott Beach, Katie Beedy, Corinne Burrell, Joseph Cella, Courtney Duchene, Laura LeGare, Luke Lillehaugen, Cody Lineburg, Weston Meyer, Connor Neill, Sarah Nelson, Gabriel Steinwand, Reilly Swanson and Anna Volk.

We Are Proud of Michelle Sailer, art teacher at S.G. Reinertsen Elementary, who has been named Minnesota's 2014 Elementary Art Educator of the Year by the Art Educators of Minnesota. Sailer has been recognized by her professional association for her outstanding achievement and contributions to Reinertsen and Minnesota. She will be honored at an Art Educators of Minnesota awards luncheon on November 7.

E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

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

2. CONSENT AGENDA

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

SCHOOL BOARD AGENDA - October 27, 2014 PAGE 3

Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. SUPERINTENDENT MATTERS Kovash
 - (1) Approval of October 13, 2014 Meeting Minutes Pages 6-10
 - (2) Approval of Resolution of School Board Supporting Application to the Minnesota State High School League Foundation - Page 11-13
- ASSISTANT SUPERINTENDENT MATTERS Lunak
 - (1) Approval of Life Insurance Renewal Page 14
- C. HUMAN RESOURCES MATTERS Lunak
 - (1) Approval of New Employees Page 15
 - (2) Approval of Family/Medical Leaves Page 16
 - (3) Approval of Winona State University Contract Agreement Pages 17-23

Suggested Resolution: Move to approve the Consent Agenda as presented. Moved by _____ Seconded by ____ Comments MAJOR MAGNITUDE FIELD TRIP REOUEST - MOORHEAD HIGH SCHOOL 3. AP EUROPEAN HISTORY STUDENTS: Lunak Pages 24-42 Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School AP European History students to travel to Paris, Florence and Rome with EF Educational Tours June 13-21, 2016. Moved by _____ Seconded by ____ Comments 4. FIRST READING OF POLICIES: Kovash Pages 43-70

- 5. **SUPERINTENDENT STRATEGIES AND GOALS: Kovash**

Pages 71-78

- 6. **SCHOOL DISTRICT FACILITIES UPDATE**: Lunak
- 7. SUPERINTENDENT REPORT
- **COMMITTEE REPORTS** 8.

SCHOOL BOARD AGENDA - October 27, 2014 PAGE 4

- 9. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD
- 10. ADJOURNMENT

SCHOOL BOARD AGENDA - October 27, 2014 PAGE 5

CALENDAR OF EVENTS

Event	Date	Time	Place
District Technology Committee	October 28	3:45 p.m.	PCE
Special Educ Parent Advisory Com	October 29	12-1 p.m.	PCE
Indian Education Parent Committee	November 3	5:30 p.m.	PCE
MHS PTAC	November 3	6:30 p.m.	Conf Rm
School Board Election	November 4		
Continuing Education Com	November 4	4 p.m.	PCE
Joint Powers Committee	November 6	7 a.m.	PCE
RRALC Family Night	November 6	5:30 p.m	RRALC
State of the District	November 6	6:30 p.m.	PCE
School Board	November 10	7 p.m.	PCE
Safe and Healthy Learners Com	November 11	3 p.m.	PCE
Ellen Hopkins PTAC	November 11	6:30 p.m.	Media Center
Robert Asp PTAC	November 11	6:30 p.m	Media Center
S.G. Reinertsen/Probstfield PTAC	November 11	6:30 p.m.	Media Center
Instr and Curriculum Adv Com	November 13	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	November 13	6:30 p.m.	PCE
Policy Review Committee	November 17	7 p.m.	PCE
Horizon PTAC	November 18	6:30 p.m.	Media Center
Community Educ Adv Council	November 18	7 p.m.	PCE
Staff Development Committee: Secondary Elementary	November 18	7-8 a.m. 3:15-4:15 p.m.	MHS PCE
Superintendent's Advisory Council	November 20	7 p.m.	PCE
School Board	November 24	7 p.m.	PCE
Activities Advisory Council	November 25	7:15 a.m.	MHS
District Technology Committee	November 25	3:45 p.m.	PCE

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

MEMBER ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 23, 47-50 and page 4 of the World's Best Workforce 2013-14 Annual Report.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (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.)

Anthony Johnson, 7120 35th Street North - Addressed the board related to concerns with the Moorhead High School swimming school.

Adam and John Altendorf, 1002 20th Street North - Addressed the board related to concerns with the Moorhead High School swimming pool ventilation, scoreboard and timeline and requested a meeting with administration, coaches, students and parents.

Points were made related to being responsive to students, board concern related to student safety and board protocol.

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

Minutes - Approve the September 22, 2014 Meeting Minutes.

Claims - Approve the October Claims, subject to audit, in the amount of \$2,415,180.20.

General Fund: \$2,162,204.85
Food Service Fund: \$176,847.59
Community Service Fund: \$20,163.52
Post Employment Benefits Debt Service Fund: \$55,964.24

TOTAL

\$2,415,180.20

The September Wire Payments, subject to audit, in the amount of \$1,796,127.42.

General Fund:

\$863,304.64

Post Employment Benefits Debt Service Fund:

\$932,822.78

TOTAL

\$1,796,127.42

<u>Donations</u> - Accept the donation of \$10,000.00 from Franklin Templeton Giving Fund for a second grade classroom and school-wide needs at S.G. Reinertsen Elementary School and direct administration to send a thank you.

Accept the valued donation of \$50.00 from Ward Muscatell of Moorhead for donating the use of a Ford pick up truck for the 2014 Homecoming Parade and direct administration to send a thank you.

Other Leave

Bayan Alemadi - Paraprofessional, Horizon Middle School, effective October 2, 2014 until November 30, 2014.

Mary Fluto - Paraprofessional, Ellen Hopkins Elementary, effective October 17, 2014 until June 5, 2015.

Resignations

Beatrice Salverson - Tutor, Horizon Middle School, effective June 5, 2014.

Alex Westrum - Lunchroom Supervisor, Ellen Hopkins Elementary, effective September 26, 2014.

Sadie Long - Paraprofessional, Moorhead High School, effective September 30, 2014.

Alishia Dittes - Paraprofessional, Probstfield Elementary, effective October 8, 2014.

Julie Hanson - Administrative Assistant Human Resources/Administrative Assistant School Improvement and Accountability, effective October 10, 2014.

Melissa Liebl - Paraprofessional, S.G. Reinertsen Elementary, effective October 14, 2014.

Retirement

Leah Hoffman - Music Teacher, S.G. Reinertsen Elementary, effective January 16, 2015.

New Employees

JoAnn Bockoven - Lunchroom Supervisor/Crossing Guard, 5.5 hours per day, \$10.00 per day, effective September 22, 2014 (new position).

Kathleen Rheault - Lunchroom Supervisor/Crossing Guard, 2.75 hours per day, \$10.00 per hour, effective September 26, 2014 (replaces Michelle Hassenstab).

Jennifer Krause - ECFE Paraprofessional, .625 FTE, B21 (3) \$15.93 per hour, 5 hours per day, _effective September 29, 2014 (replaces Ann Wilson).

Darren Sheldon - Teacher Mentor, District, position will work 120 hours at \$27.34 per hour from October 1, 2014 to June 30, 2015 (new position).

Sue Knorr - Teacher Mentor, District, position will work 120 hours at \$27.34 per hour from October 1, 2014 to June 30, 2015 (new position).

Carolyn Lillehaugen - Teacher Mentor, District, position will work 120 hours at \$27.34 per hour from October 1, 2014 to June 30, 2015 (new position).

Sydney Grenier - AVID Tutor, Moorhead High School, 2-3 days per week for 1 hour per day, \$12.00 per hour, effective October 14, 2014 (new position).

Tori Fuhrman - AVID Tutor, Moorhead High School, 2-3 days per week for 1 hour per day, \$12.00 per hour, effective October 14, 2014 (new position).

Melissa Liebl - Crossing Guard, S.G. Reinertsen Elementary, 3 hours per day, \$10.00 per hour, effective October 20, 2014 (new position, Johnson Farms).

<u>Assurance of Compliance with State and Federal Law Prohibiting Discrimination</u> - Approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

<u>Bemidji State University Contract Agreement</u> - Approve the agreement with Bemidji State University Student Training Experience/Interns as presented.

Motion carried 6-1; Valan dissenting.

MAJOR MAGNITUDE FIELD TRIP REQUEST - RED RIVER AREA LEARNING CENTER TRIP TO THE NATIONAL ASSOCIATION OF MULTICULTURAL

EDUCATION CONFERENCE: Kelsey Jenkins, Red River Area Learning Center social studies instructor, and Deb Pender-Tilleraas, director of alternative education, provided information related to students traveling to Tucson, Arizona November 4-9, 2014 to present their project to a national audience.

Ladwig moved, seconded by Steffes, to approve the Major Magnitude Field Trip request for Red River Area Learning Center students to travel and present at the National Association of Multicultural Education Conference in Tucson, Arizona. Motion carried 7-0.

PRINCIPAL AND TEACHER DEVELOPMENT AND EVALUATION LETTERS OF

ASSURANCE: Dr. Kovash explained the Minnesota Statutes, Section 123B.147, Subdivision 3 (Principal Evaluation) and Minnesota Statutes, Section 122A.40, Subdivision 8 or Section 122A.41, Subdivision 5 (Teacher Evaluation) describe the criteria and expectations for evaluation in the school district.

The principal growth and evaluation process was implemented in the 2013-14 school year. The superintendent has completed the evaluations of all principals and assistant principals using the jointly developed plan.

The teacher growth and evaluation process was developed by a committee during the 2013-14 school year. The plan will be implemented with committee review during the 2014-15 school year.

Tomhave moved, seconded by Ladwig, to approve the Principal Development and Evaluation and Teacher Development and Evaluation Letters of Assurance for Moorhead Area Public Schools. Motion carried 7-0.

APPROVAL OF 2014-15 MOORHEAD AREA PUBLIC SCHOOLS STRATEGIC

PRIORITIES: Dr. Kovash reviewed the revised strategic priorities. The information is a part of the district's World's Best Workforce Plan and will be added to a World's Best Workforce section on the district website. The 2014-15 strategic priorities include 21st Century Schools, School and Community, Equitable Educational Opportunities, Facilities, Mental Health/Character Development, and Human Resources. Goals and strategies for each priority were also reviewed.

Erickson moved, seconded by Steffes, to approve the 2014-15 Moorhead Area Public Schools Strategic Priorities as presented. Motion carried 7-0.

<u>SUPERINTENDENT EVALUATION</u>: Dr. Kovash briefly reviewed the <u>Superintendent</u> Evaluation, A Resource for School Board Member and Superintendents, from the Minnesota School Boards Association and the Minnesota Association of School Administrators. The guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The superintendent evaluation with goals for the 2014-15 school year will be discussed at the October 27 board meeting.

WORLD'S BEST WORKFORCE 2013-14 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT: Missy Eidsness, director of school improvement and accountability, reviewed the report from the Instruction and Curriculum Advisory Committee of the past year's accomplishments in student achievement as they align to the World's Best Workforce requirements. Included in the report are the district and school Adequate Yearly Progress (AYP) results and Multiple Measurement Ratings (MMR). State requirements related to the report are mandated through legislative action. The board must approve the report and post for the public. The report will be distributed in electronic form on the district's website with printed copies available through the superintendent's office.

Johnson moved, seconded by Steffes, to approve the World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement as presented. Motion carried 7-0.

SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided a construction update for Probstfield, Robert Asp and S.G. Reinertsen Elementary Schools. Lunak also addressed some of the pool concerns and timeline of events.

SUPERINTENDENT REPORT: Dr. Kovash said she attended the September 23 MSBA Fall Area meeting and shared she had copies available of the 2014 legislative summary, legislative policies, *Financing Education in Minnesota 2014-15* and other materials if board members were interested. Dr. Kovash planned but was unable to show the Education That Works video that can be found at www.educationthatworks.ndmn.org.

<u>COMMMITTEE REPORTS</u>: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, RRALC Family Night, Facilities Master Plan meetings, Teacher Evaluation Task Force, Joint Powers Committee, MHS PTAC, Robert Asp PTAC, Superintendent's Advisory Council, Continuing Education Committee, Health/Safety/Wellness Committee, MHS Homecoming Parade, MHS Hall of Honor Induction Ceremony, and Clay County Collaborative Executive Committee meetings.

Valan left the meeting at 8:58 p.m.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Erickson pointed out the need for bus drivers in the school district and emphasized the growth on Highway 75 South. Dr. Tomhave noted he would not be able to attend the Oct. 20 Policy Review Committee meeting.

CLOSE PUBLIC MEETING: Ladwig moved, seconded by Tomhave, to close the public meeting at 9:04 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Steffes, to open the public meeting at 9:17 p.m. Motion carried 6-0.

2014-2016 T.C.I. MASTER AGREEMENT: Steffes moved, seconded by Johnson, to approve the T.C.I. Master Agreement for 2014-2016 as presented with the cost as follows: 2014-2015 = \$10,558 or 3.47 percent increase; 2015-2016 = \$11,943 or 3.30 percent increase; for a total cost of \$22,501 or 6.77 percent increase. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:20 p.m.

Laurie Johnson, Clerk	
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Superintendent Memo S.15.040C

TO:

School Board

FROM:

DATE:

Dr. Lynne A. Kovash, Superintendent Low

. .

October 22, 2014

RE:

Approval of Resolution of School Board Supporting Application to the Minnesota

State High School League Foundation

The Minnesota State High School League (MSHSL) Foundation Board has determined that the number of free and reduced lunch students in grades 9-12 will be used for classification purposes. The MSHSL Foundation would like to encourage each school district to seek students whose family income may be limited and encourage them to participate in athletic and fine arts programs. Attached please find the application and resolution. The district received \$1,341 last year to offset student scholarships.

<u>Suggested Resolution</u>: Move to approve the Resolution of School Board Supporting Application to the Minnesota State High School League Foundation to assist, recognize, promote and fund extracurricular participation.

LAK:mde Attachment

FORM A

MSHSL Foundation Application for Grant for Student Participation

Mission Statement: Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts. Minnesota State High School League Foundation's goals are to promote the growth of high school students through participation in valuable extra-curricular activities.

Awarding of Grants: The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extracurricular participation by high school students in athletic and fine arts programs. These grants will be awarded based upon gender balance, school size and geographic location to the extent possible.

The Minnesota State High School League Foundation Board of Directors has determined that the number of Free and reduced lunch students in grades 9-12 will be used for classification purposes. The MSHSL Foundation wants to encourage each school to seek students whose family income may be limited and encourage them to participate in athletic and fine arts programs in each school community and to recognize the role you play in this endeavor and to assist you in your continued efforts to engage more students.

Please complete the following steps as identified in the FORM A WORKSHEET found on the reverse side of this form.						
 List the number of free/reduced lunch students identified in your schools' October 1, 2013 report to the Department of Education. 						
Grade 9: 60 Grade 10: 37 Grade 11: 89 Grade 12: 87						
 Identify the total UNDUPLICATED number of free or reduced lunch students who participated in your schools' activity programs during the 2013-2014 school year. 						
$\Box 116$						
TOTAL UNDUPLICATED COUNT						
Attach an original MSHSL FOUNDATION RESOLUTION to this document and mail both items to:						
MSHSL Foundation 2100 Freeway Blvd. Brooklyn Center, MN 55430						
OR Email both documents to ljohnson@mshsl.org						
4. All documentation MUST be submitted by email or postmarked NO LATER than November 1, 2014.						
Name of School: Moorhead High School Federal Tax ID# 41-608721						
Street Address: 2300 - 9th Ave S.						
City, State, Zip: MOUTHEAD, MN S6560						
DeAnn Smith						
Name of Person Completing this Form Name of School Superintendent						
Signature Signature						

12

FORM A

RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minneso support for Minnesota's high scl	ta State High nool youth to	School League Fou participate in athletic	ndation was formed to provide and fine arts;
WHEREAS, the District _ participation in extracurricular ac	Moorhead ctivities; and	_School Board recog	gnizes the value of students
WHEREAS, the MSHSL in recognizing, promoting and fu athletic and fine arts programs.	Foundation is inding extract	s offering grants and urricular participation	funding to assist school district by high school students in
THEREFORE, BE IT RES the District's application to the M grant to offset student activity fe	1innesota Sta	t the <u>Moorhead</u> te High School Leag	School Board supports ue Foundation for a FORM A
Date	Boar	rd Chair	
Date	Boar	rd Clerk - Treasurer	



Office of Assistant Superintendent Memo OAS.15.116C

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent Bm

DATE:

October 27, 2014

RE: Life Insurance Plan Renewal for Independent School District #152

Attached please find information related to Al Berg's proposed ING Life Insurance Plan Renewal effective November 1, 2014. There is no change to the basic AD&D, supplemental life or dependent life rates. All rates are guaranteed to November 1, 2016.

Coverage	Current Rate	Renewal Rate	Volume	Renewal Annual Cost	Current/Change
Basic Life	\$.126	\$.145	\$37,535,435	\$65,311.68	\$56,753.64 +8,558.04
Retiree Life	\$.126	\$.145	\$2,532,000	\$4,405.68	\$3,828.48 +1,123.20

<u>Suggested Resolution:</u> Move to accept the proposed ING Life Insurance Plan Renewal increasing the Basic Life \$8,55.04 and increasing the Retiree Life \$1,123.20.

BML:dmb



Human Resources Memo HR.15.047C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon Lunak, Assistant Superintendent

DATE:

October 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.

Sean Herrmann

Bus Driver, Transportation, 4 hours per day, \$14.72 per hour, effective

October 13, 2014. (Replaces Kim McCormick)

Marian Olson

Lunchroom Supervisor, Ellen Hopkins Elementary, 2.75 hours per day, \$10.00 per hour, effective October 13, 2014. (Replaces Alex Westrum)

Brittany Milbeck

Jump Start Teacher, Probstfield Elementary, \$27.16 per hour, 6 hours per day,

effective October 20, 2014. (New position)

Sarah Paschke

Pararpfessional, S. G. Reinertsen Elementary, B21 (3) \$15.93 per hour, 6.75

hours per day, effective October 22, 2014. (Replaces Melissa Liebl)

Victoria Wiger

Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$15.37 per hour, 6.75

hours per day, effective October 30, 2014. (Replaces Mary Fluto)

Amy Sharpe

1st Grade Teacher, S. G. Reinertsen Elementary, MA (10) \$29,835.65,

effective January 5, 2015. (Replaces Deb Eidsmoe)

<u>Suggested Resolution</u>: Move to approve the employment of Sean Herrmann, Marian Olson, Brittany Milbeck, Sarah Paschke, Victoria Wiger and Amy Sharpe as presented.

BML:smw



Human Resources Memo HR.15.049C

TO:

Dr. Lynne Kovash, Superintendent

FROM:

Brandon Lunak, Assistant Superintendent Bruc-

DATE:

October 21, 2014

RE:

Family/Medical Leave

The administration requests approval of the Family/Medical Leave of the following people:

Heidi Campbell-Beer

LSS Teacher, Horizon Middle School, effective October 8, 2014 thru

December 9, 2014.

Peggy Simonson

Teacher, S. G. Reinertsen Elementary, effective October 30, 2014

thru November 28, 2014.

<u>Suggested Resolution</u>: Move to approve the Family/Medical Leave for Heidi Campbell-Beer and Peggy Simonson as presented.

BML:smw



Human Resources Memo HR.15.048C

TO:

Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent

DATE:

October 21, 2014

RE:

Winona State University Contract Agreement

Attached is a Student Teacher Contract Agreement with Winona State University for Moorhead Area Public Schools to serve as a student placement center for Student Teaching Experience. Terms of this agreement shall be for a period of January 1, 2015 until July 30, 2020. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for Student Teaching Experience.

Moorhead Area Public Schools would provide students of Winona State 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 agreement with Winona State University Student Teachers as presented.

BML:smw



SEP 2 2 2014

September 11, 2014

Greetings from WSU!

During the Spring, 2015 Semester, Winona State University would like to allow Leah Spotts to do her student teaching in her current assignment, so that she might get her Business Education Degree and be removed from her variance. A cooperating teacher will be assigned, along with a supervisor. In order for us to secure this placement, please find the contract attached. Please sign and return in the envelope provided. Thank you!

Sincerely,

Jane Morken

Director of Clinical Practice

Winona State University

175 Mark Street

Winona, MN 55987

jmorken@winona.edu

STATE OF MINNESOTA MINNESOTA STATE COLLEGES AND UNIVERSITIES

MEMORANDUM OF AGREEMENT

BETWEEN

WINONA STATE UNIVERSITY

AND

Moorhead School District

This Agreement is entered into between the State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of WINONA STATE UNIVERSITY (hereinafter "College/University"), and Moorhead School District, 2410 14th Street South, Moorhead, MN 56560 (hereinafter "Facility").

This Agreement and any amendments and supplements thereto, shall be interpreted pursuant to the laws of the State of Minnesota.

WITNESSETH THAT:

WHEREAS, the College/University has established a Baccalaureate Program in Education for qualified students preparing for and/or engaged in education careers; and

WHEREAS, the Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements regarding academic programs and has delegated this authority to the College/University; and

WHEREAS, the Facility has suitable facilities for the educational needs of the education programs(s) of the College/University; and

WHEREAS, it is in the general interest of the Facility to assist in educating persons to be qualified or better qualified education personnel; and

WHEREAS, the College/University and the Facility are desirous of cooperating to furnish learning experience for students of education enrolled at the College/University;

NOW, THEREFORE, it is mutually agreed by and between the College/University and the Facility:

I. COLLEGE/UNIVERSITY RESPONSIBILITIES

- A. The College/University will place qualified students enrolled in its Education program for participation in a student teaching or field experience at Facility.
- B. The College/University faculty will be responsible for planning, directing and evaluating the students' learning experiences. The College/University faculty will attend the Facility's orientation for the learning experience instructors as deemed necessary by the College/University and the Facility.
- C. The College/University will inform its faculty and students of the Facility's policies and regulations which relate to the learning experience program at the Facility.
- D. The College/University will inform its faculty and the students who are participating in the learning experience program that they are encouraged to carry their own health insurance.
- E. The College/University agrees and represents that it will require all students to have completed a background study in accordance with Minnesota Statute 123B.03 as a precondition to participation in the clinical experience. College/University will not assign a student to the Facility if his/her background study documents demonstrate ineligibility to have direct contact with Facility's students under applicable law or regulations. If requested, College/University shall provide the Facility with documentation regarding the completion or results of the background study pursuant to the written consent of the subject.

II. FACILITY RESPONSIBILITIES

- A. Facility agrees to provide qualified WSU students enrolled in the Education program student teaching or field experiences during the academic year so long as the Facility has qualified teachers willing to supervise the WSU students during this experience.
- B. The Facility is responsible for the safety and quality of education (if applicable) provided to its students by the WSU students who are participating in the learning experience at the Facility.
- C. The Facility will inform the College/University of its policies and regulations.
- D. When available, physical space such as offices, conference rooms, and classrooms of the Facility may be used by the College/University faculty and students who are participating in the learning experience.
- E. The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class

against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

F. The Facility may unilaterally suspend or terminate a student teacher's participation in the program at the site for any reason. The Facility's liaison will consult with the University before suspending the student teacher's participation, except where consultation is not reasonable possible under the circumstances.

III. FINANCIAL CONSIDERATION

During the term of this agreement, if the student placement is for the purpose of student teaching, the College/University shall pay the Facility at a rate not less than \$10.50 per semester hour per student for each student placed with Facility.

If a student is placed at the Facility for the purpose of a field experience, each party shall bear their own expenses associated with the student placement.

IV. EMERGENCY MEDICAL CARE & INFECTIOUS DISEASE EXPOSURE

- A. Any emergency medical care available at the Facility will be available to College/University faculty and students. College/University faculty and students will be responsible for payment of charges attributable to their individual emergency medical care at either the Facility of the College/University.
- B. Any College/University faculty member or student who is injured or becomes ill while at the Facility shall immediately report the injury or illness to the Facility and receive treatment (if available) at the Facility or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the College/University faculty member or student who receives the treatment and not the responsibility of the Facility or the College/University.

V. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the Minnesota Tort Claims Act, Minnesota Statutes § 3.736, and other applicable laws.

VI. TERM OF AGREEMENT

This Agreement is effective on the later of January 1, 2015, or when fully executed, and shall remain in effect until July 31, 2020. This Agreement may be terminated by either party at any time upon 60 days' written notice to the other party. Termination by the Facility shall not become effective with respect to students then participating in the learning experience program.

VII. AMENDMENTS

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

VIII. ASSIGNMENT

Neither the College/University or the Facility shall assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

IX. STATE AUDIT

The books, records, documents and accounting procedures and practices of the Facility relevant to this Agreement shall be subject to examination by the College/University and the Legislative Auditor.

X. VOTER REGISTRATION (When Applicable)

The Facility shall provide nonpartisan voter registration services and assistance, using forms provided by the College/University, to employees of the Facility and the public as required by Minnesota Statutes Chapter 201.162.

XI. AMERICANS WITH DISABILITIES ACTS (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the American with Disabilities Act, 42 U.S.C. Chapter 12101 et seq., and any regulations promulgated to the Act. The College/University is not responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services and other areas covered by the ADA.

XII. GOVERNMENT DATA PRACTICES ACT

The Facility and College/University must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the College/University in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the Facility in accordance with this contract. The civil remedies of Minnesota Statute §13.08 apply to the release of the data referred to in this clause by either the Facility or the College/University.

In the event the Facility receives a request to release the data referred to in this clause, the Facility must immediately notify the College/University. The College/University will give the Facility instructions concerning the release of the data to the requesting party before the data is released.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed intending to be bound thereby.

APPROVED:

1. FACILITY:

Facility certifies that the appropriate person(s) have executed the Agreement on behalf of Facility as required by applicable articles, by-laws, resolutions, or ordinances.

Title	
Date	
By (auth	norized signature and printed name)
Title	
Date	
. CO	LLEGE/UNIVERSITY:
By Sauth	norized signature and printed name)
Jan	ell fortman, Tarrell Fortman
Title	
A .	College of Education
Dean,	College of Education 7-15-14
Dean, Date	7-15-14
Dean, Date	7-15-14
Dean, Date	7-15-14
Dean, Date By (aut)	2
Dean, Date By (aut) Title	Director of Clinical Practic
Dean, Date By (aut) Fitle Date	Director of Clinical Practice 9-11-14
Dean, Date By (aut) Fitle Date AS 7	porized signature and printed name) Jane Morke Director of Clinical Practic 9-11-14 TO FORM AND EXECUTION:



MOORHEAD AREA PUBLIC SCHOOLS

Office of Assistant Superintendent Memo OAS.15.117R

TO:

Dr. Lynne A. Kovash, Superintendent

FROM:

Brandon M. Lunak, Assistant Superintendent

DATE:

October 27, 2014

RE:

Major Magnitude Field Trip Request - Moorhead High School AP European History

Students

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School AP European History students to travel to Paris, Florence and Rome with the Education First (EF) Educational Tours June 13-21, 2016. The students will experience and explore in-depth destinations that align with the AP European History curriculum bringing subjects, people, places and events to life.

John Dobmeier, AP European History Instructor, will be in attendance at the October 27, 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 AP European History students to travel to Paris, Florence and Rome with the EF Educational Tours June 13-21, 2016.

BML:dmb Attachment

Section II

Final Trip Information

Board Policies

Major Magnitude Field	Trip Request Form
Туре:	Administrative Procedure
Section:	600 EDUCATION PROGRAMS
Code:	632.2
Adopted Date:	1/8/2001
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.
Administrative Policy of the Moorhead P	rublic 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: France	Taly Type of Trip: Curricular Co-curricular
Date of Request:	School Board Presentation Date: 10-27-14
	omeier Phone/Extention: 2457
	Tudents the opportunity for first hand experience
of some of the exolic place	res introduced in our A.P. Euro curriculum.
Please explain the educational value of standards:	this trip and how this trip is related to the course content and graduation
please see at	tached
0 - 6 - 11	
Trip Destination: Paris (Versaille	
Date of Trip Departure: June 13, 2	016 Return Date: June 21, 2016
Number of School Days Involved: Not	Number of Students Involved: 6+
Attached trip itinerary (activities p transportation plans);	lanned, approximate time lines, accommodations,
Attached accommodation plans for	any student with IEP/504 plan;
Attached funding plans (trip anticipindividual costs, and fund raising plans);	pated expenses, approximate cost to the district, student's
Attached plans for parental notifica	ation and approval;
Attached list of accompanying staf	f. Number of Chaperones needed for the trip 14
Authorization Signature of Building Princi	ipal: Dave towners
Signature of Superintendent/Assistant Su	uperintendent - Teaching/Learning: Brand SQ
Board Approval Date:	

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:

Back To Search

Education Value of this Trip

The course in question is AP European History. We begin with early Renaissance (1450) to Globalization (1990) covering the six major regions of the European Continent.

Florence is the birthplace of the Italian Renaissance and home to Michelangelo, Donatello and Leonardo da Vinci to name a few. Florence today houses some of these great master's works of art.

Paris and the Palace of Versailles blends in and out of our curriculum from Louis XIV to the Treat of Versailles that ended World War I.

Rome is unique in our curriculum from the stand point that it is literally mentioned in every chapter in our text book. Rome served as a religious center (the Catholic Church) as well as a political powerhouse and would truly be the capstone of this wonderful trip.



MHS INTERNATIONAL TRAVEL PROPOSAL

Paris, Florence and Rome

Prepared for: John Dobmeier Moorhead High School September 24, 2014

Your partner in global education

As the **World Leader in International Education**, we've partnered with educators around the world for 50 years to help students gain new perspectives and build skills for the future through experiential learning. We provide a range of travel programs—Educational Tours, Language Immersion Tours, Service Learning Tours, Global Student Leaders Summits and Custom-Designed Tours—that provide in-depth exploration, authentic connections and hands-on experience. Every EF global program is designed to:

- Explore international destinations to gain awareness of global perspectives and connections
- Promote international understanding, respect for different cultures, language learning and global citizenship
- Align with school curricula to bring subjects, people, places and events to life
- Provide global settings to sharpen key 21st century skills—critical thinking, problem solving, communication, collaboration and global competence
- Develop interpersonal and leadership skills necessary to navigate new experiences with confidence and adaptability

What we'll cover in this document

We've created this document specifically for you, your school and your students. It outlines the details of your proposed tour and the life-changing experiential learning opportunities that await your students.

PAGE

1	Your partner in global education
2	Our commitment to education
3	Our commitment to safety
4	We'll handle the details
5	A day-by-day look at your tour
6-7	What your hotels will be like
8	What your meals will be like
9	Price details
10	Important final details

Our commitment to education

We believe the best way to help students gain new perspectives and build skills for the future is through experiential learning.

Accreditation

EF is accredited, just like your school, and recognized by the following regional, national and international organizations: Middle States Association of Colleges and Schools (MSA-CES); Western Association of Schools and Colleges (WASC); Southern Association of Colleges and Schools (SACS-CASI) North Central Association (NCA-CASI); National Council for Private Schools Accreditation (NCPSA); and Accreditation International (AI).

A standard of excellence

Our educational travel programs bring to life the knowledge and skills that are called for in many education initiatives, including:

- Partnership for 21st Century Skills (P21)
- International Baccalaureate PYP, MYP, Diploma, IBCC
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- · Global Competence Criteria—defined by the Asia Society and Council of Chief State School Officers
- Global Connection Standards in the National Curriculum Standards for Social Studies
- Culture and Connections Standards in the Standards for Foreign Language Learning
- · Standards of Professional Learning—defined by Learning Forward

weShare, a more engaging learning experience

Students learn on a deeper level when their lessons connect to their own lives. Our weShare platform makes sure that happens on tour. It taps into each student's strengths and passions, helping them put a more personal lens on their experience. Their post-tour presentations and videos give them a chance to reflect on and share what they've learned, and even earn high school or college credit.

Earning credit

Students can earn credit by traveling on an EF tour and completing required coursework. We offer choices, so you can find the credit option that best fits you and your students' needs.

- Students can earn elective credit for completing assignments before, during, and after their EF tour, setting themselves apart from other college applicants.
- Students in grades 7-12 can earn college credit through our partnerships with accredited universities.
 Students enroll in specially designed online courses or may complete a course as an independent study to earn credit.

Accredited by:













Our commitment to safety

Our demonstrated commitment to safety and risk management is proven with our preventative procedures and extensive measures taken to ensure each traveler's safety.

Worldwide presence

As the largest international student travel organization, we have 500 schools and offices in more than 50 countries worldwide. With 37,000 EF staff and teachers around the globe, we're accessible wherever and whenever you need us.

Global Liability Insurance Plan

- All EF Group Leaders are covered for the duration of their EF educational tour.
- EF's Commercial General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A-.
- Coverage is up to \$15 million per occurrence (and in the annual aggregate) for covered claims related to the tour regarding bodily injury, property damage and errors and omissions.
- EF's Global Liability Insurance Plan allows for schools and districts to be added to the policy by written agreement. EF can provide a certificate of insurance that details coverage.

All-Inclusive Coverage Plan

Designed specifically with EF travelers in mind, teachers may add this comprehensive and affordable coverage plan to their tours.

EF's Peace of Mind Program

At EF, we understand that plans can change due to unforeseen circumstances. EF's exclusive Peace of Mind Program ensures:

- Teachers can change their tour and/or departure date until 35 days prior to departure.
- Travelers can receive an EF future travel voucher for all monies paid, less the \$95 deposit and any non-refundable fees, if the entire group decides not to travel at least 35 days prior to departure.
- If a formal travel warning is issued for any country a group is traveling to, travelers could be eligible to receive a refund.

Highly respected in the industry by:











We'll handle the details

As your educational travel partner, we work with teachers, students and parents to ensure a seamless experience—before, during and after tour. In other words, we're with you every step of the way.

BEFORE TOUR

Support Team and resources

Dedicated Tour Consultants guide teachers through the planning process, while Local Representatives from your area work face-to-face to provide support. We give teachers their own personal tour website with helpful tools to share tour information, manage deadlines and more. In addition to online resources, we also provide an array of printed materials for teacher, students and parents.

International Training Tours

Ensuring teachers are fully prepared to lead an EF tour is our commitment to your school community. Through our blended learning model, all first-time EF Group Leaders receive complimentary international training. Conducted by EF personnel and experienced EF Group Leaders, the program includes online, classroom and experiential learning components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

Traveler account management

Our knowledgeable and friendly Customer Service Representatives help travelers and their parents with all billing transactions, coverage plans and tour activity questions. We also offer flexible and convenient payment options that allow parents to choose when—and how—they want to pay.

WHILE ON TOUR

Everything is included

This all-inclusive global experience makes it easy for teachers and students to explore the world. From flights and hotels to meals and experiential activities, we take care of every detail so travelers can focus on the experience.

Guided travel

A personal bilingual Tour Director stays with your group 24/7. They handle every on-tour detail to ensure a smooth travel experience while also providing unique local insight. Expert local guides, meanwhile, share their knowledge of history, art, architecture and more during guided tours.

AFTER TOUR

Program development

We'll work with you to build a travel program at your school so even more students have the opportunity to experience the world.

A day-by-day look at your tour

This is the itinerary page that students and parents will see in their tour day-by-day guide. It's just one of the many resources they'll receive in preparation for your tour.

What you'll experience on your tour

Day 1: Fly overnight to France

- Meet your Tour Director at the airport in Paris, the City of Light. During your stay you'll get a taste of Parisian style as you ride down the Champs-Eysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power. I.M. Pel's iconic glass pyramid marks the entrance to the renowned Louvre, home to treasures like Leonardo da Vinci's Mona Lisa. Then, admire the Notre Dame Cathedral's sculptured façade, stained-glass rose windows and seemingly weightless vaulted ceilings.
- Take a walking tour of Paris: Opéra district; Place Vendôme; Rue du Faubourg St. Honoré;

Day 3: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower
- Visit Notre Dame Cathedral
- Time to see more of Paris or

Day 4: Milan

- Travel by TGV train to Milan
- Take a walking tour of Milan: Duomo; La Scala

- Travel to Florence, the birthplace of the Italian language, opera and the Renaissance, and where works of art like Michelangelo's statue the David and Botticelli's The Birth of Venus still reside today. As you stroll through the city, pass by classical statues at the Plazza della Signoria. See the domed cap of the Santa Maria del Fiore Cathedral, better known as the Duomo, which dominates the skyline. Opposite the Duomo, look for the bronzed doors of Ghiberti's Gates of Paradise at the Baptistry. Walk across the Ponte Vecchio, a Medieval bridge where many of Florence's famed leather and gold artisans keep shop. Then, visit a leather workshop, the perfect place to find Florentine souvenirs.
- Take an expertly guided tour of Florence: Piazza della Signoria; Ponte Vecchio; Chiesa di Santa Croce; Gates of Paradise
- Visit the Duomo
- See a leather-making demonstration

Day 6: Florence

Full day to see more of Florence or o Visit Pisa

Day 7: Rome

Travel via San Girnignano and Siena to Rome, a city that integrates its past into the present better than any other. During your stay, explore the world's most famous arena. the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there. On your visit to the Vatican City, marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel and look out for the colorful uniforms of the Swiss Guard, protectors of the Vatican City, Before you say 'arrivederci", toss a coin into the Trevi Fountain to ensure a return trip to the Eternal City.

Day 8: Rome

- Take an experity guided tour of Vatican City
 Visit the Sistine Chapet
- Visit St. Peter's Basilica
- Take an expertly guided tour of Rome
 Visit the Colosseum
- Visit the Roman Forum
- Take a self-guided walking tour of Rome: Trevi Fountain; Pantheon; Piazza Navona; Spanish Steps

Day 9: Depart for home

Q2-DAY TOUR EXTENSION

- Days 9-10: Somento region | Rome

 Take an expertly guided tour of Pompeli

 Take an expertly guided tour of Capri

 Take an Island cruise

Day 11: Depart for home



St. Peter's basilica! I still can't believe this is real! #pentecost #stpeterbasilica #italy #vaticancity #vatican #rome #art #amazing #wow

- JESSY, TRAVELER



this trip was just simply breath taking! it was the best place in the world! plus you have to love the metro :)

- CAITLIN, TRAVELER



TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

Optionals and excursions

What your hotels will be like

A good night's sleep is important, so you can count on safe, clean and comfortable hotels with private bathrooms. Every hotel we work with is required to meet our high standards for quality, safety and cleanliness. Three to four students of the same gender will share a room, which will have a combination of twin and shared double beds. Please be aware that hotels may have different amenities than you find in American hotels.

HERE ARE EXAMPLES OF THE TYPES OF HOTELS YOU'LL STAY AT ON TOUR:



Adagio Paris XV
20 Rue d'Oradour sur Glane
Paris
www.accorhotels.com

This large and modern property in the 15th arrondissement of Paris is located near the Parc des Expositions and the Palais des Sports. Just a short walk to the Porte de Versailles Metro station, the area offers many cafés, patisseries and restaurants. The hotel's 188 apartment-style rooms come standard with one double or two twin beds plus a sofa bed, desk and seating area, kitchenette and television. The spacious lobby, lounge areas and surrounding gardens allow for a comfortable place for groups to relax after a long day of sightseeing.



Hotel Prati Viale Rosselli, 27 Montecantini www.hotel-prati.it

The family-run Hotel Prati is located just a short walk from the center of Montecatini Terme, the "pearl" of Tuscany whose mineral water springs have made it one of the most popular spa towns in Italy. Located just 45 minutes outside of Florence, Hotel Prati features functional, contemporary decor, and all 28 of its rooms are air-conditioned. Guest rooms include a TV, WiFi is available in the whole building free of charge, as well as tolletries and hair dryer.



Hotel Carlo Magno
Via Sacco Pastore 13
Rome
www.carlomagnohotel.com

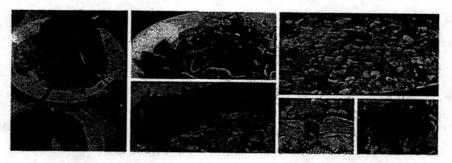
Recently refurbished, the modern-style Hotel Carlo Magno is located in a residential area of Rome. Each of the hotel's 55 rooms features air conditioning, telephone, satellite television, safe, hair dryer and sound-proofed windows. The hotel lobby, which features complimentary Internet access, adjoins a lounge area with couches. Several restaurants and convenience stores are nearby, and it's a short walk to public transportation.

What your meals will be like

These are examples of the types of meals you and your students will be served on tour.

EUROPEAN SAMPLE MENUS

Discovering new foods can be one of the best parts of traveling. The sample menus below are just a few examples of the types of traditional, local favorites you will have the opportunity to try on tour. Every meal will include table water (or bottled water if deemed necessary by locals) and you can usually buy other beverages if you wish. All meals are served as a group—not à la carte—and a vegetarian option will be available. Please notify EF of any other dietary restrictions or food allergies you may have. Enjoyt



AUSTRIA

Soup Wiener schnitzel Chocolate cake

CZECH REPUBLIC

Soup

Chicken breast with fries and vegetables Apple strudel

FRANCE

Apple tart

Menu 1 Cheese quiche Turkey with rice, sauce, mushroom and beans

Menu 2 Salad Flammekueche Chocolate mousse

Menu 3 Couscous with vegetables and meat Fruit salad GERMANY

Fruit

Menu 1 Pretzel with cream cheese Turkey with spaetzle dumplings

Menu 2 Vegetable soup with noodles Bratwurst with kraut and mashed potatoes

GREECE Menu 1 Spinach pie Moussaka Rice pudding

Ice cream

Menu 2 Greek salad Chicken with ovenbaked pasta Walnut pie GREECE (CRUISES)

Breakfast American-style breakfast buffet

Lunch Salad bar, buffet with assorted hot dishes

Dinner Sit-down meal or buffet

ITALY Menu 1

Tomato bruschetta Cannellini beans with garlic and sage Lasagna Gelato

Menu 2 Spaghetti with pesto Pork loin with spinach and potatoes IRELAND

Soup Chicken with mashed potatoes and gravy Fruit salad

SPAIN Menu 1 Lentil stew

Lentil stew Pork loin with potatoes and mushrooms

SWITZERLAND Soup Turkey schnitzel with rice and vegetables Apple cake

UNITED KINGDOM Menu 1 Fish and chips

Ice cream Menu 2 Bangers and mash Apple crumble

Menu 3 Naan bread Chicken curry

PLEASE NOTE: MEALS VARY BY TOUR. THE MENU ITEMS PICTURED ABOVE ARE EXAMPLES.

EFTOURS.COM | 800-637-8222

Price details

In addition to the support you receive before and after tour, along with the logistical support you receive on tour, your guaranteed lowest program price covers all of the details.

Total price	*		
\$3,934 for Students	\$183 per month		
\$4,269 for Adults	\$199 per month		
Price details ¹		Mali interes e en el particular interes en el conserva de la conse	
Program Price ²		\$3,880	
Early Enrollment Discount *		-\$200	
All-Inclusive Coverage Plan		\$155	
Versailles (pre-book only)		\$99	
EF's Peace of Mind Program		Free	
	Monthly	Total	
For Students (under 20)	\$183	\$3,934	
Adult Supplement		\$335	
For Adults	\$199	\$4,269	
Tour items not included		manera y commitment alguing yet accounts alguing the contract	
Pisa		\$62	
Extension Program Price 1		\$405	

Important final details

The EF Price Guarantee

As the World Leader in International Education, we make culturally immersive educational travel a reality for more students by offering the guaranteed lowest price. When students enroll early they secure the lowest price as costs may go up.

- · No enrollment or departure fees-just one simple price.
- · Once a student enrolls, their price will never change.

International Training Tours

Through our blended learning model, all first-time EF Group Leaders experience a tour by traveling to Paris, Rome, Madrid, Berlin or Beijing, enhanced with online and classroom components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

Departure Date Range

This tour may depart between June 9 and June 16, 2016. If Moorhead High School does not enroll enough students for a private tour, the tour will be combined with other groups and may travel on the Paris, Florence and Rome itineraries. Both departure date and tour itinerary are confirmed no later than 70 days prior to departure of the tour.

Gateway Gaurantee

We are pleased to provide Moorhead High School with a guaranteed departure gateway of Fargo, ND.

WeShare

WeShare is our online educational platform where students can earn high school or college credit. By combining project-based learning with immersive on-tour experiences, students develop critical 21st-century skills while increasing global awareness.

I hope you've found this document useful. As your EF Representative, I'm here to answer any questions that you may have. Please don't hesitate to contact me with any questions.

Sincerely,
Laura Kemp
Northern MN Territory Manager
651-689-0012
Laura Kemp@ef.com

MMFT ~ Europe AP European History Moorhead High School John Dobmeier

The Minnesota State Standards that will be covered with the Paris ~ Florence ~ Rome field trip are:

Strand 4 ~ History Sub-strand 3 ~ World History Standard 10, 11 and 12 with accompanying Benchmarks

A copy of the specific wording of these standards and benchmarks are enclosed with this document.

There are no Minnesota Standards written for AP classes. We teachers that teach AP attach our curriculum to the closest standards we can find. For me that is World History. My AP European History Curriculum Map highlights those standards. It is often assumed that advance placement courses in high school exceed the basic standards set by the state.

Per a previous conversation with Brandon Lunak, the insurance piece of this trip is covered to some extent by EF tours and possibly by the district. I can speak with confidence about standard coverage through EF tours as part of the price quoted.

Thank you ~ John A. Dobmeier

Moorhead High School – Room 105

jdobmeier@moorheadschools.org (218) 284 - 2457

Gr.	Strand	Sub-	Standard Understand that	Code	Benchmark
9 10 11 12		10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge,	10. New connections	9.4.3.10.1	Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450-1750)
			hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the	res in the an s," new and forms dge, ent of the	Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450-1750) For example: Maritime technology, Reconquista.
			9.4.3.10.3	Describe the impact of interactions and negotiations between African leaders and European traders on long-distance trade networks. (Emergence of the First Global Age: 1450-1750)	
	4.History		balance of power. (Emergence of the First Global Age: 1450-1750)	9.4.3.10.4	Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450-1750)
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Minnesota K-12 Academic Standards in Social Studies

Strand	Sub- strand	Standard Understand that	Code	Benchmark
			9.4.3.10.5	Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450-1750)
4.History	10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)	9.4.3.10.6	Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450-1750)	
		9.4.3.10.7	Describe the expansion of the Ottoman empire; define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750)	
		9.4.3.10.8	Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750) For example: Seclusion of Tokugawa Shogunate, Ming trade, Jesuit Missionaries.	
		9.4.3.10.9	Identify the major intellectual and scientific developments of seventeenth and eighteenth-century Europe; describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450-1750)	
		Strand	10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age:	Strand Understand that 9.4.3.10.5 10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)

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Gr.	Strand	Sub- strand	Standard Understand that	Code	Benchmark
9 10 11 12				9.4.3.11.1	Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922) For example: Causes—development of new sources of energy/ power, Enclosure Act, Agricultural Revolution. Impact—Emancipation of serfs in Russia, unionized labor, rise of banking, growth of middle class.
		11. Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)	9.4.3.11.2	Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922)	
	4. History		ushered in wide- spread population growth and migration, new colonial empires and revolutionary ideas about government and	9.4.3.11.3	Describe the independence movements and rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750-1922) For example: Toussaint L'
				Ouverture in Haiti, Simon Bolivar in Venezuela.	
			9.4.3.11.4	Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns. (The Age of Revolutions: 1750-1922) For example: Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.	
					uomesiic servants in Australia.

Minnesota K-12 Academic Standards in Social Studies

Gr.	Strand	Sub- strand	Standard Understand that	Code	Benchmark
9 10 11 12		12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)	9.4.3.12.1	Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950) For example: Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.	
			evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic,	9.4.3.12.2	Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis & Achievement: 1900-1950)
	4.History		9.4.3.12.3	Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950) For example: Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.	
			9.4.3.12.4	Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900-1950)	



Superintendent Memo S.15.038R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintenden

DATE:

October 21, 2014

RE:

First Reading of Policies

The board will conduct a first reading of the attached policies, State and Federal Law Prohibiting Discrimination 102, Out-of-State Travel by School Board Members 216, School Board Policy Development, Adoption, Implementation and Review 221, School District Administration 301, Equal Employment Opportunity Statement 401, Grievance Procedures for Equal Opportunity 402, Employment Disability Nondiscrimination 404, Employee License Status 412, Equal Educational Opportunity 501, Students in Homeless Situations 514, Severe Weather-Related School Closings 711, and Research Studies 922.

LAK:mde Attachments



State and Federal Law Prohibiting Discrimination

Type:

School Board Policy

Section:

100 SCHOOL DISTRICT

Code:

102

Adopted Date:

4/24/1984

Revised Date(s):

09/12/2005, 10/12/2009, 12/13/2010

Reviewed Date(s):

10/22/1990, 03/13/1995, 12/13/1999, 02/09/2004, 09/12/2005,

10/12/2009, 12/13/2010

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to outline establish the Moorhead Area Public Schools responsibility in complying with state and federal law regarding discrimination.

II. GENERAL STATEMENT

Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public Schools also make reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of the Superintendent Probstfield Center for Education 2410 14th Street South Moorhead, MN 56560 (218) 284-3330

The school district prohibits the harassment of any individuals for any of the eategories listed above. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance,

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or disability toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Legal References:

29 U.S.C. 794 et. seq. (B Section 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)

Minnesota. Statute. 123B.03 (Background Check)

Minnesota, Statute, 43A.11 (Veteran's Preference)

Title VII of the Civil Rights Act of 1964

Equal Pay Act of 1963

Age Discrimination in Employment Act of 1967

Civil Rights Act of 1991

Minnesota, Statute, 363 (Minnesota Human Rights Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et seq. (Vietnam Era Veterans Readjustment Assistance Act)

38 U.S.C. 4211 et seq. (Veterans Reemployment Rights Act)

Cross References:

Moorhead School Board Policy 401: Equal Employment Opportunity Statement

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

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

Out-of-State Travel by School Board Members

Type: School Board Policy

Section: 200 SCHOOL BOARD

Code: 216

Adopted Date: 4/10/2006

Revised Date(s): 05/11/2009, 06/14/2010, 12/13/2010

Reviewed Date(s): 01/08/2007, 11/26/2007, 05/11/2009, 06/14/2010, 12/13/2010

Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to eontrol regulate out-of-state travel by Moorhead School Board members as required by law.

II. GENERAL STATEMENT

School Board members have an obligation to become informed on the proper duties and functions of a School Board member, to become familiar with issues that may affect the Moorhead Area Public Schools, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as School Board members. Occasionally, it may be appropriate for School Board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the School Board finds it proper for School Board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as School Board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the School Board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the Superintendent. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

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C. Amounts to be reimbursed shall be within the School Board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rate of approval has been developed through the business office (Administrative Procedure 824.1)

Legal References:

Minn. Stat. 123B.09, Subd. 2 (School Board Member Training)

Minn. Stat. 471.661 (Out-of-State Travel)

Minn. Stat. 471.665 (Mileage Allowances)

Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)

Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References:

Moorhead School Board Policy 203: School Board Member Development

Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and

Conferences

MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

School Board Policy Development, Adoption, Implementation, and Review

Type: School Board Policy

Section: 200 SCHOOL BOARD

Code: 221

Adopted Date: 8/27/2001

Revised Date(s): 05/11/2009, 06/14/2010, 08/09/2010

Reviewed Date(s): 10/27/2003, 05/09/2005, 04/09/2007, 11/26/2007, 05/11/2009,

06/14/2010, 08/09/2010

Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the Moorhead School Board to provide guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead School Board policy.

II. GENERAL STATEMENT

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system respond to its mission and operate in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

- B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement School Board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and procedures to implement School Board policies. These guidelines and procedures shall not be inconsistent with said policies. These written procedures shall be reviewed along with the School Board policies they are intended to implement.
- C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. Building administrators and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent/designee to assure compliance with School Board policy before presenting to the School Board for approval.

III. DEVELOPMENT

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public Schools with the force and effect of law. School Board policy provides the general direction as to what the School Board wishes to accomplish while delegating implementation of the policy to administration.

B. The School Board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and procedures by the administration. The chool Board shall determine the effectiveness of the policies by evaluating periodic reports

from the administration.

C. Policies may be proposed by a School Board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the Superintendent for review prior to possible placement on the School Board agenda.

IV. ADOPTION

- A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two School Board meetings. The policy changes shall be reviewed by the school district's Policy Review Committee if possible before placing them on the School Board agenda. Proposals will be distributed and School Board and public comment will be allowed at both meetings prior to final School Board action.
- B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the School Board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a date stated in the motion, whichever is later.
- C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the School Board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the School Board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The School Board has the discretion to determine what constitutes an emergency situation.
- D. If an educational policy is modified because of a legal change over which the School Board has no control, the modified policy may be approved at one meeting at the discretion of the School Board.

V. IMPLEMENTATION

- A. It shall be the responsibility of the Superintendent to implement Moorhead School Board policies and to develop administrative guidelines and procedures to provide greater specificity and consistency in the process of implementation. These guidelines and procedures, including employee and student handbooks, shall be subject to annual review and approval of the School Board.
- B. A paper copy of the policy manual will be kept and maintained by the Superintendent. Moorhead School Board members, employees and the public will be able to access the policy manual at the school district's Web site (www.moorheadschools.org). It shall be the responsibility of the Superintendent, School Board secretary, individual School Board members, and others designated by administration to keep the policy manuals current.
- C. The School Board shall review policies at least once every four three years. In addition, the School Board shall review the following policies annually: Family and Medical Leave 422, Policies Incorporated by Reference for Employees/Personnel 499, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Student Discipline 551, Prohibition of Harassment and Violence 570, Prohibiting Intimidation and Bullying Prohibition 578, Policies Incorporated by Reference for Students 599, School District System Accountability 650, School District Crisis Management 710, Student Transportation Safety 721, Health and Safety 714, and Moorhead Area Public Schools Electronic Network Acceptable Use and Safety 731.

D. When there is no Moorhead School Board policy in existence exists to provide guidance on a matter, the Superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the Superintendent shall advise the School Board of the need for a policy and present a recommended policy to the School Board for approval.

VI. POLICY REVIEW

A. Administrative procedures supporting board policies will be reviewed by the administration at the same time. The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their recommendations will be brought forward to the School Board by the Superintendent.

Administrative procedures supporting board policies will be reviewed by the administration and School Board at the second reading of the policy.

Legal References:

Minn. Stat. 123B.02 Subd. 1 (School District Powers) Minn. Stat. 123B.09 Subd. 1 (School Board Powers)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 233: Policy Review Committee
Moorhead School Board Policy 310: School Superintendent
MSBA/MASA Model Policy 208 (Development, Adoption and Implementation of Policies)

School District Administration

Type:

School Board Policy

Section:

300 ADMINISTRATION

Code:

301

Adopted Date:

8/27/2001

Revised Date(s):

10/09/2006, 12/13/2010

Reviewed Date(s):

09/09/2002, 10/09/2006, 12/13/2010

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the Moorhead School Board.

II. GENERAL STATEMENT

A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to provide leadership and management that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services which and promotes quality educational programs and services within the context of the school district's goals and budget.

- B. The School Board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, consistent with the policies of the School Board, and conducted in an honest, respectful, and ethical tone.
- C. The School Board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the School Board holds the Superintendent ultimately responsible for administration of the school district and annual evaluation of each building administrator, the School Board also recognizes the Superintendent's authority ability to delegate authority responsibility to subordinate administrators. The School Board also recognizes the direct responsibility of building administrators for educational results and effective administration, supervisory and instructional leadership at the school building level.
- E. The School Board and school administration shall work together to share information and decisions that best serve the needs of Moorhead Area Public Schools students within the financial and facility constraints that may exist.

Legal References:

Minnesota, Statute, 123B.143 (Superintendent) Minnesota, Statute, 123B.147 (Principals) Cross References:
Moorhead School Board Policy 310: School Superintendent
MSBA Service Manual, Chapter 3, Superintendent of Schools
MSBA/MASA Model Policy 301 (School District Administration)

Equal Employment Opportunity Statement

Type:

School Board Policy

Section:

400 EMPLOYEES/PERSONNEL

Code:

401

Adopted Date:

8/12/1980

Revised Date(s):

10/13/2008, 12/13/2010

Reviewed Date(s):

02/13/1990, 04/26/1994, 04/12/1999, 11/10/2003, 01/14/2008,

10/13/2008, 12/13/2010

Attached Files:

No Documents Found.

1. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for employment and school district employees of the Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. It is tThe policy of Moorhead Area Public Schools is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees with disabilities.

- B. The Moorhead Area Public Schools prohibit the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to Moorhead School Board Policy 570 Prohibition of Harassment and Violence.
- C. This policy applies to all areas of employment including hiring, <u>retention</u>, discharge, promotion, compensation, facilities or privileges of employment.
- D. It is the responsibility of every employee of Moorhead Area Public Schools to follow this policy.
- E. Any person having any questions regarding this policy should discuss it with the Director of Human Resources.

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance, or disability toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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Legal References:

Minnesota. Statute. Ch. 363A (Minnesota Human Rights Act)

29 U.S.C. 621 et seq. (Age Discrimination in Employment Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et seq. (Employment and Reemployment Rights of Members of the Uniformed Services)

38 U.S.C. 4211 et seq. (Employment and Training of Veterans)

42 U.S.C. 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. 12101 et seq. (Equal Opportunity for Individuals with Disabilities)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

Grievance Procedures for Equal Opportunity

Type:

School Board Policy

Section:

400 EMPLOYEES/PERSONNEL.

Code:

402

Adopted Date:

12/13/1983

Revised Date(s):

01/08/2007, 08/09/2010, 12/13/2010

Reviewed Date(s):

05/17/1988, 04/26/1994, 02/08/1999, 11/10/2003, 01/08/2007,

08/09/2010, 12/13/2010

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that the Moorhead Area Public Schools provides the opportunity for students, parents, guardians of students, or school district employees to grieve matters pertaining to discriminatory practices. Where grievance procedures are established through master contracts/agreements with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.

This procedure addresses itself to discriminatory acts or policies regarding race, color, national origin, ereed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance or disability. This procedure may be used as a complaint against an individual or the school district for alleged discriminatory acts in violation of state or federal statutes or school district policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and/or federal laws, or to be represented by counsel.

II. GENERAL STATEMENT

Where grievance procedures are established through master contracts/agreements with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.

This procedure addresses itself to discriminatory acts or policies regarding race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance or disability. This procedure may be used as a complaint against an individual or the school district for alleged discriminatory acts in violation of state or federal statutes or school district policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and/or federal laws, or to be represented by counsel.

Section 1: Definition

Grievance: A complaint about an alleged violation, misinterpretation, or inequitable application of state and/or federal laws and regulations or school district policy and procedures affecting equality in the educational program and/or employment practices.

Grievant: Any student, parent or guardian of a student, or employee of the school district who 5 5

believe(s) that there is, or has been, a violation, misinterpretation or inequitable application of state and/or federal laws and regulations or school district policy and procedures affecting equality in the educational program and/or employment practices.

Respondent: Person, persons, or group named in grievance who allegedly discriminated.

Supervisor: Any <u>school district</u> administrator, i.e. Superintendent, Building <u>and Site</u> Administrators, Assistant Principal, Assistant Superintendent, Human Resources Director, members of the Supervisor's bargaining unit, or Moorhead School Board.

Days: "Days" shall mean all weekdays, excluding Saturday, Sunday and days designated as holidays by state law.

Section 2: Waiver of Steps and Time Limits

The Moorhead Area Public Schools encourages grievants to initiate the procedure described in Section 4 as soon as possible after an alleged violation, misinterpretation, or inequitable application of state and/or federal laws and regulations or school district policy and procedures affecting equality in the education program and/or employment pactices occurs. Postmarks or dates or initialed receipts shall serve for counting days to comply with this grievance procedure. Communications must be transmitted through U.S. certified mail or hand delivered and witnessed. The parties, by mutual written agreement, may waive any step and extend any time limit in the grievance procedure. If the respondent/supervisor does not respond within the time limits, the grievant may proceed to the next step immediately.

Section 3: Withdrawal

A grievance may be withdrawn by the grievant at any step.

Section 4: Procedure

The grievant should first make and attempt to resolve the complaint through open discussion with the respondent and/or respondent's immediate supervisor, building supervisor, or his/her designee. The discussion should take place as soon as possible after the alleged incident. The informal complaint shall include the following information: (1) nature of the grievance; (2) facts, including dates, places, persons, and actions; and, (3) relief requested. If the grievance is not resolved in or with the Human Resources Department the informal discussion stage, the grievant may file a formal oral or written complaint (see Administrative Procedure 402.1: Discrimination Complaint Form) with the immediate supervisor of the respondent.

The formal complaint shall include the following information: (1) nature of the grievance; (2) facts including dates, places, persons, and actions; and, (3) relief requested. The formal written grievance shall be certified mailed or hand delivered and witnessed to the immediate supervisor of the respondent or the Human Resources Department who will determine whether the grievance is filed at the correct level. The grievant will be notified if the placement is not appropriate. If filed at the appropriate step, the supervisor will have five (5) days to respond, during which time the supervisor and the Human Resources Director shall have held a conference with interested parties before the a response will be sent to the next step.

If the grievant is not satisfied with the response of the previous step, an appeal may be filed with Superintendent within a period of five (5) days following the supervisor's/Human Resources

Director's response. The Superintendent will respond in the same manner as any other supervisor, and will render a decision and mail by certified mail or hand deliver with witness the response within the five (5) day period. A copy of the response will be sent to the district's Human Resources Director and, if applicable, to the School Board.

If the grievant is not satisfied with the response of the Superintendent, an appeal may be filed with the School Board within a five (5) day period following the Superintendent's response. The School Board will have the following options to consider the matter: 1) within 14 days, appoint an independent hearing officer; 2) within 14 days, appoint a subcommittee of the School Board to hear the grievance; or, 3) within 14 days, take the grievance to the full School Board to be considered at the next regularly scheduled School Board meeting unless the School Board is next scheduled to meet within seven (7) days of receipt of the grievance appeal.

The School Board decision shall be rendered within five (5) days of the hearing of the grievance. A copy of the response shall be sent to the Superintendent and to the district's Human Resources Director and the grievant.

Nothing in this grievance procedure shall preclude the grievant from filing a complaint with any or all of the following agencies at any time:

MN Department of Human Rights 190 East 5th Street, Suite 700-St. Paul, MN 55101 1-800-657-3704

U.S. Equal Employment Opportunity Commission 1801 L Street NW Washington, D.C. 20507 (202) 663-4900

Equal Employment Opportunity Commission (Regional Office) Reuss Federal Plaza 310 W. Wisconsin Avenue Suite 800 Milwaukee, WI 53203-2292 1-800-669-4000

Equal Employment Opportunity Commission 330 2nd Avenue South, Suite 720 Minneapolis, MN 55401-2224 612/335-4040

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance or disability, toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation,

reprisal or harassment.

Legal References:

Minnesota, Statute, 363 (Minnesota Human Rights Act)

29 U.S.C. 621 et seq. (Age Discrimination in Employment Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et seq. (Vietnam Era Veterans Readjustment Assistance Act)

38 U.S.C. 4211 et seq. (Veterans Reemployment Rights Act)

42 U.S.C. 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. 12101 et seq. (Americans with Disabilities Act)

20 U.S.C. 1681 et seq. Title IX of the Education Amendments of 1972)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination

Moorhead School Board Policy 401: Equal Employment Opportunity Statement

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Employment Disability Nondiscrimination

Type:

School Board Policy

Section:

400 EMPLOYEES/PERSONNEL

Code:

404

Adopted Date:

8/12/2002

Revised Date(s):

01/08/2007, 12/13/2010

Reviewed Date(s):

01/08/2007, 12/13/2010

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to provide fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT

- A. Moorhead Area Public Schools shall not discriminate against qualified individuals with disabilities, because of the disabilities of such individuals, in regard to job application procedures, hiring, advancement, discharge, compensation, retention, job training, or any other terms, conditions or privileges of employment.
- B. Moorhead Area Public Schools shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. Moorhead Area Public Schools shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy should contact his or her supervisor. The applicant or employee may be referred to the Human Resources Department or the appointed ADA/Section 504 coordinator. Moorhead Area Public Schools will work with otherwise qualified individuals with a disability in an effort to identify a reasonable accommodation. Examples of possible accommodations include modified work areas or schedules.

III. REPRISAL

The school district will discipline or take appropriate action against any <u>pupil</u> <u>student</u>, teacher, administrator or other school personnel who retaliates against any person who requests an accommodation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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Legal References:

29 U.S.C. 794 et seq. (504 Rehabilitation Act of 1973, 504)

42 U.S.C. Ch. 126, Section 12112 (Americans with Disabilities Act)

29 C.F.R. Part 32

34 C.F.R. Part 104

Minnesota, Statute, Chapter, 363A (Minnesota Human Rights Act)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination

Moorhead School Board Policy 401: Equal Employment Opportunity Statement

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)

Employee License Status

Type:

School Board Policy

Section:

400 EMPLOYEES/PERSONNEL

Code:

412

Adopted Date:

8/12/2002

Revised Date(s):

01/08/2007, 05/09/2011

Reviewed Date(s):

01/08/2007, 05/09/2011

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. Moorhead Area Public Schools will not place itself at risk by employing a teacher who does not hold a valid teaching license from the State of Minnesota. This policy does not negate a teacher's duty and responsibility to maintain a current and valid Minnesota teaching license.

II. GENERAL STATEMENT

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district. For purposes of the federal No Child Left Behind Act, a highly qualified teacher is one who holds a valid license under this chapter to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

- B. No person shall be a qualified teacher until that person has filed for record with the Superintendent of Moorhead Area Public Schools, a license, or a copy thereof, authorizing that person to teach school in the district and perform the particular service for which the teacher is employed by the school district. the school district verifies through the Minnesota education licensing system available on the Minnesota Department of Education website that the person is a qualified teacher consistent with state law. (On rare occasions where a licensed teacher cannot be obtained, the district will seek a variance or a community expert authorization from the State of Minnesota.)
- C. Moorhead Area Public Schools will establish has a procedure for annually reviewing its teacher license files to verify that every teachers license is current and appropriate to the particular service for which the teacher is employed in the school district.

III. REQUIREMENTS

A. The Superintendent/designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the Superintendent/designee will advise the teacher in writing or electronic notification of the approaching expiration and that the teacher must complete the renewal process and file the license with the Superintendent/designee prior to the expiration of the current license.

However, failure to provide this notice, does not relieve the teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the Superintendent/designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the Superintendent's/designee's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment. This also applies to teachers working with a variance or community expert authorization. They must reapply for a community expert authorization or variance each year if a teacher's license is not obtained.

Legal References:

Minn. Stat. 122A.16 (Highly Qualified Teacher Defined)

Minn. Stat. 122A.22 (District Verification of Teacher Licenses)

Minn. Stat. 122A.40, Subd. 13 (Employment; Contracts; Termination - Immediate Discharge)

Minn. Stat. 127A.42 (Reduction of Aid for Violation of Law)

Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)

Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998) In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, affirmed, 1993 WL 129639 (Minn. App. 1993)

Cross Reference:

MSBA/MASA Model Policy 424 (License Status)

Equal Educational Opportunity

Type:

School Board Policy

Section:

500 STUDENTS

Code:

501

Adopted Date:

12/16/1996

Revised Date(s):

02/09/2009, 12/13/2010

Reviewed Date(s):

04/23/2001, 02/28/2005, 02/09/2009, 12/13/2010

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to policy 570: Prohibition of Harassment and Violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with an appropriate school official. In addition, an inquiry or a complaint should be referred to the Department of Human Resources or the Superintendent.

III. REPRISAL

The school district will discipline or take appropriate action against any pupil student, teacher, administrator or other school personnel who retaliates against any person who reports alleged harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Legal References:

Minnesota, Statute, Ch. 363A (Minnesota Human Rights Act)

Minnesota, Statute, 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. 12101 et seq. (Americans with Disabilities Act)

20 U.S.C. 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References:

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 503: Student Parental, Family and Marital Status

Nondiscrimination

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

Students in Homeless Situations

Type:

School Board Policy

Section:

500 STUDENTS

Code:

514

Adopted Date:

8/26/2002

Revised Date(s):

01/08/2007, 06/13/2011

Reviewed Date(s):

01/08/2007, 06/13/2011

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to define the rights and responsibilities to students in homeless situations.

II. GENERAL STATEMENT

The Moorhead Area Public School Board recognizes that maintaining school of origin enrollment and a regular, mainstream environment has a positive impact on the academic achievement of students in homeless situations. Therefore, every effort will be made to eliminate, to the extent possible, any barriers that limit equal access to education programs and services, or limit the opportunity for students in homeless situations to reach high standards.

A. Definition of Homeless Child and Unaccompanied Youth

Pursuant to McKinney-Vento 42 U.S.C. 11434a[2] and Education Law 3209 (1)(a), a homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- 1. sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- 2. living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- 3. living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- 5. awaiting foster care placement; or
- 6. a migratory child who qualifies as homeless because he or she is living in circumstances described above.
- 7. An unaccompanied youth is a homeless child for whom no parent or person in parental relation

is available.

B. Services

Children and youth in homeless situations will be provided services comparable to those received by other students including transportation to and from their school of origin to the extent possible. The district will designate a liaison for students in homeless situations who will ensure that the rights of homeless students are protected and they have the opportunity to reach the same high academic standards expected of all students.

C. Enrollment

Evidence of immunizations, guardianship, residential status or other documentation will not be barriers to immediate enrollment of students in homeless situations. Where appropriate, the enrolling school building administrator will refer the parent or guardian to the district homeless liaison for assistance in obtaining appropriate documentation. The district homeless liaison will also assist unaccompanied youth with placement/enrollment choices.

D. Placement

To the extent feasible, students in homeless situations will remain in their school of origin and transportation will be provided. They have the right to stay in their school of origin for the entire time they are homeless, or until the end of any academic year in which they move into permanent housing, unless a parent or guardian chooses otherwise.

E. Disputes regarding the educational placement of a student in a homeless situation will be expeditiously addressed through a dispute resolution process. Parents or guardians and unaccompanied youth must be informed of the process and in the event of a dispute, the student must be immediately enrolled in the school of choice while the dispute is being resolved.

Legal References: McKinney-Vento Homeless Assistance Act, 2002 Education Law 3209(1)(a)

Severe Weather-Related School Closings

Type:

School Board Policy

Section:

700 NON-INSTRUCTIONAL OPERATIONS AND

BUSINESS SERVICES

Code:

711

Adopted Date:

12/9/2002

Revised Date(s):

10/09/2006, 04/11/2011

Reviewed Date(s):

10/09/2006, 04/11/2011

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to provide information regarding severe weather-related school closings.

II. GENERAL STATEMENT

A. School Closings

When conditions prevail at the school which a building administrator considers to be of an emergency nature or hazardous to staff and students, he/she shall notify the Superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in the School District Crisis Management policy (710) and Crisis Management Emergency Plan (Weather Emergencies). The Superintendent or designee may determine an alternate plan of action. Once a plan is determined, school district staff will contact the media, other public and nonpublic schools, and others as necessary.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, floods, weather and utility failures.

B. Weather Emergencies

School district officials will work jointly with the U.S. Weather Bureau in monitoring conditions during times of inclement weather.

The Superintendent (or designee), with consultation from the Director of Property Services and Transportation, will determine appropriate actions to be taken relating to early dismissal, late start or the closing of school. Once a decision has been made, local media outlets will be notified and an announcement will be posted on the district website.

There may be times when weather conditions are not severe enough to justify the closing of schools but bus schedules and routes may have to be modified or canceled.

C. After-School Activities

In the event schools are closed due to severe weather conditions, all after-school activities, including practices and non-school events, will be canceled and the building completely vacated of all but custodial personnel.

Cross References:

Moorhead School Board Policy 710: School District Crisis Management

Research Studies

Type:

School Board Policy

Section:

900 SCHOOL DISTRICT - COMMUNITY RELATIONS

Code:

922

Adopted Date:

3/11/1980

Revised Date(s):

02/13/2006, 12/14/2009

Reviewed Date(s):

01/26/1991, 03/11/1996, 05/08/2000, 02/13/2006, 12/14/2009

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of this policy is to provide guidelines for individuals and/or organizations to conduct educational research in Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

It is the intention of the Moorhead School Board that all research projects carried out in the district shall be approved in advance by the Superintendent or his/her designee. Only those studies which have an apparent value to the school district will be approved. All persons, Moorhead Area Public School employees as well as personnel from outside the district, wishing to conduct research in the Moorhead Area Public Schools must make a written request to the Superintendent's office using the Research Study Request Form (Administrative Procedure 922.1).

A. Topics needing study should be kept on file in the Superintendent's office. Staff members and graduate students should be encouraged to submit topics for possible study.

B. Research Study Request

- 1. The researcher will submit a Research Request Form to the Superintendent or designee for his/her consideration and action.
- 2. All research requests are reviewed by the Superintendent or designee and routed to appropriate departments/buildings. Within one week, departments or building administrators should take action on the request and return the form to the Superintendent's office.
- 3. Upon approval, the researcher shall conduct the research in a professional manner and to assure the anonymity and rights of individual students, schools or staff members in reporting results.

Federal regulations require that when human subjects are to be involved in research there must be adequate protection of their rights and welfare. Consideration shall include the following:

- 1) An explanation of procedures and their purpose
- 2) A description of any attendant discomforts or risks
- 3) A description of any reasonable benefits expected
- 4) An offer to respond to inquiries on procedures

5) Instruction of the right to withdraw consent and to discontinue participation at any time without prejudice to the subject.

Permission from the research institution's Institution Research Board (IRB) is required when human subjects are involved in research.

- 4. Curriculum assessment or building assessment for the purpose of curriculum development and/or program evaluation are exempt from completing and following the research request process but requires approval of the Superintendent or designee.
- 5. All publications resulting from studies in the schools should acknowledge the contribution of Moorhead Area Public Schools except for anonymous research projects. The researcher shall agree to provide at least one bound copy of the completed study to the school district. No release of findings will be made until a copy is on file in the school district offices.
- 6. Research requests will be kept on file for a minimum of three years.

Legal Reference:

45 C.F.R. 46 (Protection of Human Subjects)

Cross References:

Moorhead School Board Policy 440: Employee Publications, Instructional Materials, Inventions, and Creations

Moorhead School Board Policy 504: Protection and Privacy of Student Records



Superintendent Memo S.15.039R

TO:

School Board

FROM:

Dr. Lynne A. Kovash, Superintendent

DATE:

October 21, 2014

RE:

Superintendent Strategies and Goals

Attached please find ideas for the Superintendent goals for the 2014-15 school year. The attachment also includes the Superintendent job description for your review.

Two main goal areas are identified with strategies listed after each goal. The two main goals I selected are "Support and Leadership" for the strategic priorities and "Increased Communication."

LAK:mde Attachments

Superintendent Goals 2014-15 Lynne Kovash

1. Strategic Priorities: The superintendent will provide support and leadership to staff, building and district level administrators to communicate and implement the Strategic Priorities. The superintendent will be responsible to work with school and district administration and staff to present updates to staff, the school board and the community.

Measures: Updates and reports to the board, community and staff with a final updated report in August 2015 regarding the completion of Strategic Priority goals.

21st Century Schools

- Provide support for innovative projects iPads, Chromebooks, project-based learning, etc.
- Provide leadership to embed creativity, critical thinking, collaboration and communication into curriculum maps and in the teaching strategies in the school.
- Provide support for administrators to support research-based teaching practices and promote a culture of innovation for staff.
- Provide support for school administrators to achieve their school goals through data meetings for the principals, discussion with Central Office Team and training.

School and Community

- Develop organizational chart and roles and present to school board by December 2014 for implementation on July 1.
- Work together with staff to develop a survey instrument to measure effectiveness of communication plan.

Equitable Education Opportunities

- Work with staff, community, and administration to research and develop a plan to address the achievement gap.
- Continue to work with staff to support the researched-based strategies to increase language skills for all students (Sheltered Instruction Observation Protocol).

Facilities

- Support the work of the Facilities Master Planning Task Force and deploy the resources to follow the recommendations as approved by the school board.
- Research opportunities for collaborative partnerships with county, city and other entities.

Mental Health/Character Development

- Support the collaborative work with partners to provide school linked mental health services.
- Provide leadership for bullying prevention efforts to include education for all staff and support for strategies and programs to bullying prevention.
- Provide leadership to building and district administration to support Positive Behavior Intervention Support (PBIS) within the district and develop aligned character education programs.

Human Resources

- Provide continued support for teacher growth and evaluation process.
- Continue to provide feedback and evaluation for all principals, assistant principals and building administrators as required by state statute.
- Develop an growth and evaluation system for all central office team members and all staff supervised by the superintendent.
- 2. Communication and Accountability: The superintendent will provide for two-way communication and engagement at the local, state and national level. A main area of focus for the 2014-15 school year will be to increase effective internal communication. The superintendent will provide support and leadership for fiscal and organizational accountability processes within the district to ensure effectiveness and efficiency through board and public reports.

Measures: Survey data for increased communication, revised community reports, reports to the school board regarding strategies.

- Provide leadership to revise reports for World's Best Workforce, Profiles and School Improvement Plans to contain student achievement information as well as community information.
- Update School Board to provide timely information related to the strategic priorities and other information in the school district.
- Provide leadership with policy development and implementation.
- Provide leadership for staffing considerations and the annual staffing plan.
- Provide leadership with financial operations, using a unified system to identify needs, programs and focus for the year.
- Develop an improved plan for two-way internal communication with staff using a baseline survey and a survey at the end of the 2014-15 school year.

Local

- Continue ways to further engage the community through State of the District and other opportunities for community to discuss the needs of the school district.
- · Continue talks with service and other organizations (Rotary, Kiwanis, Retired

- Teachers, Churches, etc.)
- Provide the opportunity for community feedback through surveys and focus groups.
- Explore ways to involve students in school district opportunities and involvement with the school board - student school board member, combined student council and school board meeting.
- Meet with Clay County Superintendents to discuss issues related to the county and state issues.

State

 Attend town hall meetings and meet with each state legislator to provide information regarding the needs of the district.

National

Provide information to national legislators regarding No Child Left Behind,
 special education and other federal issues and the impact on the school district.

MOORHEAD SCHOOLS JOB DESCRIPTION

BAND	GRADE	SUBGRADE:		
JOB TITLE: Superintendent		DEPARTMENT: Administration	DATE Spring 2012	
IMMEDIATE SUPERVISOR: School Board		Assistant Superin Human Resource Improvement and Learner Support, Systems, Exec. I Communications	SUPERVISES: Assistant Superintendent, Principals, Exec. Director of Human Resources, Exec. Director of School Improvement and Accountability, Exec. Director of Learner Support, Exec. Director of Information Systems, Exec. Director of Alternative Education, Communications Coordinator, Secretary to the Superintendent and School Board.	

JOB SUMMARY:

Chief Executive Officer (CEO) of the district, is responsible for the effective operation of the district including the general administration of all instructional, business or other operations. Responsible for advising and making recommendations to the School Board relating to the current and future operations of the district. Performs all duties and accepts all responsibilities required of a Superintendent as provided under state and federal rules, guidelines and policies. Delegates appropriate duties so that operational decisions can be made at various administrative levels but is responsible for the execution of these duties and will establish administrative procedure as needed.

MAIN AREAS OF ACCOUNTABILITY

50% 1. Leadership

- A. Provides leadership and supervision for the District's educational programs, staff development programs and curriculum development to provide the best learning environment for students. Facilitates the development of and implements a collaborative effort to meet the educational vision, mission, core values and goals of the district and assists the Board in setting priorities for the school system. Demonstrates an understanding of issues affecting education and facilitates and motivates others.
- B. Provides leadership for the development of a systematic plan to provide for continuous school improvement.
- C. Defines educational needs of the District for the School Board, recommends need for new or revised policies and makes staffing recommendation for School Board decision based on educational needs.
- Institutes and updates a comprehensive planning process, including short term and long term planning, district goals and instructional goals.
- E. Informs and advises the School Board about programs, practices and problems of the schools and keeps the School Board informed of the activities operating under the School Board's authority. Prepares School Board meeting agendas, presentations and materials and serves as the Board's chief executive officer.
- F. Is ultimately accountable for all aspects of District operations.

15% 2. Organizational Management

- A. Maintains, directly or through delegation, personnel records, student educational records, business records and other records as required by law and/or Board policy. Files all reports required by state or federal laws/regulations.
- B. Advises the Board of the need for new and revised policies. Ensures that all policies of the Board are implemented and followed.

- C. Makes administrative decisions necessary for the effective and efficient operations of the schools. Delegates to other staff, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.
- D. Oversees human resources function of the District and recommends adjustments of employee policies and salary structures as needed.

10% 3. Communication

- A. Communicates the educational vision, mission, core values and goals effectively to all stakeholders. Models shared leadership and decision-making strategies. Is proactive and uses data and a variety of means to inform, commend, recommend, inquire and respond.
- B. Confers as appropriate with staff members, professionals and community members regarding concerns about school programs and transmits suggestions to the Board and other s as appropriate. Communicates with and understand the needs and perspectives of various community groups.
- C. Provides the Board ample and timely information in order to make well informed, data driven decisions.
- D. Keeps knowledgeable of and keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.

5% 4. School Finance /Budgeting

- A. Supervises the preparation and presentation of the Annual Operating Plan and recommends to the Board for approval.
- B. Ensures financial procedures and accounts are maintained and audits are performed on an annual basis.
- B. Apprises the Board of the status of expenditure and receipts on regular basis and aligns budgeted funds and human resources to achieve agreed upon goals.

10% 5. School Community Involvement

- A. Visits schools and classrooms to stay informed and issues and activities in the school and to observe the quality of the educational environment. Attends a reasonable number of student/staff events.
- B. Establishes and maintains good relationships with agencies and personnel outside the District in order to promote the best interest of the District through contact with legislators, other superintendents, local government leadership, etc.
- C. Acts as liaison between the general community and the District including business, civic and community organizations and respond to concerns of parents, students, citizens and staff to increase understanding of policies and practices and to keep them informed of and involved with District activities.

10% 6. School Board

A. Maintains and improves effective School Board/Superintendent relations by periodically reviewing and upgrading performance through professional development, goal setting and communication.

Performs other duties as assigned or requested.

MINIMUM REQUIREMENTS

Education and Experience:

- Minimum of (5) years in a similar position and setting preferred.
- ∞ Successful performance in teaching and administrative positions of increasing responsibility
- Must posses or be eligible for a Minnesota Superintendent License

Special Knowledge/Skills:

- ∞ Strong written and verbal communication skills with a proven ability to plan, supervise, facilities and evaluate.
- ∞ Knowledge of instructional leadership, coach/mentoring and accountability models
- ∞ Knowledge of curriculum and instruction, special programs, and data driven decision making
- ∞ Knowledge of public school financing and fiscal operations, human resources, transportation and food services
- Ability to use various decision making and leadership styles to advance the district's students achievement and employee management
- ∞ Ability to use short and long term planning
- Ability to work in a self-directed manner within the requirement of district policy and regulations, state and federal laws.
- ∞ Ability to utilize independent thinking
- ∞ Strong facilitation, interpersonal, analytical and communication skills
- ∞ Working knowledge of all aspects of a school district.
- ∞ Ability to work with, supervise and discipline individuals with a variety of styles and personalities.
- Ability to communicate clearly and effectively with all levels of employees.
- ∞ Effective conflict resolution skills.
- Demonstration of professionalism and ethical practices.

WORK CHARACTERISTICS

Physical Effort:

- ∞ Position requires some periods of sitting and working on a computer.
- ∞ Position involves some standing and walking throughout the district office building

Mental Effort

- ∞ Position requires the individual to make high stakes decisions; develop and interpret policy; work with a variety of entities, such as state departments, community organizations and delegate successfully.
- → Position requires performing multiple tasks simultaneously, visualizing outcomes and conclusions from actions, analyzing and interpreting data, conducting research, managing resources, and evaluating the performance of others.

Working Conditions

- The majority of work is performed in typical office conditions.
- ∞ Position requires travel to varying sites, school district buildings and community facilities.
- ∞ Position requires attendance at district events and meetings conducted during evening hours.

JOB OUTCOMES

- ∞ Projects a positive, cooperative and respectful attitude with students, parents, employees and community members.
- ∞ Leadership projects a strong, vibrant school community.
- ∞ Ensures high student achievement with successful student outcomes.
- ∞ Provides a positive learning environment for all students.
- ∞ Provides the school board with adequate information and guidance for decision-making.
- ∞ Provides leadership to the school district in planning programs and directions for the future to ensure that the district offers students and community members appropriate educational services for a changing society.
- ∞ Provides leadership to administrators and directors to ensure that the buildings and departments run smoothly and efficiently while providing a quality educational program.
- ∞ Ensures that the facilities of the district are adequately maintained and that needs are addressed in a timely manner.
- Oversees the development and administration of the district budget and the financial management of the school district to assure efficient and appropriate allocation of funds in accordance with state regulations and generally accepted accounting principles.
- Ensures that the school district recruits and selects high quality faculty and staff members and that the staff is evaluated and provided staff development opportunities to maintain and improve performance.
- Provides a quality-coordinated curriculum for the students of the school district that is continually updated and reviewed.

This description describes the general nature and worked expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible prodification to reasonably accommodate individuals with a disability