



INDEPENDENT SCHOOL DISTRICT 152

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

November 27, 2017
7:00 PM

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

ATTENDANCE:

Mark Altenburg	_____	Scott Steffes	_____
Cassidy Bjorklund	_____	Bill Tomhave	_____
Melissa Burgard	_____	Matt Valan	_____
Cindy Fagerlie	_____	Dr. Lynne A. Kovash	_____

AGENDA

1. **CALL TO ORDER**

- A. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Oath of Office
- D. Preview of Agenda - Brandon Lunak, Acting Superintendent
- E. Approval of Meeting Agenda
 - Moved by:
 - Seconded by:
 - Comments:
- F. We Are Proud

We Are Proud of the Moorhead High School volleyball team for placing fourth in the 2017 Class 3A state tournament Nov. 10-12 at Xcel Energy Center in St. Paul. The Spuds beat Champlin Park in five sets to advance to the semifinals before losing to Lakeville North and Prior Lake. Moorhead beat Willmar in five sets to win the Class 3A, Section 8 championship on Nov. 4 to advance to the volleyball state tournament for the third consecutive year. The Spuds ended their season with a record of 22-11.

Team members are Valerie Hernandez, Natalie Cook, Lexi Gilbertson, Callie Ahlgren, Claire Howell, Ayana Blythe, Megan Haugo, Alyssa Knain, Sam Zimmerman, Jalen Ennen, Kortney Carney, Mallory Lee, Brook Carney and Brooke Walthall. Head coach is Char Lien, assistant coaches are Anna Curley, Amy Bjerke, Amber Gunkel and Katy Braaten, and student managers are Andie Kassenborg and Kylie Francis.

G. 2017 Committee Appointments

Suggested Resolution: Move to approve the 2017 committee assignments as determined.

Moved by:

Seconded by:

Comments:

H. 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 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 - Dr. Lynne Kovash

(1) November 13, 2017 Meeting Minutes

B. FINANCE AND OPERATIONS - Brandon Lunak

(1) Government Accounting Standards Board (GASB) Post Employment Benefit Valuation Reports Under GASB 73, 74 and 75

C. LEARNING AND ACCOUNTABILITY - Missy Eidsness

D. HUMAN RESOURCES - Kristin Dehmer

(1) Change in Contract

(2) Resignations

(3) Family/Medical Leaves

(4) Other Leave

(5) New Employees

E. LEARNER SUPPORT SERVICES - Duane Borgeson

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

Moved by:

Seconded by:

Comments:

3. **FISCAL YEAR 2017 AUDIT REPORT: Brandon Lunak**

Suggested Resolution: Move to accept the fiscal year 2017 school district audit report as presented by Eide Bailly LLP.

Moved by:

Seconded by:

Comments:

4. **TRANSPORTATION REVIEW AND EVALUATION: Brandon Lunak**

5. **INTERIM SUPERINTENDENT: Bill Tomhave**

Suggested Resolution: Move to approve Brandon Lunak as interim superintendent of Moorhead Area Public Schools effective December 1, 2017 through June 30, 2018.

Moved by:

Seconded by:

Comments:

6. **2016-17 WORLD'S BEST WORKFORCE REPORT SUMMARY: Missy Eidsness**

Suggested Resolution: Move to approve the 2016-17 World's Best Workforce Report Summary and submit to Minnesota Department of Education before December 15, 2017.

Moved by:

Seconded by:

Comments:

7. **FIRST READING OF POLICIES: Brandon Lunak**

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

School Board - November 27, 7 p.m., PCE

Horizon PTAC - November 28, 6:30 p.m., Horizon East Media Center

Moorhead High School PTAC - December 4, 6:30 p.m., Conf. Room 227B

Continuing Education Committee - December 5, 4 p.m., PCE

District Technology Committee - December 5, 3:45 p.m., PCE

Ellen Hopkins PTAC - December 5, 6:30 p.m., Media Center

Special Education Parent Advisory Committee - December 6, 12-1 p.m., PCE

Joint Powers Committee - December 7, 7 a.m., Dilworth City Hall

District Health Insurance Committee - December 7, 4 p.m., PCE

School Board - December 11, 7 p.m., PCE

Robert Asp PTAC - December 12, 6:30 p.m., Media Center

S.G. Reinertsen PTAC - December 12, 6:30 p.m., Media Center

Moorhead High School Task Force - December 13, 5:30 p.m., Media Center

Instruction and Curriculum Advisory Committee - December 14, 7 a.m., PCE

Health/Safety/Wellness Committee - December 14, 9:30 a.m., PCE

Citizen Finance Advisory Committee - December 14, 6 p.m., PCE

Red River Area Learning Center Family Night/Parent-Teacher Conferences - December 14, 5:30-7:30 p.m., Vista Center for Education

Dorothy Dodds PTAC - December 14, 6:30 p.m., Media Center

Horizon Middle School Campus PTAC - December 19, 6:30 p.m., Horizon West Media Center



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.067

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 1/3/2017

RE: Oath of Office

Chair Tomhave will lead the Oath of Office Ceremony for Kara Gloe.

LAK:mde

ATTACHMENTS:

Description	Type
□ Oath	Cover Memo

SCHOOL BOARD MEMBER OATH OF OFFICE

It is an honor that you were elected to guide the education of our community's children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community's educational future and then formulates the goals, defines the outcomes and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education's key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office:

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District 152 to the best of my judgment and ability.

Board Chair

Date

Member

Date



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.18.037R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 11/21/2017

RE: 2017 Committee Appointments

Attached is a copy of the 2017-18 Committee Assignments approved at the July 17 organizational meeting. Additional revisions have been made to the roster.

Please review this document prior to the board meeting to expedite desired assignments for the remainder of 2017. Chair Bill Tomhave has requested that you be prepared to express your interests and volunteer for service on the various committees.

Suggested Resolution: Move to approve the 2017 committee assignments as determined.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 Com Roster 112717	Cover Memo

COMMITTEES OF MOORHEAD AREA PUBLIC SCHOOLS

(including community involvement areas)

DISTRICT-WIDE STANDING COMMITTEES: The School Board has determined certain district-wide standing committees facilitate the operation of the School Board and the school district. These committees have a specific purpose established by law or by the School Board; most involve parents, students, and/or members of the community to comprise a cross section of various stakeholders within the district, include school staff and an administrative/supervisor; have defined terms; set meeting dates to be included in the school calendar; and give a presentation to the board or file a year-end report with the Superintendent.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	2017-2018 <u>BOARD LIAISON(S)</u>
Activities Advisory Council - reviews and recommends extra- and co-curricular activity/academic policies and procedures. Is knowledgeable of Minnesota High School League activities.	Superintendent Kovash Haugo	4th Tuesday/mo. (except Sept., Nov. and March), five times a year: 9/19, 11/21, 1/23, 3/20 and 5/22; 7:15 a.m., MHS Main Office Conf. Room	Steffes/Valan
Community Education Advisory Council - promotes the goals and objectives of the community education program.	Assistant Superintendent Eidsness Winterfeldt	3rd Tuesday (except Sept.), five times a year: 9/12, 11/14, 2/20, 3/20 and 6/19; 7 p.m., PCE	Attenburg/Burgard
District Health Insurance Committee - evaluates and reviews current health insurance coverage; and costs related to self-funded insurance; makes recommendations based on trends in healthcare and district data.	Human Resources Dehmer	1st Thursday/mo.: 9/7, 10/5, 11/2, 12/7, 1/4, 2/1, 3/1, 4/5, and 5/3; 4 p.m., PCE	Steffes/Attenburg
<u>Instruction & Curriculum Advisory Committee (ICAC)</u> - reviews the assessment toward MN Academic Standards as well as program valuation in the instruction and curriculum review process.	Assistant Superintendent Eidsness	2nd Thursday/mo. (except Jan. Jan. and March): 9/14, 10/12, 11/9, 12/14, 1/18, 2/8, 3/15, 4/12 and 5/10; 7-8:30 a.m., PCE	Fagerlie/Bjorklund
<u>Policy Review Committee</u> - reviews current policies and makes recommendation of new policies.	Superintendent Kovash	3rd Monday/mo., five times a year: 11/20, 1/15, 3/19, 4/16 and 5/21; 7 p.m., PCE	Tomhave/Burgard

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

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON(S)</u>
<u>Calendar Committee</u> - develops and recommends fiscal-year district calendar.	Superintendent Kovash	December - February as needed.	Not Required
<u>Citizen Finance Advisory Committee</u> - reviews long-range financial planning and required financial matters.	Assistant Superintendent Lunak	Four times a year: 9/14, 12/14, 3/15 and 7/12; 6 p.m., PCE	Tomhave/Bjorklund
<u>Continuing Education Committee</u> - administers the process for certificate renewal of licensed staff.	Human Resources Dehmer	1st Tuesday/mo.; 4 p.m., Probstfield (October-May) Organizational meeting held in September - to be determined. PCE: 10/3, 11/2, 12/5, 1/5, 2/1, 3/1, 4/5 and 5/3	Steffes/Burgard
<u>District Technology Committee</u> - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Information Systems and Instructional Support Markert	4th Tuesday/mo. (excluding December), (except April and May): 9/26, 10/24, 12/5, 1/23, 2/27, 3/27 and 5/1; 3:45 p.m., PCE	Fagerlie Steffes, Alt.
<u>Early Childhood Family Educ. Adv. Committee</u> - advises and provides support in the operation of the Early Childhood Family Education and School Readiness Programs.	Assistant Superintendent Eidsness Winterfeldt	3rd Thursday/mo. (except March), five times a year: 9/14, 11/16, 1/18, 3/22 and 5/17; 6:30-8 p.m., PCE	Burgard
<u>Health/Safety/Wellness Committee</u> - identifies and addresses safety issues related to students, staff and visitors.	Human Resources and Transportation and Safety Dehmer/Bacon	2nd Thursday every 2 mos., four times a year: 10/12; 9:30 a.m.; PCE; 12/14, 2/8 and 4/12; 9:30 a.m., PCE	Bjorklund/Steffes
<u>Indian Education Parent Committee</u> - reviews grants obtained, provides input on how monies are disbursed, yearly financial report, and HSC report.	Learner Support Services Borgeson Norquay	1st Monday/mo., five times a year (except Jan. and March): 9/11, 11/6, 1/8, 3/12 and 5/7; 6-7 p.m., PCE	Fagerlie
<u>MN State High School League</u> - supervision and regulation of League sponsored athletic and fine arts activities.	Superintendent Kovash		Valan
<u>Sabbatical Leave Committee</u> - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Dehmer	February - April as needed. PCE	Steffes

<u>COMMITTEE NAME/PURPOSE</u>		<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON(S)</u>
Safe and Healthy Learners Committee - reviews and recommends policies and activities related to student and staff prevention, intervention, postvention and crisis issues.		Learner Support Services Borgeson	Four times a year: 9/19, 11/21, 2/20 and 4/17; 3-4 p.m., PCE	Valan/Altenburg
Special Educ. Parent Advisory Committee - provides a communications network between parents and the special education department of the school district.		Learner Support Services Borgeson	Five times a year: 9/20, 12/6 and 4/18; 12-1 p.m., PCE and 11/14 Parent information meeting; 6:30-8 p.m., MHS Study Hall	Valan
Staff Development Committee - promotes professional and personal growth opportunities for all staff of ISD 152.		Assistant Superintendent Eidsness	Four times a year: E-12, 9/29, 2/16, and 4/27; Noon-1:30 p.m., PCE; 11/14, Secondary, 7-8 a.m., MHS, and Elementary, 3:15-4:15 p.m., PCE	Bjorklund/Valan
Superintendent's Advisory Council (SAC) - provides opportunity for building PTACs to communicate and share ideas between themselves and the superintendent.		Superintendent Kovash	Three times a year: 9/28, 1/25 and 4/26; 7-8:30 p.m., PCE	Members Rotate
Teacher Evaluation Committee - establishes specific procedures which comply and are consistent with MN laws and State Board of Teaching requirements.		Assistant Superintendent Human Resources Eidsness/Dehmer	Year around, as needed	Bjorklund
District Title I Parent Advisory Committee - assists in reviewing Title I and other federal programs.		Learner Support Services Assistant Superintendent Borgeson/Eidsness	Three times a year: 10/10 and 4/10; 6:30 p.m. with Asp PTAC, Asp; 10/3 and 4/3, 6:30 p.m. with Hopkins PTAC, Hopkins; and 5/17, 11:30 a.m.-1 p.m., PCE	Altenburg
<u>COMMUNITY COMMITTEES:</u> These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Representatives are appointed by the School Board, administration or both as appropriate.				
<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON(S)</u>	
Clay County Joint Powers Collaborative Governance Board - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers to adequate school performance, improve	Clay County Carolyn Strnad	Meets twice annually (Fall and Spring) and 4 times a year TBD	Tomhave Steffes, Alt.	

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON(S)</u>
family functioning, enhance self esteem, and develop general employment skills.			
Joint Powers Committee - share resources for special projects and cooperatively make recommendations to local boards and councils.	(Rotates between school districts & cities of Mhd. & Dilworth, Clay County & Mhd. Township)	1st Thursday/mo. (Sept.-May): 9/7, 10/5, 11/2, 12/7, 1/4, 2/1, 3/1, 4/5, and 5/3; 7 a.m., Dilworth City Hall (through January 2018)	Tomhave/Steffes
Moorhead Schools Legacy Foundation - to create an endowment to address the needs of students currently in the school district and to support the schools in the future.	Assistant Superintendent Lunak	2nd Tuesday/mo.; 7 a.m., PCE	Valan Attenburg, Alt.

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

2017-2018

<u>SCHOOL BUILDING</u>	<u>PTAC PRESIDENT(S)/PHONE #</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON</u>
Dorothy Dodds Schools	Michelle Dorsey 228 1st St S Sabon, MN 56580 702/610-0985 michelledorsey99.md@gmail.com	2nd Thursday/mo. (except March): 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/15, 4/12 and 5/10; 6:30 p.m., Media Center	Tomhave
Ellen Hopkins School	Keith Vogt 4112 10th St S 284-0800 kevgot@ideaone.net	1st Tuesday/mo. (except Sept., Nov., Jan., Feb., and March): 9/12, 10/3, 11/14, 12/5, 1/9, 2/13, 3/12, 4/3, and 5/1; 6:30 p.m., Media Center	Attenburg
Robert Asp School	Katie Hasbargen 3818 85th Ave N 701-238-7210 khasbargen@hotmail.com	2nd Tuesday/mo. (except March): 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/20, 4/10, and 5/8; 6:30 p.m., Media Center	Burgard
S.G. Reinertsen School	Trent Gerals 4229 15th St S 763/443-3245 trenton.gerals@annecenter.org	2nd Tuesday/mo. (except March): 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/15, 4/10 and 5/8; 6:30 p.m., Media Center	Steffes
Horizon Middle School	Andrea Larson 3128 9th Ave S 512-2512 andrea_larson03@yahoo.com	3rd Tuesday/mo. (except Oct. and Nov.): 9/19, 10/24, 11/28, 12/19, 1/16, 2/20, 3/20, 4/17 and 5/15; 6:30 p.m., Media Center	Bjorklund

<u>SCHOOL BUILDING</u>	<u>PTAC PRESIDENT(S)/PHONE #</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON</u>
Moorhead High School	TBD	1st Monday/mo., four times a year: 10/2, 12/4, 2/5 and 4/9; 6:30 p.m., Main Office Conf. Room	Fagerlie
Red River Area Learning Center	N/A	Family Nights: 10/12, 11/9, 12/14, 3/15, 4/12 and 5/10; 5:30-7:30 p.m., RRALC	Valan

SCHOOL BOARD COMMITTEES: The School Board has determined these committees are needed to fulfill specific board functions.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>BOARD LIAISON(S)</u>
<u>Executive Finance Committee</u> - focuses on school district financial planning.	Assistant Superintendent Lunak	Four times a year or as determined; PCE	Tomhave/Bjorklund
<u>MSBA Legislative Liaison</u> - develops recommendations for district's legislative program.	Superintendent Kovash	Year around, as needed	Valan/Tomhave
<u>Negotiations and Grievance Committee</u> - serves as liaison to other Board members during the negotiation process and also serves on the committee for a grievance.	Superintendent Kovash	Year around, as needed PCE	Bjorklund/Fagerlie Steffes, Alt.



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.18.035C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 11/21/2017

RE: November 13, 2017 Meeting Minutes

Attached please find the November 13, 2017 meeting minutes for your review.

Suggested Resolution: Move to approve the November 13, 2017 meeting minutes as presented.

LAK:mde

ATTACHMENTS:

Description	Type
111317	Cover Memo

**REGULAR MEETING
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CALL TO ORDER AND ROLL CALL: Chair Tomhave called the meeting to order at 7:00 p.m., requested board member roll call, and led everyone in attendance with the Pledge of Allegiance.

Members Present: Mark Altenburg, Cassidy Bjorklund, Melissa Burgard, Cindy Fagerlie, Scott Steffes, Bill Tomhave, Matt Valan, Brandon Lunak, and Dr. Lynne A. Kovash.

Members Absent: None.

PREVIEW OF AGENDA: Acting Superintendent Brandon Lunak recommended approval of the agenda to proceed with revisions to pages 24-26.

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

WE ARE PROUD: **We Are Proud** of the Red River Area Learning Center robotics team for advancing to the semifinal round at the Oct. 27-28 Bison BEST Robotics competition. The team won Most Photogenic Robot and Best T-shirt Design at the competition. Team members are Naila Arevalo, Fin Connor, Connor Cramer, Matthew Crowley, Emily Greene, Allison Miller, Jayce Peterson, Jacob Redlin, Skyler Gregor and Javier Cavazos. Team advisors are Red River ALC teachers Aura Lee Mohror and Wylie Wisnewski, and mentors are Glen Meyer from John Deere and Paul Mohror from Snappy.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.) None.

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

Minutes - Approve the October 23, 2017 Meeting Minutes as presented.

Claims - Approve the November claims, subject to audit, in the amount of \$2,123,508.38.

General Fund: \$1,921,108.38

Food Service Fund: \$159,842.20

Community Service Fund: \$34,857.80

Post Employment Irrevocable Trust Fund: \$7,700.00

TOTAL: \$2,123,508.38

**REGULAR MEETING
SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 152
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Approve the October construction claims, subject to audit, in the amount of \$2,434,366.31.

Approve the October wire payments, subject to audit, in the amount of \$1,993,654.42.

General Fund: \$1,993,170.42

Post Employment Benefits: \$484.00

TOTAL: \$1,993,654.42

Change in Contracts

Sara Bucher - Paraprofessional, Red River Area Learning Center, 1.0 FTE to .8148 FTE, effective September 11, 2017.

Victoria Schempp - Night Custodian, A12 (2) \$16.21 per hour, S.G. Reinertsen Elementary, to Night Lead Custodian, B21 (3) \$17.77 per hour, S.G. Reinertsen Elementary, effective October 23, 2017 (replaces Dan Busby).

Abdi Osman - EL Parent Liaison, District, .5 FTE to EL Parent Liaison, District, 1.0 FTE, effective October 30, 2017

Sandra Meyer - Food and Nutrition Server, Moorhead High School, .34 FTE to .66 FTE, A11 (6) \$16.36 per hour, effective November 1, 2017 (replaces Stacey Swanson).

Bahaa Kadhém - Night Custodian, Dorothy Dodds Elementary, 1.0 FTE to Day Custodian, Horizon Middle School West Campus, .8 FTE, effective November 20, 2017 (replaces Saleban Salad).

Saleban Salad - Day Custodian, Horizon Middle School West Campus, .8 FTE, to Night Custodian, Probstfield Center for Education, 1.0 FTE, effective November 20, 2017 (replaces Mohammad Osman).

Resignations

Chris Applebee - Food and Nutrition Server, Dorothy Dodds Elementary, effective October 26, 2017.

Katrina Koesterman - Bus Assistant, Transportation, effective November 22, 2017.

Family/Medical Leaves

Jeana Krabbenhoft - Vista Center for Education, medical leave (non-FMLA), effective October 2, 2017 through October 10, 2017.

Mia Percy - Bus Driver, District-wide, medical leave (FMLA) effective October 10, 2017 through October 27, 2017.

Madeline Johnson - Teacher, Robert Asp Elementary, medical leave (non-FMLA), effective October 11, 2017 intermittently through approximately the end of March.

Robert Byrd - Food Service, Horizon Middle School East Campus, medical leave (non-FMLA), effective October 11, 2017 through approximately December 6, 2017.

Shelly Hawley - Paraprofessional, Moorhead High School, medical leave (non-FMLA), effective January 11, 2018 through approximately January 26, 2018.

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Rebecca Green - Technical Director, Moorhead High School, family medical leave (FMLA), effective February 28, 2018 through April 11, 2018.

Kasey Schutz - Teacher, Ellen Hopkins Elementary, family medical leave (FMLA), effective April 27, 2017 for the remainder of the 2017-2018 school year.

New Employees

Kendall Hackensmith - Paraprofessional, Horizon Middle School West Campus, B21 (0-2) \$16.45 per hour, 6.75 hours per day, 5 days per week, effective October 25, 2017 (new position per 10/23/17 board meeting).

Rose Husel - Jump Start Paraprofessional, Probstfield Center for Education, B21 (4) \$17.24 per hour, 6.75 hours per day, 4 days per week, effective October 30, 2017 (replaces DeeAnna Naasz).

Saeed Abdi - Bus Driver, Transportation, B22 (0) \$16.10 per hour, 5 hours per day, effective October 30, 2017 (Replaces Bashir Hussein).

Theresa Jaeger - Paraprofessional, S.G. Reinertsen Elementary, B21 (5) \$17.46 per hour, 6.75 hours per day, 5 days per week, effective October 31, 2017 (replaces Shelby Bauer).

Dylan Larson - Night Custodian, S.G. Reinertsen Elementary, A12 (0-2) \$16.21 per hour, 8 hours per day, effective November 1, 2017 (replaces Victoria Schempp).

Jennifer Cook - Elementary Teacher, Ellen Hopkins Elementary, BA (0) \$28,672.83, effective November 1, 2017 (replaces Lisa Seljevold).

Margaret Lindquist - Lunchroom Supervisor, Ellen Hopkins Elementary, \$10.50 per hour, 2.5 hours per day, effective November 6, 2017 (replaces Dai Dai Finton).

Bayan Amedy - Lunchroom Supervisor, Horizon Middle School West Campus, \$10.50 per hour, 3 hours per day, effective November 6, 2017 (replaces Lina Qaqos).

Abdi Farah - Night Custodian, Moorhead High School, A12 (0-2) \$16.21 per hour, 8 hours per day, effective November 13, 2017 (replaces Elijah Dee, Sr.).

Michael Steffen - Director of Transportation and Safety, Transportation, D63 (10) \$82,791.00, effective November 14, 2017 (replaces Dan Bacon).

Raul Aguilar - Night Custodian, Dorothy Dodds Elementary, A12 (7) \$17.84 per hour, 8 hours per day, effective November 20, 2017 (replaces Bahaa Kadem).

Jessica Larson - Assistant Coach - Softball, Moorhead High School, .08 \$3,410.00, effective with the 2017-2018 season (replaces Vance Christianson).

Revised Retirement

Dr. Lynne Kovash - Superintendent, Probstfield Center for Education, effective November 30, 2017.

Request for Additional Staff - Approve additional staffing for the 2017-18 school year of 2.0 FTE for custodial staff at Horizon West, .63 FTE paraprofessional at Horizon East, and 3.274 FTE at the West Central Regional Juvenile Center as presented. The staffing additions address increased building size, higher enrollment and student support needs.

**REGULAR MEETING
SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 13, 2017
PAGE 4**

Motion carried 7-0.

CONSTRUCTION UPDATE: Dan Kleist from Gehrtz Construction Services provided an update on the construction at Horizon Middle School Campus. Some irrigation and seeding work will be finished in late spring or early summer. They are preparing for staff to begin moving into the second two-story academic wing in mid December and will be ready for students by late December. Work is being done to complete the art classrooms. The exterior of the auditorium is mostly complete with the auditorium to be completed by late March or early April. The smaller space means the trades can't all be working at the same time, and some work must wait until students are not in the building. Initial permitting delays are a factor in the delayed completion of the construction.

ENROLLMENT PROJECTIONS: Brandon Lunak, assistant superintendent of finance and operations, provided information on the enrollment projections based on November 1, 2017 actual enrollment. This data, along with the historical information will be used for planning, facility and staffing determinations in the coming months. The November 1, 2017 enrollment of 6,594 is 110 students below the projection of 6,704 made in November 2016. Compared to actual enrollment of 6,489 students on November 1, 2016, the current year November 1 figure represents an increase of 105 students over last year. The projections indicate an average growth of 2.67% or 187 students per year for the next five years.

The secondary grade with the largest enrollment is Grade 9 with 494 students; the secondary grade with the smallest enrollment is Grade 12 with 464 students. The elementary grade with the largest enrollment is Grade 2 with 595 students; the elementary grade with the smallest enrollment is Grade 1 with 494 students.

CANVASS SPECIAL ELECTION SCHOOL BOARD RETURNS AND ELECTION

RESOLUTION: Altenburg moved, seconded by Steffes, to approve the Resolution Canvassing Returns of Votes of Independent School District No. 152 Special Election and Resolution Authorizing Issuance of Certificate of Election and Directing School District Clerk to Perform Other Election-Related Duties, as presented.

A total of 1,558 votes were cast by 1,566 district voters for the election of one (1) school board member for a one-year term on the board caused by vacancy in term expiring on the first Monday in January 2019 as follows: Amy Arel 121; Angie Dannewitz-Johnson 6; Elijah J. Dee, Sr. 9; Kara Gloe 583; Lisa Hage 11; David J. Hallman 111; Lisa Holter 16; Ruel C. Johnson 34; Tanya Kunza 24; Brian Mancini 54; David Marquardt 125; David Thingvold 98; and Keith Vogt 366. Kara Gloe received the highest number of votes and was elected to a one-year term beginning Monday, November 27, 2017. A roll call vote was taken and the motion carried 7-0.

**REGULAR MEETING
SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 13, 2017
PAGE 5**

COMMITTEE REPORTS: Brief reports were heard related to the Instruction and Curriculum Advisory Committee, Red River Area Learning Center Family Night, Horizon Middle School Campus PTAC, Indian Education Parent Committee, Orchestra Cookie Concert, Joint Powers Committee, and Dorothy Dodds PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Valan noted it was Cindy Fagerlie's last board meeting and thanked her for filling the vacancy on the board. He said he will miss her questions and passion.

CLOSE PUBLIC MEETING: Steffes moved, seconded by Valan, to close the public meeting at 7:51 p.m., pursuant to Minn. Stat. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Altenburg moved, seconded by Steffes, to open the public meeting at 7:58 p.m. Motion carried 7-0.

2017-2019 FOOD SERVICE AGREEMENT SETTLEMENT: Kristin Dehmer, executive director of human resources, reported a new two-year contract was successfully negotiated with the Dietary and Food Service Employees for the period of July 1, 2017 through June 30, 2019 and highlighted language changes to the new contract.

Bjorklund moved, seconded by Fagerlie, to approve the Dietary and Food Service Master Agreement for 2017-2019 as presented with the cost as follows:

Year	Cost	Percentage Increase
2017-2018	\$19,619.49	4.21%
2018-2019	\$12,792.11	2.63%
TOTAL	\$32,411.60	6.84%

Motion carried 7-0.

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

Matt Valan, Clerk



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Finance and Operations
Memo OASFO.
18.033C**

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 11/19/2017

RE: Government Accounting Standards Board (GASB) Post Employment Benefit Valuation Reports Under GASB 73, 74 and 75

Attached is the Post-Employment Benefit Valuation Report as provided by Hildie Incorporated.

The updated report is an actuarial valuation of the Moorhead Area Public Schools Other Post Employment Benefit (OPEB) Plans of July 1, 2016 to enable the plan sponsor to satisfy the accounting requirements under the statement of Government Accounting Standards 73, 74 and 75. The results of the valuation set forth in the attached reports reflect the provisions of the plan communicated to the Moorhead Area Public Schools through June 30, 2017.

The valuation of these reports is based on participant and financial data provided by the Moorhead Area Public Schools and is summarized in the attached report.

All costs, liabilities and other factors under the plans were determined in accordance with generally accepted principals and procedures using assumptions that estimate the anticipated experience of the plan. The calculations reported in both the reports are consistent with the understanding of the provisions of GASB statements 73 and GASB statements 74 and 75.

Suggested Resolution: Move to approve both the GASB statement 73 and the GASB statement 74 and 75 for the valuation year beginning July 1, 2016 and ending June 30, 2017 as presented.

BML:dmb

ATTACHMENTS:

Description	Type
❑ GASB 73 Report	Cover Memo
❑ Final Attachment GASB Statement 73	Cover Memo
❑ GASB 74,75 Report	Cover Memo
❑ Final Attachment GASB Statement 74,75	Cover Memo

Moorhead Area Public Schools

Actuarial Valuation Report
Pension-Related Benefits
Under GASB Statement 73

Valuation Date:	July 1, 2016
Measurement Date:	June 30, 2017
Fiscal Year Beginning:	July 1, 2016
Fiscal Year Ending:	June 30, 2017

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Actuarial Certification

We have prepared an actuarial valuation of the pension-related retirement benefits for the Moorhead Area Public Schools as of July 1, 2016 to enable the plan sponsor to satisfy the accounting requirements under Statements of Governmental Accounting Standards No. 73. The results of the valuation set forth in this report reflect the provisions of the plan communicated to us through July 1, 2016. This report should not be used for other purposes or relied upon by any other person without prior written consent from Hildi Incorporated.

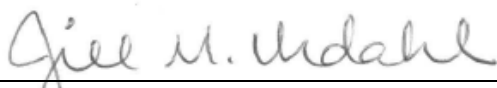
This valuation is based on participant and financial data provided by Moorhead Area Public Schools and is summarized in this report. An audit of the financial and participant data provided was not performed, but we have checked the data for reasonableness as appropriate based on the purpose of the valuation. We have relied on all the information provided, including plan provisions and asset information, as complete and accurate.

A range of results, different from those presented in this report, could be considered reasonable. The numbers are not rounded, but this is for convenience and should not imply precision. Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements; and changes in plan provisions or applicable law. Due to the limited scope of this assignment, we did not perform an analysis of the potential range of such future measurements.

All costs, liabilities and other factors under the plan were determined in accordance with generally accepted actuarial principles and procedures using assumptions that we believe reasonably estimate the anticipated experience of the plan. The calculations reported herein are consistent with our understanding of the provisions of GASB Statement 73.

Actuarial computations under Statements of Governmental Accounting Standards are for the purposes of fulfilling employer accounting requirements and trust accounting requirements. Computations for other purposes may differ significantly from the results shown in this report.

We are available to answer any questions on this material, or to provide explanations or further details, as may be appropriate. The undersigned credentialed actuaries meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinions contained in this report.



Jill M. Urdahl, FSA



Melanie Carlson

Hildi Incorporated
11800 Singletree Lane, Suite 305
Minneapolis, MN 55344
P 952.934.5554
Report finished in June 2017

Executive Summary

This report has been prepared for the Moorhead Area Public Schools, for the fiscal year beginning July 1, 2016 and ending June 30, 2017, to assist in complying with the reporting and disclosure requirements under GASB Statement 73.

Summary of Results

The results below assume an initial implementation date under GASB 73 for the fiscal year ending June 30, 2017. The discount rate is based on the estimated yield of 20-Year AA-rated municipal bonds. The overall single discount rate is 2.90%.

GASB Accounting Summary		July 1, 2016
1. Liabilities		
a. Total Pension Liability (TPL)	\$	1,154,539
b. Service Cost		34,826
c. Valuation Salary		2,465,260
d. TPL as % of Payroll, a. / c.		47%
2. Estimated Annual Costs for the Year Beginning 07/01/2016		
a. Pay-as-you-go Cost (PAYGO)	\$	255,944
b. Pension Expense Under GASB 73		65,633
c. PAYGO as % of Pension Expense, a. / b.		390%
3. Discount Rate		2.90%

Key Dates

The results presented in this report are based on a July 1, 2016 valuation date. GASB 73 allows the use of a valuation date that is up to 30 months and one day prior to the most recent fiscal year end.

Valuation Date	July 1, 2016
Measurement Date	June 30, 2017
Reporting Date	June 30, 2017

GASB Statement No. 73

In June 2015, the GASB issued two final Statements detailing how state and local governments should account for and report pension benefits that are not covered under GASB Statement 68. GASB 73 is first effective for plan financial statements for fiscal years beginning after June 15, 2016.

The new standards differ in several ways from the previous applicable standard (GASB 27), including:

- **Balance Sheet Recognition:** GASB 27 recognized the Net Pension Obligation, which smoothed costs over time and provided deferred recognition on certain items. GASB 73 requires the balance sheet to reflect the Total Pension Liability.
- **Liability Discount Rate:** GASB 73 requires liabilities to be discounted based a tax-exempt, high-quality 20-year municipal bond index.
- **Liabilities must now be calculated using a method called “Entry Age with level percent of pay”.** This generally will increase liabilities for most plans.
- **Employers are required to recognize a new measure of pension expense that accelerates recognition of benefit changes, actuarial gains and losses, investment gains and losses, and assumption changes.**
- **Replacing most of the current financial disclosures and required supplementary information with information based on new measures.**
- **Valuations are required to be completed every two years for all employers, regardless of the number of Plan Members.**

Plan and Employer Accounting

Reconciliation of Changes in Total Pension Liability

Below is an estimated reconciliation of the Total Pension Liability for the fiscal year ending June 30, 2017. The Total Pension Liability will need to be updated with final balances as of June 30, 2017, including any assumption changes, plan changes, contributions, and gains/losses.

Please contact Hildi Inc. when preparing your disclosures at June 30, 2017.

	Total Pension Liability
1. Balances at June 30, 2016	\$ 1,154,539
2. Expected Changes for the Current Year:	
a. Service Cost	34,826
b. Interest Cost	30,807
c. Assumption Changes	0
d. Plan Changes	0
e. Estimated Employer contributions	-
f. Projected Investment Return	-
g. Differences between Expected and Actual Experience	0
h. Estimated Benefit Payments	(255,944)
i. Administrative Expenses	-
j. Other Changes	0
3. Total Estimated Net Changes	(190,311)
4. Estimated Balances at June 30, 2017	\$ 964,228

Sensitivity to Changes in Discount Rate

	1% Decrease	Selected Discount Rate	1% Increase
1. Net Pension Liability	\$ 983,907	\$ 964,228	\$ 943,684
2. Discount Rate	1.90%	2.90%	3.90%

GASB 73 Pension Expense

Below is the estimated Pension Expense for the fiscal year ending June 30, 2017. The Pension Expense will need to be updated with final assets and liabilities as of June 30, 2017, including any assumption changes, plan changes, contributions, and gains/losses. **Please contact Hildi Inc. when preparing your disclosures at June 30, 2017.**

Fiscal Year Ending	June 30, 2017
1. Components of Pension Expense	
a. Service Cost	\$ 34,826
b. Interest Cost	30,807
c. Liability Gain or Loss	0
d. Assumption Changes	0
e. Projected Investment Return	0
f. Investment Gain or Loss	N/A
g. Administrative Expenses	0
h. Other Changes	0
i. Total	65,633
2. Deferred Outflows of Resources	
a. Liability Losses	\$ 0
b. Assumption Changes	0
c. Investment Losses	N/A
d. Employer Contributions	N/A
e. Total	0
3. Deferred Inflows of Resources	
a. Liability Gains	\$ 0
b. Assumption Changes	0
c. Investment Gains	N/A
d. Total	0
4. Future Recognition of Deferred Flows in Pension Expense (Fiscal Years Ending)	
a. June 30, 2017	N/A
b. June 30, 2018	\$ 0
c. June 30, 2019	0
d. June 30, 2020	0
e. June 30, 2021	0
f. June 30, 2022	0
g. Thereafter	0

Projected Benefit Payments

The Projected Benefit Payments are based on the assumptions, plan provisions, and participant data as of July 1, 2016. The Projected Benefit Payments are prepared on a closed group basis (i.e. no new entrants).

Year Beginning July 1 and Ending June 30 of the Following Year	Expected Payments
2016	\$ 255,944
2017	190,506
2018	175,688
2019	145,191
2020	164,964
2021 - 2025	394,284
2026 - 2030	171,653
2031 - 2035	615
2036 - 2040	3,920
2041 - 2045	10,166
2046 - 2050	0
2051 - 2055	0
2056 - 2060	0
2061 - 2065	0
2066 - 2070	0
2071 - 2075	0

Note: The payment projections are estimates. When preparing fiscal year-end disclosures, the actual benefit payments that were made for the fiscal year from the Moorhead Area Public Schools should be used. **Please contact Hildi Inc. when preparing your disclosures at June 30, 2017.**

Plan Liabilities

GASB 73 Liabilities

The following table compares the liabilities calculated as of the current valuation date under GASB 73 and the prior valuation date under GASB 27.

Liabilities at Valuation Date		
1. Valuation Date	July 1, 2016	July 1, 2014
2. Discount rate	2.90%	4.00%
3. Salary scale	3.00%	3.00%
4. Present value of benefits	\$ 1,323,084	\$ 1,732,151
5. Accrued liability (Total Pension Liability)		
a. Actives	1,154,539	1,495,432
b. Retirees and beneficiaries	<u>0</u>	<u>0</u>
c. Total	1,154,539	1,495,432
6. Service Cost	34,826	49,293
7. Estimated net benefit payments		
a. Actives (from expected retirements)	255,944	340,522
b. Retirees and beneficiaries	<u>0</u>	<u>0</u>
c. Total	255,944	340,522

Comparison to Previous Results

The last valuation completed for Moorhead Area Public Schools was as of July 1, 2014 under GASB 27. Below is a rough summary showing estimated reasons for changes in the Total Pension Liability (accrued liability under GASB 27).

Comparison to Previous Results		July 1, 2016
1. Changes in Total Pension Liability		
a. Expected Liability	\$	973,997
b. Liability (Gain) / Loss		136,028
c. Change Actuarial Cost Method to Entry Age		(506)
d. Assumption Changes		45,020
e. Plan Changes		0
f. Other		0
g. Total Pension Liability		1,154,539
2. Service Cost		34,826
3. Discount Rate		2.90%

Events & Decisions

Plan Changes: None.

Assumption Changes:

- The mortality table was updated from RP 2000 projected to 2014 with Scale BB to the RP-2014 White Collar Mortality Tables with MP-2015 Generational Improvement Scale.
- The withdrawal table for all employees and retirement table for only employees eligible to retire with Rule of 90 also were updated.
- The discount rate was changed from 4.00% to 2.90%.

Method Changes: The actuarial cost method was changed from projected unit credit to entry age as prescribed by GASB 73.

Results by Contract Group

July 1, 2016

Counts	Custodians	Paraprofessionals	Secretaries	Supervisors	Teachers	Total
Active	3	16	2	1	26	48
Retiree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	3	16	2	1	26	48
Present Value of Future Benefits						
Active	\$ 78,073	\$ 211,631	\$ 50,957	\$ 57,385	\$ 925,038	\$ 1,323,084
Retiree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	78,073	211,631	50,957	57,385	925,038	1,323,084
Total Pension Liability						
Active	72,544	176,045	46,174	57,385	802,391	1,154,539
Retiree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	72,544	176,045	46,174	57,385	802,391	1,154,539
Service Cost						
Active	1,553	7,097	1,521	0	24,655	34,826
Expected Benefit Payments						
Active (expected to retire)	37,435	34,806	5,185	58,211	120,307	255,944
Retiree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	37,435	34,806	5,185	58,211	120,307	255,944

Other Information

Plan Participants

	July 1, 2016	July 1, 2014
1. Participant counts		
a. Actives	48	67
b. Retirees receiving payments	0	0
c. Spouses receiving payments	<u>0</u>	<u>0</u>
d. Total participants	48	67
2. Active participant statistics		
a. Average age	58.1	57.1
b. Average hire service	24.7	23.5
c. Total expected pay for year	\$ 2,465,260	\$ 3,289,207
3. Retirees (excludes spouse)		
a. Average age: Pre-65	0.00	0.00
b. Average age: Post-65	0.00	0.00
4. Number of retirees by age		
a. Under 50	0	0
b. 50 to 54	0	0
c. 55 to 59	0	0
d. 60 to 64	0	0
e. 65+	<u>0</u>	<u>0</u>
f. Total	0	0

Active Participants Age/Service Grid

Attained Age	Years of Service												Total	
	Under 1	1 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 & up			No.	Avg. Comp
Under 25	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 to 29	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30 to 34	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35 to 39	0	0	1	0	0	0	0	0	0	0	0	1	14,154	0
40 to 44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45 to 49	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50 to 54	0	0	1	0	2	2	5	1	0	0	0	11	48,582	0
55 to 59	0	0	0	0	4	1	6	6	0	0	0	17	61,991	0
60 to 64	0	0	0	0	5	6	4	0	2	0	0	17	43,656	0
65 to 69	0	0	0	0	0	0	1	1	0	0	0	2	60,349	0
70 & up	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	2	0	11	9	16	8	2	0	0	48	51,360	0

The average compensation shown in each cell represents the average for the number of active participants in that cell.

Methods and Assumptions

Summary of Methods	
Valuation Date/Census Data Date	July 1, 2016
Measurement Date	June 30, 2017
Actuarial Cost Method	Entry Age, level percentage of pay
Actuarial Assets	None
Amortization of Deferred Resource Flows	Average of expected remaining service on a closed basis for differences between expected and actual experience and assumption changes.

Economic Assumptions	
Discount Rate	2.90%
20-Year Municipal Bond Yield	2.90%
Inflation Rate	2.50%
Salary Increases	3.00%

Other Assumptions	
Mortality	RP-2014 White Collar Mortality Tables with MP-2015 Generational Improvement Scale
Disability	None
Withdrawal	See sample rates
Retirement	See sample rates
Expenses	Assumed paid outside of Plan
Sick Leave	Teachers are assumed to use ½ of their annual accrual of sick leave in each of the last two years of service.
Benefits Not Included	None

Analysis of Prescribed Assumptions

None.

Analysis of Non-prescribed Assumptions

Unless otherwise specified below, all non-prescribed assumptions have been determined with input from the actuary, even though the plan sponsor may be ultimately responsible for selecting the assumption.

Economic Assumption	Rationale
All Economic Assumptions	Economic assumptions are based on input from a variety of published sources of historical and projected future financial data. Each assumption was reviewed for reasonableness with the source information as well as for consistency with the other economic assumptions.
Discount rate	Since the plan is not funded (has no assets), the discount rate was developed by estimating the long term investment yield on the employer funds that will be used to pay benefits as they come due.
20-Year Municipal Bond Yield	The municipal bond rate assumption was set by considering published rate information for 20-year high quality, tax-exempt, general obligation municipal bonds as of the Measurement Date.
Salary Increases	The salary scale has been determined based on the long-term inflation assumption plus any additional wage increase assumption in excess of inflation. The additional wage assumption is based on a review of increases in the taxable wage base compared to inflation. Any additional information on expected salary increases provided by the client is also reflected in the assumption.
Inflation	The long-term inflation assumption has been chosen based on a review of historical changes in the Consumer Price Index (CPI.) Published projections of future inflation rates were also considered.
Mortality	The rates used are recent tables developed and recommended by the Society of Actuaries.
Retirement & Withdrawal	The retirement and withdrawal assumptions used to value GASB 73 liabilities are similar to those used to value pension liabilities for Minnesota school district employees. The state pension plans base their assumptions on periodic experience studies.
Disability	Plan disability benefits are of similar value to other plan benefits. Therefore, disability incidence is presumed to be included in retirement and withdrawal incidence.

Changes since prior valuation

- The mortality table was updated from RP 2000 projected to 2014 with Scale BB to the RP-2014 White Collar Mortality Tables with MP-2015 Generational Improvement Scale.
- The withdrawal table for all employees and retirement table for only employees eligible to retire with Rule of 90 also were updated.
- The discount rate was changed from 4.00% to 2.90%.

Sample Withdrawal and Retirement Rates

Years of Service	Withdrawal % for Males	Withdrawal % for Females
0	32.00%	29.00%
1	15.00%	13.00%
2	11.00%	11.00%
3	8.50%	9.00%
4	6.25%	7.00%
5	5.25%	5.50%
6	4.60%	4.00%
7	4.10%	3.50%
8	2.80%	3.00%
9	2.30%	2.50%
10	2.00%	2.10%
15	1.10%	1.10%
20	0.60%	0.60%
25 or more	0.50%	0.50%

Attained Age	Retirement % Rule of 90	Retirement % Not Rule of 90
55	35%	5%
56	35%	5%
57	35%	5%
58	35%	5%
59	35%	5%
60	35%	10%
61	35%	10%
62	35%	25%
63	35%	10%
64	35%	10%
65+	100%	100%

Summary of Plan Provisions

Following is a summary of the major plan provisions used to determine the plan's financial position. It should not be used in determining plan benefits.

Contract Group		Supervisors		Secretarial & Clerical Employees, Custodians		Paraprofessionals, TCI Employees		Teachers		All Others	
Eligibility	Age Service	55	10 and hired before July 1, 1996 and elected Severance Plan	55	10 and hired before July 1, 2000 and elected Severance Plan	55	10 and hired before July 1, 2002 and elected Severance Plan	55	8 and hired before September 1, 1999 and elected Severance Plan	NA	NA
Benefit		Percentage of highest annual salary of the last 5 years.	Percentage of highest annual salary of the last 5 years.	Percentage of highest annual salary of the last 5 years.	Percentage of highest annual salary of the last 5 years.	Percentage of highest annual salary of the last 5 years.	Percentage of highest annual salary of the last 5 years.	[Maximum (100 days - number of sick leave days used in the last 2 years of employment), 80] x percentage from table	None		
		<u>Years of Service</u> 15 13 - 14 12 11 10 9	<u>Percent of Pay</u> 75% 60% 50% 40% 30% 20%	<u>Years of Service</u> 15 14 13 12 11 10	<u>Percent of Pay</u> 60% 50% 40% 30% 20% 10%	<u>Years of Service</u> 15 14 13 12 11 10	<u>Percent of Pay</u> 60% 50% 40% 30% 20% 10%	<u>Years of Service</u> 26+ 21 - 25 16 - 20 15 14 13 12 11 10 9 8	<u>Percent of Days</u> 121% 114% 107% 100% 93% 86% 79% 72% 65% 58% 50%		
Limitation on Total Benefit		NA		NA		NA		Maximum of 100 days x percentage noted above	NA		
Form of Payment		Lump sum severance paid to a 403(b)	Lump sum severance paid to a 403(b)	Lump sum severance paid to a 403(b)	Lump sum severance paid to a 403(b)	Lump sum severance paid to a 403(b)	Lump sum severance paid to a 403(b)	Lump sum severance paid to a 403(b)	NA		

Changes since prior valuation: None.

Glossary

Actuarial Cost Method: Sometimes called 'funding method,' a particular technique used by actuaries to establish the amount and incidence of the annual actuarial cost of pension plan benefits, or normal cost, and the related unfunded liability.

Collective deferred outflows of resources and deferred inflows of resources related to pension: Deferred outflows of resources and deferred inflows of resources related to pension arising from certain changes in the collective net pension liability or collective total pension liability.

Defined Benefit Pensions: Pensions for which the income or other benefits that the employee will receive at or after separation from employment are defined by the benefit terms. The pensions may be stated as a specified dollar amount or as an amount that is calculated based on one or more factors such as age, years of service, and compensation.

Defined Contribution Pensions: Pensions having terms that (a) provide an individual account for each employee; (b) define the contributions that an employer or nonemployer contributing entity is required to make (or the credits that it is required to provide) to an active employee's account for periods in which that employee renders service; and (c) provide that the pension an employee will receive will depend only on the contributions (or credits) to the employee's account, actual earnings on investments of those contributions (or credits), and the effects of forfeitures of contributions (or credits) made for other employees, as well as pension plan administrative costs, that are allocated to the employee's account.

Discount Rate: The single interest rate that will calculate the same Total Pension Liability as the rates used to calculate the funded and unfunded portion of Total Pension Liability.

Pensions: Retirement income and, if provided through a pension plan, postemployment benefits other than retirement income (such as death benefits, life insurance, and disability benefits). Pensions do not include postemployment healthcare benefits and termination benefits.

Plan Members: The individuals covered by the terms of the plan. The plan membership generally includes employees in active service, terminated employees who have accumulated benefits but are not yet receiving them, and retired employees and beneficiaries currently receiving benefits.

Required Supplementary Information (RSI): Schedules, statistical data, and other information that are an essential part of financial reporting. RSI should be presented with, but is not part of, the basic financial statements of a governmental entity.

Service Cost: The portions of the actuarial present value of projected benefit payments that are attributed to valuation years.

Total Pension Liability: The portion of the present value of prospective benefits allocated to service before the valuation date in accordance with the actuarial cost method.

Moorhead Area Public Schools

Final Attachment to the Actuarial Valuation Report

Pension-Related Benefits

Under GASB Statement 73

This report is an addendum to the actuarial valuation report issued for this plan as of July 1, 2016 originally provided in June 2017. Actuarial data, assumptions, and methods are as described in that previous report. There have been no changes to plan provisions, assumptions, or methods since the prior report.

The following exhibits were updated:

- Reconciliation of Changes in Net Pension Liability
 - Sensitivity to Changes in Discount Rate
 - GASB 73 Pension Expense
-

Valuation Date:	July 1, 2016
Measurement Date:	June 30, 2017
Fiscal Year Beginning:	July 1, 2016
Fiscal Year Ending:	June 30, 2017

Plan and Employer Accounting

Reconciliation of Changes in Total Pension Liability

Below is a reconciliation of the Total Pension Liability for the fiscal year ending June 30, 2017.

	Total Pension Liability
1. Balances at June 30, 2016	\$ 1,154,539
2. Changes from the Prior Year:	
a. Service Cost	34,826
b. Interest Cost	29,552
c. Assumption Changes	0
d. Plan Changes	0
e. Employer contributions	-
f. Projected Investment Return	-
g. Differences between Expected and Actual Experience	0
h. Benefit Payments	(343,143)
i. Administrative Expenses	-
j. Other Changes	0
3. Total Net Changes	(278,765)
4. Balances at June 30, 2017	\$ 875,774
5. Covered Employee Payroll	\$ 2,539,218
6. TPL as % of Payroll	34%

Sensitivity to Changes in Discount Rate

	1% Decrease	Selected Discount Rate	1% Increase
1. Net Pension Liability	\$ 895,884	\$ 875,774	\$ 854,801
2. Discount Rate	1.90%	2.90%	3.90%

GASB 73 Pension Expense

Below is the Pension Expense for the fiscal year ending June 30, 2017.

Fiscal Year Ending	June 30, 2017
1. Components of Pension Expense	
a. Service Cost	\$ 34,826
b. Interest Cost	29,552
c. Liability Gain or Loss	0
d. Assumption Changes	0
e. Projected Investment Return	0
f. Investment Gain or Loss	N/A
g. Administrative Expenses	0
h. Other Changes	<u>0</u>
i. Total	64,378
2. Deferred Outflows of Resources	
a. Liability Losses	\$ 0
b. Assumption Changes	0
c. Investment Losses	N/A
d. Employer Contributions	<u>N/A</u>
e. Total	0
3. Deferred Inflows of Resources	
a. Liability Gains	\$ 0
b. Assumption Changes	0
c. Investment Gains	<u>N/A</u>
d. Total	0
4. Future Recognition of Deferred Flows in Pension Expense (Fiscal Years Ending)	
a. June 30, 2017	N/A
b. June 30, 2018	\$ 0
c. June 30, 2019	0
d. June 30, 2020	0
e. June 30, 2021	0
f. June 30, 2022	0
g. Thereafter	0

Moorhead Area Public Schools

Actuarial Valuation Report
Other Post-Employment Benefits
Under GASB Statements 74 & 75

Valuation Date:	July 1, 2016
Measurement Date:	June 30, 2017
Fiscal Year Beginning:	July 1, 2016
Fiscal Year Ending:	June 30, 2017

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Actuarial Certification

We have prepared an actuarial valuation of the other post employment benefit plans for Moorhead Area Public Schools as of July 1, 2016 to enable the plan sponsor to satisfy the accounting requirements under Statements of Governmental Accounting Standards Nos. 74 and 75. The results of the valuation set forth in this report reflect the provisions of the plan communicated to us through July 1, 2016. This report should not be used for other purposes or relied upon by any other person without prior written consent from Hildi Incorporated.

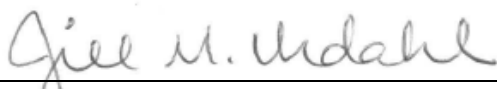
This valuation is based on participant and financial data provided by Moorhead Area Public Schools and is summarized in this report. An audit of the financial and participant data provided was not performed, but we have checked the data for reasonableness as appropriate based on the purpose of the valuation. We have relied on all the information provided, including plan provisions and asset information, as complete and accurate.

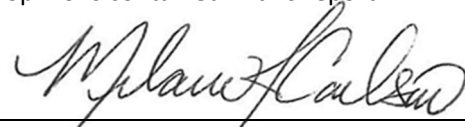
A range of results, different from those presented in this report, could be considered reasonable. The numbers are not rounded, but this is for convenience and should not imply precision. Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements; and changes in plan provisions or applicable law. Due to the limited scope of this assignment, we did not perform an analysis of the potential range of such future measurements.

All costs, liabilities and other factors under the plan were determined in accordance with generally accepted actuarial principles and procedures using assumptions that we believe reasonably estimate the anticipated experience of the plan. The calculations reported herein are consistent with our understanding of the provisions of GASB Statements 74 and 75.

Actuarial computations under Statements of Governmental Accounting Standards are for the purposes of fulfilling employer accounting requirements and trust accounting requirements. Computations for other purposes may differ significantly from the results shown in this report.

We are available to answer any questions on this material, or to provide explanations or further details, as may be appropriate. The undersigned credentialed actuaries meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinions contained in this report.


Jill M. Urdahl, FSA


Melanie Carlson


Mary P. Ratelle, FSA (for claims cost only)

Hildi Incorporated
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Minneapolis, MN 55344
P 952.934.5554
Report finished in June 2017

Executive Summary

This report has been prepared for Moorhead Area Public Schools, for the fiscal year beginning July 1, 2016 and ending June 30, 2017, to assist in complying with the reporting and disclosure requirements under GASB Statements 74 and 75.

Funding and Investment Policy

OPEB benefits have historically been funded on a pay-as-you-go basis (PAYGO). Under GASB 74/75, plan sponsors may set up a trust and pre-fund the benefits. There is no requirement to pre-fund benefits under GASB 74/75.

Results throughout the report reflect Moorhead Area Public Schools' decision to create an Irrevocable OPEB Trust. The trust value is \$5,009,306 as of July 1, 2016. The trust assets are expected to earn a long term annual rate of 4.90%.

Summary of Results

The results below assume an initial implementation date under GASB 74/75 for the fiscal year ending June 30, 2017. The discount rate is determined by using a split interest rate based on the estimated investment return on the irrevocable trust for the funded portion of liabilities and the estimated yield of 20-Year AA-rated municipal bonds for the unfunded portion of liabilities. The overall single discount rate is 3.10%.

GASB Accounting Summary		July 1, 2016
1. Liabilities		
a. Total OPEB Liability	\$	8,492,157
b. Service Cost		358,297
c. Valuation Salary		35,943,658
2. GASB Funded Status		
a. Total OPEB Liability (TOL)	\$	8,492,157
b. Fiduciary Net Position (FNP)		<u>5,009,306</u>
c. Net OPEB Liability (NOL), a. - b.		3,482,851
d. FNP as a % of (TOL), b. / a.		59%
e. NOL as % of Payroll, c. / 1.c.		10%
3. Estimated Annual Costs for the Year Beginning 07/01/2016		
a. Pay-as-you-go Cost (PAYGO)	\$	922,419
b. OPEB Expense Under GASB 75		373,017
c. PAYGO as % of OPEB Expense, a. / b.		247%
4. Actuarially Determined Contribution (ADC) *		To be determined
5. Discount Rate		3.10%

* GASB has not defined an ADC, rather this needs to be defined/developed by the employer.

Key Dates

The results presented in this report are based on a July 1, 2016 valuation date. GASB 74 allows the use of a valuation date that is up to 24 months prior to the most recent fiscal year end, while GASB 75 allows the use of a valuation date that is up to 30 months and one day prior to the most recent fiscal year end. A GASB 74 measurement date must be the same as the reporting date, while a GASB 75 measurement date may look back as far as the prior fiscal year end. Because Moorhead Area Public Schools has an irrevocable trust, both GASB 74 and 75 accounting are applicable.

Valuation Date	July 1, 2016
Measurement Date	June 30, 2017
Reporting Date	June 30, 2017

GASB Statements Nos. 74 and 75

In June 2015, the GASB issued two final Statements detailing how state and local governments should account for and report postemployment benefits other than pensions (OPEBs), such as retiree healthcare. GASB 74 addresses financial reporting by plans that administer OPEB benefits. GASB 75 addresses accounting and financial reporting for governments that provide OPEB to their employees or employees of other governmental units. GASB 74 is first effective for plan financial statements for fiscal years beginning after June 15, 2016. GASB 75 is first effective for employer financial statements for fiscal years beginning after June 15, 2017.

The new standards differ in several ways from the previous applicable standard (GASB 45), including:

- **Balance Sheet Recognition:** GASB 45 recognized the Net OPEB Obligation, which smoothed costs over time and provided deferred recognition on certain items. For plans with an irrevocable trust, GASB 74 and GASB 75 require the balance sheet to reflect the Net OPEB Liability, which is Total OPEB Liability reduced by the Net Fiduciary Position (Plan Assets). For plans with a revocable trust, or no trust, GASB 75 requires the balance sheet to reflect the Total OPEB Liability.
- **Liability Discount Rate:** GASB 45 allowed liabilities to be discounted based on the expected long-term return on assets. GASB 74 and GASB 75 may use the long-term return only for the portion of the liability that is 'funded' by an irrevocable trust. A tax-exempt, high-quality 20-year municipal bond index must be used on the 'unfunded' portion.
- **Liabilities must now be calculated using a method called 'Entry Age with level percent of pay'.** This generally will increase liabilities for most plans.
- **Employers are required to recognize a new measure of pension expense that accelerates recognition of benefit changes, actuarial gains and losses, investment gains and losses, and assumption changes.**
- **Replacing most of the current financial disclosures and required supplementary information with information based on new measures.**
- **Valuations are required to be completed every two years for all employers, regardless of the number of Plan Members.**

Plan and Employer Accounting

Reconciliation of Changes in Net OPEB Liability

Below is an estimated reconciliation of the Net OPEB Liability for the fiscal year ending June 30, 2017. Estimated employer contributions include any benefit payments anticipated to be paid from the general fund. The Net OPEB Liability will need to be updated with final balances as of June 30, 2017, including any assumption changes, plan changes, contributions, and gains/losses.

Please contact Hildi Inc. when preparing your disclosures at June 30, 2017.

	Total OPEB Liability (a)	Fiduciary Net Position (b)	Net OPEB Liability (a) – (b)
1. Balances at June 30, 2016	\$ 8,492,157	\$ 5,009,306	\$ 3,482,851
2. Expected Changes for the Current Year:			
a. Service Cost	358,297	-	358,297
b. Interest Cost	260,176	-	260,176
c. Assumption Changes	0	-	0
d. Plan Changes	0	-	0
e. Estimated Employer contributions	-	0	0
f. Projected Investment Return	-	245,456	(245,456)
g. Differences between Expected and Actual Experience	0	0	0
h. Estimated Benefit Payments	(922,419)	(922,419)	0
i. Administrative Expenses	-	0	0
j. Other Changes	0	0	0
3. Total Estimated Net Changes	(303,946)	(676,963)	373,017
4. Estimated Balances at June 30, 2017	\$ 8,188,211	\$ 4,332,343	\$ 3,855,868

Sensitivity to Changes in Discount Rate

	1% Decrease	Selected Discount Rate	1% Increase
1. Net OPEB Liability	\$ 4,274,035	\$ 3,855,868	\$ 3,442,628
2. Discount Rate	2.10%	3.10%	4.10%

Sensitivity to Changes in Healthcare Cost Trend Rates

	1% Decrease	Selected Healthcare Trend Rate	1% Increase
1. Net OPEB Liability	\$ 3,215,188	\$ 3,855,868	\$ 4,590,755
2. Medical Trend Rate	5.75% decreasing to 4.00% over 7 years	6.75% decreasing to 5.00% over 7 years	7.75% decreasing to 6.00% over 7 years
3. Dental Trend Rate	NA	NA	NA

GASB 75 OPEB Expense

Below is the estimated OPEB Expense for the fiscal year ending June 30, 2017. The OPEB Expense will need to be updated with final assets and liabilities as of June 30, 2017, including any assumption changes, plan changes, contributions, and gains/losses. **Please contact Hildi Inc. when preparing your disclosures at June 30, 2017.**

Fiscal Year Ending	June 30, 2017
1. Components of OPEB Expense	
a. Service Cost	\$ 358,297
b. Interest Cost	260,176
c. Liability Gain or Loss	0
d. Assumption Changes	0
e. Projected Investment Return	(245,456)
f. Investment Gain or Loss	TBD
g. Administrative Expenses	0
h. Other Changes	<u>0</u>
i. Total	373,017
2. Deferred Outflows of Resources	
a. Liability Losses	\$ 0
b. Assumption Changes	0
c. Investment Losses	TBD
d. Employer Contributions	<u>N/A</u>
e. Total	0
3. Deferred Inflows of Resources	
a. Liability Gains	\$ 0
b. Assumption Changes	0
c. Investment Gains	<u>TBD</u>
d. Total	0
4. Future Recognition of Deferred Flows in OPEB Expense (Fiscal Years Ending)	
a. June 30, 2017	N/A
b. June 30, 2018	\$ 0
c. June 30, 2019	0
d. June 30, 2020	0
e. June 30, 2021	0
f. June 30, 2022	0
g. Thereafter	0

Projected Benefit Payments

The Projected Benefit Payments are based on the assumptions, plan provisions, and participant data as of July 1, 2016. The Projected Benefit Payments are prepared on a closed group basis (i.e. no new entrants).

Discount Rate Selection

The Funded portion of benefit payments are determined by:

- Projecting forward the Fiduciary Net Position (Assets) as of the valuation date,
- Increasing by the investment return assumption, and
- Reducing by benefit payments in each period until assets are exhausted.
- The contribution/benefit payment history, as well as the funding policy have also been taken into account.

Payment Year	Funded Portion of Payments	Unfunded Portion of Payments	Present Value (Separate Discount Rates)	Present Value (Single Discount Rate)
2016 - 2020	\$ 3,619,953	\$ 0	\$ 3,254,966	\$ 3,380,776
2021 - 2025	1,961,197	1,353,118	2,481,829	2,635,058
2026 - 2030	0	3,323,767	2,333,129	2,277,851
2031 - 2035	0	2,644,157	1,606,618	1,553,253
2036 - 2040	0	2,826,049	1,486,583	1,423,196
2041 - 2045	0	2,111,856	965,032	915,096
2046 - 2050	0	968,332	387,389	364,038
2051 - 2055	0	520,731	178,738	166,226
2056 - 2060	0	96,312	29,506	27,229
2061 - 2065	0	2,836	772	707
2066 - 2070	0	0	0	0

Benefit Payments by Benefit Type

Year Beginning July 1 and Ending June 30 of the Following Year	Implicit Subsidy Only Payments	Subsidized Payments	Total Projected Net Payments
2016	\$ 300,915	\$ 621,504	\$ 922,419
2017	248,720	567,934	816,654
2018	219,281	424,418	643,699
2019	235,071	411,070	646,141
2020	223,880	367,160	591,040
2021 - 2025	1,385,973	1,928,342	3,314,315
2026 - 2030	1,523,796	1,799,971	3,323,767
2031 - 2035	1,300,251	1,343,906	2,644,157
2036 - 2040	1,529,958	1,296,091	2,826,049
2041 - 2045	1,314,409	797,447	2,111,856
2046 - 2050	775,772	192,560	968,332
2051 - 2055	518,605	2,126	520,731
2056 - 2060	96,100	212	96,312
2061 - 2065	2,836	0	2,836
2066 - 2070	0	0	0
2071 - 2075	0	0	0

Note: The subsidized payment projections are estimates. When preparing fiscal year-end disclosures, the actual subsidized benefit payments that were made for the fiscal year from the Moorhead Area Public Schools should be used. **Please contact Hildi Inc. when preparing your disclosures at June 30, 2017.**

Plan Liabilities

GASB 74 & 75 Liabilities

The following table compares the liabilities calculated as of the current valuation date under GASB 74/75 and the prior valuation date under GASB 45.

Liabilities at Valuation Date		
1. Valuation Date	July 1, 2016	July 1, 2014
2. Discount rate	3.10%	5.50%
3. Medical trend rate		
a. Current year	6.75%	7.50%
b. Ultimate year	5.00%	5.00%
c. Years to ultimate trend rate	7	10
4. Present value of benefits	\$ 12,743,433	\$ 10,968,762
5. Accrued liability (Total OPEB Liability)		
a. Split by implicit rate liability vs. direct subsidy liability		
i. Implicit rate liability	3,502,175	3,609,953
ii. Direct subsidized liability	<u>4,989,982</u>	<u>4,573,701</u>
iii. Total	8,492,157	8,183,654
b. Split by status		
i. Actives	6,318,327	5,174,174
ii. Retirees and beneficiaries	<u>2,173,830</u>	<u>3,009,480</u>
iii. Total	8,492,157	8,183,654
6. Service Cost	358,297	291,146
7. Estimated net benefit payments		
a. Actives (from expected retirements)	87,772	97,779
b. Retirees and beneficiaries	<u>834,647</u>	<u>871,019</u>
c. Total	922,419	968,798

Comparison to Previous Results

The last valuation completed for Moorhead Area Public Schools was as of July 1, 2014 under GASB 45. Below is a rough summary showing estimated reasons for changes in the Total OPEB Liability (accrued liability under GASB 45).

Comparison to Previous Results		July 1, 2016
1. Changes in Total OPEB Liability		
a. Expected Liability	\$	7,625,058
b. Liability (Gain) / Loss		35,135
c. Change Due to Claims and Retiree Premiums		(425,410)
d. Change Actuarial Cost Method to Entry Age		354,834
e. Assumption Changes		902,540
f. Plan Changes		<u>0</u>
g. Total OPEB Liability		8,492,157
2. Changes in Fiduciary Net Position		
a. Expected Assets	\$	5,528,153
b. Asset Gain / (Loss)		<u>(518,847)</u>
c. Fiduciary Net Position		5,009,306
3. Total (Gain) / Loss for Year, 1.b. – 2.b.		553,982
4. Service Cost		358,297
5. Discount Rate		3.10%

Events & Decisions

Plan Changes: None.

Assumption Changes:

- The health care trend rates were changed to better anticipate short term and long term medical increases.
- The mortality table was updated from RP 2000 projected to 2014 with Scale BB to the RP-2014 White Collar Mortality Tables with MP-2015 Generational Improvement Scale.
- The withdrawal table for all employees and retirement table for only employees eligible to retire with Rule of 90 also were updated.
- The discount rate was changed from 5.50% to 3.10%.

Method Changes: The actuarial cost method was changed from projected unit credit to entry age as prescribed by GASB 74/75.

Results by Contract Group

July 1, 2016

	Counts	Principals and Administration	Confidential Secretaries	Supervisors	Teachers	Superintendent	All Others	Total
Counts								
Active	14		5	14	444	1	341	819
Retiree	4		0	5	59	0	4	72
Total	18		5	19	503	1	345	891
Present Value of Future Benefits								
Active	\$ 74,833	\$	17,237	\$ 234,165	\$ 9,442,173	\$ 79,769	\$ 721,426	\$10,569,603
Retiree	90,647		0	204,364	1,829,435	0	49,384	2,173,830
Total	165,480		17,237	438,529	11,271,608	79,769	770,810	12,743,433
Total OPEB Liability								
Active	39,432		12,835	179,038	5,767,876	68,547	250,599	6,318,327
Retiree	90,647		0	204,364	1,829,435	0	49,384	2,173,830
Total	130,079		12,835	383,402	7,597,311	68,547	299,983	8,492,157
Service Cost	2,537		525	9,556	292,053	11,222	42,404	358,297
Expected Benefit Payments								
Active (expected to retire)	47		99	7,573	65,286	8,597	6,170	87,772
Retiree	37,304		0	51,457	726,437	0	19,449	834,647
Total	37,351		99	59,030	791,723	8,597	25,619	922,419

Plan Assets

Plan Asset Reconciliation

Irrevocable OPEB Assets for Fiscal Year Ending	June 30, 2016	June 30, 2015
1. Value at beginning of fiscal year	\$ 6,432,798	\$ 7,691,383
a. Employer contributions	0	0
b. Other nonemployer contributions	0	0
c. Benefits paid	(1,485,269)	(1,370,046)
d. Non-investment expense paid	0	0
e. Return on plan assets	<u>61,777</u>	<u>111,461</u>
2. Value at end of fiscal year	5,009,306	6,432,798
3. Estimated return for prior year	1.0%	1.4%

Development of Expected Long-Term Rate of Portfolio Return

Asset Class	Target Allocation	Expected Class Return
Domestic equity	33.00%	6.50%
Fixed income	50.00%	3.20%
International equity	17.00%	6.80%
Real estate	0.00%	-
Cash	0.00%	-
 Total Portfolio	 100.0%	 4.90%

Other Information

Plan Participants

	July 1, 2016	July 1, 2014
1. Participant counts		
a. Actives	819	761
b. Retirees receiving payments	72	72
c. Spouses receiving payments	<u>6</u>	<u>7</u>
d. Total participants	897	840
2. Active participant statistics		
a. Average age	44.2	45.2
b. Average hire service	9.9	10.6
c. Total expected pay for year	\$ 35,943,658	\$ 30,970,112
3. Retirees (excludes spouse)		
a. Average age: Pre-65	62.33	61.40
b. Average age: Post-65	0.00	0.00
4. Number of retirees by age		
a. Under 50	0	0
b. 50 to 54	1	0
c. 55 to 59	8	13
d. 60 to 64	63	59
e. 65+	<u>0</u>	<u>0</u>
f. Total	72	72

Covered Population: All of the active employees who have access to health insurance and all retirees who have elected to continue coverage on the employer's medical plan after retirement or who have a remaining life insurance subsidy have been included in this valuation. Post-age 65 retirees and their spouses are excluded because they are assumed to have Medicare as their primary health insurance so no Implicit Rate Subsidy applies.

Methods and Assumptions

Summary of Methods	
Valuation Date/Census Data Date	July 1, 2016
Measurement Date	June 30, 2017
Actuarial Cost Method	Entry Age, level percentage of pay
Actuarial Assets	Trustee value as of the measurement date
Amortization of Deferred Resource Flows	Average of expected remaining service on a closed basis for differences between expected and actual experience and assumption changes. Closed five-year period for differences between expected and actual asset returns.

Economic Assumptions	
Discount Rate	3.10%
Expected Long-Term Investment Return	4.90% (net of investment expenses)
20-Year Municipal Bond Yield	2.90%
Inflation Rate	2.50%
Salary Increases	3.00%
Medical Trend Rate	6.75% in 2016 grading to 5.00% over 7 years
Dental Trend Rate	NA

Other Assumptions	
Mortality	RP-2014 White Collar Mortality Tables with MP-2015 Generational Improvement Scale
Disability	None
Withdrawal	See sample rates
Retirement	See sample rates
Expenses	Assumed paid outside of Plan
Percent Married	Current Retirees: Actual retiree/spouse elections used. Future Retirees: Males 85%, Females 65%
Age Difference	Actual spouse birthdate for current retirees (if provided). For all others, males assumed to be 3 years older than females.
Retiree Plan Participation	Future Retirees Electing Coverage: Pre-65 subsidy available: 100% Pre-65 subsidy not available: 20%
Percent of Married Retirees Electing Spouse Coverage	Percent Future Retirees Electing Pre-65 Spouse Coverage: Spouse subsidy available: NA Spouse subsidy not available: 10%
Benefits Not Included	Moorhead Area Public Schools provides access to life insurance during retirement. However, the implicit rate liability is not significant for life insurance and has not been included in this valuation.

Analysis of Prescribed Assumptions

None.

Analysis of Non-prescribed Assumptions

Unless otherwise specified below, all non-prescribed assumptions have been determined with input from the actuary, even though the plan sponsor may be ultimately responsible for selecting the assumption.

Economic Assumption	Rationale
All Economic Assumptions	Economic assumptions are based on input from a variety of published sources of historical and projected future financial data. Each assumption was reviewed for reasonableness with the source information as well as for consistency with the other economic assumptions.
Discount rate	Assets were projected using expected benefit payments and expected asset returns. Expected benefit payments by year were discounted using the expected asset return assumption for years in which the assets were sufficient to pay all benefit payments. Any remaining benefit payments after the trust fund is exhausted are discounted at the 20-year municipal bond rate. The equivalent single rate is the discount rate.
Expected asset return	The long-term return on assets has been set based on the plan's target investment allocation along with long-term return expectations by asset class. When there is sufficient historical evidence of market outperformance, historical average returns may be considered.
20-Year Municipal Bond Yield	The municipal bond rate assumption was set by considering published rate information for 20-year high quality, tax-exempt, general obligation municipal bonds as of the Measurement Date.
Salary Increases	The salary scale has been determined based on the long-term inflation assumption plus any additional wage increase assumption in excess of inflation. The additional wage assumption is based on a review of increases in the taxable wage base compared to inflation. Any additional information on expected salary increases provided by the client is also reflected in the assumption.
Inflation	The long-term inflation assumption has been chosen based on a review of historical changes in the Consumer Price Index (CPI.) Published projections of future inflation rates were also considered.
Medical Trend Rate	The medical trend rate has been chosen based on a review of historical medical increase rates, projected medical increase rates, and projected health care expenditures as a percentage of GDP. The components of health care costs were considered when developing the aggregate set of trend rates.

Analysis of Non-prescribed Assumptions *continued*

Non-Economic Assumption	Rationale
Mortality	The rates used are recent tables developed and recommended by the Society of Actuaries.
Retirement & Withdrawal	The retirement and withdrawal assumptions used to value GASB 74/75 liabilities are similar to those used to value pension liabilities for Minnesota school district employees. The state pension plans base their assumptions on periodic experience studies.
Disability	Plan disability benefits are of similar value to other plan benefits. Therefore, disability incidence is presumed to be included in retirement and withdrawal incidence.
Retiree Plan Participation & Percent of Married Retirees Electing Spouse Coverage	The plan participation percentages for retirees and their spouses reflect past, current, and expected future expectations of medical plan enrollment for current actives and retirees. These amounts are adjusted to reflect population changes, differences in actual versus expected liabilities, and changes in enrollment/participation patterns.

Changes since prior valuation

- The health care trend rates were changed to better anticipate short term and long term medical increases.
- The mortality table was updated from RP 2000 projected to 2014 with Scale BB to the RP-2014 White Collar Mortality Tables with MP-2015 Generational Improvement Scale.
- The withdrawal table for all employees and retirement table for only employees eligible to retire with Rule of 90 also were updated.
- The discount rate was changed from 5.50% to 3.10%.

Sample Withdrawal and Retirement Rates

Years of Service	Withdrawal % for Males	Withdrawal % for Females
0	32.00%	29.00%
1	15.00%	13.00%
2	11.00%	11.00%
3	8.50%	9.00%
4	6.25%	7.00%
5	5.25%	5.50%
6	4.60%	4.00%
7	4.10%	3.50%
8	2.80%	3.00%
9	2.30%	2.50%
10	2.00%	2.10%
15	1.10%	1.10%
20	0.60%	0.60%
25 or more	0.50%	0.50%

Attained Age	Retirement % Rule of 90	Retirement % Not Rule of 90
55	35%	5%
56	35%	5%
57	35%	5%
58	35%	5%
59	35%	5%
60	35%	10%
61	35%	10%
62	35%	25%
63	35%	10%
64	35%	10%
65+	100%	100%

Summary of Plan Provisions

Following is a summary of the major plan provisions used to determine the plan's financial position. It should not be used in determining plan benefits.

Contract Group		Superintendent	Principals		Teachers	Supervisors	Administrators	All Others
Access to Group Insurance Eligibility	Age*	55	55	55	55	55	55	55
	Service**	3	3	3	3	3	3	3
Monthly Premiums		Blended monthly premium is \$694 for single and \$1,876 for family / Valued to Medicare eligibility						
Dental Life		Not applicable						
Subsidized Benefits		Premium is \$0.1268 per thousand per month of life insurance face amount / Only used to value the direct subsidy						
Medical	Eligibility	55	55	55	55	55	NA	NA
	Age Service	3	8	10	10	10	NA	NA
	Retiree Benefit	A lump sum equal to the annual single premium at retirement times 7 (years) x 1.02 (inflation percentage) is paid to a Health Reimbursement Account	Hired on or before July 1, 2000 (10 years of service by July 1, 2010): Retire before July 1, 2013: Full premium for the \$10 copay plan. Retire before July 1, 2015: \$9300/year (excess toward HSA/VEBA deductible, if applicable). Retire on or after July 1, 2015: None.	Hired before July 1, 2010: Retire before July 1, 2011: Full premium for the \$10 copay plan. Retire before July 1, 2012: Full premium for the \$500 deductible plan. Retire before July 1, 2015: \$653/month (excess toward HSA/VEBA deductible, if applicable). Retire on or after July 1, 2015: \$750/month (excess toward HSA/VEBA deductible, if applicable). All until Medicare eligibility.	Hired on or before July 1, 2001 (9 years of service by July 1, 2010): Retire before July 1, 2013: Full premium for the \$10 copay plan. Retire on or after July 1, 2013: \$9,300/year (excess toward HSA/VEBA deductible, if applicable). All for seven years or Medicare eligibility, whichever is earlier.			
Dental Life	Spouse Benefit	None	None	None	None	None	None	None
	Eligibility	NA	55	55	55	55	55	NA
	Age Service	NA	10	3	10	10	0	NA
	Benefit	None	\$100,000 policy until age 65 that reduces to 80% at age 61, 60% at age 62 and 40% at age 63	\$25,000 policy until age 65	\$100,000 policy until age 65 that reduces to 80% at age 61, 60% at age 62 and 40% at age 63	\$100,000 policy until age 65 that reduces to 80% at age 61, 60% at age 62 and 40% at age 63	\$100,000 policy until age 65 that reduces to 80% at age 61, 60% at age 62 and 40% at age 63	None

* The access to medical, dental, and life insurance for retirees could possibly happen prior to age 55 (due to certain pension provisions). For OPEB valuation purposes, we have assumed the first access eligibility age to be 55.

**For Non-TRA employees, the service requirement is 5 years for employees hired after July 1, 2010. The effect of this vesting change as of July 1, 2016 is immaterial and is not included in this report

Changes since prior valuation: None.

Claim Cost Development

Estimated Annual Claims at Age 65		
	Medical	Dental
Pre-65	\$14,546	NA
Post-65	\$0	NA

Pre-65 Healthcare Claims

Starting claim costs were developed using medical claim and enrollment information provided by the Moorhead Area Public Schools and HealthPartners. Due to the small size of the pre-65 retiree population, active and pre-65 information was used to develop the starting claim costs. We used information from July 1, 2015 through January 31, 2017.

The following summary outlines the process used to develop the starting claim costs:

- Medical claims and enrollment information for each group (pre-65 retirees and active employees) and time period were summarized.
- Claims information was provided on an incurred basis.
- Incurred claims per person for each time period were trended forward to the valuation period.
- Trended claims per person for each time period were adjusted for differences in plan design and demographics.
- An administrative load was added to the trended claims for each time period.
- The costs calculated for each time period were weighted together to obtain a weighted-average cost.
- The weighted-average cost was then adjusted to account for expected changes in plan enrollment for future retirees.
- The adjusted weighted-average cost was then adjusted to age 65 for valuation purposes.

A full age-based table of claims costs is developed by applying the aging factors (table below) to the claims at age 65.

Aging Table			
Medical costs per individual are assumed to change as follows:			
Pre-65		Post-65	
Ages	% Decrease	Ages	% Increase
15 to 45	2.0%	65 to 70	3.0%
45 to 50	2.5%	70 to 75	2.5%
50 to 55	3.3%	75 to 80	2.0%
55 to 60	3.6%	80 to 85	1.0%
60 to 65	4.2%	85 to 90	0.5%
		90+	0.0%

Glossary

Actuarial Cost Method: Sometimes called 'funding method,' a particular technique used by actuaries to establish the amount and incidence of the annual actuarial cost of OPEB plan benefits, or normal cost, and the related unfunded liability.

Actuarially determined contribution (ADC): A target or recommended contribution to a defined benefit OPEB plan for the reporting period, determined in conformity with Actuarial Standards of Practice based on the most recent measurement available when the contribution for the reporting period was adopted. **GASB has not defined an ADC, rather this needs to be defined/developed by the employer.**

Collective deferred outflows of resources and deferred inflows of resources related to OPEB: Deferred outflows of resources and deferred inflows of resources related to OPEB arising from certain changes in the collective net OPEB liability or collective total OPEB liability.

Defined benefit OPEB: OPEB for which the benefits that the employee will receive at or after separation from employment are defined by the benefit terms. The OPEB may be stated as (a) a specified dollar amount; (b) an amount that is calculated based on one or more factors such as age, years of service, and compensation; or (c) a type or level of coverage such as prescription drug coverage or a percentage of health insurance premiums. (OPEB that does not have all of the terms of defined contribution OPEB is classified as defined benefit OPEB.)

Defined contribution OPEB: OPEB having terms that (a) provide an individual account for each employee; (b) define the contributions that an employer or nonemployer contributing entity is required to make (or the credits that it is required to provide) to an active employee's account for periods in which that employee renders service; and (c) provide that the OPEB an employee will receive will depend only on the contributions (or credits) to the employee's account, actual earnings on investments of those contributions (or credits), and the effects of forfeitures of contributions (or credits) made for other employees, as well as OPEB plan administrative costs, that are allocated to the employee's account.

Discount Rate: The single interest rate that will calculate the same Total OPEB Liability as the rates used to calculate the funded and unfunded portion of Total OPEB Liability.

Fiduciary Net Position: Plan assets based on market value as of the measurement date including receivable contributions and offset by plan payables. Market values are sometimes smoothed to soften the impact of investment gains and losses.

Healthcare Cost Trend Rate: The rate of change in per capita health claims costs over time as a result of factors such as medical inflation, utilization of healthcare services, plan design, and technological developments.

Investment Return Assumption: The rate used to adjust a series of future payments to reflect the time value of money. The long-term expected rate of return should be based on the nature and mix of current and expected OPEB plan investments over a period representative of the expected length of future benefit payments. The long-term expected rate of return should be determined net of OPEB plan investment expense but without reduction for OPEB plan administrative expense.

Net OPEB Liability: The difference between Total OPEB Liability and Net Fiduciary Position.

Glossary continued

Other Post-employment Benefits: Benefits (such as death benefits, life insurance, disability, and long-term care) that are paid in the period after employment and that are provided separately from a pension plan, as well as healthcare benefits paid in the period after employment, regardless of the manner in which they are provided. OPEB does not include termination benefits or termination payments for sick leave.

Plan Members: The individuals covered by the terms of the plan. The plan membership generally includes employees in active service, terminated employees who have accumulated benefits but are not yet receiving them, and retired employees and beneficiaries currently receiving benefits.

Post-employment Healthcare Benefits: Medical, dental, vision, and other health-related benefits provided to terminated or retired employees and their dependents and beneficiaries

Required Supplementary Information (RSI): Schedules, statistical data, and other information that are an essential part of financial reporting. RSI should be presented with, but is not part of, the basic financial statements of a governmental entity.

Service Cost: The portions of the actuarial present value of projected benefit payments that are attributed to valuation years.

Total OPEB Liability: The portion of the present value of prospective benefits allocated to service before the valuation date in accordance with the actuarial cost method.

Moorhead Area Public Schools

Final Attachment to the Actuarial Valuation Report

Other Post-Employment Benefits

Under GASB Statements 74 & 75

This report is an addendum to the actuarial valuation report issued for this plan as of July 1, 2016 originally provided in June 2017. Actuarial data, assumptions, and methods are as described in that previous report. There have been no changes to plan provisions, assumptions, or methods since the prior report.

The following exhibits were updated:

- Reconciliation of Changes in Net OPEB Liability
- Sensitivity to Changes in Discount Rate
- Sensitivity to Changes in Healthcare Cost Trend Rates
- GASB 75 OPEB Expense

The following exhibit was added:

- GASB 75 Amortization Schedule
 - Required Supplementary Information
-

Valuation Date:	July 1, 2016
Measurement Date:	June 30, 2017
Fiscal Year Beginning:	July 1, 2016
Fiscal Year Ending:	June 30, 2017

Plan and Employer Accounting

Reconciliation of Changes in Net OPEB Liability

Below is a reconciliation of the Net OPEB Liability for the fiscal year ending June 30, 2017. The return on assets for the prior year was approximately 11.07%.

	Total OPEB Liability (a)	Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
1. Balances at June 30, 2016	\$ 8,492,157	\$ 5,009,306	\$ 3,482,851
2. Changes from the Prior Year:			
a. Service Cost	358,297	-	358,297
b. Interest Cost	263,235	-	263,235
c. Assumption Changes	0	-	0
d. Plan Changes	0	-	0
e. Employer contributions	-	0	0
f. Projected Investment Return	-	245,456	(245,456)
g. Differences between Expected and Actual Experience	0	309,008	(309,008)
h. Benefit Payments	(723,495)	(723,495)	0
i. Administrative Expenses	-	(3,923)	3,923
j. Other Changes	0	0	0
3. Total Net Changes	(101,963)	(172,954)	70,991
4. Balances at June 30, 2017	\$ 8,390,194	\$ 4,836,352	\$ 3,553,842

Sensitivity to Changes in Discount Rate

	1% Decrease	Selected Discount Rate	1% Increase
1. Net OPEB Liability	\$ 3,971,028	\$ 3,553,842	\$ 3,141,580
2. Discount Rate	2.10%	3.10%	4.10%

Sensitivity to Changes in Healthcare Cost Trend Rates

	1% Decrease	Selected Healthcare Trend Rate	1% Increase
1. Net OPEB Liability	\$ 2,913,163	\$ 3,553,842	\$ 4,288,730
2. Medical Trend Rate	5.75% decreasing to 4.00% over 7 years	6.75% decreasing to 5.00% over 7 years	7.75% decreasing to 6.00% over 7 years
3. Dental Trend Rate	NA	NA	NA

GASB 75 OPEB Expense

Below is the OPEB Expense for the fiscal year ending June 30, 2017.

Fiscal Year Ending	June 30, 2017
1. Components of OPEB Expense	
a. Service Cost	\$ 358,297
b. Interest Cost	263,235
c. Liability Gain or Loss	0
d. Assumption Changes	0
e. Projected Investment Return	(245,456)
f. Investment Gain or Loss	(61,802)
g. Administrative Expenses	3,923
h. Plan Changes	<u>0</u>
i. Total	318,197
2. Deferred Outflows of Resources	
a. Liability Losses	\$ 0
b. Assumption Changes	0
c. Investment Losses	0
d. Employer Contributions	<u>N/A</u>
e. Total	0
3. Deferred Inflows of Resources	
a. Liability Gains	\$ 0
b. Assumption Changes	0
c. Investment Gains	<u>247,206</u>
d. Total	247,206
4. Future Recognition of Deferred Flows in OPEB Expense (Fiscal Years Ending)	
a. June 30, 2017	N/A
b. June 30, 2018	\$ (61,802)
c. June 30, 2019	(61,802)
d. June 30, 2020	(61,802)
e. June 30, 2021	(61,800)
f. June 30, 2022	0
g. Thereafter	0

GASB 75 Amortization Schedule

Outstanding amortization bases for Deferred (Inflows) and Outflows of Resources as of the employer fiscal year-end:

Date Established	Type	Original Amount	Original Years	Amortization Amount	Remaining Amount	Remaining Years
7/1/2016	Investment Gain/Loss	(309,008)	5	(61,802)	(247,206)	4

Required Supplementary Information

Below is a schedule of changes in the Net OPEB Liability and related ratios. Public entities are required to show 10 years of information, or as many years as available until a full 10-year trend is compiled.

Fiscal Year Ending June 30	2017
1. Total OPEB Liability (TOL) -- Beginning	\$ 8,492,157
a. Service Cost	358,297
b. Interest Cost	263,235
c. Assumption Changes	0
d. Plan Changes	0
e. Differences between Expected and Actual Experience	0
f. Benefit Payments	(723,495)
g. Other Changes	0
h. Net Change in Total OPEB Liability	(101,963)
2. Total OPEB Liability (TOL) -- Ending	\$ 8,390,194
3. Plan Fiduciary Net Position (FNP) -- Beginning	\$ 5,009,306
a. Employer Contributions	0
b. Net Investment Income	554,464
c. Benefit Payments	(723,495)
d. Administrative Expense	(3,923)
e. Other Changes	0
f. Net Change in Plan Fiduciary Net Position	(172,954)
4. Plan Fiduciary Net Position (FNP) -- Ending	\$ 4,836,352
5. Net OPEB Liability -- Ending (NOL = TOL - FNP)	3,553,842
6. FNP as a % of TOL	58%
7. Covered Employee Payroll	37,021,968
8. NOL as % of Payroll	10%

Notes to Schedule

- Benefit Changes: N/A
- Assumption Changes: N/A



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.18.047C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 11/21/2017

RE: Change in Contract

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

Bahaa Kadhém

Night Custodian, Dorothy Dodds Elementary, .8 FTE to Night Custodian, Horizon Middle School West Campus, 1.0 FTE effective December 1, 2017. (Additional hours per the 2017-2018 Staffing Plan)

Suggested Resolution: Move to approve the change in contract for Bahaa Kadhém as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.18.048C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 11/21/2017

RE: Resignations

The administration requests approval of resignations of the following people:

Mariah Hoeper

Food Service, Dorothy Dodds Elementary, effective November 13, 2017.

Fadumo Jama

Food Service, Moorhead High School, effective October 6, 2017.

Susan Geist

Food Service, Moorhead High School, effective November 9, 2017.

Ron Halvorson

Custodian, Moorhead High School, effective November 17, 2017.

Sarah Kluck

Bus Driver, District-wide, effective November 21, 2017.

Jarrold Pahl

Hall Monitor, Moorhead High School, effective November 30, 2017.

Suggested Resolution: Move to approve the resignations of Maria Hoeper, Fadumo Jama, Susan Geist, Ron Halvorson, Sarah Kluck and Jarrod Pahl as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.18.050C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 11/21/2017

RE: Family/Medical Leaves

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

Galen Bare

Food Service, medical leave (non-FMLA) beginning October 18, 2017 for an undetermined amount of time.

Faye Smiley-Aakre

Teacher, Ellen Hopkins Elementary, medical leave (non-FMLA) beginning October 30, 2017 for approximately two months.

Michael Engelke

Custodian, Horizon Middle School East Campus, medical leave (FMLA) beginning December 4, 2017 through approximately February 2, 2018.

Mari Lourdes Shamdas

Teacher, Robert Asp Elementary, family medical leave (FMLA) beginning December 4 2017 through January 19, 2018.

Patricia Schmidt

Teacher, Horizon Middle School West Campus, medical leave (FMLA) beginning December 11, 2017 through approximately February 2, 2018.

Candace Havey

Paraprofessional, Early Intervention Services, medical leave (non-FMLA) beginning December 15, 2017 through January 1, 2018.

Becky Wolford

Teacher, Robert Asp Elementary, medical leave (FMLA) beginning November 10, 2017 through approximately December 21, 2017.

Kelly Iverson

Jump Start Teacher, Probstfield Center for Education, medical leave (non-FMLA) beginning April 2, 2018 for the remainder of the school year.

Suggested Resolution: Move to approve the family/medical leaves for Galen Bare, Faye Smiley-Aakre, Michael Engelke, Mari Lourdes Shamdas, Patricia Schmidt, Candace Havey, Becky Wolford and Kelly Iverson as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.18.051C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 11/21/2017

RE: Other Leave

The administration requests approval of the leave of absence for the following person:

Linda Pederson

Paraprofessional, Moorhead High School, beginning November 15, 2017 through January 1, 2018.

Suggested Resolution: Move to approve the Other Leave of Absence for Linda Pederson pursuant to Article VII, Section 8 of the Paraprofessional Master Agreement.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.18.049C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 11/21/2017

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:

Tanya Steidl

Assistant Cook, Horizon Middle School East Campus, A13 (1) \$16.50 per hour, 6.25 hours per day, effective November 7, 2017. (Replaces Debra Ramsett)

Kristine Thompson

Destination Imagination Coordinator, District-wide, .05 (8) \$2579, effective November 14, 2017. (Replaces Lauri Johnson)

Christopher Frieze

AVID Tutor, Horizon Middle School East Campus, \$12.00 per hour, 2 hours per day, effective November 16, 2017. (New position)

Darius Razi

Night Custodian, Horizon Middle School East Campus, A12 (0-3) \$16.21 per hour, 8 hours per day, effective December 1, 2017. (Replaces Robert Haugen)

Dassiah Boyer

Night Custodian, Horizon Middle School West Campus, A12 (0-3) \$16.21 per hour, 8 hours per day, effective December 1, 2017. (New position per the 2017-2018 Staffing Plan)

Luis Lopez

Night Custodian, Horizon Middle School West Campus, A12 (0-3) \$16.21 per hour, 8 hours per day, effective December 1, 2017. (New position per the 2017-2018 Staffing Plan)

Suggested Resolution: Move to approve the employment of Tanya Steidl, Kristine Thompson, Christopher Frieze, Darius Razi, Dassiah Boyer and Luis Lopez as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Finance and Operations
Memo
OASFO.18.034R**

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 11/19/2017

RE: Fiscal Year 2017 Audit Report

At the November 27, 2017 School Board meeting, a representative of Eide Bailly LLP, will present the district's audit report for fiscal year ending June 30, 2017. Attached please find an executive summary that will be the basis for Eide Bailly's audit presentation.

Suggested Resolution: Move to accept the fiscal year 2017 school district audit report as presented by Eide Bailly LLP.

Moved by:
Seconded by:
Comments:

BML:dmb

ATTACHMENTS:

Description	Type
 EXECUTIVE SUMMARY-DRAFT	Cover Memo



Executive Summary
June 30, 2017

**Independent School District No. 152
Moorhead Area Public Schools**

DRAFT

Purpose of the Executive Summary

The District receives audited financial statements each year, however the document is long and users may find it difficult to read and understand. In an effort to help facilitate understanding we have put together an executive summary containing summarized information from the audited financial statements, as well as graphs and ratios. We believe the School Board, management, and citizens of the District will have a clearer picture of the financial condition of the District by reading this summary. This is not a required report and we offer no opinion on the executive summary.

We hope this executive summary encourages discussion of the District's financial condition and to:

- Alert the School Board and management to financial condition trends, both favorable and unfavorable.
- Put the District's financial condition in perspective by compiling data for several years.

We obtained the idea of an executive summary format based on a review of the Comprehensive Annual Financial Report (CAFR) of the City of Sioux Falls, South Dakota, done by the Internal Audit department of the City in May 2009.

Audit Opinion

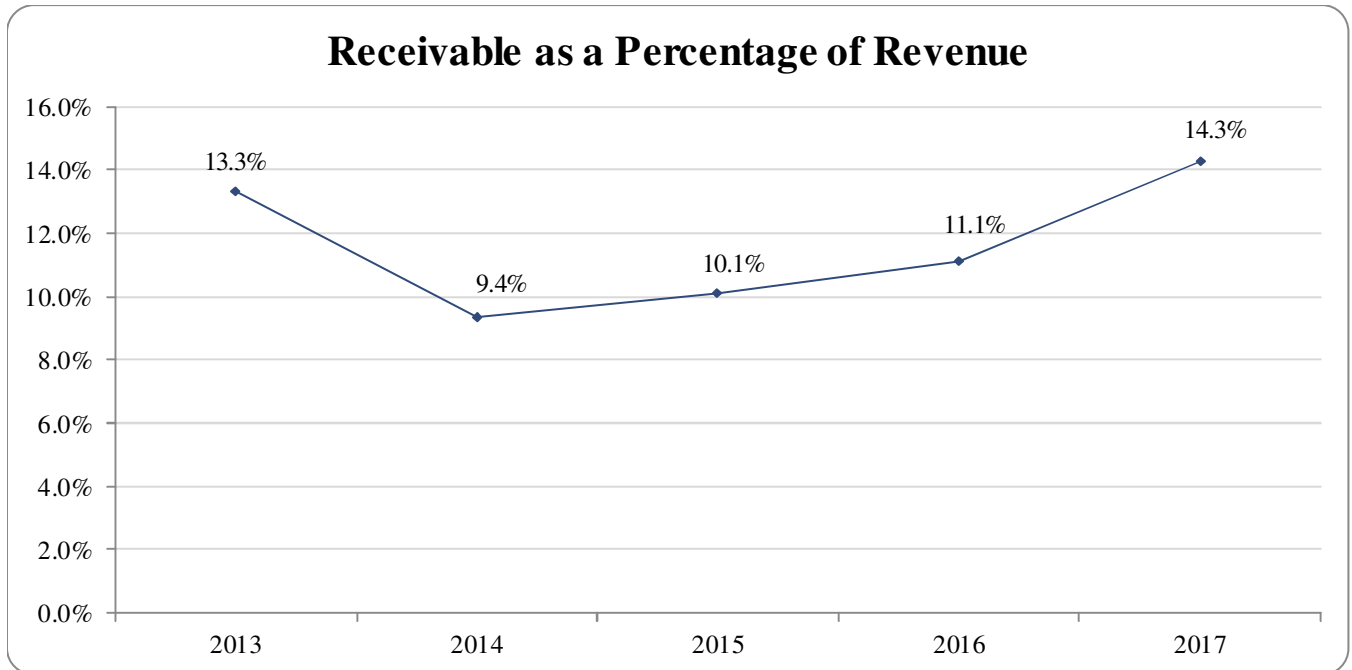
The District received a "clean" audit opinion. What does that really mean? The audit opinion is a brief report that appears with the financial statements. A clean audit opinion is more precisely referred to as an unmodified opinion. An *unmodified opinion* means that the financial statements have been prepared using accounting principles generally accepted in the United States of America (GAAP), do not contain material misstatements, and are fairly presented.

Some readers of financial statements with an unmodified (clean) audit opinion believe that the auditors are signifying that the organization has a financial clean bill of health. They may believe the auditors are indicating that there is no fraud, that the organization is using its resources effectively and efficiently, and that the organization is in compliance with all laws and regulations. The auditor's report (audit opinion) on a financial statement audit is merely the auditor's professional opinion, based on audit work, on whether the financial statements were prepared in accordance with GAAP and are free from material misstatement.

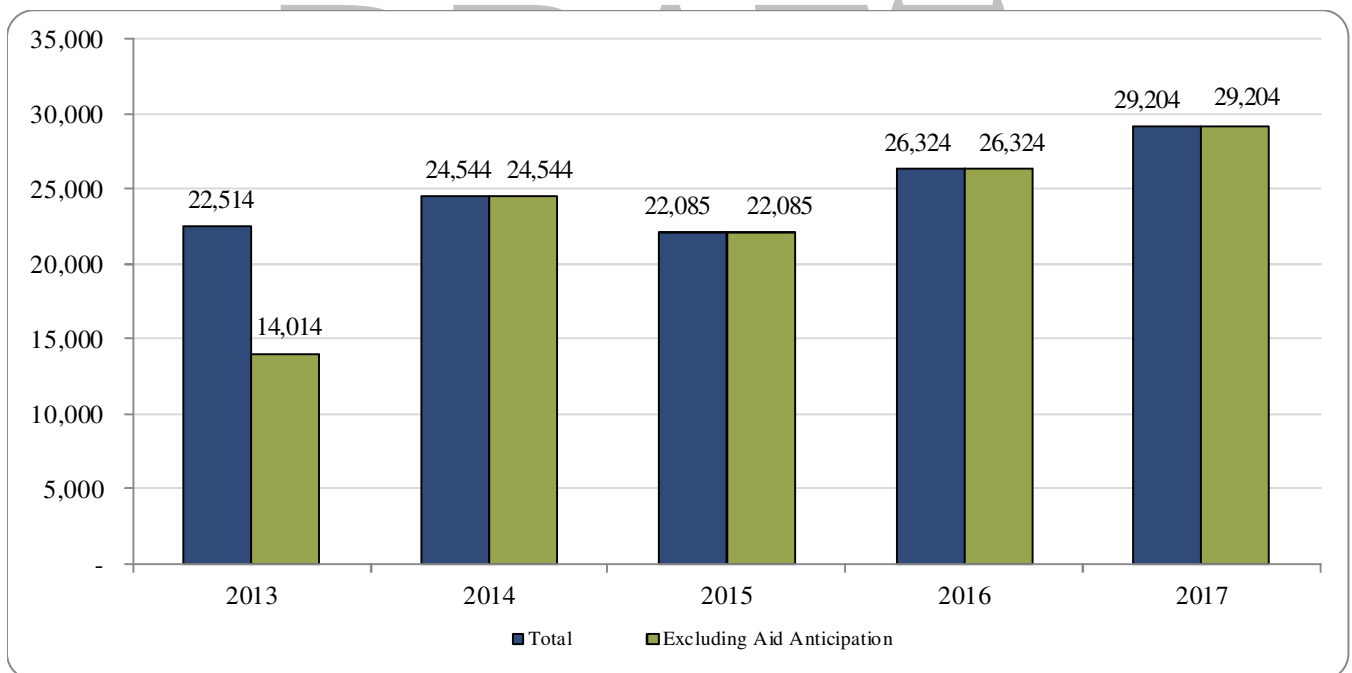
Audit of Federal Funds

All non-Federal entities that expend \$750,000 or more of Federal awards in a year are required to obtain an annual audit in accordance with the Single Audit Act. A single audit is intended to provide a cost-effective audit in that one audit is conducted in lieu of multiple audits of individual programs. During 2017, the District expended approximately \$5,336,000 in Federal awards.

The District received an unmodified opinion on compliance for the major federal award programs report.



Cash and investments is most significantly affected by the aid payment structure. Below is the cash and investment balances (in thousands) of the District for the past five years.



*The above amounts do not include cash and investments in the Building Construction Fund.

Independent School District No. 152
Moorhead Area Public Schools
Revenues, Expenditures, and Changes in Fund Balances
Budget to Actual – General Fund
Year Ended June 30, 2017

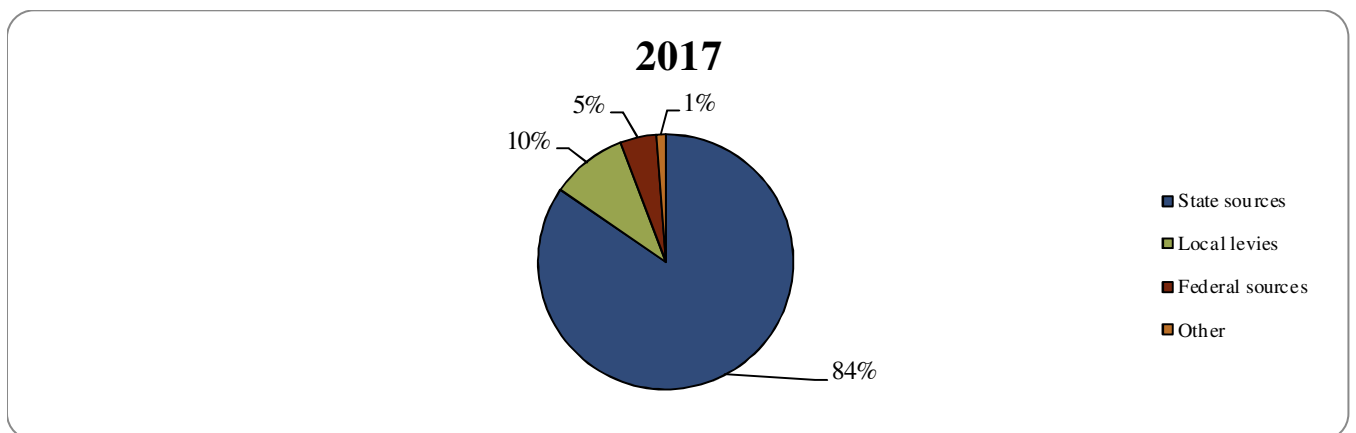
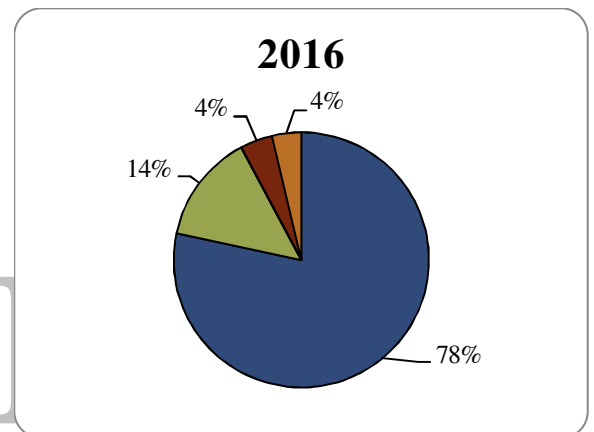
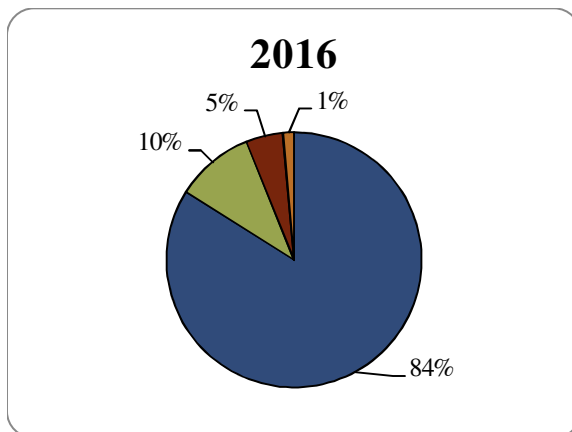
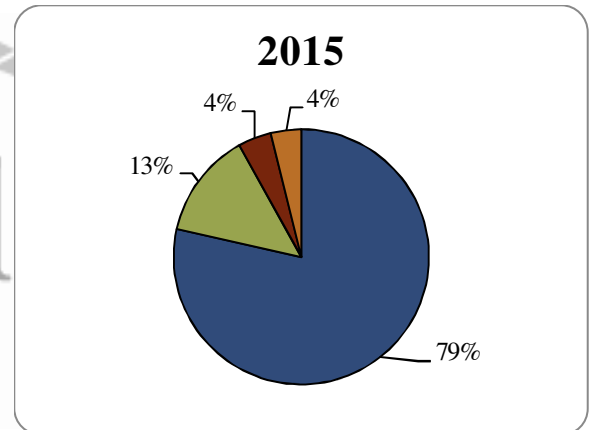
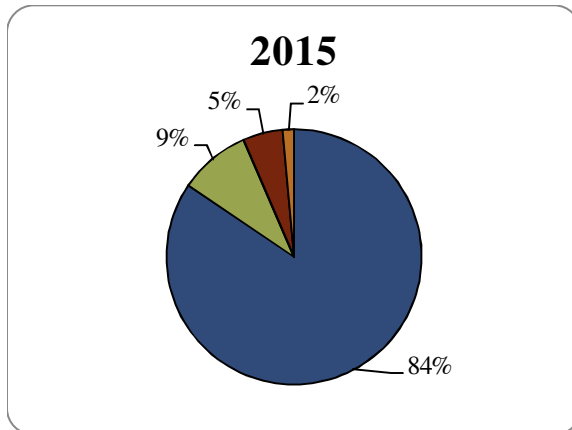
	Original Budget	Final Budget	Actual	Variance With Final Budget
Revenues				
State sources***	\$ 61,359,216	\$ 61,996,918	\$ 67,142,931	\$ 5,146,013
Local levies	7,935,098	8,067,835	7,653,211	(414,624)
Federal sources	3,291,909	3,365,172	3,638,691	273,519
Other	879,268	934,270	962,021	27,751
	<u>73,465,491</u>	<u>74,364,195</u>	<u>79,396,854</u>	<u>5,032,659</u>
				6.8%
				Positive
Expenditures				
Regular instruction***	32,687,194	31,776,353	32,624,069	(847,716)
Administration and district support services	4,777,075	4,777,256	4,572,062	205,194
Special education instruction	16,217,740	17,144,860	17,827,344	(682,484)
Instructional and pupil support services	9,976,790	10,352,755	10,389,276	(36,521)
Sites and buildings	9,458,551	12,043,966	15,138,108	(3,094,142)
Other	835,281	835,281	865,996	(30,715)
	<u>73,952,631</u>	<u>76,930,471</u>	<u>81,416,855</u>	<u>(4,486,384)</u>
				-5.8%
				Negative
Revenues under Expenditures	(487,140)	(2,566,276)	(2,020,001)	546,275
Other Financing Sources				
Capital lease proceeds	-	-	4,354,142	4,354,142
Net Change in Fund Balance	<u>\$ (487,140)</u>	<u>\$ (2,566,276)</u>	2,334,141	<u>\$ 4,900,417</u>
Fund Balance, Beginning of Year			<u>16,846,283</u>	
Fund Balance, End of Year			<u>\$ 19,180,424</u>	

***The revenues for state sources and the expenditures for regular instruction each contain an additional \$1,995,590. These amounts in both revenues and expenditures represent a non-cash transaction to record the additional pension support received and expense related to the support received from the State of Minnesota (as a nonemployer contribution entity) for TRA and PERA special funding situations per GASB Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27. This transaction has a net effect of zero and was not considered during the budget process because of the non-cash nature.

Independent School District No. 152
Moorhead Area Public Schools
General Fund Revenues by Source
Years Ended June 30, 2015 through June 30, 2017

District Actual

Statewide Average¹

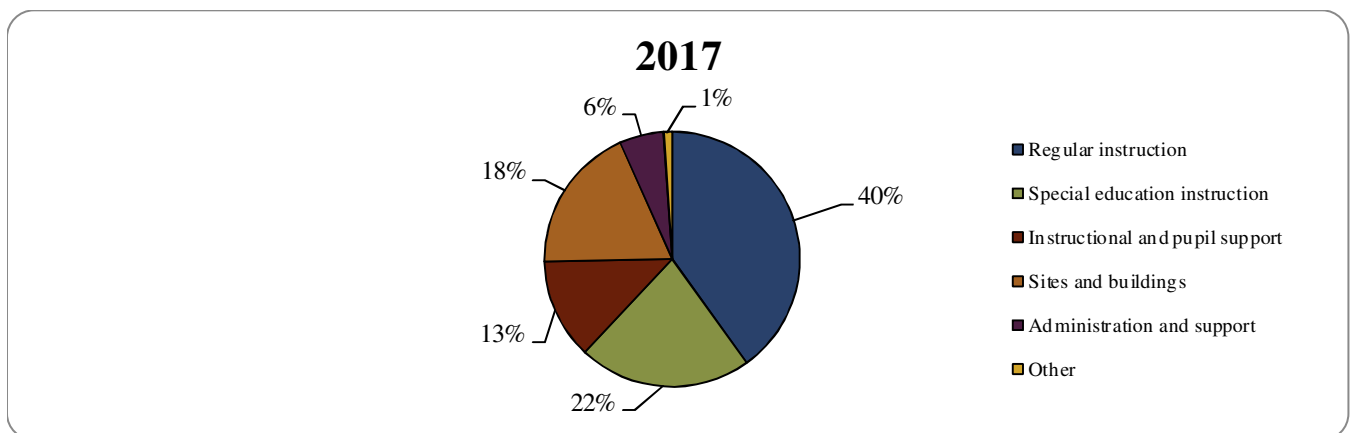
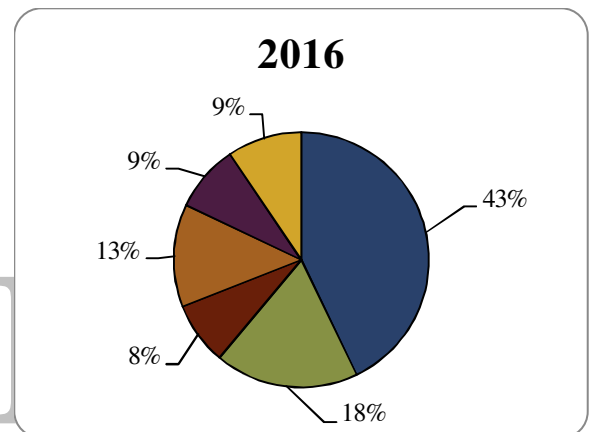
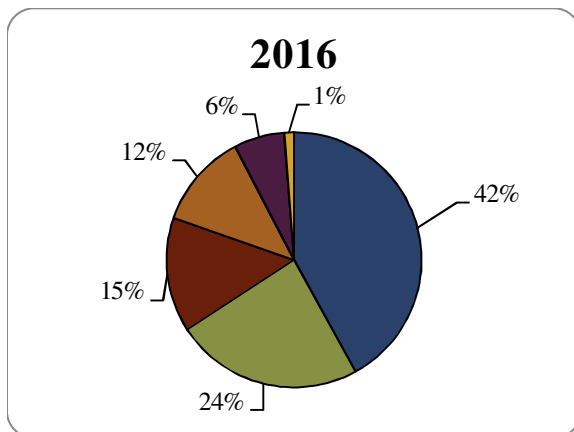
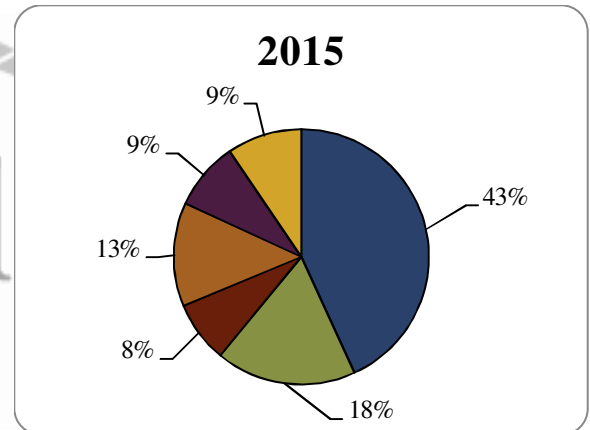
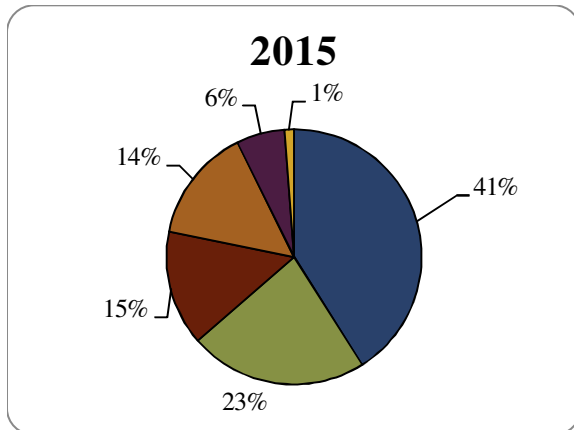


¹Statewide Averages per Minnesota Department of Education's Data Information

Independent School District No. 152
Moorhead Area Public Schools
General Fund Expenditures by Program
Years Ended June 30, 2015 through June 30, 2017

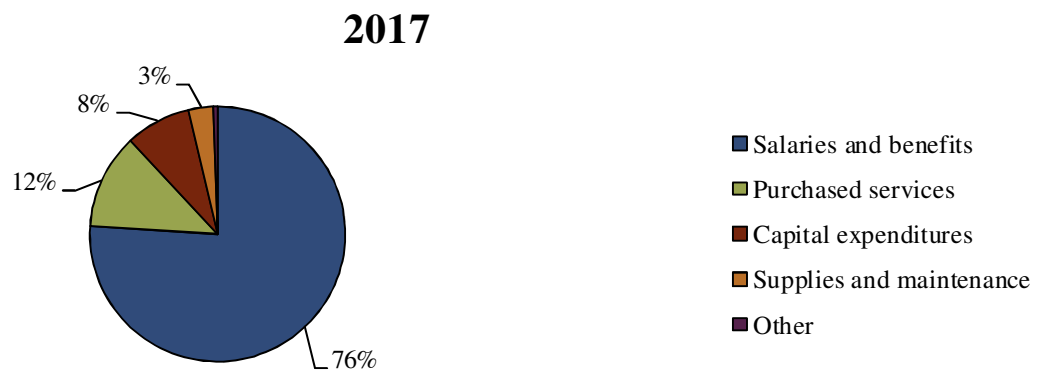
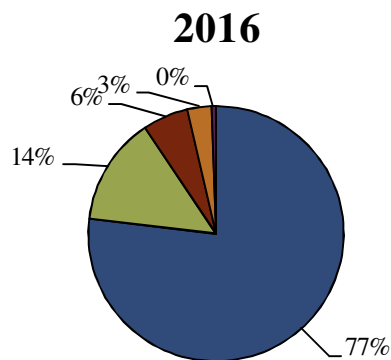
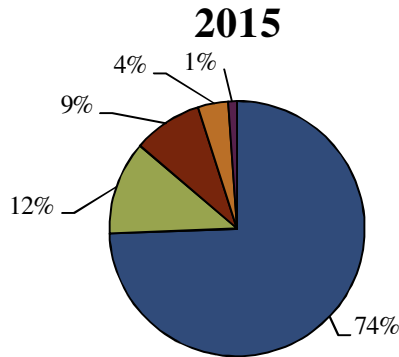
District Actual

Statewide Average²



²Statewide Averages per Minnesota Department of Education's Data Information

Independent School District No. 152
Moorhead Area Public Schools
General Fund Expenditures by Object
Years Ended June 30, 2015 through June 30, 2017



Independent School District No. 152
Moorhead Area Public Schools
Changes in Fund Balances – General Fund
Year Ended June 30, 2017

	Fund Balance (Deficit) Beginning of Year	Net Change in Fund Balance	Fund Balance (Deficit) End of Year
Nonspendable	\$ 85,913	\$ (25,310)	\$ 60,603
Restricted for deferred maintenance	677,693	(677,693)	-
Restricted for health and safety	(692,088)	275,719	(416,369)
Restricted for operating capital	200,000	(26,445)	173,555
Restricted for safe schools	195,202	(5,553)	189,649
Restricted for staff development	-	60,775	60,775
Restricted for long-term facilities maintenance	-	704,196	704,196
Committed for severance obligation	1,200,000	-	1,200,000
Assigned for health insurance and affordable care act	500,000	-	500,000
Assigned for capital projects	3,000,000	-	3,000,000
Unassigned	11,679,563	2,028,452	13,708,015
	<u>\$ 16,846,283</u>	<u>\$ 2,334,141</u>	<u>\$ 19,180,424</u>

The General Fund is used to account for all revenue and expenditures of the school district not accounted for elsewhere. It is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund.

Fund balance is the cumulative difference between fund assets and fund liabilities. Fund balance is further divided into nonspendable, restricted, committed, assigned, and unassigned categories. Nonspendable fund balance represents amounts that cannot be spent because they are not in spendable form, such as inventory and prepaid expenses. Restricted fund balance is legally restricted and cannot be appropriated for other spending. Committed fund balance is intended for a specific activity and imposed by formal action of the school board but is not legally restricted. Assigned fund balance is also intended for a specific activity by school board designated individuals, but is also not legally restricted. Unassigned fund balance can be thought of as reserves or a “rainy day” fund.

A positive fund balance:

- Contributes to a favorable bond rating
- Produces investment income
- Provides a source of working capital to meet cash flow needs
- Offers a cushion for unexpected expenditures or revenue shortfalls

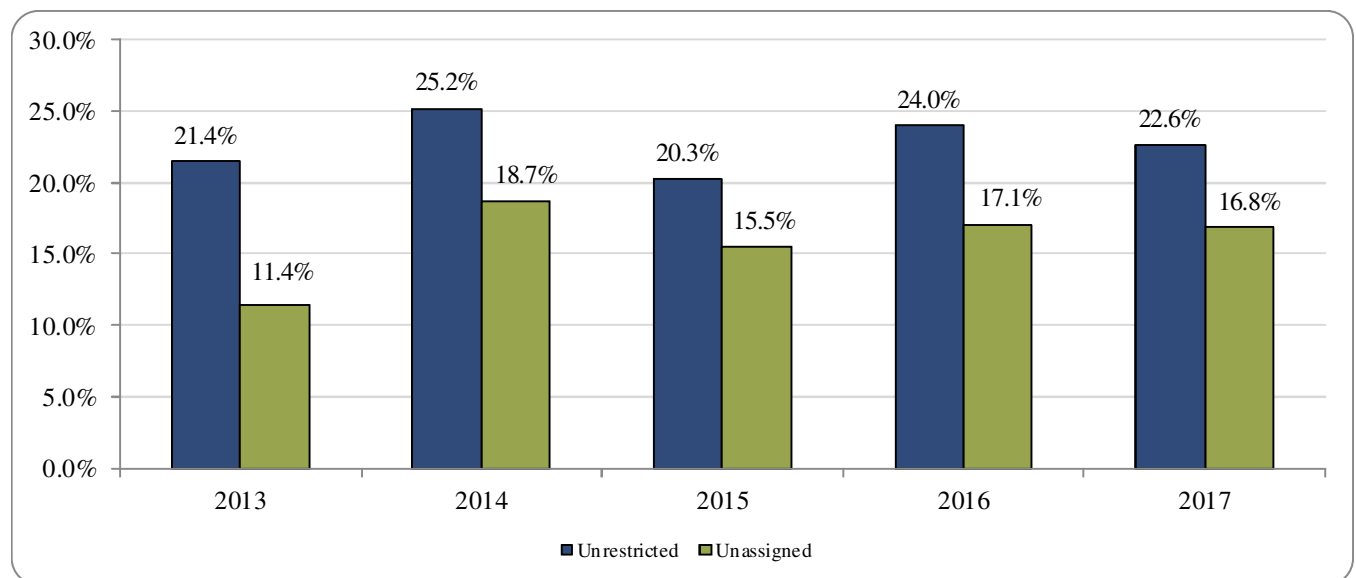
Independent School District No. 152
Moorhead Area Public Schools
Changes in Fund Balances – General Fund (Continued)
Year Ended June 30, 2017

The Government Finance Officers Association (GFOA) recommends, at a minimum, that governments maintain unrestricted fund balance in their general fund of no less than two months (16.67 percent) of regular general fund operating expenditures.³

The State of Minnesota Office of the State Auditor (OSA) recommends that at year-end local governments maintain an unrestricted fund balance in their general fund and special revenue funds of approximately 35 to 50 percent of fund operating revenues or no less than five months of operating expenditures. Minnesota school districts experience a more reliable flow of cash to fund operations therefore, a recommended unrestricted fund balance for school districts may be less than the amounts recommended for other local governments.⁴

The School Board will endeavor to maintain a minimum unassigned General Fund balance of at least 25% of the district's General Fund operating budget, and not to fall below 17%.⁵

The District's unrestricted fund balance (committed, assigned, and unassigned) and unassigned fund balance as a percentage of expenditures in the General Fund for the last five years is as follows:



		Fund Balance as of June 30,					
		2013	2014	2015	2016	2017	
Unrestricted	\$	12,134,977	\$ 15,104,305	\$ 13,553,165	\$ 16,379,563	\$ 18,408,015	
Unassigned		6,442,627	11,222,675	10,353,165	11,679,563	13,708,015	

The following are some fund balance amounts for various benchmarking levels:

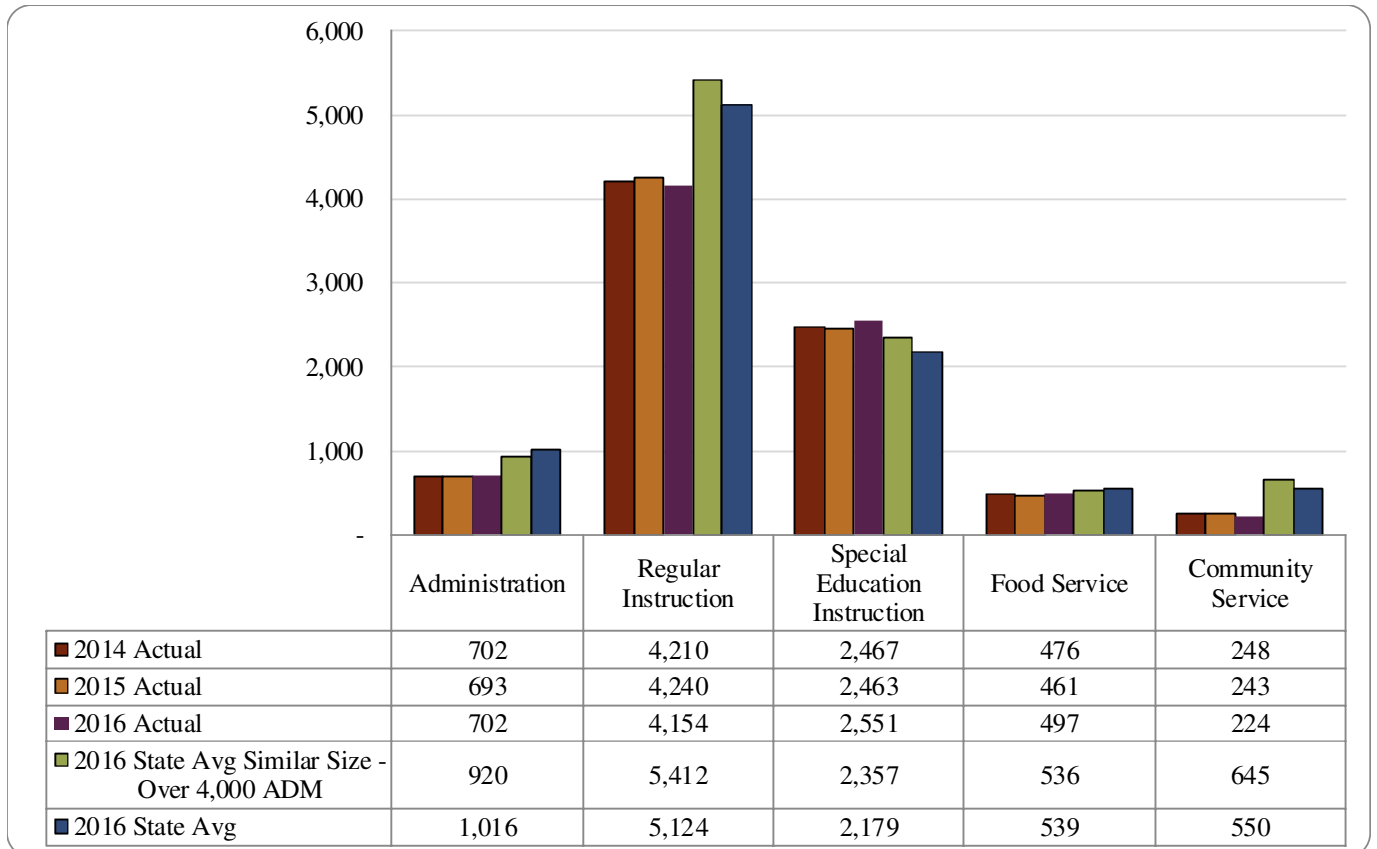
Where would you like to be?	
1 month of expenditures (8%)	\$ 6,784,738
2 months of expenditures (17%)	13,569,476
3 months of expenditures (25%)	20,354,214
4 months of expenditures (33%)	27,138,952
5 months of expenditures (42%)	33,923,690

³ Fund Balance Guidelines for the General Fund, GFOA Best Practice, September 2015

⁴ Statement of Position, Fund Balance for Local Governments, OSA recommended practice, February 2014

⁵ ISD No. 152 Fund Balances Policy, approved June 27, 2011

Independent School District No. 152
Moorhead Area Public Schools
Cost per ADM Served
Years Ended June 30, 2014 through June 30, 2016



DRAFT



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Finance and Operations**
Memo
OASFO.18.035R

TO: Dr. Lynne a. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 11/19/2017

RE: Transportation Review and Evaluation

At the November 27, 2017 School Board meeting, Dan Bacon, director of transportation, Jonathan Atkins, City of Moorhead traffic engineer, and Lt. Derek Swenson, Moorhead Police Department, will present a Review and Evaluation of ISD 152 Transportation Policy. The review will include laws, policies and cost analysis. Attached please find a summary that will be the basis for their presentation.

BML:dmb

ATTACHMENTS:

Description	Type
☐ Transportation Presentation	Cover Memo

Review and Evaluation of ISD 152 Transportation Policy

Pedestrian Walkability

Jonathan Atkins
Traffic Engineer
City of Moorhead Engineering
Department

Sidewalks

The Engineering Department has established a standard practice of sidewalk infill. This is geared toward more walkability.

Projects over the last 3 years:

2015 - \$340,006.00

2016 - \$335,842.00

2017 - \$ 331,852.00

Roadway Safety - Signs

Visibility and Consistency of Signing and Pavement Marking is very important to public safety, especially where children need to get to school.

Fluorescent Yellow Green Signs are used at schools and libraries, standard yellow in other places.

2003 MUTCD

School Crosswalk
Warning Assembly



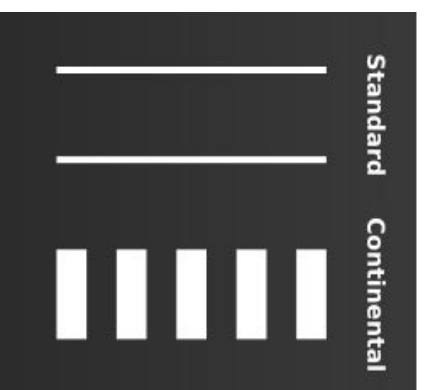
2009 MUTCD

School Crossing
Assembly



Roadway Safety – Pavement Markings

New pavement marking standards have been adopted, and are still being implemented. At all school crossings identified in the Safe Routes to School guidance, mid-block crosswalks, and shared use paths, continental crosswalks have been adopted. All others are standard crosswalks.



Safety in Moorhead

Lt. Deric Swensen
Moorhead Police Department

Transportation Policies Financial Impact

Dan Bacon

Director of Transportation

Moorhead Area School District



MN Statute 123B.88

123B.88 INDEPENDENT SCHOOL DISTRICTS; TRANSPORTATION.

Subdivision 1. Providing transportation.

... In any district, the board must arrange for the attendance of all pupils living two miles or more from the school, except pupils whose transportation privileges have been voluntarily surrendered under subdivision 2, or whose privileges have been revoked under section [123B.91, subdivision 1](#), clause (6), or [123B.90, subdivision 2](#)....

Minnesota Transportation Requirements

123B.86 EQUAL TREATMENT.

Subdivision 1. General provisions.

A district shall provide equal transportation within the district for all school children to any school when transportation is deemed necessary by the school board because of distance or traffic condition in like manner and form as provided in sections 123B.88 and 123B.92, when applicable.

Policies from around Minnesota

District	Elementary walk distance (miles)	Hazard Criteria	Fee Based for ineligible students
Moorhead	1	Yes - School Board/ Temporary by Administration	No
Rochester	1.25	Not defined	Yes - Space Available
Osseo	Policy cites statute	Not defined	No
Bemidji	1	Yes - Transportation Coordinator	No
Anoka	1	Yes - Transportation Department	No
Duluth	.7	Yes - School Board	No

Scenario 1 - .5 mile to 1 mile

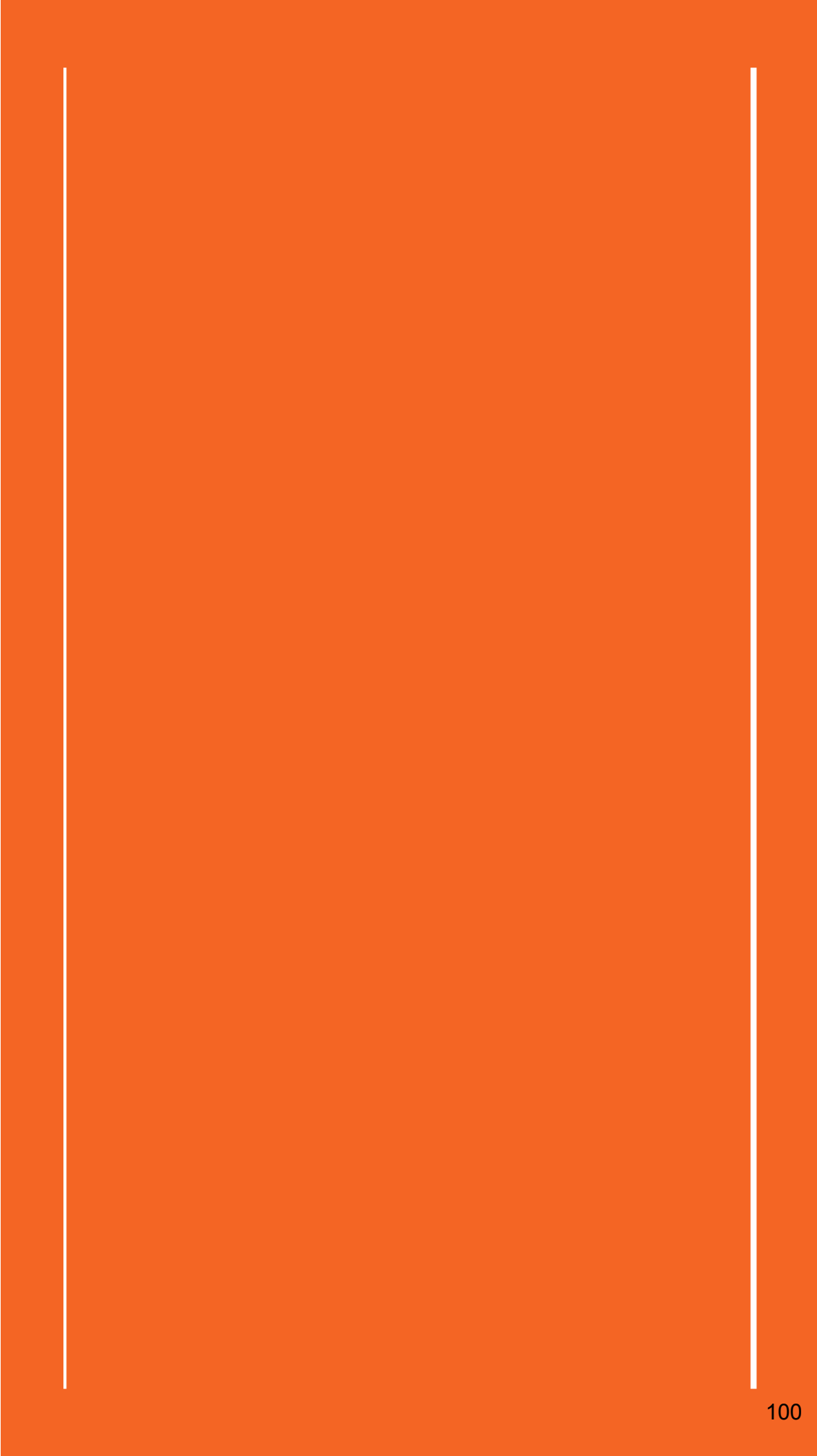
School	Affected Students	Current Routes	Average Load (target 45)	Additional Routes (45)/(60)
Dodds	87	13	49	2/2
Asp	141	10	46	4/3
Hopkins	154	6	45	4/3
SGR	317	4	60	7/6
St Joes	0	6	20	0/0
Park Christian	10	7	23	0/0
Total	709	46		17/14

Cost Impact

- The routes we have today do not have any slack during elementary school route time.
- Minimum Cost per contracted route is (2017-18 term) - \$49,485.69, (2018-19) \$50,475. Let's use \$50,000.
- With a load of 45 students expect an annual cost increase of \$850,000 to add transportation for students who live between .5 and 1 mile.
- If we increase the target load to 60 the expected annual cost increase is \$700,000.
- You may expect any additional program changes to increase this cost to over a million dollars annually.

General Thoughts

- As programs are added or changed there are frequently unforeseen and unaccounted for impacts on transportation costs.
- The upfront costs of adding buses to the fleet approach \$100,000 per bus. This bus will last approximately 12 years before it needs to be replaced.
- As buses are added to the fleet, additional storage space will also have to be added. This will be an added construction cost.
- In the past 32 years we have contemplated moving to 2 mile transportation due to budget constraints on at least 3 occasions, the last one was 5 years ago.





MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.18.052R

TO: School Board

FROM: Bill Tomhave, School Board Chair

DATE: 11/22/2017

RE: Interim Superintendent

Brandon Lunak was appointed acting superintendent on September 11, 2017. Due to the early resignation of Dr. Lynne Kovash on November 30, 2017, the district is required to name an interim superintendent until such time as the School Board commences the search and hires a new superintendent.

It is recommended that Brandon Lunak be named the interim superintendent of Moorhead Area Public Schools effective December 1, 2017 through June 30, 2018. Mr. Lunak will retain the benefits of the Administrator's Master Agreement and will be compensated based on a pro-rated annual amount of \$154,715.

Suggested Resolution: Move to approve Brandon Lunak as interim superintendent of Moorhead Area Public Schools effective December 1, 2017 through June 30, 2018.

Moved by:
Seconded by:
Comments:

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Learning and
Accountability
Memo ASLA.18.18R**

TO: Dr. Lynne Kovash, Superintendent

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability

DATE: 11/27/2017

RE: 2016-17 World's Best Workforce Report Summary

Attached are the draft copy of the 2016-17 World's Best Workforce Report Summary and the Minnesota Department of Education's Rubric for 2016-17 World's Best Workforce Report Summary. Information for this summary was compiled from the district's World's Best Workforce 2016-17 Annual Report on Curriculum, Instruction and Student Achievement. The summary report addresses stakeholder engagement, goals and results, identified needs based on data, and systems, strategies and support for students, teachers, principals, and the district, and equitable access to excellent teachers.

The district is required to submit the 2016-17 report summary to the Minnesota Department of Education by December 15, 2017.

Suggested Resolution: Move to approve the 2016-17 World's Best Workforce Report Summary and submit to Minnesota Department of Education before December 15, 2017.

Moved by:
Seconded by:
Comments:

MOE: tro

ATTACHMENTS:

Description	Type
WBWF 16-17 Summary	Cover Memo
WBWF 16-17 Rubric	Cover Memo



2016-17 World's Best Workforce Report Summary

District or Charter Name: Moorhead Area Public Schools

Grades Served: K-12

Contact Person Name and Position: Melissa O. Eidsness, Assistant Superintendent of Learning and Accountability

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorlBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

The 2016-17 World's Best Workforce Annual Report on Curriculum, Instruction and Student Achievement for Moorhead Area Public Schools is available at www.moorheadschoools.org/annualreport. A summary document was mailed to district residents the week of Oct. 23 referring them to the full report on the website.

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
- The School Board approved the district's 2017-18 strategic priorities and the 2016-17 annual report at a regular board meeting on Oct. 9. The meeting agenda and minutes are available at <https://www.moorheadschoools.org/Meeting-Agendas-and-Minutes/meeting.aspx?id=8797>.
- The annual **State of the District** public meeting was held at 7 p.m. Oct. 26 to review the district's progress during the 2016-17 school year as outlined in the 2016-17 annual report. This meeting was also an opportunity for stakeholders to provide feedback regarding the priorities of the district.

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Mark Altenburg, 2018, *Rep: School Board*
 Sadie Anderson, 2017, *Rep: Senior Class*
 Cassidy Bjorklund, 2018, *Rep: School Board*
 Leigh Dornfeld, 2018, *Rep: Gifted and Talented*
 Missy Eidsness, 2018, *Rep: Administration*
 Mary Flesberg, 2017, *Rep: Secondary Teacher*
 Pam Gibb, 2018, *Rep: District Communications*
 Lauren Graftaas, 2017, *Rep: Senior Class*
 Rebecca Guest, 2018, *Rep: Robert Asp Parent*
 Josh Haag, 2017, *Rep: Principal*
 Dana Haagenson, 2017, *Rep: Ellen Hopkins Parent*
 Rachel Hohn, 2018, *Rep: Ellen Hopkins Parent*

Karen Jacowitz, 2017, *Rep: Moorhead High Parent*
 Jessica Kanuch, 2018, *Rep: Robert Asp Parent*
 Carol Ladwig, 2018, *Rep: Senior Citizens*
 Nichole Paulsen, 2018, *Rep: S.G. Reinertsen Parent*
 Donna Norquay, 2018, *Rep: Community Diversity*
 Chizuko Shastri, 2017, *Rep: Community Diversity*
 Teresa Shume, 2017, *Rep: Horizon Parent*
 Bill Tomhave, 2018, *Rep: Higher Education*
 Matt Valan, 2016, *Rep: School Board*
 Julie Wellnitz, 2017, *Rep: Media Specialists*
 Sherry Wells, 2017, *Rep: S.G. Reinertsen Parent*
 John Wirries, Chair, 2018, *Rep: Horizon Parent*

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p>a) 70% of all kindergarten students will be at or above an instructional level C by the end of the 2016- 17 school year, as measured by Fountas and Pinnell Benchmark Assessment System.</p> <p>b) 90% of all kindergarten students will demonstrate a proficiency at an AVMR construct one in addition and subtraction (ASC) by the end of the school year as measured by Bridges assessments and spring AVMR data.</p>	<p>a) 72% of kindergarten students were at or above instructional level C.</p> <p>b) 96% of kindergarten students were at or above an AVMR construct one in addition and subtraction (ASC) as measured by spring AVMR assessments.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Moorhead Area Public Schools grade 3 students will increase their reading scores from 53.9% to 57% on the 2017 Minnesota Comprehensive Assessments.</p>	<p>District grade 3 reading proficiency decreased from 53.9% in 2016 to 48% in 2017.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Moorhead Area Public Schools will increase the proficiency of students in all groups (free and reduced lunch, special education, English Learners, and racial/ethnic groups) by a minimum of 4 percent on 2017 Minnesota Comprehensive Assessments.	Hispanic proficiency increased by 8.3 percent; other groups decreased from previous year as outlined on Pages 14-15 of the 2016-17 School and District Profiles, attached to the annual report and available online at www.moorheadschoools.org/annualreport .	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>a) The percentage of 2017 graduates meeting all four college benchmarks on the ACT will increase from 30% to 32% by Aug. 30, 2017.</p> <p>b) The percentage of schools reporting proficiency with 21st century skills (collaboration, communication, critical thinking and creativity) will increase from 17% to 50% according to BrightBytes student survey results in spring 2017.</p>	<p>a) 27% met all four college benchmarks.</p> <p>b) Remained at 17% of all buildings proficient with student use of the 4Cs.</p>	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

2e. All Students Graduate

Goal	Result	Goal Status
Moorhead Area Public Schools will improve the four-year graduation rate from 75.7% to 80% for the graduating class of 2016 by February 2017.	Graduation rate decreased from 75.7% to 74% for 2016 graduates. A plan has been implemented to better account for students who leave the district.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

		<input type="checkbox"/> District/charter does not enroll students in grade 12
--	--	--

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciated.*

The district's 2016 reading and mathematics results were approximately 2-5% below state average on the MCA and ACT, and progress was not made on closing the district achievement gap.

- 57.1% of grades 3-8, 10 students were proficient on the 2016 reading MCA compared to 59.7% statewide.
 - Trend data for elementary reading indicates a lag in grades 3 and 4 but narrowed in grade 5.
 - Trend data for middle school reading indicated a lag in grade 6 and 7 and with grade 8 exceeding the state average.
 - Grades 9-12 students saw increases at Moorhead High School and remained stable for the district.
- 54.5% of grades 3-8, 11 students were proficient on the 2016 mathematics MCA-III compared to 59.4% proficient statewide.
 - Trend data for elementary mathematics saw improvements in grades 3 and 4, but the lag continued in grade 5.
 - Trend data for middle school mathematics indicated declines in grades 6-8.
 - Grades 9-12 district data remained stable and above state average.
- 45% of 387 students who took the 2016 ACT met reading college readiness benchmarks compared to 45% statewide, and 44% met mathematics college readiness benchmarks compared to 46% statewide.
- District student group proficiency goal was to improve proficiency of all student groups by four percentage points from the previous year. Asian and special education increased in reading, and special education increased in mathematics; others declined.

Goals for 2016-17 were set to increase achievement in math and reading for all students. Identified needs to address in 2016-17 included:

- Systematic K-5 reading and mathematics and K-12 English Learner programming and professional development with focus on small group instruction; and
- Systematic 6-12 college, career and life readiness skills programming, including 21st century skills, using research-based practices outlined by Advancement Via Individual Determination (AVID) and Minnesota Department of Education.

4. Systems, Strategies and Support Category

4a. Students

➤ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

- *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
- *Process to disaggregate data by student group.*

K-5 students are screened in mathematics and literacy each fall, winter and spring. Using district-set norms, teachers review the needs of their students and plan interventions for meeting state and local academic standards based on the screening data. This includes classroom interventions and level II and III pullout interventions. Secondary schools use course and building assessment data to determine students' need for more support. The Minnesota report card is used to review MCA data by student group at both the district and site level to assist in planning and reflection on the needs of our students. Additionally, all K-12 schools used MDE's new standards benchmark report to help identify strengths and weaknesses of curriculum.

Strategies for 2016-17 included:

- Continued implementation of a literacy framework, professional development pathways and materials, and used variety of measurements to report literacy progress to parents and students throughout the year as set in the local literacy plan.
- Adjusted kindergarten phonics cycle to a letter a day from letter a week.
- Provided the opportunity for multiple classrooms to pilot flexible furnishings at all K-8 sites.
- Continued implementation of schoolwide strategies for student support, called AVID, to provide focus on college, career and life readiness, and the AVID philosophy of increasing opportunities and expectations for all secondary students.
- Used assessment results to determine instructional needs and provide feedback to students.
- All grades 6-8 students were part of the 1-to-1 computing environment.
- Reconfigured building entrances created safe and secure learning environments.

4b. Teachers and Principals

➤ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

- *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

The district nurtures a culture of learning through district-wide professional learning communities and reflective teacher practices. To ensure students an equitable educational experience, curriculum maps are continually refined by teachers and administrators to align to state standards, with major revisions during the curriculum adoption process every nine years.

Teachers engage in a continuous three-year professional review cycle. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. The Individual Growth and Development Plan (IGDP) drives the plan, with reflection, data, and PLC review driving revisions in years one and two and connect each year to the previous year in the cycle. Principals' evaluation cycle is annual.

Strategies for 2016-17 included:

- Provided support for teachers on differentiation strategies and used data to adjust instruction to meet student needs.
- Implemented elementary literacy framework with fidelity.
- Continued implementation of the English language acquisition curriculum for grades 6-12 and planned for AVID Excel implementation.
- Secondary school counselors continued integrating Naviance for grades 6-10 to assist in annual college, career and life planning.
- Provided additional training for district literacy coaches.
- Grades 9-12 counselors and administrators identified issues and implemented a plan to improve reporting to better account for students who leave the district.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
- *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

The district seeks to maximize the potential of every learner in a changing world through a **guaranteed and viable curriculum** measured against state or nationally prescribed content standards and infused with the appropriate English Language Arts Standard. Professional development is provided to all **effective educators**, who create an environment for learning for all students, grounded in literacy and mathematics. Effective educators employ data-driven decisions, elements of Sheltered Instructional Observation Protocol (SIOP), Positive Behavioral Interventions and Supports (PBIS), and the integration of 21st Century Skills and technology to achieve district goals.

Strategies for 2016-17 included:

- The district received AdvancED accreditation following the three-day external review in November 2016. The five-year system review includes building self-assessments and student, parent and staff surveys on leadership, teaching and learning, and resources.
- Balanced content instruction with an emphasis on the the 4Cs of communication, collaboration, critical thinking and creativity, including district participation in Metro 4Cs Learning Walks.
- Completed one Learning Walk at each school to reflect on the district implementation of SIOP, a structure for lesson planning.
- District focus on project-based learning, writing every day for every student, and student engagement.
- Supported implementation of PBIS to create safe, nurturing classroom environments.
- Planning and collaboration on instructional strategies in all content areas were enhanced through grade level/subject matter Professional Learning Communities (PLCs).
- Grades 5-6 and Grades 7-8 Task Forces completed their work, and the High School Task Force work began in February 2017.
- Provided input and monitored the construction of a new grades K-4 elementary school and a grades 5-6 middle school and coordinated the redistribution of all grades K-6 teachers and support staff.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Moorhead Area Public Schools is committed to ensuring that low-income and minority students are not taught by less experienced or out-of-field teachers at higher rates than other students. The district collects building and district data on student diversity and family income as included in the annual report. Data on teacher ethnicity and years of experience are included in the District and School Profiles, also found at www.moorheadschoools.org/annualreport.

Through the redistribution of teachers for the fall of 2017, Moorhead Area Public Schools reviewed equitable distribution of teachers at all school sites to assign teachers. Teacher placements and hiring are reviewed annually. Human Resources continues to expand recruitment efforts for high quality, diverse teacher candidates.

Tenured teachers engage in a continuous three-year professional review cycle. Probationary teachers are reviewed annually. Building and district administrators meet twice a year to review probationary teacher progress and arrange for necessary support.

Rubric for 2016-17 World's Best Workforce Report Summary

District/Charter Name:

Grades Served:

1. Stakeholder Engagement

1a. Annual Report

For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district/charter website.

Website link to district/charter annual report (If a link is not available, description on how the district/charter disseminates the report.)	<input type="checkbox"/> Link to the annual report is not provided.	<input type="checkbox"/> Link to the annual report is provided.
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MDE Comments:

1b. Annual Public Meeting

School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.

Date of the school board annual public meeting to review progress from the 2016-2017 school year	<input type="checkbox"/> Date of annual public meeting is not provided.	<input type="checkbox"/> Date of annual public meeting is provided.
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MDE Comments:

1c. District Advisory Committee

The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee members for the 2016-2017 school year must include teachers, parents, support staff, students, and other community residents.	<input type="checkbox"/> District Advisory Committee members are not provided .	<input type="checkbox"/> District Advisory Committee includes some of the following members: teachers, parents, support staff, students, and other community residents.	<input type="checkbox"/> District Advisory Committee includes all of the following members: teachers, parents, support staff, students, and other community residents.
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MDE Comments:

2. Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.

2a. All Students Ready for School

SMART goal for the 2016-17 school year

<input type="checkbox"/> School Readiness goal is not provided .		<input type="checkbox"/> School Readiness goal is provided .	<input type="checkbox"/> District/charter does not enroll students in Kindergarten.
<input type="checkbox"/> School Readiness goal is not written in SMART format .	<input type="checkbox"/> School Readiness goal is somewhat written in SMART format .	<input type="checkbox"/> School Readiness goal is clearly written in SMART format .	

Result for the 2016-17 school year that ties back to the established goal

<input type="checkbox"/> School Readiness result is not provided .		<input type="checkbox"/> School Readiness result is provided .
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<input type="checkbox"/> School Readiness result does not tie back to the goal.	<input type="checkbox"/> School Readiness result somewhat ties back to the goal.	<input type="checkbox"/> School Readiness result directly ties back to the goal.
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District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals).	<input type="checkbox"/> District reported goal not met.	<input type="checkbox"/> District reported goal met.
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MDE Comments:

2b. All Students in Third Grade Achieving Grade-Level Literacy

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Third grade reading goal is not provided.		<input type="checkbox"/> Third grade reading goal is provided.	<input type="checkbox"/> District/charter does not enroll students in grade 3.
<input type="checkbox"/> Third grade reading goal is not written in SMART format.	<input type="checkbox"/> Third grade reading goal is somewhat written in SMART format.	<input type="checkbox"/> Third grade reading goal is clearly written in SMART format.	

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/> Third grade reading result is not provided		<input type="checkbox"/> Third grade reading result is provided.
<input type="checkbox"/> Third grade reading result does not tie back to the goal.	<input type="checkbox"/> Third grade reading result somewhat ties back to the goal.	<input type="checkbox"/> Third grade reading result directly ties back to the goal.

District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals)	<input type="checkbox"/> District reported goal not met	<input type="checkbox"/> District reported goal met
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MDE Comments:

2c. Close the Achievement Gap(s) Among All Groups

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Achievement gap goal is not provided.		<input type="checkbox"/> Achievement gap goal is provided.
<input type="checkbox"/> Achievement gap goal is not written in SMART format.	<input type="checkbox"/> Achievement gap goal is somewhat written in SMART format.	<input type="checkbox"/> Achievement gap goal is clearly written in SMART format.

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/> Achievement gap result is not provided.		<input type="checkbox"/> Achievement gap result is provided.
<input type="checkbox"/> Achievement gap result does not tie back to the goal.	<input type="checkbox"/> Achievement gap result somewhat ties back to the goal.	<input type="checkbox"/> Achievement gap result directly ties back to the goal.

District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals).	<input type="checkbox"/> District reported goal not met.	<input type="checkbox"/> District reported goal met.
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MDE Comments:

2d. All Students Career- and College-Ready by Graduation

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Career- and college-ready goal is not provided .		<input type="checkbox"/> Career- and college-ready goal is provided .
<input type="checkbox"/> Career- and college-ready goal is not written in SMART format .	<input type="checkbox"/> Career- and college-ready goal is somewhat written in SMART format .	<input type="checkbox"/> Career- and college-ready goal is clearly written in SMART format .

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/> Career- and college-ready result is not provided .		<input type="checkbox"/> Career- and college-ready result is provided .
<input type="checkbox"/> Career- and college-ready result does not tie back to the goal.	<input type="checkbox"/> Career- and college-ready result somewhat ties back to the goal.	<input type="checkbox"/> Career- and college-ready result directly ties back to the goal.

District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals).	<input type="checkbox"/> District reported goal not met .	<input type="checkbox"/> District reported goal met .
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MDE Comments:

2e. All Students Graduate

SMART goal for the 2016-2017 school year

<input type="checkbox"/> Graduation goal is not provided.		<input type="checkbox"/> Graduation goal is provided.	<input type="checkbox"/> District/charter does not enroll students in grade 12.
<input type="checkbox"/> Graduation goal is not written in SMART format.	<input type="checkbox"/> Graduation goal is somewhat written in SMART format.	<input type="checkbox"/> Graduation goal is clearly written in SMART format.	

Result for the 2016-2017 school year that ties back to the established goal

<input type="checkbox"/> Graduation result is not provided.		<input type="checkbox"/> Graduation result is provided.
<input type="checkbox"/> Graduation result does not tie back to the goal.	<input type="checkbox"/> Graduation result somewhat ties back to the goal.	<input type="checkbox"/> Graduation result directly ties back to the goal.

District-Reported Goal Status

<input type="checkbox"/> District reported goal in progress (for multi-year goals).	<input type="checkbox"/> District reported goal not met.	<input type="checkbox"/> District reported goal met.
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MDE Comments:

3. Identified Needs Based on Data

Data that was reviewed to determine needs may include state-level accountability tests, the Minnesota Comprehensive Assessments (MCAs), and/or local, district-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.

Described needs at the start of the 2016-2017 school year.	<input type="checkbox"/> Needs identified by the district/charter are not described.	<input type="checkbox"/> Needs identified by the district/charter are generally described.	<input type="checkbox"/> Needs identified by the district/charter are clearly described.
Data use	<input type="checkbox"/> Data used by the district/charter are not provided.	<input type="checkbox"/> Data used by the district/charter are generally provided.	<input type="checkbox"/> Data used by the district/charter are clearly provided.
Data connected to needs	<input type="checkbox"/> Data used by the district/charter are not at all connected to the identified needs.	<input type="checkbox"/> Data used by the district/charter are somewhat connected to the identified needs.	<input type="checkbox"/> Data used by the district/charter clearly connected to the identified needs.
Response is succinct (limited to 300 words maximum).	<input type="checkbox"/> Response is not within the 300 word limit.		<input type="checkbox"/> Response is within the 300 word limit.

MDE Comments:

4. Systems, Strategies and Support Category

4a. Students

Process for assessing and evaluating student progress	<input type="checkbox"/> Process for assessing and evaluating student progress is not evident .	<input type="checkbox"/> Process for assessing and evaluating student progress is somewhat evident .	<input type="checkbox"/> Process for assessing and evaluating student progress is clearly evident .
Assessment of student progress toward meeting academic standards	<input type="checkbox"/> Process for assessing student progress is not inclusive of academic standards.	<input type="checkbox"/> Process for assessing student progress is somewhat inclusive of academic standards.	<input type="checkbox"/> Process for assessing student progress is clearly inclusive of academic standards.
Process to disaggregate data by student group	<input type="checkbox"/> Process to disaggregate data by student group is not evident .	<input type="checkbox"/> Process to disaggregate data by student group is somewhat evident .	<input type="checkbox"/> Process to disaggregate data by student group is clearly evident .
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit.		<input type="checkbox"/> Response is within the 300 word limit.

MDE Comments:

4b. Teachers and Principals

System to review and evaluate the effectiveness of curriculum	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of curriculum.	<input type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of curriculum.	<input type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of curriculum.
System to review and evaluate the effectiveness of instruction	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of instruction.	<input type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of instruction.	<input type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of instruction.
Teacher evaluations are included	<input type="checkbox"/> Teacher evaluations are not included in the system to review effectiveness of instruction.	<input type="checkbox"/> Teacher evaluations are generally included in the system to review effectiveness of instruction.	<input type="checkbox"/> Teacher evaluations are meaningfully included in the system to review effectiveness of instruction.
Principal evaluations are included	<input type="checkbox"/> Principal evaluations are not included in the system to review effectiveness of instruction.	<input type="checkbox"/> Principal evaluations are generally included in the system to review effectiveness of instruction.	<input type="checkbox"/> Principal evaluations are meaningfully included in the system to review effectiveness of instruction.
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit.		<input type="checkbox"/> Response is within the 300 word limit.

MDE Comments:

4c. District

District practices that integrate technology	<input type="checkbox"/> Practices around technology are not included.	<input type="checkbox"/> Practices around technology are somewhat included.	<input type="checkbox"/> Practices around technology are clearly included.
District practices that integrate a collaborative professional culture	<input type="checkbox"/> Practices around professional culture are not included.	<input type="checkbox"/> Practices around professional culture are somewhat included.	<input type="checkbox"/> Practices around professional culture are clearly included.
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit.		<input type="checkbox"/> Response is within the 300 word limit.

MDE Comments:

5. Equitable Access to Excellent Teachers

Process to examine the distribution of experienced, effective and in-field teachers	<input type="checkbox"/> The district/charter does not demonstrate a process to review student access to experienced, effective and in-field teachers.	<input type="checkbox"/> The district/charter demonstrates a general process to review student access to experienced, effective and in-field teachers.	<input type="checkbox"/> The district/charter demonstrates a robust process to review student access to experienced, effective and in-field teachers.
Strategies to improve students' equitable access	<input type="checkbox"/> Strategies to improve equitable access are not included.	<input type="checkbox"/> Strategies to improve equitable access are somewhat included.	<input type="checkbox"/> Strategies to improve equitable access are clearly included.
Response is succinct (limited to 300 words maximum)	<input type="checkbox"/> Response is not within the 300 word limit.		<input type="checkbox"/> Response is within the 300 word limit.

MDE Comments:



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.18.036R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 11/21/2017

RE: First Reading of Policies

Attached please find the policies, MAPS Electronic Network and Systems Responsible Use and Safety 731, Online Learning Options 610, MAPS Graduation Policy 640, State and Federal Law Prohibiting Discrimination 102, Health Insurance Committee 232, Records Retention 303, School Board Legal Status 201, Out of State Travel by School Board Members 216, School Board Policy Development, Adoption, Implementation, and Review 221, Policy Review Committee 233, Activities Advisory Council 236, Parent Organizations/Booster Clubs 239, and School District Administration 301, for your review.

LAK:mde

ATTACHMENTS:

Description	Type
❏ Policies 112717	Cover Memo

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, 02/23/2015, 12/14/2015, 04/10/2017
Reviewed Date(s):	03/08/2004, 12/12/2005, 06/13/2011, 05/14/2012, 02/25/2013, 02/23/2015, 12/14/2015, 04/10/2017
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 employees 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, 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

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 employee 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 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 578: Bullying Prohibition
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

Online Learning Options

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	610
Adopted Date:	6/9/2008
Revised Date(s):	05/14/2012, 04/10/2017
Reviewed Date(s):	05/14/2012, 04/10/2017
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT

A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.

B. The school district shall grant academic credit for completing the requirements of an approved Minnesota Department of Education (MDE) online learning course or program.

C. The school district shall allow online learning students to have the same access to the computer hardware and education software available in the school as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.

D. The school district shall continue to provide non-academic services to online learning students.

E. Moorhead Area Public Schools Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

F. To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically (Minn. Stat. 123B.42).

III. DEFINITIONS

A. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

B. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

AC. "Enrolling district" means the school district or charter school in which a student is enrolled under Minn. Stat. 120A.22, Subd. 4, for purposes of compulsory education.

BD. "Full-time online provider" means an enrolling school authorized by the ~~Minnesota Department of Education~~ (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

CE. "Online course syllabus" is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.

DE. "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

EG. "Online learning student" is a student enrolled in an online learning course or program delivered by an authorized online learning provider.

FH. "Online learning provider" is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.

GI. "Student" is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stats. 120A.22 and 120A.24.

HJ. "Supplemental online learning" means an online course taken in place of a course period during the regular school day at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The building administration and counselors shall make available information about online learning to all interested people. The school district will utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE. Information regarding online courses will be maintained by the building administration and counselors.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent/guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents/guardians must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student

under this section must notify the student and the enrolling school district in writing within 10 days if the enrolling district is not the online learning provider. The student and the student's parent/guardian must notify the online learning provider of the student's intent to enroll within 10 days of being accepted, at which time the student and the student's parent/guardian must sign a statement of assurance (Administrative Procedure 610.1) indicating the course and online learning expectations have been reviewed and understood. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.

3. The supplemental online learning notice (Administrative Procedure 610.1) to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent/guardian, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and the school district.

6. An online learning student may complete course work at a grade level that is different from the student's current grade level.

7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The school district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student

interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

4. The online provider must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

~~6. Online learning may be provided by Moorhead Area Public Schools to provide the following options:~~

~~a. Credit Recovery~~

~~b. Alternative Learning Options~~

~~c. Homeschool Option~~

~~d. Courses not offered by Moorhead Area Public Schools sites~~

~~e. Scheduling conflicts~~

~~f. Independent Study Options~~

~~7. Moorhead School Board policies will apply to students participating in online courses.~~

Legal References:

Minn. Stat. 120A.22 (Compulsory Instruction)

Minn. Stat. 120A.24 (Reporting)

Minn. Stat. 123B.42, Subd. 1 (Curriculum; Electronic Components)

Minn. Stat. 124D.03 (Enrollment Options Program)

Minn. Stat. 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. 124D.095 (Online Learning Option Act)

Cross References:

MSBA/MASA Model Policy 624 (Online Learning Options)

Moorhead School Board Policy 511: Enrollment of Nonresident Students

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 602: Special Education Programs

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

Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards

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

Moorhead Area Public Schools Graduation Policy

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	640
Adopted Date:	7/30/1985
Revised Date(s):	02/11/2008, 06/14/2010, 11/12/2013
Reviewed Date(s):	04/01/1990, 04/14/1994, 06/08/1998, 05/09/2005, 04/10/2006, 02/11/2008, 06/14/2010, 11/12/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from Moorhead Area Public Schools.

II. GENERAL STATEMENT

Moorhead High School is a comprehensive high school. Diplomas are awarded to all graduates who meet the requirements established by the Moorhead School Board and the Minnesota Department of Education.

It is the policy of the Moorhead Area Public Schools that all students entering grade 9 in the 2012-13 school year and earlier must satisfactorily complete all credit requirements, all state and local academic standards and successfully pass graduation examinations as established by the School Board in order to graduate.

For students entering grade 9 in the 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, career and technical education, or world languages.

B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

D. "Individualized Education Program," or "IEP," means a written statement developed for a student eligible by law for special education and services.

E. "Limited English Proficient" or "EL" students means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

F. "GRAD" means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

IV. TEST ADMINISTRATOR

The ~~Director~~ Assistant Superintendent of School Improvement and Accountability shall be named the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the School Board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

~~A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:~~

~~1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. 120B.30, Subd. 1(e)(1) and (2) and Subd. 1(d) (2012) as follows:~~

~~a. for reading and mathematics:~~

~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;~~

~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

~~v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~e. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section V.A.1. are eligible to receive a high school diploma if they:~~

~~i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;~~

~~ii. participate in district-prescribed academic remediation in mathematics; and~~

~~iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.~~

~~2. the WorkKeys job skills assessment;~~

~~3. the Compass college placement test;~~

~~4. the ACT assessment for college admission;~~

~~5. a nationally recognized armed services vocational aptitude test; or~~

~~6. the school district may also substitute a score from the Accuplacer (comprehensive) or the Scholastic Aptitude Test (SAT) to satisfy the requirements of this paragraph.~~

~~B.~~ Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:

1. the GRAD in reading, mathematics, or writing under Minn. Stat. 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;

iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

i. achieving a passing score on the GRAD;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

2. the WorkKeys job skills assessment;
3. the Compass college placement test;
4. the ACT assessment for college admission;
5. a nationally recognized armed services vocational aptitude test; or
6. the school district may also substitute a score from the Accuplacer (comprehensive) or the Scholastic Aptitude Test (SAT) to satisfy the requirements of this paragraph.

EB. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. ~~demonstrate understanding of required academic standards on a nationally normed college entrance exam; an opportunity to participate in a nationally normed college entrance exam in grade 11 or grade 12;~~

2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and

b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

3. consistent with this paragraph and Minn. Stat. 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school

students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

7. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

~~D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota comprehensive assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading, mathematics, and writing by taking:~~

~~1. the GRAD in reading, mathematics, or writing Minn. Stat. 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:~~

~~a. for reading and mathematics:~~

~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~

~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

~~v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~2. the WorkKeys job skills assessment;~~

~~3. the Compass college placement test, a nationally recognized armed services vocation aptitude test; or~~

~~4. the ACT assessment for college admission.~~

VI. GRADUATION CREDIT REQUIREMENTS

A. Students beginning 9th grade in the 2011-2012 and 2012-13 school years must successfully complete, as determined by the school district, the following high school level credits for graduation:

1. Four credits of language arts;
2. Three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard.
3. Three credits of science, including at least: (a) one credit in biology; (b) one chemistry or physics credit or a career and technical education credit that meets standards underlying the chemistry, physics, or biology credit or a combination of those standards approved by the school district; and (c) meeting biology standards under Section VI.A.3.(b) does not meet the biology requirement under Section VI.A.3. (a);
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department;
5. One credit in the arts;
6. One credit Moorhead Area Public School District Standards, Fitness
7. .5 credit Moorhead Area Public School District Standards, Wellness
8. ~~At least .5 credit 9th grade Explore Class (maximum one credit)~~
9. A minimum of 9.5 elective credits.
10. Credit equivalencies
 - a. A credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the school district.
 - b. An agriculture science credit may fulfill a credit requirement other than the specified science credit in biology under Section VI.A.3.
 - c. A career and technical education credit may fulfill a mathematics or arts credit requirement or a science requirement other than the specified science credit in biology under Section VI.A.2., VI.A.3., or VI.A.5.

B. Students beginning 9th grade in the 2013-2014 school year and later must successfully complete the following high school level credits for graduation:

1. Four credits of language arts sufficient to satisfy all of the academic standards in English language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Three credits of science, including at least one credit of physical science; one credit of biology; and one credit of chemistry or physics; ~~and one elective credit of science~~. The combination of credits under this clause must be sufficient to satisfy:

a. all of the academic standards in either chemistry or physics and

b. all other academic standards in science;

5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

6. One credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and

7. One credit Moorhead Area Public School District Standards, Fitness

8. .5 credit Moorhead Area Public School District Standards, Wellness

9. ~~At least~~ .5 credit 9th grade Explore Class ~~(maximum one credit)~~

10. A minimum of 9.5 elective credits.

11. Credit equivalencies

a. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies under Section VI.B.5. if the credit is sufficient to satisfy all of the academic standards in economics.

b. An agriculture science or career and technical education credit may fulfill the elective science credit requirement other than the specified science credit under Section VI.B.4. if the course meets academic standards in science as approved by the school district. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section VI.B.4. if:

i. the credit meets the chemistry, physics, or biology academic standards or a combination of these academic standards as approved by the school district; and

ii. the student satisfies either all of the chemistry academic standards, all of the physics academic standards, or all of the applicable elective science standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section VI.B.4.

c. A career and technical education credit may fulfill a mathematics or arts credit requirement under Section VI.B.2. or Section VI.B.6.

d. An agriculture education teacher is not required to meet the requirements of Minn. Rules Part 3505.1150, Subpart 1, Item B (2012), to meet the credit equivalency requirements of Section VI.B.8.b.

e. A computer science credit may fulfill a mathematics credit requirement under VI.A.2., above, if the credit meets state academic standards in mathematics.

f. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.A.2. or VI.A.4., above, if the credit meets the state academic standards in science or mathematics.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards ~~on a nationally normed college entrance exam:~~

1. Moorhead Area Public School District Standards, Health and Physical Education (K-12);

2. Moorhead Area Public School District Standards, Vocational and Technical Education (K-12); and
3. Moorhead Area Public School District, World Languages (K-12).

B. Academic standards in health, world languages, and vocational and technical education will be reviewed on a periodic basis as a part of the curriculum review cycle.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Arts K-12.
6. Minnesota Academic Standards, Physical Education K-12.

D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. 120B.07 upon meeting the following conditions:

1. All course or standards and credit requirements must be met.
2. The building administrator or designee shall conduct an interview with the student and parent(s)/guardian(s), familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision.
3. The building administrator's decision shall be in writing and may be subject to review by the Superintendent and School Board.

IX. TRANSFER STUDENTS:

Students must attend Moorhead Area Public Schools for one semester immediately before graduation to be considered for special honors. All students must meet state and district requirements for graduation. An exemption to the district requirements of the 9th grade Explore Class may be made for student transfers during or after his/her freshman year. For purposes of placement and credit toward graduation requirements, students in grades 9-12 enrolling in Moorhead High School after a semester or more of attending a school other than Moorhead Area Public Schools must complete necessary forms and organize and submit documentation regarding the work which was completed and for which district credit is requested.

Documents should include:

1. Course descriptions and number of credits being requested.

2. Detail about the hours of instruction for each course for which credit is sought. Such hours should be equivalent to or greater than the number which would have occurred in the school district for the same or similar courses.
3. Evidence that the student sufficiently mastered the curriculum, including such items as standardized test results, subject tests, papers, and other examples of work.

The school district will review official transcripts from all schools. The district will determine the amount of credit awarded and/or the grades recorded on the district transcript. Grades may include pass, fail or letter grades.

Legal References:

Minn. Stat. 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. 120B.018 (Definitions)
 Minn. Stat. 120B.07 (Early Graduation)
 Minn. Stat. 120B.11 (School District Process)
 Minn. Stat. 120B.021 (Required Academic Standards)
 Minn. Stat. 120B.023 (Benchmarks)
 Minn. Stat. 120B.024 (Graduation Requirements; Course Credits)
 Minn. Stat. 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
~~Minn. Stat. 120B.128 (Educational Planning and Assessment System (EPAS) Program)~~
 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 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Part 3505.1150, Subpart 1, Item B (2012) (Awarding Science, Mathematics, or Arts Credits through Career and Technical Education)
 20 U.S.C. 6301 *et seq.* (~~No Child Left Behind~~ Every Student Succeeds Act)

Cross References:

Moorhead School Board Policy 104: Mission Statement
 Moorhead School Board Policy 660: Moorhead Area Public School State Mandated Testing Plan and Procedure
 Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools
 Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
 Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials
 Moorhead School Board Policy 650: School District System Accountability
 Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
 Moorhead School Board Policy 656: GRAD Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students
 MSBA/MASA Model Policy 613: Graduation Requirements

State and Federal Law Prohibiting Discrimination

Type:	School Board Policy
Section:	100 SCHOOL DISTRICT
Code:	102
Adopted Date:	4/24/1984
Revised Date(s):	09/12/2005, 10/12/2009, 12/13/2010, 11/10/2014
Reviewed Date(s):	10/22/1990, 03/13/1995, 12/13/1999, 02/09/2004, 09/12/2005, 10/12/2009, 12/13/2010, 11/10/2014
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish the Moorhead Area Public Schools responsibility in complying with state and federal law regarding discrimination.

II. GENERAL STATEMENT

Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public Schools also make reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of the Superintendent
Probstfield Center for Education
2410 14th Street South
Moorhead, MN 56560
(218) 284-3330

The school district prohibits the harassment of any individuals. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance, or disability toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Legal References:

29 U.S.C. 794 *et seq.* (Section 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)
Minn. Stat. 123B.03 (Background Check)
Minn. Stat. 43A.11 (Veteran's Preference)
Title VII of the Civil Rights Act of 1964
Equal Pay Act of 1963
Age Discrimination in Employment Act of 1967
Civil Rights Act of 1991
Minn. Stat. 363 (Minnesota Human Rights Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4301 *et seq.* (Vietnam Era Veterans Readjustment Assistance Act)
38 U.S.C. 4211 *et seq.* (Veterans Reemployment Rights Act)

Cross References:

Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Health Insurance Committee

Type: School Board Policy
Section: 200 SCHOOL BOARD
Code: 232
Adopted Date: 4/13/2015
Revised Date(s):
Reviewed Date(s):
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to define the expectations of the ~~Self-Funded~~ Health Insurance Committee and procedures for its operation.

II. GENERAL STATEMENT

The ~~Self-Insured~~ Health Insurance Committee is an advisory committee that focuses on review of data and trends to make recommendation regarding the district's ~~Self-Funded H~~health ~~I~~nsurance ~~P~~plan, adopted by the School Board and made effective on January 1, 2014.

III. MEMBERSHIP

A. The committee is comprised of the following members:

1. Two (2) School Board members;
2. Superintendent or designee;
3. Assistant ~~S~~uperintendent of ~~Business Services~~ finance and operations and/or ~~A~~ccountant;
4. Executive ~~D~~irector of ~~H~~uman ~~R~~esources; and
5. A minimum of one (1) member of each recognized employee unit. Employee units include: administrative assistants, bus drivers, confidential administrative assistants, custodians, food services, non-aligned, paraprofessionals, principals, supervisors, teachers and T.C.I.

B. Committee meetings will be open to the public. Meeting minutes will be available on the school district website.

C. The committee will meet monthly during the school year unless otherwise determined by the committee.

D. The assistant superintendent of ~~business~~ finance and operations and the executive director of human resources will facilitate this committee.

IV. RESPONSIBILITIES

A. The committee will review insurance data and recommend changes to the School Board annually or as needed.

- B. Serve the interest of the School Board and employees of the Moorhead Area Public Schools District.
- C. Recommend changes to the third party administrator based on Minn. Stat. 471.6161 and/or any information based on the needs of the district and the existing health insurance plans.
- D. Recommend the level of annual or other contributions to the ~~S~~self-~~i~~nsurance ~~F~~und by the employees and district, in consultation with the insurance consultant and their work with the third party administrator.
- E. Identify areas of increased utilization of health care plans, and mitigate utilizing informational and wellness campaigns within the district.
- F. Serve as an information bridge between the school board and employees regarding the status of health care programming and premiums.
- G. Work with the School Board and insurance consultant as needed in any matters pertaining to health benefits.

Legal References:

Minn. Stat. 43A.24 (Public Employees Insurance Program)
Minn. Stat. 123B.09 (Boards of Independent School Districts)
Minn. Stat. 123B.75 (Revenue; Reporting)
Minn. Stat. 471.6161 (Group Insurance; Governmental Units)
Minn. Stat. 471.617 (Self-Insurance of Employee Health Benefits)
Minn Stat. 471.895 (Gift Ban)

Cross Reference:

Moorhead School Board Policy 536: Wellness

Records Retention

Type: School Board Policy
Section: 300 ADMINISTRATION
Code: 303
Adopted Date: 6/9/2014
Revised Date(s):
Reviewed Date(s):
Attached Files: No Documents Found.

I. PURPOSE

The purpose of a records retention policy is to provide a plan for managing governmental records under Minn. Stat. 138.17.

II. GENERAL STATEMENT

Records are vitally important to the operation of any organization. They serve as the organizations' memory and are evidence of past events and the basis for further actions. Some are valuable from a historical standpoint and need to be retained permanently. Other records are vital for the continuity of the district. Still others have a transient administrative, legal and financial value. When records of a transient value are not longer required, they should be disposed of in order to make room for those of current and continuing value. The district will make use of the technology available, and acceptable under state guidelines, in the maintenance of school records.

III. REQUIREMENTS

The School Board hereby adopts the *School District General Records Retention Schedule* developed by the State Department of Administration as published in January 2000. The purpose of adopting a records retention schedule is to provide a plan for managing governmental records by giving continuing authority to dispose of records under applicable Minnesota Statutes. The Superintendent shall establish a procedure pursuant to the general record retention schedule, as adopted, which will comply with state statutes for the disposal of public records of the school district.

Legal Reference:

Minn. Stat. 138.17 (Government Records; Administration)

School Board Legal Status

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	201
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 10/12/2009, 08/09/2010, 02/25/2013
Reviewed Date(s):	10/10/2005, 10/12/2009, 08/09/2010, 02/25/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to define the authority, duties and powers of the Moorhead School Board in carrying out the school district's mission.

II. GENERAL STATEMENT

A. The School Board is the governing body of the Moorhead Area Public Schools. As such, the School Board has the responsibility for the care, management, and control over public schools in the school district.

B. Members of the School Board have binding authority only when acting as a School Board legally in session, except where specific authority is provided to School Board members or officers individually. Generally, the School Board is not bound by any action or statement on the part of an individual School Board member unless the action is specifically directed or authorized by the School Board.

III. ORGANIZATION AND MEMBERSHIP

A. The membership of the School Board consists of seven elected directors. The term of office is four years. Regular elections are conducted every two (even-ending) years. ~~A School Board vacancy shall be filled by School Board appointment at a regular or special meeting, entered by resolution in the minutes and shall continue until the next regular district election. All elections to fill vacancies shall be for the unexpired term. If less than two years remain in the unexpired term, the appointed person shall serve the remainder of the unexpired term.~~

B. A School Board vacancy on the board must be filled by board appointment at a regular or special meeting, entered by a resolution in the minutes, and shall be effective 30 days following adoption of the resolution unless a valid petition to reject the appointee is filed with the school district clerk. All elections to fill vacancies shall be for the unexpired term. A special election to fill the vacancy must be held no later than the first Tuesday after the first Monday in November following the vacancy. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the year in which the vacancy occurs, the special election must be held no later than the first Tuesday after the first Monday in November of the following calendar year. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the third year of the term, no special election is required. If the vacancy is filled by a special election, the person elected at that election for the ensuing term shall take office immediately after receiving the certificate of election, filing the bond, and taking the oath of office.

BC. The Superintendent serves as nonvoting ex-officio member of the School Board.

ED. The majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the School Board.

IV. POWERS AND DUTIES

A. The School Board has powers and duties as specified by statute. The School Board's authority includes implied powers in addition to specific powers granted by the legislature.

B. The School Board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The School Board shall superintend and manage the schools of the district; adopt rules for the organization, government, and instruction; prescribe textbooks and course of study; and make and authorize contracts.

D. The School Board shall have the general charge of the business of the school district, its facilities; and property, and of the interest of the schools.

E. The School Board, among other duties shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
2. conduct the business of the schools and pay indebtedness and proper expenses;
3. employ and contract with necessary qualified teachers and discharge the same for cause;
4. provide services to promote the health of its students;
5. provide school buildings and erect needed buildings;
6. purchase, sell and exchange school district property and equipment as deemed necessary by the School Board for school purposes;
7. provide for payment of claims against the school district and prosecute and defend actions by or against the school district, in all proper cases;
8. employ and discharge necessary employees and contract for other services;
9. provide for transportation of students to and from schools as governed by statute; and
10. procure insurance against liability of the school district, its officers and employees.

F. The School Board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, and extended year and extended day programs;
2. furnish school lunches for students and others on such terms as the School Board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;

4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose; and
8. perform other acts as the School Board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:

Minn. Stat. 123A.22 (Cooperative Centers)

Minn. Stat. 123B.02 (~~General Powers~~ Boards of Independent School Districts)

Minn. Stat. 123B.09 (School Board Powers)

Minn. Stat. 123B.14 (School District Officers)

Minn. Stat. 123B.23 (Liability Insurance)

Minn. Stat. 123B.49 (Cocurricular and Extracurricular Activities; Insurance)

Minn. Stat. 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minn. Stat. 123B.85 (Definition)

Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References:

Moorhead School Board Policy 101: Name and Legal Status of Moorhead Area Public Schools

Moorhead School Board Policy 202: School Board Officers

MSBA/MASA Model Policy 201 (Legal Status of the School Board)

Out-of-State Travel by School Board Members

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	216
Adopted Date:	4/10/2006
Revised Date(s):	05/11/2009, 06/14/2010, 12/13/2010, 11/10/2014
Reviewed Date(s):	01/08/2007, 11/26/2007, 05/11/2009, 06/14/2010, 12/13/2010, 11/10/2014

Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to regulate out-of-state travel by Moorhead School Board members as required by law.

II. GENERAL STATEMENT

School Board members have an obligation to become informed on the proper duties and functions of a School Board member, to become familiar with issues that may affect the Moorhead Area Public Schools, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as School Board members. Occasionally, it may be appropriate for School Board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the School Board finds it proper for School Board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as School Board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the School Board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the Superintendent. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the School Board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rate of approval has been developed through the business office (Administrative Procedure 824.1: Payment to Employees for Travel Time).

Legal References:

Minn. Stat. 123B.09, Subd. 2 (School Board Member Training)

Minn. Stat. 471.661 (Out-of-State Travel)

Minn. Stat. 471.665 (Mileage Allowances)

Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)

Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References:

Moorhead School Board Policy 203: School Board Member Development

Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences

MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

School Board Policy Development, Adoption, Implementation, and Review

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	221
Adopted Date:	8/27/2001
Revised Date(s):	05/11/2009, 06/14/2010, 08/09/2010, 11/10/2014
Reviewed Date(s):	10/27/2003, 05/09/2005, 04/09/2007, 11/26/2007, 05/11/2009, 06/14/2010, 08/09/2010, 11/10/2014
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the Moorhead School Board to provide guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead School Board policy.

II. GENERAL STATEMENT

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system respond to its mission and operate in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement School Board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and procedures to implement School Board policies. These guidelines and procedures shall not be inconsistent with said policies. These written procedures shall be reviewed along with the School Board policies they are intended to implement.

C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. Building administrators and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent/designee to assure compliance with School Board policy before presenting to the School Board for approval.

III. DEVELOPMENT

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public Schools with the force and effect of law. School Board policy provides the general direction as to what the School Board wishes to accomplish while delegating implementation of the policy to administration.

B. The School Board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and procedures by the administration. The School Board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a School Board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the Superintendent for review prior to possible placement on the School Board agenda.

IV. ADOPTION

A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two School Board meetings. The policy changes shall be reviewed by the school district's Policy Review Committee if possible before placing them on the School Board agenda. Proposals will be distributed and School Board and public comment will be allowed at both meetings prior to final School Board action.

B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the School Board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a date stated in the motion, whichever is later.

C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the School Board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the School Board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The School Board has the discretion to determine what constitutes an emergency situation.

D. If an educational policy is modified because of a legal change over which the School Board has no control, the modified policy may be approved at one meeting at the discretion of the School Board.

V. IMPLEMENTATION

A. It shall be the responsibility of the Superintendent to implement Moorhead School Board policies and to develop administrative guidelines and procedures to provide greater specificity and consistency in the process of implementation. Employee and student handbooks, shall be subject to annual review and approval of the School Board.

B. A paper copy of the policy manual will be kept and maintained by the Superintendent. Moorhead School Board members, employees and the public will be able to access the policy manual at the school district's Web site (www.moorheadschoools.org). It shall be the responsibility of the Superintendent, School Board secretary, individual School Board members, and others designated by administration to keep the policy manuals current.

C. The School Board shall review policies at least once every three years. In addition, the School Board shall review the following policies annually: Family and Medical Leave 422, Policies Incorporated by Reference for Employees/Personnel 499, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Wellness 536, Student Discipline 551, Prohibition of Harassment and Violence 570, Bullying Prohibition 578, Policies Incorporated by Reference for Students 599, School District System Accountability 650, School District Crisis Management 710, Health and Safety 714, Student Transportation Safety 721, and Moorhead Area Public Schools Electronic Network Acceptable Use and Safety 731.

D. When no Moorhead School Board policy exists to provide guidance on a matter, the Superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the Superintendent shall advise the School Board of the need for a policy and present a recommended policy to the School Board for approval.

VI. POLICY REVIEW

The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their recommendations will be brought forward

to the School Board by the Superintendent. Administrative procedures supporting board policies will be reviewed by the administration and School Board at the second reading of the policy.

Legal References:

Minn. Stat. 123B.02 Subd. 1 (School District Powers)

Minn. Stat. 123B.09 Subd. 1 (School Board Powers)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 310: School Superintendent

MSBA/MASA Model Policy 208 (Development, Adoption and Implementation of Policies)

Policy Review Committee

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	233
Adopted Date:	1/11/1977
Revised Date(s):	12/08/2008, 11/09/2015
Reviewed Date(s):	03/09/1993, 02/10/1997, 06/12/2000, 11/25/2002, 12/13/2004, 12/08/2008, 12/10/2012, 11/09/2015
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of the Policy Review Committee is to engage in a systemic review of educational policies of the Moorhead Area Public Schools and make recommendations to the Moorhead School Board regarding possible changes in these policies.

II. GENERAL STATEMENT

A. Membership

The Policy Review Committee will consist of five teacher representatives generally drawn from the elementary (K-~~54~~), middle school (~~65~~-8), high school (9-12), and special education (K-12) levels, respectively and with one representative appointed by Education Moorhead; two building ~~administrators principals~~; supervisor; ~~secretary~~ administrative assistant; confidential administrative assistant; non-aligned; T.C.I.; bus driver; custodian; paraprofessional; food service employee; the Superintendent; and two School Board members. Each employee association will be responsible for choosing the representative(s) and notifying the Superintendent's office of its selection prior September 1 of each year.

Members will be appointed to a two-year term and take office in time for the first Policy Review Committee meeting of the school year.

B. Meetings

Meetings will be held at the Probstfield Center for Education during the school year at times and dates determined by the committee.

Cross Reference:

Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review

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, 02/23/2015
Reviewed Date(s):	03/10/2003, 04/09/2007, 06/13/2011, 02/23/2015
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to define 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. 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

Parent Organizations/Booster Clubs

Type: School Board Policy
Section: 200 SCHOOL BOARD
Code: 239
Adopted Date: 6/9/2014
Revised Date(s):
Reviewed Date(s):
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to define the relationship between the School Board and the parent organizations, booster clubs and similar groups whose purpose is to support the school district's activities and educational programs.

II. DEFINITIONS

Parent organizations and booster clubs are neither school-sponsored clubs nor student-initiated clubs as those clubs or groups are defined in board policy. Parent organizations and booster clubs shall constitute "outside clubs or groups," which are school-related but must meet the terms of this policy to use the school district or an individual school name, mascot or logo and to use school district facilities as a school-related organization.

III. PARENT ORGANIZATIONS

The School Board encourages the formation and operation of parent organizations, such as Parent-Teacher Advisory Councils at each school site, in the school district to provide support to the school. Parent organizations must comply with the requirements of this policy to use the name of the individual school or school district, school or school district mascot or logo and to have access to school district facilities.

Each parent organization must prepare and submit to the Superintendent a copy of its organizational bylaws. Upon formation and annually thereafter, each parent organization shall provide the Superintendent with the names, telephone numbers and addresses of each officer of the parent organization and the position held.

IV. BOOSTER CLUBS

Booster clubs for athletics, band, choir, drama, orchestra, or other athletic, fine arts or academic activities are welcome to form, support and assist such student activities or programs, both financially and with volunteer assistance. Booster clubs must comply with the requirements of this policy to use the name of the individual school or school district, school or school district mascots or logos and to have access to school district facilities as a school-related organization.

A booster club must prepare and submit to the Superintendent or designee a copy of its organizational bylaws. All booster clubs must operate within the applicable standards and any guidelines set by the Minnesota State High School League. Upon formation and annually thereafter, each booster club shall provide the Superintendent or designee with the names, telephone numbers and addresses of each officer of the booster club and the position held.

V. ACCOUNTING BY PARENT ORGANIZATIONS AND BOOSTER CLUBS

Each parent organization or booster club must have its own checking account and the bylaws for the groups must require two signatures for any disbursement from that account. Parent organization or booster club funds and accounts are not school district accounts and will not be included in the school district's budget and accounting for annual school district audit purposes. Funds collected by the parent organization or booster club are not to be deposited into the school district student activity accounts.

VI. FUNDRAISING

All fundraising activities shall comply with state and federal law. School employees, including athletic coaches, trainers or sponsors of school-sponsored student groups, shall not act as the primary organizer or spokesperson for any parent organization or booster club fundraising event. Participating in fundraising activities by a parent organization or booster club shall not be considered as a factor in a student's level of participation in any school activity or athletic program.

VII. TITLE IX COMPLIANCE

The School Board discourages the formation or organization of booster clubs that sponsor, assist or support student activities or athletic programs that predominantly serve student participants of a single sex. In order to assure that contributions or support by parent organizations and booster clubs do not create inequities or significant disparities in the program, equipment and facilities made available to students participating in single sex sports, the parent organizations or booster club shall only donate funds or tangible personal property that contribute to the school district's educational, extracurricular or athletic programs, by program or sport, through board policy. Support provided to a single athletic program, regardless of source, must be included in the district's evaluation of its overall athletic program and the comparability of benefits made available to male versus female athletes.

Cross References:

Moorhead School Board Policy 236: Activities Advisory Council

Moorhead School Board Policy 540: Student Activities

School District Administration

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	301
Adopted Date:	8/27/2001
Revised Date(s):	10/09/2006, 12/13/2010, 11/10/2014
Reviewed Date(s):	09/09/2002, 10/09/2006, 12/13/2010, 11/10/2014
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the Moorhead School Board.

II. GENERAL STATEMENT

A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to provide leadership and management that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services and promotes quality educational programs and services within the context of the school district's goals and budget.

B. The School Board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, consistent with the policies of the School Board, and conducted in an honest, respectful, and ethical tone.

C. The School Board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.

D. Although the School Board holds the Superintendent ultimately responsible for administration of the school district and annual evaluation of each building administrator, the School Board also recognizes the Superintendent's ability to delegate responsibility authority to subordinate administrators. The School Board also recognizes the direct responsibility of building administrators for educational results and effective administration, supervisory and instructional leadership at the school building level.

E. The School Board and school administration shall work together to share information and decisions that best serve the needs of Moorhead Area Public Schools students within financial and facility constraints.

Legal References:

Minn. Stat. 123B.143 (Superintendent)

Minn. Stat. 123B.147 (Principals)

Cross References:

Moorhead School Board Policy 310: School Superintendent

MSBA Service Manual, Chapter 3, Superintendent of Schools

MSBA/MASA Model Policy 301 (School District Administration)

