

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

January 26, 2015
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. We Are Proud

We Are Proud of Moorhead High School student Tabby Roman for qualifying for the 2014 Class AA girls swimming and diving state tournament in 1 meter diving. She placed 18th at state. Coaches are Pat Anderson, John Schmidt and Annaliese Bruns.

We Are Proud of Moorhead School Board member Dr. Bill Tomhave for being named to the 2015 All-State School Board, which is the Minnesota School Boards Association's most prestigious award. Tomhave is one of seven board members chosen for the award this year. There are nearly 2,300 school board members in Minnesota. Board members are nominated by superintendents, fellow board members, parents or community members for their outstanding contributions to

public education. Tomhave was recognized during a luncheon January 15, 2015, at MSBA's annual Leadership Conference.

E. Superintendent's Spud Award

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

The **Superintendent's Spud Award** is presented to Shannon Rieder, fourth-grade teacher at S.G. Reinertsen Elementary School, for her distinguished service in fostering a love for learning and enjoyment of reading in her students.

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

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

2. CONSENT AGENDA

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

A. SUPERINTENDENT MATTERS - Kovash

- (1) Approval of January 5, 2015 Special Meeting Minutes and January 12, 2015 Meeting Minutes - Pages 6-13

B. ASSISTANT SUPERINTENDENT MATTERS - Lunak

C. HUMAN RESOURCES MATTERS - Dehmer

- (1) Approval of Family/Medical Leaves - Page 14
- (2) Approval of Resignations - Page 15
- (3) Approval of New Employees - Pages 16-17

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **OVERVIEW OF GIFTED PROGRAMMING:** Kovash
Pages 18-22

4. **APPROVAL OF SUPPORT FOR ENGLISH LEARNER PLAN OF SERVICE:**
Kovash
Pages 23-30

Suggested Resolution: Move to approve an 1.0 FTE English Learner Teacher and a .25 FTE Home School Liaison.

Moved by _____ Seconded by _____
Comments _____

5. **FISCAL YEAR 2015 REVISED BUDGET, FISCAL YEARS 2016-17 PROJECTED BUDGETS:** Lunak
Pages 31-32

Suggested Resolution: Move to approve the Fiscal Year 2015 Revised Budget as presented.

Moved by _____ Seconded by _____
Comments _____

6. **FIRST READING OF POLICIES:** Kovash
Pages 33-63

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.05, Subdivision 3, for the purpose of conducting the Superintendent's mid-year evaluation review.

Moved by _____ Seconded by _____
Comments _____

12. **OPEN PUBLIC MEETING:** Fagerlie

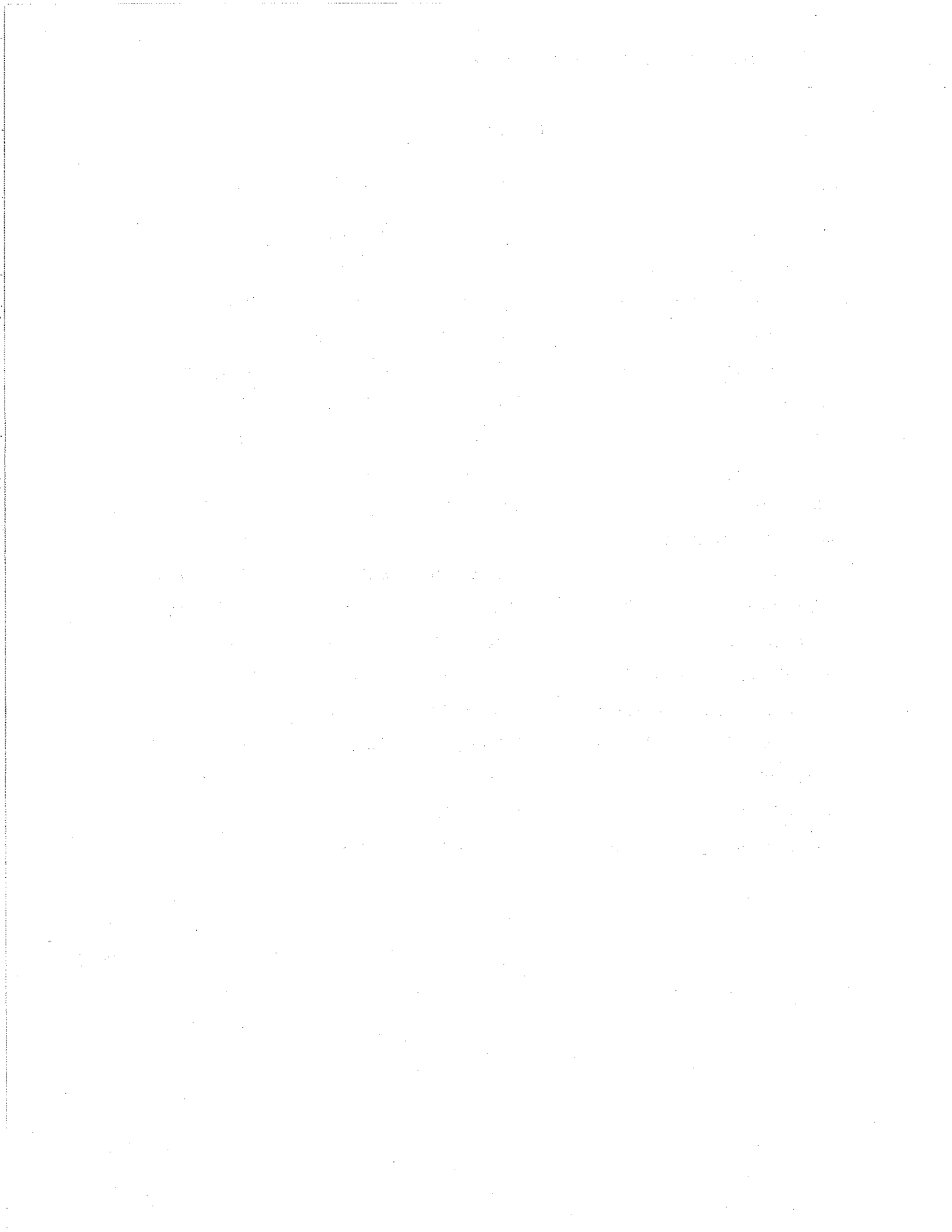
Suggested Resolution: Move to open the public meeting at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

13. **ADJOURNMENT**

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Activities Advisory Council	January 27	7:15 a.m.	MHS Conf Rm
District Technology Committee	January 27	3:45 p.m.	PCE
Superintendent's Advisory Council	January 29	7 p.m.	PCE
MHS PTAC	February 2	6:30 p.m.	Conf Rm
Continuing Education Committee	February 3	6:30 a.m.	Village Inn
Hopkins PTAC	February 3	6:30 p.m.	Media Center
Joint Powers Committee	February 5	7 a.m.	City Hall
RRALC Family Night	February 5	5:30 p.m.	RRALC
School Board	February 9	7 p.m.	PCE
Safe and Healthy Learners Com	February 10	3 p.m.	PCE
Asp PTAC	February 10	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	February 10	6:30 p.m.	Media Center
Special Educ. Parent Advisory Com	February 11	12-1 p.m.	PCE
Instruction & Curriculum Adv Com	February 12	7 a.m.	PCE
Health/Safety/Wellness Committee	February 12	9:30 a.m.	PCE
Community Education Adv Council	February 17	7 p.m.	PCE
Horizon PTAC	February 17	6:30 p.m.	Media Center
School Board	February 23	7 p.m.	PCE
District Technology Committee	February 24	3:45 p.m.	PCE



**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JANUARY 5, 2015
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MEMBERS PRESENT: Mark Altenburg, Cindy Fagerlie, Lisa Erickson, Laurie Johnson, 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 6:00 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 Steffes, to approve the agenda as presented. 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.

ORGANIZATION OF THE SCHOOL BOARD: Chair Fagerlie led the Oath of Office Ceremony for Mark Altenburg, Laurie Johnson and Bill Tomhave elected to the 2015-2019 term. Newly elected members took their seat on the School Board. Motion carried 7-0.

FACILITIES MASTER PLAN WORK SESSION: John Pfluger, Cuningham Group, presented the current draft from the Master Facilities Plan Task Force with the goal of reviewing progress, gathering feedback and answering questions. The latest recommendations included adding a fifth- and sixth-grade addition to Horizon Middle School and building a new kindergarten through fourth-grade elementary school by 2018.

The task force has been working since September to develop a fiscally responsible plan to address the significant need for student capacity, along with safety and 21st century learning needs.

In November, the School Board heard projections for student enrollment to increase an average 3 percent each year for the next five years. Enrollment is projected to break 6,000 students next fall. Middle school enrollment is 1,315 and is projected to reach 1,870 by 2024-25, while elementary enrollment is 2,851 this year and is projected to increase about 500 students by then.

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Further demographics study will be done this spring. Overcrowded conditions, especially at the elementary schools, have required a creative use of space in recent years.

As a short-term solution, the district added space to Robert Asp and Probstfield Elementary this year and will add on to S.G. Reinertsen Elementary next year. The cost of these additions was offset by the refinancing of existing long-term debt.

For a long-term solution, Cuningham Group has been leading the collaborative process to develop a comprehensive facilities master plan to guide facilities planning and improvements for the next 10 years. The final facilities master plan is scheduled to be presented to the School Board on Feb. 9, and the board will be asked to take action at the Feb. 23 meeting.

The first phase of the recommendation is to invest \$78 million in building the needed grades 5-6 middle school addition for 1,200 students and a new grades K-4 elementary school for 750 students to be open by 2018. This will create a K-4, 5-8 and 9-12 grade configuration to minimize transitions for students. This phase also renovates the current elementary schools to improve safety and restore flexible learning spaces that have been eliminated during the space crunch.

Anne Moyano, principal at S.G. Reinertsen Elementary, explained various uses the flexible learning spaces at Reinertsen had served before they were converted to classrooms as the result of increasing enrollment.

The second phase of the recommendation is to either build a new high school for 2,250 students for approximately \$109 million or to build an addition to Moorhead High School for \$59 million. More space will be needed by 2021 or 2022 so this decision will need to be made in the next two years. Grades 9-12 enrollment is currently 1,725 and is projected to reach about 2,500 by 2024-25.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:24 p.m.

Laurie Johnson, Clerk

**REGULAR MEETING
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MEMBERS PRESENT: Mark Altenburg, Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Scott Steffes.

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 38 and 40.

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

WE ARE PROUDS:

We Are Proud of Moorhead High boys cross country team member Elijah Herrick and girls cross country team members Mallori Johnson, Mackenzie Kelly and Lexi Maddux for qualifying for the 2014 Class AA state tournament. Cross country coaches are Jeremy Blake, Dan Doohar and Tom Doohar.

We Are Proud of Pam Kiser, first-grade teacher and early literacy support at Robert Asp Elementary School, for being named the 2015 Moorhead Teacher of the Year. Kiser has worked in the district since 1992. She has been a paraprofessional, Title I teacher, Reading Recovery teacher, first-grade teacher and third-grade teacher prior to taking her current position in 2012. Kiser has her bachelor's degree in elementary education and is pursuing a master's in curriculum and instruction from Minnesota State University Moorhead. She was selected as Teacher of the Year by the Education Moorhead Communications Committee.

We Are Proud of the 2015 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2015 Teacher of the Year Building Representatives include:

- Sara Thronson, early childhood special education teacher for Early Intervention Services;
- Jamie York, fifth-grade teacher at Ellen Hopkins Elementary;
- Pam Kiser, first-grade teacher and early literacy support at Robert Asp Elementary School; and
- Christine Berg, eighth-grade science teacher at Horizon Middle School.

Remaining building representatives will be recognized at a future meeting.

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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.

Election of Officers: Erickson moved, seconded by Altenburg, to nominate the following slate of officers for the one-year term (2015) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chairperson: Cindy Fagerlie
Vice-Chair: Bill Tomhave
Clerk: Laurie Johnson
Treasurer: Scott Steffes

Motion carried 6-0.

Committee Assignments: Tomhave moved, seconded by Johnson, to approve the committee assignments as discussed:

DISTRICT-WIDE STANDING COMMITTEES:

Erickson and Valan - Activities Advisory Council
Erickson and Altenburg - Community Education Advisory Council
Fagerlie and Steffes - Citizen Finance Advisory Committee
Fagerlie and Steffes - Executive Finance Committee
Fagerlie and Johnson - Health Insurance Committee
Valan and Altenburg - Instruction and Curriculum Advisory Committee (ICAC)
Valan and Altenburg - Safe and Healthy Learners Committee
Tomhave and Johnson - Policy Review Committee

ADMINISTRATIVE COMMITTEES:

Not Required - Calendar Committee
Fagerlie and Erickson - Continuing Education Committee
Johnson - Early Childhood Family Education Advisory Committee
Erickson and Steffes - Health/Safety/Wellness Committee
Fagerlie - Indian Education Parent Committee
Valan and Tomhave - Legislative Committee
Valan - Minnesota State High School League
Fagerlie and Johnson (Steffes Alternate) - Negotiations Committee
Erickson - Sabbatical Leave Committee
Erickson and Valan - Staff Development Committee
Valan - Special Education Parent Advisory Committee

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Members Rotate - Superintendent's Advisory Council (SAC)
Fagerlie (Tomhave Alternate) - District Technology Committee
Steffes (Valan Alternate) - Title I District Parent Advisory Committee

COMMUNITY COMMITTEES:

Fagerlie (Tomhave Alternate) - Clay County Joint Powers Collaborative Governance Board
and Executive Committee (Board of Directors)
Tomhave and Steffes - Joint Powers Committee

ADOPT-A-SCHOOL:

Altenburg - Ellen Hopkins Elementary
Steffes - Robert Asp Elementary
Erickson - S.G. Reinertsen Elementary
Fagerlie - Horizon Middle
Tomhave - Moorhead High
Valan and Johnson - Red River Area Learning Center

Motion carried 6-0.

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

Minutes - Approve the December 15, 2014 Special Meeting Minutes and December 15, 2014
Regular Meeting Minutes.

Revised Certification of Final 2014 Payable 2015 Property Tax Levy - Approve the revised
certification of the final 2014 Payable Property Tax Levy in the amount of \$13,265,09.73.

Claims - Approve the January Claims, subject to audit, in the amount of \$1,530,171.86.

General Fund:	\$1,331,933.36
Food Service Fund:	\$158,038.58
Community Service Fund:	\$40,199.92
TOTAL	\$1,530,171.86

The December Wire Payments, subject to audit, in the amount of \$2,041,116.97.

General Fund:	\$2,037,831.95
Post Employment Irrevocable Trust Fund:	\$3,285.02
TOTAL	\$2,041,116.97

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Donation - Accept the donation of \$1,000.00 from Scheel's for the Jump Start Program and direct administration to send a thank you.

Lease Agreement with City of Moorhead - Approve the proposed rental agreement through December 31, 2016. The lease agreement includes district property described as: E one half of the Northeast Quarter of Section 21, Township 140 North, Range 48 West, Clay County between Moorhead Area Public Schools #152 and the City of Moorhead. The City of Moorhead will pay the district an annual rental fee per acre on 77 tillable acres in the amount of \$155.00 per acre, or \$11,935.00 for a period of two years commencing on January 1, 2015 and ending on December 31, 2016.

Family/Medical Leaves

Nezira Nasim - Paraprofessional, Probstfield Elementary, effective May 16, 2015 for the remainder of the school year.

Amy Pederson - Teacher, Ellen Hopkins Elementary, effective March 20, 2015 for approximately six weeks.

Change in Contracts

Rachael Lexen - Assistant Track Coach to Head Girls Track and Field Coach, .10 (3) \$4674.00, effective with the 2014-2015 season (replaces Justin Gall).

Tom Dooher - Assistant Track Coach to Interim Head Boys Track and Field Coach, .10 (13) \$5526.00, effective with the 2014-2015 season (replaces Michael Thompson).

Resignations

Vincent Gianotti - Bus Driver, Transportation, effective December 15, 2014.

Juanita Hines - Food and Nutrition Server, Moorhead High School, effective December 31, 2014.

Alishia Dittes - Food and Nutrition Server, Probstfield Elementary, effective January 9, 2015.

Ellie Johnson - Paraprofessional, Moorhead High School, effective January 12, 2015.

Laura Gullickson - Lunchroom Supervisor, Ellen Hopkins Elementary, effective January 12, 2015.

John O'Neill - Bus Driver, Transportation, effective January 14, 2015.

Lydea Laudenbach - Teacher, Horizon Middle School, effective June 2, 2015.

Retirement

Ellie Johnson - Paraprofessional, Moorhead High School, effective January 12, 2015.

Sherry Harmon - Custodian, Moorhead High School, effective February 27, 2015.

Other Leave

Elisa Ramirez - Paraprofessional, Horizon Middle School, effective December 16, 2014.

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New Employees

Jennifer McManamon - 2nd Grade Teacher, Ellen Hopkins Elementary, 1.0 FTE, MA (10) \$30,138.55, effective January 5, 2015 (replaces Sharon Mattson).

Julie Wellnitz - Program Manager for Media and Information Systems, District Wide, 1.0 FTE, D71 (5) \$24,893.31, effective March 2, 2015 (replaces Gay Galles).

Grand Canyon University College of Education Student Teacher Agreement - Approve the Agreement for Clinical Experiences with Grand Canyon University of Education as presented. Terms of this agreement shall be for the period of November 18, 2014 until December 31, 2016.

Resolution Directing Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefore - Approve directing administration to recommend reductions in programs as needed to reduce expenditures as a result of declining enrollment and financial limitations.

Clay County Interagency Purchase of Services Agreement - Approve the January 13, 2015 to June 30, 2015 renewal agreement with Clay County Social Services in cooperation with Lakeland Mental Health Center to continue mental health services to identified students and their families not to exceed the amount of \$120,276.00.

Motion carried 6-0.

APPROVAL OF MAJOR MAGNITUDE FIELD TRIP REQUEST – MOORHEAD HIGH SCHOOL CHOIR PERFORMANCE TOUR TO SAN ANTONIO, TEXAS: Kathie Brekke, Moorhead High School choir director, presented information regarding the proposed Major Magnitude Field Trip for Moorhead High School choir students to travel to San Antonio, Texas Thursday, January 14-17, 2016. Students will participate in a choral clinic at the University of Texas and a school exchange concert in San Antonio. The anticipated cost per student is \$1,400.

Valan moved, seconded by Tomhave, to approve the Major Magnitude Field Trip request for Moorhead High School Choir students to travel to San Antonio, Texas to attend a choral clinic and participate in a school exchange concert January 14-17, 2016. Motion carried 6-0.

OVERVIEW OF ENGLISH LEARNER PROGRAMMING AND LOCAL LITERACY

PLAN: Kari Yates, program manager of literacy and English learners, presented an updated English Learner Plan and Local Literacy Plan for Moorhead Area Public Schools. She also discussed Moorhead's changing profile for English learners. The current profile for English learners shows an increase in Level 1 (Entering) and Level 2 (Beginning) speakers from the previous year. These students need additional instruction time from an English learner teacher. Yates also reviewed staffing needs to serve English learners effectively for the remainder of 2014-15 and the 2015-16 school year.

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During the past two years, the Moorhead Elementary District Literacy Committee has researched, reviewed and revised Moorhead's Local Literacy Plan. The plan has been streamlined with more emphasis placed on consistent core instruction for all grade levels. The Minnesota Department of Education requires the local literacy plan be approved by the local school board and posted on the district website.

Altenburg moved, seconded by Johnson, to approve both the English Learner Programming and Local Literacy Plan. Motion carried 6-0.

SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided construction updates for the high school swimming pool, upcoming bid openings for the S.G. Reinertsen project and Probstfield Elementary.

SUPERINTENDENT REPORT: Dr. Kovash reported on attending the Early Childhood Family Education Advisory Committee meeting noting it was a pleasure to hear about the great work done with early learning in our district.

COMMITTEE REPORTS: A brief report was heard regarding the Joint Powers Committee meeting and the January 23 46th Annual Intergovernmental Retreat (IGR).

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members noted they would discuss MSBA travel after the meeting. Dr. Kovash noted the IGR registration brochure would be mailed that week.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:42 p.m.

Laurie Johnson, Clerk



MOORHEAD
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Human Resources
Memo HR.15.074C

TO: Dr. Lynne Kovash, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources *KDhm*
DATE: January 20, 2015
RE: Family/Medical Leave

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

Maria Johnson Teacher, Ellen Hopkins Elementary, effective January 23, 2015 until January 30, 2015.

Amber Arndt Teacher, S. G. Reinertsen Elementary, effective May 1, 2015 for the remainder of the 2014-2015 school year.

Jackie Klefsaas Teacher, Ellen Hopkins, effective approximately May 1, 2015 for the remainder of the 2014-2015 school year.

Suggested Resolution: Move to approve the Family/Medical Leave for Maria Johnson, Amber Arndt and Jackie Klefsaas as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.076C

TO: Dr. Lynne Kovash, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources *KD*
DATE: January 20, 2015
RE: Resignations

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

- Andrew Nylander Paraprofessional, High School, effective January 22, 2015.
- Nikki Zimmerman Teacher, Robert Asp Elementary, effective January 30, 2015.
- Baily Smith Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, effective January 30, 2015.
- Courtney Dohman Paraprofessional, Probstfield Elementary, effective February 6, 2015.

Suggested Resolution: Move to approve the resignation of Andrew Nylander, Nikki Zimmerman, Bailey Smith and Courtney Dohman as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.075C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources *KDehmer*

DATE: January 20, 2015

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.

Nidar Salman Paraprofessional, High School, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective January 5, 2015. (Replaces David Row)

Courtney Lalonde Spanish Immersion Mentor, Ellen Hopkins Elementary, position will work 75 hours at \$27.34 per hour from January 5, 2015 to June 30, 2015. (New position)

Richard Varanai Food and Nutrition Server, Probstfield Elementary, 2.75 hours per day, \$10.00 per hour, effective January 5, 2015. (Replaces Rebecca Flores)

Jennifer Beck Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$10.00 per hour, effective January 12, 2015. (Replaces Laura Gullikson)

Abbra Olson Paraprofessional, Horizon Middle School, B21 (0-2) \$15.37 per hour, 6.75 hours per day, effective January 14, 2015. (Replaces Elisa Ramirez)

Maria Espinoza Food and Nutrition Server, Probstfield Elementary, A11 (0) \$14.32 per hour, 4 hours per day, effective January 16, 2015. (Replaces Alishia Dittes)

Jane VanHatten AVID Tutor, Horizon Middle School, 2 hours 2 days per week, \$12.00 per hour effective January 20, 2015. (New Position)



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- Michael Petyo Music Teacher, S. G. Reinertsen Elementary, 1.0 FTE, BA (0) \$17,073.75, effective January 21, 2015. (Replaces Leah Hoffman)
- Rachel Stone Lunchroom Supervisor, Horizon Middle School, 2.5 hours per day, \$10.00 per hour, effective January 22, 2015. (Replaces Abby Olson)
- Mary Dominguez Lunchroom Supervisor, Horizon Middle School, 2.5 hours per day, \$10.00 per day, effective January 22, 2015. (New Position)
- Shannon Olson Crossing Guard, S. G. Reinertsen Elementary, 1.5 hours per day, \$10.00 per hour, effective January 22, 2015. (Replaces Tamara Rasheed)

Suggested Resolution: Move to approve the employment of Nidar Salman, Courtney Lalonde, Richard Varanai, Jennifer Beck, Abbra Olson, Maria Espinoza, Jane VanHatten, Michael Petyo, Rachel Stone, Mary Domnguez and Shannon Olson as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement
and Accountability
Memo SIA.15.017R

TO: Dr. Lynne Kovash, Superintendent

FROM: Missy Eidsness, Executive Director of School Improvement and Accountability *ma*

DATE: January 20, 2015

RE: Overview of Gifted Programming

Attached please find an updated description of the gifted programming for Moorhead Area Public Schools. Leigh Dornfeld, gifted and talented coordinating teacher, will discuss the plan.

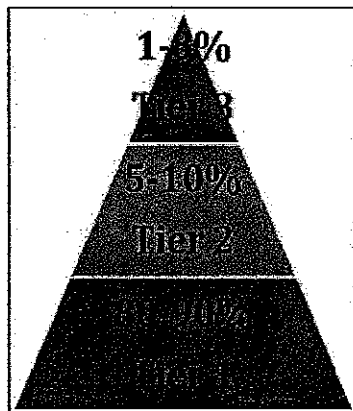
She will also explain in greater detail the models of service at each level. Each model requires an identification process, parent communication and building coordination on scheduling. Gifted programming runs on a seven day cycle. One day in each building is designated to serve grades 3-5 (three sites), grades 6-8, and grades 9-12. The final day of each cycle is reserved for gifted and talented consulting and outreach.

MOE:tro
Attachment

**Gifted Programming in Moorhead Area Public Schools
Program Description
Elementary and Middle School**

Moorhead Area Public Schools is committed to providing optimal learning conditions that support academic achievement for all students. A gifted and talented coordinating teacher provides a seamless continuum of services for high potential students in Moorhead Schools. Just as the district has implemented Response to Intervention (RtI) for students in need of more supportive interventions due to academic or behavioral needs, this model also can provide interventions for gifted students.

Judy Elliott, chief academic officer for the Los Angeles Unified School District, says this about RtI and gifted education: *“Indeed RtI is a framework that works for all students, including gifted. Gifted students, too, have learning and behavior needs. Using the . . . RtI (model), specific interventions can be identified to support highly able students that need an extra scoop (Tier 2) or more specially challenging opportunities at Tier 3.”*



EXPLANATIONS AND INTERVENTIONS FOR EACH TIER

Tier 1: ALL: Core Classroom Instruction (Classroom Teacher)

All students should receive core classroom instruction utilizing scientifically based curriculum and methods to teach critical elements of a subject (reading, mathematics, written expression). About 80-90 percent of students will have a sufficient response to instruction by demonstrating subject proficiency with effective Tier 1 instruction. About 60-80 percent of gifted students will have their needs met within that setting, *as long as there is consistent, high quality differentiation.*

Student-centered instructional practices and materials are standards-based and grounded in research:

- Instruction has clear objectives with focused activities to reach the objectives;
- Assessment results are used to shape future instructional decisions;
- Students have multiple avenues to show mastery of essential content and skills, and to demonstrate their learning; and
- Instructional pacing, depth and complexity are varied.

Tier 2: SOME: Strategic Targeted Instruction (Resource Strategist or Gifted and Talented Coordinating Teacher)

Some students will receive strategically targeted instruction in addition to core instruction.

*“It is important to be aware, especially when thinking of advanced learners, that educators need to measure, not what they know, understand and are able to do **relative to their age peers**, but rather what they have learned during their time in the classroom. Gifted students learn at a much faster pace than other students and should not be expected to wait for their age peers to catch up. They may spend from three to six years of their school lives learning nothing new.” (Rogers 2002).*

Approximately 10-15 percent of the gifted students need some type of additional services, such as push-in program offerings, academic competitions, special projects, etc. The resource strategists work with the classroom teachers to identify students and assist with differentiated instruction, research projects, technology integration, and 21st century learning skills (4Cs). The strategists also run a book club for this group of students, while the gifted and talented coordinating teacher supports academic competitions such as Math Masters and Destination Imagination at this level.

Tier 3: FEW: Intensive Targeted Intervention (GT Coordinating Teacher)

Intensive targeted instruction is provided to *students who demonstrate the greatest intellectual need*. This instruction, at times, replaces core instruction (pull-out programming). The duration of this intervention is extended over a longer period of time (1 to 1.5 hours) and varies from project to project. The focus is also on project-based learning and the (4Cs) with students driving much of the instruction based on the choices they make and problems they come upon while leading themselves as teams. The gifted and talented teacher is a facilitator who guides students to deeper levels of thinking, creating ownership and pride in their learning and products.

Even with differentiation and additional classroom services, approximately 1 to 5 percent will require some form of opportunity outside the regular classroom, such as grade skipping, subject acceleration, concurrent enrollment, etc. This small percentage of students may require radical acceleration, dual enrollment, early entrance, academic advising, Advanced Placement (AP), and long-term planning for gifted students and programming.

The model for Moorhead Area Public Schools provides a tiered model of programming. Levels of intensity in programming allow for the diversity of individual needs of students who are gifted and talented. Response to Intervention provides support systems for students with exceptional ability or potential. Students who are gifted require special provisions because of their strengths and above-grade instructional level or potential. In addition the district recognizes the need to enhance outcomes in affective areas for accelerated students through the assistance of a school counselor or a support group.

With careful attention to the cognitive, social, and emotional needs of accelerated students, the strategists, gifted/talented coordinating teacher and administrators can recommend from an array of practices with the confidence that the student will thrive in a more challenging learning environment.

Accountability

On a monthly basis throughout the school year, the GT coordinating teacher will report to the executive director of School Improvement and Accountability on activities, events, results, and other data deemed prudent as it relates to education of students with gifted and talented needs. The executive director and GT coordinating teacher will report annually to the board regarding services for students.

Resources:

"Gifted and Talented Pupils." Wisconsin Department of Public Instruction Home Page. N.p., n.d. Web. 30 Oct. 2012. <http://cal.dpi.wi.gov/files/cal/pdf/rti-gct.pdf>

National Association for Gifted Children <http://nagc.org/administratortoolbox.aspx>

Montana Department of Public Instruction ftp://opi.mt.gov/RTI/Resources/RTI_Gifted_Talented.pdf

Another conceptual view of a gifted and talented programming model

High School Programming

Goals of Implementation

- 1. To identify the top 10% of students academically through test scores and counselor/teacher recommendations.**
- 2. The gifted and talented teacher will meet with this group of students every six school days.**
- 3. The focus is on student-driven goals as well as students' social and emotional needs.**
 - Explore and focus on students' strengths leading them to their own conclusions on how these strengths impact their futures.
 - Go through test data with them to understand what the results mean or research various scholarship opportunities that are available to them.
 - Share various opportunities with students as to what their options are in the near future, but also the extended time. Help them to plan for their futures.
 - Provide time to socialize and talk about topics of interest with students who think the way they do.
 - Offer social issues groups for those students who are struggling with their gifts and unique characteristics and feel comfortable sharing them and learning coping skills.

Accountability

On a monthly basis throughout the school year, the GT coordinating teacher will report to the executive director of School Improvement and Accountability on activities, events, results, and other data deemed prudent as it relates to education of students with gifted and talented needs. The executive director and GT coordinating teacher will report annually to the board regarding services for students.



MOORHEAD

AREA PUBLIC SCHOOLS

School Improvement
and Accountability
Memo SIA.15.018R

TO: Dr. Lynne Kovash, Superintendent

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

DATE: January 20, 2015

RE: Approval of support for English Learner Plan of Service

All Minnesota school districts are charged with providing equitable English language programming for students who qualify for language acquisition services. In order to provide each English Learner the recommended level of service, Moorhead Area Public Schools needs to increase English Learner teacher by .50 FTE for the 2014-15 school year. The proposal is for a 1.0 FTE: .50 FTE for Moorhead and .50 FTE contracted with the Dilworth-Glyndon-Felton School District (D-G-F). Both Moorhead and D-G-F school districts have experienced significant growth in the number of new students who qualify for English language programming. An agreement between Moorhead and D-G-F school districts will be brought to the next meeting. The recommended level of service is defined in the English Learner Plan of Service 2014-15.

The Home School Liaison position would allow our district to better communicate information to families of English Learners on a referral basis from teachers, administrators, social workers, counselors and other school district staff. The Home School Liaison would be available up to 10 hours a week to meet with parents at school or at their homes, using interpreters as needed. This may include sharing information about academic achievement, involvement in school programs, school district policies, building policies, attendance policies, adult education programs, special education assessment/placements, and community agencies and their function.

Attached are the proposals to add an additional 1.0 FTE English Learner Teacher and a .25 FTE Home School Liaison.

Suggested Resolution: Move to approve an 1.0 FTE English Learner Teacher and a .25 FTE Home School Liaison.

MOE:tro
Attachments

**MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota
2014-15**

PROPOSAL FORM

NAME OF BUILDING: Moorhead Area Public Schools

TOPIC OF PROPOSAL: Additional 1 FTE for English Learner Teacher

SUBMITTED BY: Missy Eidsness and Kari Yates

DATE: January 26, 2015

DATE TO BE IMPLEMENTED: Feb. 15, 2015

**PERSON RESPONSIBLE TO
RECOMMEND TO SUPERINTENDENT:** Melissa O. Eidsness

RECOMMENDATION (by person responsible):

Approve X Disapprove: Hold: Date:

District Mission Statement: *To develop the maximum potential of every learner to thrive in a changing world.*

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding:

Funding for this proposal would come from general funding. The Dilworth Glyndon Felton School District (D-G-F) will be contracting for .5 FTE of the 1 FTE hired. Dr. Kovash and Bryan Thygeson, superintendent of D-G-F school district have agreed that partnering on this position allows both districts to benefit by attracting highly qualified candidates. The D-G-F School District is also experiencing similar growth of English Learners.

2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):

According to the requirements of NCLB and Title III, the Moorhead Schools have failed to reach the target for annual measurable achievement objective (AMAO) for English Learners for four or more years and therefore the Minnesota Department of Education has required the district to modify its curriculum or program and method of service.

Although we are currently making significant program modifications within our EL program, we are also serving a significantly higher number of newcomer and refugee students in many of our buildings this year. The high school is currently serving 21 students with English language proficiency at the ENTERING (1) and BEGINNING (2) levels compared 9 served last year at this same time. The middle school is serving 28 students with English language proficiency at the ENTERING (1) and BEGINNING (2) levels compared to 6 served at this same time last year. This increase is especially significant since many of the adolescent newcomers have limited or interrupted formal school which increases the complexity and scope of their needs.

HORIZON			
Proficiency Level	# Students 2013 - 14	# Students 2014 - 15	# Students Increase/ Decline
1	0	17	17
2	6	11	5
3	27	19	-8
4	39	42	3
5	4	7	3
Total	77	96	20

MHS			
Proficiency Level	# Students 2013 - 14	# Students 2014 - 15	# Students Increase/ Decline
1	2	12	10
2	7	9	2
3	13	12	-1
4	17	21	4
5	3	6	3
Total	42	60	18

At the present time we are serving 156 EL students in grades 6-12 with 3.25 FTE EL teachers. This is an average of 48 students served per FTE. Although the numbers would justify a request for 1.0 FTE at this time, due to mid-year space and scheduling limitations at MHS and HORIZON, the more conservative request of 0.5 FTE will allow us to meet the immediate needs of our newest speakers at Horizon and MHS. It will reduce the teaching load for teachers in those buildings teachers to serve an average of 42 students per FTE. We anticipate the need to increase this new position to 1.0 FTE for the 2015-16 school year.

3. State the negative implications if the proposal is not approved.

Sufficient levels of support for EL students Level 1 and newcomer English Learners will not be possible in grades 6-12.

Students will be served in group sizes that prevent adequate instruction based on need.

Students will be served for a less time than is adequate for their needs.

Students at entering and beginning stages will be grouped with students who language needs are very different, negatively impacting the instruction for both groups.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.

Continue with current staffing, serving students in larger groups and at inopportune times of day.

Rely heavily on paraprofessionals to tutor students rather than direct instruction from certified teachers.

Continue with current staffing and reduce the amount of service ELs at higher proficiency levels in order to better serve students at lower proficiency levels.

5. Estimate the cost implications of this proposal on the following chart.

PROPOSAL BUDGET

PERSONNEL	Number Requested	Estimated Cost	Reimbursement	Net Cost
Teachers:	.5	\$50,000=1 FTE		\$25,000
Benefits:	.5	\$10,000=1FTE		\$5,000
<hr/>				
Other Costs		Estimated Cost	Reimbursement	Net Cost
Supplies:				1,000
Capital Outlay:		desk phone,computers-one teacher and 6 student chromebook		\$3,600
Other Expenses:		Staff development-Covered by Title III funds		0
<hr/>				
TOTAL COSTS		\$30,000 for a full year, \$15,000 for 1 semester		

Revenues--General Funds

Net Cost

6. Comments on budgetary items:

- a. **Equipment, remodeling, site improvement, etc:**
None at this time
- b. **Review by Business Office before Superintendent's approval:**
Yes, by Denice Sinner
- c. **Space implications (short/long range):**
Space is an issue at all buildings, this teacher will be sharing classroom space with our current teaching staff.
- d. **Equity implications:**
The current staffing ratios, do not allow us to provide equitable service to meet the complex needs of adolescent newcomers / Level 1 language proficiency.
- e. **Technology implications:**
A teacher computer, six student chromebooks and desk phone.
- f. **Suggested timelines for implementations:**
Second semester of the 2014 - 15 school year
- g. **Who has been involved in this decision?** Lynne Kovash, Melissa Eidsness, Denice Sinner & Kari Yates
- h. **Other comments:**

**MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota
2014-15**

PROPOSAL FORM

NAME OF BUILDING: Moorhead Area Public Schools

TOPIC OF PROPOSAL: Additional .25 FTE for Home Liaison (no more than 40 hours a month)

SUBMITTED BY: Missy Eidsness and Kari Yates

DATE: January 26, 2015

DATE TO BE IMPLEMENTED: Feb. 15, 2015

**PERSON RESPONSIBLE TO
RECOMMEND TO SUPERINTENDENT:** Melissa O. Eidsness

RECOMMENDATION (by person responsible):

Approve X Disapprove: Hold: Date:

District Mission Statement: *To develop the maximum potential of every learner to thrive in a changing world.*

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding:

Funding for this proposal would come from Title III funding.

2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):

According to the requirements of NCLB and Title III, the Moorhead Schools have failed to reach the target for annual measurable achievement objective (AMAO) for English Learners for four or more years and therefore the Minnesota Department of Education has required the district to modify its curriculum or program and method of service.

Although we are currently making significant program modifications within our EL program, we are also serving a significantly higher number of newcomer and refugee students in many of our buildings this year. This increase is especially significant since many of the adolescent newcomers have limited

or interrupted formal school which increases the complexity and scope of their needs. These students and their families have found it difficult to navigate and communicate their needs and questions with our district. The Home School Liaison will communicate information to families of English Learners on a referral basis from teachers, administrators, social workers, counselors and other school district staff, by meeting with parents at school or at their homes, using interpreters as needed. This may include information about academic achievement, involvement in school programs, school district policies, building policies, attendance policies, adult education programs, special education assessment/placements, and community agencies and their function.

At the present time we do not have a similar position to provide this type of support.

3. State the negative implications if the proposal is not approved.

Students, parents and educators misunderstandings of student needs will go unresolved. Families of English Learners will not have equitable access to educational services.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.

Continue with current staffing, serving students and parents through the classroom teacher.

5. Estimate the cost implications of this proposal on the following chart.

PROPOSAL BUDGET

PERSONNEL	Number Requested	Estimated Cost	Reimbursement	Net Cost
Non-aligned:	Up to 10 hours a week	hourly		\$6,000

Other Costs	Estimated Cost	Reimbursement	Net Cost
Supplies:			
Capital Outlay:	Computer (when on site-Covered by Title III funds)		\$1,200
Other Expenses:	Staff development-Covered by Title III funds		0

TOTAL COSTS

\$7,200 for 1 semester out of Title III

Revenues--General Funds

Net Cost

6. Comments on budgetary items:

a. Equipment, remodeling, site improvement, etc:

None at this time

b. Review by Business Office before Superintendent's approval:

Yes, by Denice Sinner

c. Space implications (short/long range):

- a. in available small group meeting area at each site

d. Equity implications:

This position will help to provide families of English Learners with more equitable access to educational services.

e. Technology implications:

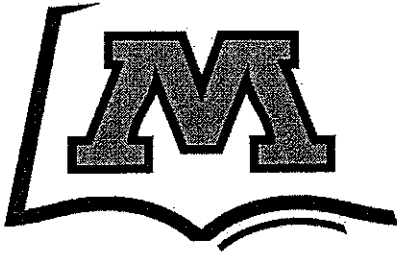
One lap-top computer

f. Suggested timelines for implementations:

Second semester of the 2014 - 15 school year

g. Who has been involved in this decision? Lynne Kovash, Melissa Eidsness, Denice Sinner & Kari Yates

h. Other comments:



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.131R

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Brandon M. Lunak, Assistant Superintendent *BML*
DATE: January 26, 2015
RE: Fiscal Year 2015 Revised Budget, Fiscal Years 2016-2017 Projected Budgets

At the January 26, 2015 School Board meeting, a revised fiscal year 2015 budget will be presented to the School Board for approval. In addition, projected fiscal year 2016 and 2017 budgets will be discussed. Attached please find a draft budget summary document.

Suggested Resolution: Move to approve the Fiscal Year 2015 Revised Budget as presented.

BML:dmb
Attachment

MOORHEAD AREA PUBLIC SCHOOLS
Fiscal Year 2015 Revised Budget

	FY14	FY15	FY15	FY16	FY17
GENERAL FUND (01)	Actual	Preliminary	Revised	Projected	Projected
REVENUES					
1 Property Taxes	5,275,454	4,717,821	4,717,821	4,564,021	4,564,021
2 Local Sources	1,069,641	947,023	1,066,392	1,087,700	1,109,430
3 General Education Aid	40,948,081	44,067,316	44,067,316	44,855,491	44,788,985
4 Other State Aids	518,767	422,636	422,636	479,960	483,743
5 Special Education Aid	9,693,955	8,614,976	9,323,514	9,323,514	9,323,514
6 Federal Aids Grants	3,047,320	2,882,517	3,046,974	3,046,974	3,046,973
7 Education Jobs Fund (EduJobs)	-	-	-	-	-
8 Capital Outlay	2,069,235	2,146,218	2,146,218	3,147,724	3,437,855
9 Health & Safety	188,105	483,782	483,782	324,416	483,782
10 TOTAL REVENUES	62,810,558	64,282,289	65,274,653	66,829,800	67,238,303
EXPENDITURES					
11 Administration	3,964,178	3,906,880	4,053,290	4,171,470	4,299,480
12 Regular Instruction & Vocational	25,737,851	27,358,800	27,358,800	28,237,420	29,131,460
13 Special Services	14,300,323	14,651,470	14,851,470	15,306,510	15,775,770
14 Instructional Support	2,054,325	2,066,750	2,216,750	2,280,310	2,345,830
15 Pupil Support	1,527,639	1,591,500	1,591,500	1,640,590	1,691,210
16 Buildings & Grounds	4,277,225	4,331,840	4,340,280	4,494,160	4,654,290
17 Transportation	3,539,040	3,742,800	3,742,800	3,859,150	3,979,160
18 Capital Outlay	4,434,273	5,558,099	7,541,342	5,792,857	5,394,717
19 Health & Safety	128,925	401,576	401,576	105,000	105,000
20 TOTAL EXPENDITURES	59,963,778	63,609,715	66,097,808	65,887,467	67,376,918
REVENUES OVER (UNDER) EXPENDITURES					
21 Restricted	(2,305,858)	(3,329,675)	(5,312,918)	(2,425,717)	(1,578,080)
22 Unassigned	5,152,637	4,002,249	4,489,763	3,368,050	1,439,465
24 Restricted & Unassigned Combined	2,846,779	672,574	(823,155)	942,333	(138,615)
ENDING FUND BALANCE					
25 Restricted	601,064	(2,612,882)	(4,711,854)	(7,137,571)	(8,715,650)
26 Unassigned	15,408,410	19,294,930	19,898,173	23,266,223	24,705,688
27 Restricted & Unassigned Combined	16,009,474	16,682,048	15,186,319	16,128,652	15,990,037
28 Unassigned as % of Expenditures	27.81%	33.47%	34.22%	38.78%	39.93%
29 Restricted & Unassigned as % of Total Expenditures	26.70%	26.23%	22.98%	24.48%	23.73%
FOOD SERVICE (02)					
30 Revenues	2,788,669	2,728,393	2,728,393	2,781,804	2,836,285
31 Expenditures	2,743,652	2,765,954	2,765,954	3,010,923	2,892,917
32 REVENUES OVER (UNDER) EXPENDITURES	45,017	(37,561)	(37,561)	(229,119)	(56,632)
33 ENDING FUND BALANCE	708,789	671,228	671,228	442,109	385,477
COMMUNITY EDUCATION (04)					
34 Revenues	1,580,738	1,472,857	1,472,857	1,500,700	1,528,200
35 Expenditures	1,431,321	1,464,197	1,464,197	1,498,227	1,537,900
36 REVENUES OVER (UNDER) EXPENDITURES	149,417	8,660	8,660	2,473	(9,700)
37 ENDING FUND BALANCE	172,891	181,551	181,551	184,024	174,324



MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.079R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent *LAK*
DATE: January 21, 2015
RE: First Reading of Policies

The board will conduct a first reading of the attached policies: School District Copyright Policy 730, MAPS Electronic Network and Systems Responsible Use and Safety 731, Activities Advisory Council 236, Title I Policy Governing Parental Involvement 607, Selection of Textbooks and Instructional Materials 620, School District System Accountability 650, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act 652, and MAPS State Mandated Testing Plan and Procedure 660.

LAK:mde
Attachments

School District Copyright Policy

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	730
Adopted Date:	4/29/1986
Revised Date(s):	12/08/2008
Reviewed Date(s):	03/11/1992, 03/10/1997, 06/11/2001, 04/11/2005, 12/08/2008
Attached Files:	No Documents Found.

I. PURPOSE

~~In adherence to the current Federal Copyright Law, Public Law 94-553, effective January 1, 1978, the Moorhead School Board will take the necessary steps to ensure that the guidelines established by Congress for "Fair Use" by educational institutions are followed and will support all employees of the district who adhere to the policies and guidelines concerning copyright. The purpose of this policy is to ensure compliance with the provisions of current copyright laws and Congressional guidelines.~~

II. GENERAL STATEMENT

Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights," and other relevant federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Employees and students of the Moorhead Area Public Schools are responsible for conducting themselves in a manner consistent with the spirit and intent of the school district Copyright Policy.

~~Any person violating copyright laws and/or established guidelines shall personally assume the responsibility by virtue of this school district policy. The legal and/or insurance protection of the district will not be extended to employees who violate copyright laws.~~

~~In accordance with the policy adoption by the Moorhead School Board, it shall be the responsibility of the Director of Media Services to inform the district staff of the law and these guidelines, and provide posters at the graphic and audio/visual copy machines and computer equipment, reminding employees of this law and the "Fair Use" guidelines. The building administrator/supervisor of each school site/program is responsible for establishing and enforcing practices which will implement this policy at the building/program level.~~

Use of Copyrighted Materials

~~All guidelines in Administrative Procedure 730.1 have been developed under Public Law 94-553, effective January 1, 1978, and will include any other subsequent relative federal legislation and guidelines related to the duplication, retention and use of copyrighted materials. Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights" and other relative federal legislation and guidelines related to the duplication, retention and use of copyrighted materials.~~

~~Specifically:—~~

~~Unlawful copies of copyrighted materials may not be produced on district-owned equipment.~~

~~Unlawful copies of copyrighted materials may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.~~

~~Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under section 107 or 110 or USC 17 for materials that have been used or copied.~~

~~Employees who use copyrighted materials that do not fall under fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:~~

~~The individual or the school district has purchased the materials from an authorized vendor and a record of the purchase exists.~~

~~The materials are copies covered by a licensing agreement between the copyright owner and the school district or the individual employee.~~

~~The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows such use.~~

Implementation

~~Guidelines and procedures for the implementation of this policy have been developed and will be reviewed yearly by administration and staff.~~

H. GENERAL STATEMENT A. Guidelines

1. Unlawful copies of copyrighted materials may not be produced on district-owned equipment.

2. Unlawful copies of copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.

3. The legal and insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted materials.

4. Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use, public display, and computer guidelines. Employees are further expected to be able to provide their supervisor, upon request, the justification based on fair use, public display, or computer guidelines as specified in the copyright law.

5. Employees who use copyrighted materials that do not fall within fair use, public display, or computer guidelines must be able to substantiate that the materials meet one of the following tests:

• The materials have been purchased from an authorized vendor by the employee or the district and a record of the purchase exists.

• The materials are copies covered by a licensing agreement between the copyright owner and the district.

• The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

6. Guidelines for the use of copyrighted materials and interpretation of the guidelines in creative and academic work (Administrative Procedure 730.1) shall be readily available from media specialists and/or from district Media Services.

7. All school employees will have access to the policy and be educated about its implementation through an online check-off system and the employee handbook. The copyright law in its entirety is available for reference through district Media Services.

Legal Reference:

Federal Copyright Law, Public Law 94-553

Cross References:

Moorhead School Board Policy 440: ~~Employee Copyright/Royalties~~ Employee Publications, Instructional Materials, Inventions, and Creations

Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Acceptable Use and Safety

Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	731
Adopted Date:	2/8/1999
Revised Date(s):	12/12/2005, 06/13/2011, 05/14/2012, 02/25/2013
Reviewed Date(s):	03/08/2004, 12/12/2005, 06/13/2011, 05/14/2012, 02/25/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to set forth guidelines for access to the school district computer system and safe use of the Internet, and other electronic communications.

II. GENERAL STATEMENT

A. The Moorhead Area Public Schools shall operate an electronic network and systems to support its educational mission. The Moorhead School Board recognizes the need for its staff and students to have access to a global electronic network. Part of the district's responsibility in preparing students for the future is to provide them access to the tools they will be using as adults. The Moorhead Area Public Schools electronic network and systems is defined as computer systems owned by the district as well as other electronic systems to which the district provides intentional or unintentional access.

B. An orientation session and ongoing education on appropriate use of the Moorhead Area Public Schools computer network and systems shall be provided for each user. The use of this network and systems shall be consistent with the district's educational mission, district policy, state laws, and federal laws. In accordance with the requirements of the Child Internet Protection Act the district will monitor the online activities of minors and employ technology protection measures during any use of the electronic network by minors and adults.

III. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district resources such as, but not limited to, removable media, diskettes, tapes, hard drives or servers, cloud-based services and storage or for delays for changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

IV. USE OF NETWORK AND SYSTEMS ARE A PRIVILEGE

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The use of the school district network and systems and access to use of the Internet are a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Refer to Administrative Procedures 731.1: Responsible Use of Moorhead Area Public Schools Electronic Network, 731.2: Notification of Network Use and 731.3: Use of Moorhead Area Public Schools Electronic Network Violation Report for additional guidelines regarding responsible use.

V. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents/guardians have the right to request the termination of their child's individual account at any time. The request will be reviewed by the appropriate administration.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

V. REGULATIONS

The Superintendent shall establish regulations for student and staff use of the Moorhead Area Public Schools electronic network and systems. This policy will be reviewed annually for compliance with state law.

VI. NOTIFICATION

All users shall be notified of the school district policies relating to Internet use in employee and student handbooks and the website (www.moorheadschoools.org).

Legal References:

15 U.S.C. 6501 *et seq.* (Children's Online Privacy Protection Act)

17 U.S.C. 101 *et seq.* (Copyrights)

20 U.S.C. 6751 *et seq.* (Enhancing Education through Technology Act of 2001)

47 U.S.C. 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. 54.520 (FCC Rules Implementing CIPA)

Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Minn. Stat. 125B.15 (Internet Access for Students)

Minn. Stat. 125B.26 (Telecommunications/Internet Access Equity Act)

Cross References:

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Moorhead School Board Policy 447: Employee Responsible Use of Social Media

Moorhead School Board Policy 448: Electronic Communication Between Employees and Students

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination

Moorhead School Board Policy 504: Protection and Privacy of Student Records

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 620: Curricular Selection and Review, Alternative Instruction and Instructional Resource Reevaluation

Moorhead School Board Policy 710: School District Crisis Management

Moorhead School Board Policy 730: School District Copyright

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Activities Advisory Council

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	236
Adopted Date:	3/10/2003
Revised Date(s):	04/09/2007, 06/13/2011
Reviewed Date(s):	03/10/2003, 04/09/2007, 06/13/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to define the membership on and responsibilities of the Activities Advisory Council.

II. GENERAL STATEMENT

The purpose of the Activities Advisory Council is to review and recommend extra- and co-curricular activity policies and procedures to administration.

A. Representation on the Activities Advisory Council will consist of:

1. three to five teachers/coaches/advisors representing middle and high school activities;
2. a member from central administration;
3. a building administrator from the middle and high school levels;
4. one male and one female student involved in high school activities;
5. two to four parents/guardians representing middle and high school levels; and
6. ~~an officer of the booster club; and~~
7. two School Board members.

B. Members will be selected by administration and will represent areas of activities.

C. Members will become knowledgeable of Minnesota State High School League Activities and Rules, Moorhead Area Public Schools' Student Activity Eligibility Rules and Code of Conduct, and school district policies relating to hazing, prohibition of harassment, lettering, tobacco-free environment, chemical use and abuse, and drug-free schools.

D. Meetings will be held regularly during the school year with agenda and minutes forwarded to committee members and the Superintendent's office.

E. The Activities Advisory Council will review the activities report as prepared by the Activities Director.

Cross References:

Moorhead School Board Policy 540: Student Activities

Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 543: Student Activities Travel

Moorhead School Board Policy 545: High School Academic, Activity and Varsity Athletic Letters

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free Schools

Moorhead School Board Policy 573: Tobacco-Free Environment

Title 1 Policy Governing Parental Involvement

Type: School Board Policy
Section: 600 EDUCATION PROGRAMS
Code: 607
Adopted Date: 8/26/2002
Revised Date(s): 01/08/2007, 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 encourage and facilitate involvement by parents/guardians of students participating in Title I in the educational programs and experiences of students in the Moorhead Area Public Schools. ~~The policy shall provide the framework for organized, systematic, ongoing, informed and timely parent/guardian involvement in relation to decisions about the Title 1 services within the school district. The involvement of parents/guardians by the school district shall be directed toward both public and private school children whose parents/guardians are school district residents or whose children attend school within the boundaries of the school district.~~

II. GENERAL STATEMENT

A. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parent/guardian involvement in relation to decisions about the Title 1 services within the school district. The involvement of parents/guardians by the school district shall be directed toward both public and private school children whose parents/guardians are school district residents or whose children attend school within the boundaries of the school district.

AB. It is the policy of the Moorhead Area Public Schools to plan and implement, with meaningful consultation with parents/guardians of participating children, programs, activities and procedures for the involvement of parents/guardians in its Title 1 programs.

BC. It is the policy of the Moorhead Area Public Schools to fully comply with 20 U.S.C. 6319 which requires the school district to develop jointly with, agree upon with, and distribute to parents/guardians of children participating in Title 1 programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY PARENT INVOLVEMENT PLAN

A written parent/guardian involvement policy will be incorporated into Moorhead Area Public Schools Title 1 plan and will be distributed to parents/guardians of participating children. The policy will establish the expectations for parent/guardian involvement and describe how the school district will:

A. Involve parents/guardians in the joint development of the district's Title 1 Parent Involvement Plan and the process of school review and improvement;

B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement;

C. Build the schools' and parents'/guardians' capacity for strong parent/guardian involvement;

D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start and Even Jump Start;

E. Conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement policy plan in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians, and, particularly, with parents/guardians who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority; and,

F. Use the findings of the evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies.

G. Involve parents/guardians in the activities of the schools.

IV. DEVELOPMENT OF SCHOOL ~~LEVEL POLICY~~ TITLE 1 PLAN

Each school will develop (or amend an existing parental involvement policy plan) jointly with, and distribute to, parents/guardians of participating children a written parental involvement policy plan that shall describe the means for carrying out the federal requirements of parental involvement.

A. The policy plan will describe the means by which each school with a Title 1 program will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;

2. Offer a flexible number of meetings, and may provide, with funds under Title 1, services to facilitate parental involvement.

3. Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent/guardian involvement programs, including the school parental involvement policy and the joint development of the school wide program plan, unless the school already has a program for involving parents/guardians in the planning and design of its programs that would adequately involve parents/guardians of participating children;

4. Provide parents/guardians of participating children with: timely information about Title 1 programs; school performance profiles as required by law and their child's individual student assessment results along with an interpretation of the results; a description and explanation of the curriculum in use, the forms of assessment used, and the proficiency levels students are expected to meet; the opportunity to make suggestions, share experiences with other parents/guardians and participate in decisions relating to their child's education; and, timely responses to parents'/guardians' suggestions as soon as practicably possible; and

45.3 Submit any parent/guardian comments on the school wide program plan when it is submitted to

the school district.

B. As a component of this policy plan, each school shall develop with parents/guardians a school/parent compact which outlines how parents/guardians, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the state's high standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;

2. Describe the ways each parent/guardian will be responsible for supporting their children's learning, such as monitoring school attendance and homework completion, monitoring ~~television watching~~ screen time, volunteering in the classroom, and participating in as appropriate in decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents/guardians on an on-going basis through the use of:

a. Annual parent-teacher conferences to discuss the compact and the child's achievement;

b. Progress reports to the parents/guardians; and

c. Reasonable access to staff, opportunities to volunteer, participate, and observe in the child's classroom.

C. To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and community to improve student achievement, the policy plan will describe how each school and the school district will:

1. Provide assistance to participating parents/guardians in such areas as understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to assist parents/guardians in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents/guardians, in the value and contributions of parents/guardians and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between home and school;

4. Coordinate and integrate parental involvement programs and activities with Head Start, Jump Start and other programs, as is feasible and appropriate.

5. Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses and parents/guardians;

6. Conducting activities such as parent/guardian resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;

7. Ensure, to the extent possible, that information about school and parent/guardian meetings, programs, and activities is sent home in the language used in the homes of the participating children; and

8. May provide other reasonable supports for parental involvement.

D. To carry out the requirements of parental involvement, the Moorhead Area Public Schools will provide full opportunities for the participation of parents/guardians with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents/guardians.

E. The Moorhead Area Schools will assist parents/guardians and parent/guardian organizations in learning of and about parental information and resource centers.

The ~~policies~~ plans will be updated periodically to meet the changing needs of parents/guardians and the school.

Legal Reference:
20 U.S.C. 6319 (Title I)

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

Selection of Textbooks and Instructional Materials

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	620
Adopted Date:	12/13/1988
Revised Date(s):	06/12/2006, 06/14/2010
Reviewed Date(s):	12/13/1988, 04/27/1993, 04/27/1998, 06/10/2002, 06/12/2006, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT

A. The Moorhead School Board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

B. Moorhead Area Public Schools shall provide a wide range of instructional resources at varying levels of difficulty, with a wide diversity of appeal, presenting different points of view and allowing the review of allegedly inappropriate instructional resources through established procedures. The Moorhead School Board supports the principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States as expressed in official statements of professional associations. (Copies of these documents are available at the district media office.)

C. For the purpose of this statement of policy, the term "materials" will refer to any person(s) or any material(s) (whether acquired or locally produced) with instructional content or function that is available or unavailable for formal or informal teaching/learning purposes. The term "unavailable" refers to a resource that has been denied inclusion. Resources include, but are not limited to, textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, ~~filmstrips~~, kits, machine readable data files, maps, ~~microforms~~, models, ~~motion pictures~~, periodicals, ~~transparencies~~, ~~video recordings~~, computer software, digital resources, DVDs, plays, concerts, athletic events, and written and performed music.

III. RESPONSIBILITY FOR SELECTION

A. While the Moorhead School Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the School Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the School Board delegates to the Superintendent the responsibility to direct the professional staff in formulating recommendations to the School Board on textbooks and other instructional materials.

B. While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional resources rests with the licensed professional personnel whose responsibility it is to know the curriculum, the students, and the philosophy of the school system.

C. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age and maturity of students.
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. permit grade-level instruction for students to read and study the United States of America's founding documents, including documents that contributed to the foundation or maintenance of the United States of America's representative form of limited government, the Bill of Rights, or free-market economic system, and patriotism; and
6. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamation, or records.

D. The Superintendent or designee has developed procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents/guardians and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees (Administrative Procedures 620.1: NCLB/Academic Standards Curriculum Review Cycle and 620.6: Curriculum/Program Change Request).

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The Superintendent or designee shall be responsible for keeping the School Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The Superintendent shall present a recommendation to the School Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy (Administrative Procedure 620.1: NCLB/Academic Standards Curriculum Review Cycle and 620.6: Curriculum/Program Change Request).

C. Resources shall support the educational goals of the school district, and the goals and objectives of individual schools and specific courses (Administrative Procedure 620.3: Curriculum Content Selection and Review Exception for Use Request of Movie/Video Recording as an Instructional Resource).

D. Resources shall support the individual student learning styles, curricula needs, and be appropriate for the age, emotional and social development, and ability level of the students for whom the resources are selected.

4.7 RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The School Board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The Superintendent shall be responsible for the guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

(Administrative Procedure 620.4: Procedures for Reevaluation of Instructional Resources)

VI. PROCEDURE FOR REVIEW OF CURRICULUM CONTENT AND ALTERNATIVE INSTRUCTION

A. Parental Curriculum Review:

The Moorhead Area Public Schools has a procedure for a parent/guardian or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent(s)/guardian(s) or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent(s)/guardian(s) or adult student if the alternative instruction, if any, offered by the School Board does not meet the concerns of the parent(s)/guardian(s) or adult student.

The Moorhead School Board is not required to pay for the costs of alternative instruction provided by a parent/guardian or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

Procedures for review of curriculum content and alternative instruction are incorporated into School Board Policy 231: Curriculum and Instruction Advisory Committee and Administrative Procedures 620.1: NCLB/Academic Standards Curriculum Review Cycle and 620.2: Procedures for Review of Curriculum Content and Alternative Instruction.

The intent of the procedure is to provide parents/guardians, or adult students the opportunity to review assigned instructional materials, address concerns and propose alternative instruction for the individual student. Administrative procedures for the review of curriculum content and alternative instruction are outlined in the procedure document.

The intent is not to interfere with the rights of others to receive the instruction in question, nor does it relieve the student from meeting state and district-level essential learner outcomes.

Legal References:

Minn. Stat. 120A.22, Subd. 9 (Compulsory Instruction - Curriculum)

Minn. Stat. 120B.235 (American Heritage Education)

Minn. Stat. 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Minn. Stat. 124D.59-124D.61 (Limited English Proficiency)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 730: School District Copyright Policy

**Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network
Acceptable Use and Safety**

MSBA/MASA Model Policy 606: Textbooks and Instructional Materials

School District System Accountability

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	650
Adopted Date:	8/26/2002
Revised Date(s):	05/11/2009, 06/14/2010, 06/13/2011, 05/14/2012
Reviewed Date(s):	11/10/2003, 06/13/2005, 06/11/2007, 05/12/2008, 05/11/2009, 06/14/2010, 06/13/2011, 05/14/2012
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the ~~Minnesota Academic Standards and the No Child Left Behind Act~~ state and federal laws.

II. GENERAL STATEMENT

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the Moorhead Area Public Schools. The school district also will establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents/guardians and local community members. The school district is accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Course credit Credit" ~~is equivalent to~~ means a student's ~~successfully completing~~ successful completion of an academic year of study or a student's ~~mastering~~ mastery of the applicable subject matter, as determined by the school district.

B. "Graduation Standards" means the ~~course~~ credit requirements and Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between and students living in poverty and students not living in poverty; have all student attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

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1. The Moorhead School Board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the School Board. The School Board shall adopt annual goals based on the recommendations of the Instruction and Curriculum Advisory Committee (ICAC).

2. The improvement goals should address recommendations identified through the advisory committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an evaluation of student progress and a locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process is the analysis of the school district's progress toward implementation of the Minnesota Academic Standards (Administrative Procedure 601.1: Moorhead Area Public Schools NCLB/Academic Standards Curriculum Review Cycle). Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Implementation of Graduation Requirements

1. The Instruction and Curriculum Advisory Committee shall advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community.

2. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Instruction and Curriculum Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Instruction and Curriculum Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The School Board will utilize models developed by the Commissioner for measuring individual student progress. The School Board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October of each year, the ICAC will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

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2. The ICAC, working in cooperation with other committees of the school district (Technology, Grade Level, Curriculum and Assessment Committees, etc.) will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
- b. Identifying annual instruction and curriculum improvement goals for recommendation to the School Board;
- c. Making recommendations regarding the evaluation process that is used to measure school district progress toward its goals;
- d. ~~Making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Achievement."~~

3. The ICAC shall meet the following criteria:

- a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting graduation standards.
- b. The advisory committee shall make recommendations to the School Board on school district-wide standards, assessments and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local process shall be used for developing a plan for assessment of student progress toward the academic standards as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. Director of School Improvement and Accountability
- b. Building administrator
- c. School Board member, representative and alternate
- d. Two high school student representatives
- e. Elementary teacher, secondary teacher, special education teacher, and teacher representing gifted and talented
- f. Two parents/guardians from each school
- g. Two representatives of senior citizens

- h. Two representatives of higher education
- i. Representatives reflecting the diversity of the community
- j. One clergy representative

5. The advisory committee shall meet the following timeline each year:

September: Organizational meeting of the committee to review the authorizing legislation and the roles and responsibilities of the committee as determined by the School Board. Provide direction to and review the "Summary of the World's Best Workforce Annual Report on Curriculum, Instruction and Student Achievement."

October: Become familiar with the instruction and curriculum of the cycle content area.

September, May: Review evaluation results and prepare recommendations.

December: Present recommendations to the School Board for its input and approval.

D. Evaluation of Student Progress Committee

A committee of licensed professional staff shall develop a plan for assessment of student progress toward the Minnesota Academic Standards, as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

E. Educational Planning and Assessment System

The school district may elect to participate in a program to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

F. Reporting. ~~An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the School Board by October 1 of each year. The~~ Consistent with Minn. Stat. 120B.36, Subd. 1, the School Board shall publish a reports shall be published in the newspaper with the largest circulation in the district, by mail or by electronic means such as on the school district website. The School Board shall 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 school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The School Board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the district. The school district must make copies of the report available to the public on request. The public report shall include, but not be limited to, the following:

1. ~~Student achievement goals for meeting the state academic standards;~~

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- ~~2. Result of local assessment data, including all data required by Minn. Rule, Part 3501.0160;~~
- ~~3. School district improvement plans including staff development goals;~~
- ~~4. Progress on previous improvement plans;~~
- ~~5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. 123B.04;~~
- ~~6. Names of advisory committee members, dates their terms expire, method of selection and application dates;~~
- ~~7. Periodic reports on constituencies' satisfaction with schools;~~
- ~~8. Annual assessment of school district testing program according to the following:~~
 - ~~a. written objectives of the assessment program;~~
 - ~~b. names of tests and grade levels tested;~~
 - ~~c. use of test results; and~~
 - ~~d. student achievement results compared to previous years.~~

Legal References:

- Minn. Stat. 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. 120B.018 (Definitions)
 Minn. Stat. 120B.11 (School District Process)
Minn. Stat. 120B.128 (Educational Planning and Assessment System (EPAS) Program)
 Minn. Stat. 120B.35 (Student Achievement Levels)
Minn. Stat. 120B.36 (School Accountability; Appeals Process)
Minn. Stat. 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. 123B.04 (Site Decision Making Agreement)
Minn. Stat. 123B.147, Subd. 3 (Principals)
~~Minn. Rule Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)~~
~~Minn. Rules Part 3501-0160 (District Reporting Requirements)~~
~~Minn. Rule Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)~~
~~Minn. Rules Part 3501.0160 (District Reporting Requirements)~~
 Minn. Rules Part 3501.0505-0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-35.01.1190 (Graduation Required Assessment for Diploma)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 20 U.S.C. 6301, *et seq.* (No Child Left Behind Act)

Cross References:

~~Minnesota School Boards Association/Minnesota Association of School~~

Administrators MSBA/MASA Model Policy 616 (School District System Accountability)**Moorhead School Board Policy 104: Mission Statement****Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee****Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools****Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy****Moorhead School Board Policy 652: Staff Development for Minnesota Academic Standards and the No Child Left Behind Act****Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards****Moorhead School Board Policy 656: Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans and LEP Students****Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure**

Staff Development for Minnesota Academic Standards and the No Child Left Behind Act

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	652
Adopted Date:	8/26/2002
Revised Date(s):	05/11/2009
Reviewed Date(s):	03/08/2004, 05/09/2005, 05/12/2008, 05/11/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of the Minnesota Academic Standards and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT

The Moorhead Area Public Schools is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The school district Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels. The committee will advise the Moorhead School Board and school sites on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Minnesota Academic Standards effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Minnesota Academic Standards implementation throughout all levels of the school district programs.

D. Inservice, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Minnesota Academic Standards at all levels for all students, including those with special needs.

IV. TRAINING

A. Paraprofessional

Moorhead Area Public Schools will provide each paraprofessional who assists a licensed teacher

in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students. (See Administrative Procedure 652.1.)

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. The school district will assign an administrator to serve as a Highly Objective Uniform State Standard of Evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.

Legal References:

~~Minnesota Statute, 122A.16 (Qualified Teacher Defined)~~

~~Minnesota Statute, 120B.02 (Educational Expectations for Minnesota's Students)~~

~~Minnesota Statute, 120B.11 (School District Process)~~

~~Minnesota Statute, 120B.363 (Credentials for Education Paraprofessionals)~~

~~Minnesota Statute, 122A.60 (Staff Development Program)~~

~~Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)~~

~~Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)~~

~~20 U.S.C. 6301, et. seq. (No Child Left Behind Act)~~

~~Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)~~

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 446: Staff Development

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 650: School District System Accountability

MSBA/MASA Model Policy 619 (Staff Development for Standards)

Moorhead Area Public Schools State Mandated Testing Plan and Procedure

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	660
Adopted Date:	8/26/2002
Revised Date(s):	05/12/2008, 06/13/2011
Reviewed Date(s):	04/12/2004, 05/09/2005, 06/11/2007, 05/12/2008, 06/13/2011
Attached Files:	No Documents Found.

I. PURPOSE

It is the purpose of this policy to set forth the testing plan and procedure for Moorhead Area Public Schools.

II. GENERAL STATEMENT

It is the policy of Moorhead Area Public Schools to implement procedures for testing, test security, reporting, documentation, notification to students and parent(s)/guardian(s), and student record keeping in accordance with Minnesota law.

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The Director of School Improvement and Accountability, shall be responsible for preparing and presenting annually to the Moorhead School Board for approval, and overseeing the publishing of, the basic requirements test administration plan. The Director of School Improvement and Accountability shall file the plan with the Minnesota Department of Education (MDE) and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic requirements during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic requirements;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic requirements;
- E. The process for appealing the school district's response to requests in item D; and
- F. The method to report breaches in test security procedures to the school district and MDE.

IV. TEST SECURITY

- A. Security Requirements.

1. When administering tests for the basic requirements, the school district shall observe the following test security measures in addition to any requirements imposed by MDE:

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

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

c. No copies of test booklets or answer sheets shall be made.

d. Follow all online testing procedures.

2. When administering a graduation-required assessment for diploma (GRAD), the school district must observe the following test security measures:

a. All test materials must be secured, either physically or electronically, before and after the test administration;

b. All testing materials are nonpublic data under Minn. Stat. 13.34; and

c. A student is required to present valid photo identification before being admitted to the testing site if:

(1) the student is not enrolled in the testing district; or

(2) the student is unknown to the test proctor.

3. The school district must report any known violations of test security to MDE which must accept reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. MDE shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or

2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

Please refer to See Administrative Procedure 660.1: Security Procedures for test security procedures.

V. SCHOOL DISTRICT REPORTING TO MDE AND THE PUBLIC

A. The school district shall report the information specified below to MDE annually by October 15 in a format to be determined by MDE.

B. The school district shall prepare and disseminate annually by October 15; a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.

C. The reports required above shall include:

1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
2. The number of students at each grade level 9 through 12 passing each basic requirement at the state standards level;
3. The number of students at each grade level 9 through 12 passing each basic requirement at an individualized level under an IEP or a Section 504 accommodation plan;
4. The number of students at each grade level 9 through 12 passing tests in each basic requirement with tests that have been translated into a language other than English;
5. The number of students at each grade level 9 through 12 exempt from testing in each basic requirement; and
6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation that:

- A. Required notifications to parents/guardians and students meet the requirements of Minn. Rules Part 3501.0120 and 3501.1120;
- B. Required student records meet the requirements of Minn. Rules Part 3501.0130 and 3501.1130;
- C. The school district's process for additional testing of students meets the requirements of Minn. Rules Part 3501.0050;
- D. Test security procedures comply with Minn. Rules Part 3501.0150 and 3501.1150;
- E. The school district's decisions and processes regarding testing accommodations, modifications, and granting exemptions are in compliance with Minn. Rules Parts 3501.0090, 3501.0100, and 3501.1180;
- F. The school district's curriculum and instruction provides appropriate learning opportunities in the basic requirements in compliance with Minn. Rules Part 3501.0110 and state graduation requirements in compliance with Minn. Rules Part 3501.1110;
- G. Remediation plans for students are on file consistent with Minn. Rules Part 3501.0110 and 3501.1110;
- H. The basic requirements test administration plan complies with Minn. Rules Part 3501.0140, subpart 2, and the GRAD administration plan complies with Minn. Rules Part 3501.1140;
- I. The documentation for students granted accommodations or exempted from testing complies

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with Minn. Rules Part 3501.0090 and 3501.1190;

J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minn. Rules Part 3501.0090, subpart 2, item C, and 3501.1190; and

K. The school district's process for testing considerations for limited English proficiency students complies with Minn. Rules Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS/GUARDIANS AND STUDENTS

A. Written Notice. The school district shall establish and maintain a system to provide written notice to parent(s)/guardian(s) and students about graduation requirements.

B. Notice of Graduation Requirements.

1. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parent(s)/guardian(s) and the student written notice of:

a. The graduation requirements; and

b. The grade in which the student shall have the first opportunity to take a test in a basic requirement.

2. The school district shall provide parents/guardians and students with annual written notice of the grade in which the student will have the first opportunity to take a GRAD. The school district shall provide written notice to parents/guardians and students of GRAD results no later than sixty (60) days after the district receives the results of a GRAD. After the date of receiving test results, students must have a minimum of six (6) weeks for remediation before the next testing opportunity.

C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements, written notice to the parent(s)/guardian(s) and the student of:

1. Basic requirements test results; and

2. Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year:

a. The process by which a parent(s)/guardian(s) or student can request additional testing and testing accommodations after April 1; and

b. The process by which a parent(s)/guardian(s) or student can appeal the school district's decision if additional testing or testing accommodation is denied.

C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements.

D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement for corrective action, or for restructuring by the MDE, the

school district shall provide to parent(s)/guardian(s) of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents/guardians to appeal MDE's proposal.

VIII. STUDENT RECORD KEEPING

A. Test Results. The school district shall keep a record on each student that includes:

1. The basic requirements tests taken;
2. The results of the most recent basic requirements tests given;
3. The GRADs taken; and
4. The results of the most recent GRAD given.

B. Student Progress. Individual student progress shall be reported on a student record as described below.

1. "Pass-state level" shall be noted on the record of a student who passes a basic requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
2. "Pass-individual level" shall be noted on the record of a student who passes a basic requirement test with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.0090.
3. "Pass-translation" shall be noted on the record of a student who passes a basic requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
4. "Exempt" shall be noted on the record of a student who has been exempted from a basic requirement test.
5. "Pass" or "p" must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.
6. "Pass" or "p" must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an assessment must not differ from the records of students passing the test under standard conditions.

Legal References:

- Minn. Stat. 13.34 (Examination Data)
- Minn. Stat. 120B.11 (School District Process)
- Minn. Stat. 120B.36, Subd. 2 (Adequate Yearly Progress)

Minn. Stat. 123B.30 (Statewide Testing and Reporting System)

Minn. Rule Parts 3501.0010 - 3501.0180 (Graduation Standards - Mathematics and Reading)
(repealed Minn. L. 2013, Ch. 116, Art. 2, 22)

Minn. Rule Parts 3501.0200 - 3501.0290 (Graduation Standards - Written Composition) (repealed
Minn. L. 2013, Ch. 116, Art. 2, 22)

Minn. Rules Parts 3501.0505 ~~0640~~-3501.0550 ~~0655~~ (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501-1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, 2, 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

20 U.S.C. 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 656: Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)