MINNESOTA
HISTORICAL
SOCIETY

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

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TECHNOLOGY DEMONSTRATION GRANT

January 1984-July 1985

Section A

Project Title: TECHNOLOGY IN RURAL LEARNING ENVIRONMENTS

Applicant Districts: Barnesville, Dilworth, Glyndon-Felton, Hawley, and Moorhead; member districts of the Clay County Vocational Center.

Address: 11th Street and 10th Avenue North
           Moorhead, Minnesota 56560

Contact Person: Jerry Folstrom

Title: Director

Address: Clay County Vocational Center
                 11th Street and 10th Avenue North
                 Moorhead, Minnesota 56560
                 Phone: (218) 236-5211

Signature of Fiscal Agent:_____
                          Jerry Folstrom

Superintendents - Participating Districts:

Edward Thompson   Donald Vellenga
Barnesville Public Schools   Dilworth Public Schools

Harold Larson   Duane Rafteseth
Glyndon-Felton Public Schools   Hawley Public Schools

Bennett Trochill
Moorhead Public Schools

Section B

1.(a) Brief Description:
The primary need this proposal addresses is to systematically field
test selected, multiple technologies which may be supportive of five
rural districts maximizing their capacity to provide a greater array
of learning opportunities for learners of all ages. Those technolo-
gies which show the greatest promise for meeting community-defined
needs will be tested for economy, efficiency, and excellence of re-
sults.

Another need which will be met is to share with other rural districts
findings which are based upon objective truth, at least in so far as
current evaluation methodology allows for pursuit of objective truth.

(b) Much of the thinking which went into this proposal is central to the
situation in which rural districts find themselves - caught between
strong desire to meet the varied needs of learners and strong trend
lines toward erosion of learning opportunities brought on by stiffer
competition for public resources to meet public needs.

For the first time in its history, Minnesota will spend in the current
biennum more state revenue on the maintenance functions of health, wel-
fare, and corrections that it will invest in educating its citizenry[1]
The proportion of state revenue invested in education has declined
steadily for ten years.[2] The proportion of personal income invested
in education has also declined in recent years.[3] Policy makers have
searched for and adopted ways to grant property tax relief. Yet,
public demand for increasing the array of appropriate learning oppor-
tunities available to learners of all ages continues to grow.

School districts in 1982-83 provided services to more than half the total
citizenry of the state:[4]

Elementary and Secondary	>	730,000
Community Education	>	1,000,000
Postsecondary Technical Institutes	>	34,000
Adult Vocational Education	>	334,000
Total:	>	2,098,000

Convergence of these trend lines with insufficient communication of the
facts to the citizenry of the state contributes to further erosion of con-
fidence in public schools. Rural districts with smaller critical mass
of resources are frequently viewed as candiates for consolidation, but
no credible evidence has emerged to support the belief that bigger is
better. It has long been argued that consolidating small rural school
districts would improve the quality of education. Proponents argued
that larger districts and larger schools would bring economy, effici-
ency, and equality - that more choices for students (foreign languages,
music, art, and vocational courses) would be available.

The most successfully implemented educational policy of this century was consolidation of rural schools and school districts. The number of districts declined from more than 128,000 in 1930 to fewer than 17,000 by the mid seventies.[5] Yet researchers subsequently concluded by 1976 that:[6]

"No compelling evidence exists which proves that consolidation of rural schools produced significant net economic advantages."[7]

"Equalization of wealth has not been achieved by reorganization."[8]

"All in all, consolidation has not been able to live up to the plethora of educational and economic claims made on its behalf."[9]

Those conclusions were derived from a meta-analysis of numerous studies spanning two decades and reported by the National Institute of Education (NIE) in Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation. However, in the same meta-analysis, evidence was found that there is a wealth of potential benefits in strategies which link sub-state units together to share low-frequency, high cost services.[10]

One must ask at this point why the assumptions and assertions underlying the consolidation movement were rarely examined. The answer, NIE reported, lies in the fact that, "for the most part, consolidation research was done to convince others to believe in consolidation,not to find some objective truth."[11]

Current excitement about and support for the application of technology to learning dangles tantalizing potential before us. Should we, this time around, examine carefully the underlying assumptions and assertions? Or, should we simply accept the claims of hardware manufacturers and software producers without their being required to demonstrate the validity of their claims?

We, the leadership, of five school districts in concert with our governing boards and the governing board of the Clay County Vocational Center, through which we share vocational and other services, believe that:

The underlying assumptions and assertions related to the application of technology must be identified and rigorously examined.

Manufacturers of hardware and producers of software should be invited to demonstrate the validity of their claims.

Field tests done to demonstrate the value of educational "reforms" should be carefully planned, implemented with carefully documented fidelity to the plan, and rigorously evaluated for objective truth (within the limits of evaluation methodology) lest we rush once more into another educational fad.

Children, youth, and adults who live and learn in rural settings acquire values that are supportive of learning. What a small

school may lack, the community can compensate for, and vice-versa. There the school is integrated into the fabric of the community's social life. This belief is supported by recent findings of the most intense study of schooling in this century - A Study of Schooling - directed by Professor John Goodlad who concluded that "schools should be smaller. Where this is impractical, large ones should be divided into smaller units" to reduce anonymity.[12]

We must find affordable ways to bring resources to learners rather than forcing learners to go to the resources.

Many alternatives for good small programs "may" be possible now at competitive prices with a variety of technological applications - computers, telecommunications, cable television, interactive video, film, low power television, satellite communications, microwave communications, and video discs.

Rural districts simply do not have the resources to conduct field test trials of the magnitude needed without external assistance.

This proposal should be funded by the State Board of Education, not only to benefit the participating districts but also to inform subsequent policy making and planning for use of technology in rural settings.

We also believe that we should make explicit the value system which shall guide the entire effort. The values which shall guide us are that:

Every learner in the community deserves access to the broadest possible array of high quality learning experiences regardless of sex, ethnicity, age, or capacity for learning.

Educational practice should be responsive to the needs of the individual learner.

Technology promises potential for assisting us in making progress toward centering learning activities on the individual.

Technology is a tool which might extend the teacher's reach and effectiveness if adequate training in its use is made available, if support and assistance at the school site are available, and if it is viewed as another tool to support learning, not to replace the teacher in the school setting.

The mission of the effort is to systematically investigate, field test, evaluate the effectiveness of, and apply selected technologies in rural learning environments, to maximize the collective capacity of five rural districts to respond to the needs of learners of all ages and character- istics. For each selected technology its economy, efficiency, and ex- cellence of results shall be investigated, reported, and used to inform subsequent decision making.

2(a) The major objectives are to:

1. Identify potential technologies which may increase effectiveness in instruction and managerial procedures.

2. Identify hardware manufacturers and software producers for each tech- nology selected for potential trial in instruction and managerial pro- cedures.

3. Invite those manufacturers and producers to participate in field testing their products.

4. Conduct the field tests of selected technologies.

5. Evaluate results of field tests.

6. Report results to faculty, managers, governing board members, and the community.

7. Report results to manufacturers and producers.

8. Report results to other rural districts and invite them to participate in training sessions for faculty and managers to become proficient in appli- cation of selected technologies.

9. Report results to State Board of Education.

10. Revise plans for use of technology and selectively expand use of tech- nology which met criteria for economy, efficiency, and excellence of re- sults.

2(b) Procedures to accomplish objectives:

1. Identify potential technologies (Objective 1)

- Computers   Low Power Television   Laser Optics
  Telecommunications   Satellite Communications   Robotics
  Cable Television   Microwave Communications
  Interactive Video   Video Discs
  Films   Computer-Aided Drafting Systems
                         Automotive Performance Analysis
- Conduct literature searches on use of technology to support management functions.

  Computers   Telecommunications   Microwave Communications

- Elicit information on experiences of other districts which have pre- viously applied a given technology.

- Determine which technologies promise most feasible potential for application within limits of availability, probable cost, instructional priorities established via PER process, and managerial priorities for administrative purposes.

2. Identify hardware manufacturers and software producers. (Objective 2)

   - Seek lists from MECC.

   - Use standard industrial classification codes (SIC) to locate others.

   - Include Minnesota firms and non-Minnesota firms.

3. Invite manufacturers and producers to participate in field tests. (Objective 3)

   - Letters of invitation and follow-up phone calls.

   - Meetings with interested respondents.

   - Obtain IRS administrative ruling that donors of equipment may make tax deductible donations to a post-secondary institution which will conduct research and training in applications of technology in accordance with the Tax Incentive Act of 1981.

   - Select and negotiate agreement with post-secondary institution to provide training, evaluate application of each selected technology, and conduct research on application with teachers and managers.

   - Negotiate agreements with donors for intended applications; check MDE list of approved courseware; get excluded courseware reviewed.

   - Select only those technologies which are compatible with pre-established instructional objectives and managerial applications. (Availability of hardware and software must not determine educational objectives but must be supportive of objectives established by PER in each district.)

4. Conduct field tests.(Objective 4)

   - To the extent possible, conduct at least one field test in each participating district. Field test must address priorities established in that district via the PER process.

   - To the extent possible, conduct field tests in a site where personnel involved have chosen to participate.

   - Design field test and evaluation for each application of technology.

   - Select and train personnel in use of the technology.

   - Support personnel during early phases of implementation and have assistance available for trouble shooting.

   - Implement and operate in each site in accordance with design for each site.

5. Evaluation of field test sites. (Objective 5)

- Design, in collaboration with the post-secondary institution, evaluation for each site.

- Plan for and/or design data collection instruments and procedures.

- Select, brief, and train persons in each site responsible for data collection.

- Collect, store, analyze and draw conclusions from data.

- Identify those technologies which are found to be most feasible for supporting an expanded array of learning opportunities for learners of all ages in a rural environment.

- Identify those technologies which are found to be most feasible to improve managerial performance in rural districts.

- Ensure that well written information is available to other districts on implementation procedures, cost of implementation, and probable benefits if implemented as suggested.

6. Report results to faculty, managers, governing boards, and community. (Objective 6)

- Review evaluation reports prepared by post-secondary personnel to insure that reports meet the criteria specified in the contract.

- Hold meetings to discuss reports with faculty, managers, and governing boards. Disseminate written copies and summaries.

- Report to the community through press releases, letters to selected communuty leaders, and meetings with the PER committee in each district.

7. Report results to manufacturers and software producers. (Objective 7)

- Send written reports to those who participated and invite them to a discussion session with post-secondary evaluators and district personnel.

8. Share findings with each district in Minnesota and place the report in ERIC for non-Minnesota districts. (Objective 8)

- Mail at least one copy of the final report to each Minnesota district.

- Announce and conduct a conference for discussion of the results.

- Elicit interest in training which will be provided for personnel from districts which elect to replicate the application of selected technologies.

- Plan and provide training sessions for personnel from other districts; limit the number of districts and personnel to available resources and/or sell such services to other districts.

9. Report results to State Board of Education. (Objective 9)

- Send written reports to Commissioner and board members.

- Request an opportunity to appear before the board for an oral/visual presentation; discuss results; recommend subsequent actions to the board.

10. Revise plans in each of five participating districts. (Objective 10)

- Use evaluation results to plan for expanded use or non-use of selected technologies in response to evaluation results.

- Plan for continued cooperation of member districts to share technologies, software, and human resources in extending applications beyond the field test sites.

2(c) Estimate of the number of learners to be served is based on these assumptions:

Since each of the five districts has already begun application of computers in instruction and management applications, it is anticipated that each elementary and secondary learner will experience use of the computer to some extent prior to June 30, 1985.

Each elementary and secondary teacher will increase knowledge of and functional skills in computer usage.

Each principal superintendent and secretary will increase knowledge of and functional skills in computer usage.

Adult learners in the five communities will continue and increase participation in learning computer usage.

Until such time as other potential technologies are selected for field test it is not possible to estimate the number of participants who will be served by those field tests of additional technologies.

1. Estimate of elementary participants is at least . . . 3,751
Barnesville	500
Dilworth	309
Glyndon-Felton	306
Hawley	436
Moorhead	2,200

2. Estimate of secondary participants is at least . . . 3,742
Barnesville	498
Dilworth	207
Glyndon-Felton	293
Hawley	344
Moorhead	2,400

3. Estimate of teacher participants is at least 298
Elementary	150
Secondary	148

4. Estimate of administrators and secretaries who will participate is at least . . . 50
Administrators	25
Secretaries	25

5. Estimate of adult learners who will participate is at least . . 1,500

AT LEAST TOTAL: 9,341*

* This number will increase significantly if either cable television or satellite communications is implemented for community education.

Section C - Criteria in Law

1. Evidence of exemplary use of technology is not presented because the applicant districts do not propose to be an exemplary site. Even though computer applications have occurred in each district, such applications are similar to those in other rural districts. This proposal should be classified as rural, non-exemplary until such time as development makes it feasible to demonstrate to other districts. It is anticipated that such demonstrations would not occur prior to January 1985.

2. Staff in each of the five districts have participated in planning. The communities have participated via PER committees which contain teachers, parents, business representatives, and administrators. Publicly elected officials have participated through six governing boards. All are committed to incorporating field tested technology into instructional and managerial processes.

3. By vote of five school boards and the board of the Clay County Vocational Center, the districts commit themselves to matching the grant awarded.

4. Objective #8 in section 2(a) states the intention to share experiences with other interested parties.

Section D - Instructional Components

1. The rationale for why the project should be funded appears in section B-1. Instructional objectives in computer literacy and functional skills have been adopted in scope and sequence for all grade levels. Those objectives appear in Appendix A. Instructional objectives for all courses and grade levels, previously adopted through the PER process, will serve as the objectives to be supported by technology applications to be determined via objectives 1,2,3,4,5, and 10.

2. Instructional resources of five districts will be used more efficiently by ensuring that capital investment in technology is economically affordable, efficient in a rural setting, and produces the results manufacturers and software producers claim.

3. Those technologies which meet the criteria for selection and subsequently pass the field tests will be integrated into programs for elementary, secondary, and adult learners.

4. The emphasis on staff training and in-service is reflected in objectives 3 and 4.

5. Accomplishing the objectives of this proposal will provide for other rural districts field tested and rigorously evaluated methods for adopting selected technologies to operations in their districts.

Section E - Involvement and Special Needs

1. Teachers, staff, and community members have been involved and will be involved in planning, implementing, and evaluating the objectives addressed in the proposal.

2. Women, minorities, and handicapped learners are currently served in computer applications. They will be served in all applications of selected technologies beyond computers.

3. Community members are currently served through classes where they learn computer use. They will continue to be involved in planning, implementing, evaluating, and learning opportunities which will be increased via this proposal.

Section F - Desirable Criteria

1. Computer applications are shared now. Selected additional technologies will be shared between districts, adult learners, businesses and schools.

2. The variety of technologies which pass the field tests for further use will be determined by accomplishing objectives 1,2,3,4,5, and 10.

Section G - Innovative Characteristics

1. The most innovative feature of this proposal is the extensive collaboration proposed among school districts, private sector firms, post-secondary faculty, and publicly elected officials to systematically test a variety of technologies which may support an expanded array of learning opportunities for learners of all ages in a rural setting. The development of criteria for economy, efficiency, and excellence of results and the findings related to them should lead to more informed decision making not only in the participating districts but also in other rural districts.

Section H - Budget Estimates

1. <u>Projected Revenue</u>

    a. Grant from State Board of Education $150,000

    b. Matching revenue from five districts   150,000

Barnesville	$19,950	(13.3%)
Dilworth	10,200	(6.8%)
Glyndon-Felton	13,650	(9.1%)
Hawley	15,000	(10%)
Moorhead	91,200	(60.8%)

    c. Allocation requested from State Board of Education
        for providing in-service to personnel from other
        districts - Janaury to June 1985   <u>30,000</u>

                              TOTAL PROJECTED: $330,000

2. <u>Projected Expenditures - State Funds</u>

    a. Training - 16 lead teachers on extended contract for
                5 weeks in summer of 1984, receiving and
                delivering training in computer assisted
                instruction and computer management of
                instruction $ 32,970

                16 lead teachers employed for one additional
                hour per day beyond normal school day to
                train and assist other teachers   46,656

    b. Curriculum Development - 16 lead teachers on extended
                contract for 3 weeks in summer of 1984 to
                match curricular objectives to potential
                hardware and software and prepare curricular
                materials for other teachers   22,330

    c. Consultants - Educational Technologist for approximately
                15 days; trainer of lead teachers for approx-
                imately 15 days; consultants in system design
                and evaluation; contract for evaluation   25,000

    d. Equipment - Purchase plan must await outcome of potentially
                donated equipment; will purchase only that
                needed equipment which is not donated by a
                private firm to the post-secondary institution
                selected to conduct research, training, and
                evaluation   <u>23,044</u>

                        SUB-TOTAL: $150,000

    e. In-service for Other Districts   <u>30,000</u>

                             TOTAL: $180,000

3. Projected Local Expenditures

Project director for at least 18 months	$52,500
Secretary for 18 months	22,500
Related payroll costs	18,750
Travel	9,000
Supplies	1,800
Postage	750
Telephone	2,400
Printing and binding	10,000
Instructional materials	5,000
Equipment	27,300
TOTAL:	$150,000

References

1. State of Minnesota. Biennial Budget, 1983-85. St. Paul, 1983.

2. Minnesota Department of Education. Selected Statistics on Minnesota Schools. St. Paul, 1982.

3. Same as 2 above.

4. Minnesota Department of Education. Condition of Education. St. Paul, 1982.

5. U.S. Office of Education. Digest of Educational Statistics. Washington, D.C., National Center for Educational Statistics, 1974.

6. Sher, Jonathan and Tempkins, Rachel. Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation. Washington, D.C., National Institute of Education, 1976.

7. Same as 6 above, p. 13.

8. Same as 6 above, p. 11

9. Same as 6 above, p. 24

10. Same as 6 above, p. 28.

11. Same as 6 above, p. 27.

12. Goodlad, John I. et al. "A Study of Schooling". Arlington, Va., ERIC Document Reproduction Service.

Timelines

By: December 15, 1983   - Request IRS administrative ruling.

January 20, 1984   - Draft and distribute job descriptions for project director and secretary.

Announce grant receipt to boards and community.

January 30, 1984   - Select and negotiate agreement(s) with post-secondary institution; set dates for conferring with consultants.

Hire director and secretary.

Provide space, equipment, telephone, supplies.

Complete background reading(s) on various forms of technology.

February 15, 1984   - Complete literature searches related to instruction and managerial applications.

Elicit information from other districts via National Diffusion Network.

Consider probable cost of various forms of technology.

Select potential array of technology for further investigation.

Compare potential array to instructional priorities established via PER process in each district.

Compare potential array to locally determined priorities for managerial applications.

February 28, 1984   - Complete identification of hardware manufacturers.

Complete inventory of equipment on hand and software previously purchased in each district.

March 10, 1984   - Send letters to manufacturers.

March 20, 1984   - Complete follow-up phone calls; propose meeting dates.

March 30, 1984   - Select 16 lead teachers for extended year employment; negotiate agreements; arrange for training to begin by end of April.

April 30, 1984   - Complete agreements for hardware to be donated and/or purchased.

- Complete plan for site selection of technology field tests; provide opportunities for teachers and staff to volunteer for participation.

Complete designs for field test operations and evaluation of each site.

May 10, 1984   - Brief all staff and teachers on details of plans.

Prepare process for curriculum review and development.

May 30, 1984   - Report progress to PER committees, boards, and community.

Complete plans for adult learners and shared business use of technology.

Complete plans for women, minorities, and handicapped.

Complete plans for staffing computer sites for night and weekend use by community.

June 20, 1984   - Complete training of 16 lead teachers and begin their curriculum development.

June 30, 1984   - Complete training of administrators and secretaries; provide assistance when needed in early phases.

July 15, 1984   - Confer with all post-secondary consultants on research and evaluation designs; identify persons responsible for data collected at each site.

August 15, 1984   - Complete curriculum review and development; begin preparation of materials for each site.

September 1, 1984   - Brief and train other participating teachers who will be supported by the 16 lead teachers during field tests.

December 15, 1984   - Complete interim evaluation of field test operations.

January 15, 1985   - Select sites which are sufficiently successful to receive visitors from other districts; continue field tests.

February 1, 1985   - Announce site visitation plans to other districts; assign staff to manage demonstrations.

May 15, 1985   - Complete field tests and data collection.

June 30, 1985   - Complete evaluation reports. (State expenditures cease.)

July 15, 1985   - Report results to PER committees, faculty, staff, boards, and the community.

July 30, 1985   - Report to manufacturers and software producers.

August 15, 1985   - Report to State Board of Education.

September 1, 1985   - Distribute findings to each district in Minnesota;
                       place in ERIC file, and notify National Diffusion
                       Network.

September 15, 1985   - Complete revisions of technology utilization plans
                       for school year 1985-86 and years beyond.

TECHNOLOGY UTILIZATION PLAN

District: Moorhead Public Schools (#152)
           810 4th Avenue South
           Moorhead, Minnesota 56560

Superintendent: _____
                 Bennett Trochill

Section I: <u>Assessment and Planning</u>

Independent School District #152 did the following in preparing for the development of its technology utilization plan:

A. The Assistant Superintendent for Instruction designated that a committee be formed consisting of a Steering Committee, a Computer/Technology Literacy Committee, a Computer/Technology Assisted Instruction Committee, and a Computer Managed Instruction Committee, for the purpose of developing a technology utilization plan and implementing its use within the district.

B. A presentation was made to the School Board on September 13, 1983, informing them of the intent of the plan and the legislation that precipitated it. A commitment was secured from them to support the plan at the meeting.

C. The Futuristic Committee Report and PER Committee Report were also reviewed prior to the development of this plan.

D. Charges to each committee were prepared and distributed. Committee members and their charges are reflected in the pages which follow.

E. A resource inventory of technology by school was prepared and is attached as Appendix A.

TECHNOLOGY COMMITTEE MEMBERSHIP
1983-84
STEERING COMMITTEE

Fran Laske (Chair) - District Media Director
Howard Anderson - Junior High Math, Pres. MEA
Rose Andersen - Community Ed.
Kevin Beckius - Elementary Teacher-Riverside
Tom Case - Elementary Teacher-Probstfield
Mary Davies - Community Ed.
Pat Hinze - Computer Liaison Teacher
Bob Jernberg - Ass't Supt., PER
Bob Larson - Computer Instructor-Senior High
Duane Loewen - MECC Coordinator
Arlene Mickley - Elementary Teacher-Edison
Howard Murray - Elementary Teacher, PER
Bob Olson - Elementary Principal
Lois Seifert - Elementary Teacher-Washington
Joyce Sutter - School Board, PER
Howard Wergeland - Ass't Prinicpal-High School

SUB COMMITTEES

COMPUTER/TECHNOLOGY LITERACY

Bob Larson (Chair) - Comp.Inst.Sr.H.
Howard Anderson - Jr. High Math
Dick Bowman - Moorhead State U.
Tom Case - Elem. Teacher-Probstfield
Denita Clapp - Sr. High Business
Pat Hinze - Computer Liaison
Jan Kapitan - Elem. Teacher-Wash.
Arlene Mickley - Elem. Teacher-Edison
Mary Ann Schmidt - Jr. Jigh Librarian
Lois Seifert - Elem. Teacher-Wash.
Joel Swenson - Community Member

COMPUTER MANAGED INSTRUCTION

Howard Murray (Chair) - Elem. Principal
Gloria Anderson - Sr. High Reading
Don Dulski - Sr. High Principal
Pat Hinze - Computer Liaison
Bill Ingison - Elem. Teacher-Wash.
Bob Jernberg - Ass't Superintendent
Deb LaQua - Special Services
Rick Larson - Special Services
Carol Ness - Elem. Teacher-Probstfield
Jim Nigg - Elem. Teacher-Edison
Pat Suko - Elem. Librarian

COMPUTER/TECHNOLOGY ASSISTED INSTRUCTION

Pat Hinze (Chair) - Computer Liaison
Donna Anderson - Social Studies - Elementary Librarian
Jan Childs - Music - Elementary Teacher
Joanne Drenkow - Business Education - Senior High Teacher
Jim Ellingson - Science and Health - Elementary Teacher
Alice Farden - Home Economics - Junior High Teacher
Sharon Hulett - Special Education - Junior High Teacher
Jean Kinsella - Language Arts - Elementary Teacher
Jan Larson - Foreign Language - Secondary Teacher
Al Melting - Language Arts - Secondary Teacher
Darvin Miller - Industrial Arts - Secondary Teacher
Ron Ness - Physical Education - Elementary Teacher
Mark Nielson - Science - Secondary Teacher
Lila Ordal - Language Arts and Media - Elementary Librarian
Nancy Pearson - Math - Elementary Teacher
William Nelson - Prairie School Television

* Members of this committee serve as a liaison to the curriculum committee.

TECHNOLOGY COMMITTEE CHARGES

STEERING COMMITTEE

Provide direction and guidelines for sub-committees.

Assist sub-committees with background information.

Set dates for interim and final reports from the sub-committees.

Co-ordinate sub-committee recommendations.

Report findings to the PER Committee and the Board of Education.

Review State Department guidelines for computer technology and write and submit the required plans, proposals, and applications necessary to receive technology funds and to become a demonstration site.

COMPUTER/TECHNOLOGY LITERACY

Provide the district with a computer literacy curriculum guide.

Define the district's concept of computer literacy.

Review and evaluate various literacy programs.

Formulate literacy objectives and recommend grade levels and subject areas where they will be implemented.

Evaluate and recommend software for computer/technology literacy objectives. (Not to include CTAI software)

Evaluate and recommend texts, kits, AV materials and hardware for implementing computer/technology literacy objectives.

Recommend topics for in-service to implement computer literacy objectives.

Report to steering committee progress and recommendations.

COMPUTER MANAGEMENT

Review the recommendations of the Futuristics sub-committee on Student Services and review and recommend software for student scheduling, grade reporting and attendance, student records, special services, library management, inventories, etc.

Review and recommend software for curriculum objectives management that would be useful to classroom teachers in managing instruction (exam. Grade Book, Milliken Math Series etc.)

Review and recommend hardware for all management areas.

In-service appropriate staff with each program.

Report to the steering committee.

COMPUTER ASSISTED INSTRUCTION

Define the role of the individual CTAI members within the respective curriculum committees.

(exam. guide their curriculum committee in reviewing CTAI software using courseware evaluation services through IMC; guide committees in determining where software can best be used in the curriculum; recommend software for purchase, review placement list of software currently in the elementary school.)

Recommend in-service for evaluation and utilization of software and hardware.

Review and recommend additional hardware for purchase.

Report to the main steering committee.

Section II: <u>Philosophy</u>

The school board and staff of Independent School District #152 reaffirm their philosophy of education as stated in Board Policy Code AD adopted 3/30/81 and their belief that one of the basic purposes of education is to provide all students with a sound educational background that will prepare them to meet the changing needs of the future. Recognizing that we are in the midst of an information revolution where technology will play an increasingly important role in the lives of our students and the community at large, they acknowledge their responsibility as a school district in preparing students to better meet the challenges they will face. For the students, technology will provide the means by which they can process and reinforce information in a more efficient way and learn about the benefits of technology as a delivery system. The school district recognizes its responsibility for meeting the present and future needs of students, teachers and the community and also its obligation to provide opportunities for all to further develop their potential in the area of technology. The school district is committed to providing in-service training for teachers, educational activities for students and other members of the community, and personnel and financial resources necessary to obtaining these goals. Independent School District #152 is committed to providing programs based on equity for all regardless of age, handicap, marital status, national origin, race, religion or sex.

The mission of the school district is to provide the broadest possible array of learning opportunities appropriate to the needs of learners of all ages. While rural districts are sometimes isolated from resources available to larger districts, resources can be brought to learners rather than forcing learners to be transported to resources. That goal can be best accomplished through collaboration with neighboring districts to share collective resources so that we maximize learning opportunities for all our residents in a manner which is more efficient, more economical, and of higher quality than would be the case if each district attempted to do it alone.

Many alternatives for good programs are possible now at competitive prices through a variety of technological applications - computers, telecommunications, cable television, interactive video, film, low power television, satelitte communications, microwave communications and video discs. Our application of technology to date has centered predominantly on use of computers, television, and video tapes. We should not limit our thinking to only those forms of technology, but we should proceed planfully to explore and judge the feasibility of using other forms of technology.

The entire effort shall be guided by a value system which holds that:

Every learner in the community deserves access to the broadest possible array of high quality learning experiences regardless of age, sex, ethnicity, or capacity for learning.

Educational practice should be responsive to the needs of the individual learner.

Technology holds potential for assisting us in making progress toward centering learning activities on the individual.

Technology is a tool which can extend the teacher's reach and effectiveness if adequate training in its use is made available, if support and assistance in its use is available, and if it is viewed as another tool to support learning, not to replace the teacher in the school setting.

Technology used appropriately can also increase learner independence for those learners who assume responsibility for their own learning and become committed to continual life long learning.

Technology appropriately applied can improve instructional effectiveness, managerial effectiveness, and acquisition of literacy about mulitple technologies - their potential benefits and potential abuses in a technologically sophisticated society.

Sections III and IV:
Goals and Means to Achieve

Goal 1: Develop a Computer/Technology Literacy and Instruction Curriculum
for all students in the district.

Objective 1 Revise the K-12 Computer/Technology Literacy for district
wide implementation during the 1984-85 school year, and continually re-
view the literacy program.

Activity 1 The Computer/Technology Literacy sub-committee will
annually review the Computer/Technology Literacy definition.

Activity 2 The district wide sub-committee on Computer/Technology
Literacy will refine and coordinate policy, practices, curriculum
development and insure equite of access to computers and other types
of technology.

Activity 3 The scope and sequence for computer literacy will be
refined annually.

Activity 4 The currently suggested instructional software usage
plan will be completed by grade level and subject area to enhance
computer literacy and computer assisted instruction.

Objective 2 Revise the library skills curriculum to include all forms
of media.

Activity 1 The media curriculum will be revised to incorporate
the SELOS for media education so that students and staff are in-
structed in the production, evaluation and utilization of all forms
of media and technology.

Objective 3 Re-evaluate the function of the Career Center at the Senior
High.

Activity 1 Establish scope and sequence for career education.

Activity 2 Plan for the use of the microcomputer and hard disk
system to obtain career and post-secondary information from pro-
grams such as MCIS and GIS, no later than the spring of 1984.

Objective 4 To form new units of curriculum in High Technology within
the department of Industrial Arts/Vocational Industrial Education at
Moorhead Senior High School

Activity 1 Students will use State-of-the-Art computer numerical
controlled machining equipment for problem solving, programming and
actual machine operations as used in modern industry.

Activity 2 Students will use the various forms of laser equipment
for communications, dimensional holography, precision measurement
technique, laser optics, and other fundamentals of laser.

Activity 3 Practical classroom and hands-on computer assisted robotic training will be offered including robotic welding, cutting and material handling.

Activity 4 Computer-aided drafting (CAD) system utilizing microcomputer working a three-coordinate axis x,y,z system will be used to bring design into a true three-dimensional perspective using comprehensive advanced software.

Activity 5 Students will use computerized diagnostic performance analysis equipment as applied to modern transportation and power sources.

Activity 6 Develop an electronics course in computer and other High Technology Equipment repair.

Goal 2: The District will provide in-service and faculty development programs relating to technology.

Objective 1 Computer in-service will be provided to all staff.

Activity 1 The computer coordinators continue to introduce computer literacy to teaching staff through usage of appropriate in-service in the implementation phases for those schools currently piloting our program and in other schools as computer laboratories are installed and additional software becomes available.

Activity 2 Administrators and staff will be encouraged to attend conferences, visit other schools, communities, or industries that are using educational technology for instructional administrative and managerial purposes.

Activity 3 Continue in-service under block grant to insure introduction of computer to all staff by June 1984.

Activity 4 The following sequence of in-service will be provided to all teachers, aides, secretaries and administrators in buildings as labs are installed:

Session I

   A. MECC Training Modules
      Module 2 - Operating a Personal Computer
      Module 4 - APPLE Demonstration Activity
      Module 6 - How the Computer Works
      Module 7 - Diskette Care
      Module 17 - Peripherals Demonstration

Session II

   A. MECC Components
      Module 9 - Technical Jargon in Commercial Software Advertisements
      Module 10 - Evaluation of Educational Materials in General
      Module 11 - Evaluating Computer Courseware
      Module 12 - Sizing up the Commercial Software Market

Session III

   A. MECC Components
      Module 13 - Instructional Strategies
      Module 14 - Lesson Planning Activity
      Module 15 - How Computing Fits into the Curriculum

Considerations: Ninety personnel were involved in the computer in-service, with three rotating groups of thirty people each, for current schools with labs. This will continue as labs are installed.

Activity 5 Each teacher will be encouraged to take a microcomputer home for the weekend or access a computer during off hours - 3:30-11:00 p.m. within schools.

Activity 6 Teachers will have access to direct instruction by arrangement through a Media Specialist.

Activity 7 Teachers will be encouraged to attend other computer training seminars, courses, conferences and other schools.

Activity 8 During 1983-84 the Technology Utilization Committee will make available in-service on word processing for language art teachers and clerical staff within the school district.

Activity 9 During 1983-84 the Technology Utilization Committee will make available for staff in-service on receiver dish and cable TV - their uses and implications.

Goal 3: Maintain and expand managerial applications of technology.

Objective 1 Continue and expand current uses of technology for administrative znd management purposes.

Activity 1 The district will expand the use of technology to maintain student records such as attendance and grading with microprocessors, word processors or ESV capabilities.

Activity 2 Network microprocessors for administrative work. (i.e. - attendance, word processing, spread sheets, programs.)

Activity 3 Use hard disk and video storage to more efficiently store and access available programs.

Activity 4 Supplement current work processing CPT equipment at Central Office, Senior High and Moorhead Area Vocational Technical Institute by adding word processing capabilities to all administrative offices through IBM personal computers with drives, printers and monitors capable of using LOTUS 1-2-3 software by June 1984. Also supplement teacher word processing with Word Handler capabilities at all schools by June 1985.

Activity 5 The district will utilize ESV-1 Region Computer Services.

Activity 6 The district will investigate establishing a centralized transcription center utilizing the capabilities of the word processing equipment and make this feature available to all staff through our phone system.

Activity 7 Develop budgets which reflect the recommendations for expenditures for technology for administrative and management purposes.

Activity 8 The district will identify reports and directories we could produce utilizing Region I-ESV data and computer capabilities.

Activity 9 Support the development of programs for:

Student
Athletic Eligibility List
Attendance (annual)
Attendance (daily)
Class Records
*Census
*Enrollment Projection
Graduate Follow-up
Guidance Records
Health Records
*Instructional Managment
Mark Reporting
*Scheduling Assistance
School Calendar
Student Records
*Test Scoring & Analysis

Personnel
*Paycheck Calculation
*Payroll Reporting
*Personnel Record
*Salary Simulations
Staff Assignments

Facilities
*Energy Mangement
*Facilities Equipment Inventory
Facilities Utilization Maintenance
*District Supply Inventory

Finance
*Accounts Receivable/Payable
*Activity Accounting
*Financial Forecasting
*Food Service
*General Accounting
General Ledger
*Investment Accounting
Vendor Reports/Purchase Orders

General
Activity Scheduling
Bus Routing
*Mailing Lists/Labels
*Project Planning & Budgeting
*Statistical Analysis
*Word Processing
*Equipment Inventory

Media
*Information Storage & Retrieval
Library Circulation
*Media Reservations
*Film Inventory and Usage

* currently using technology

Goal 4: Refine and continue to develop the district wide purchase plan
for technology.

Objective 1 Revise and extend the current district wide instructional
purchasing plan for computers, word processors, television, video and
interactive video, and other technological dquipment.

Activity 1 Complete the current plans prepared by 1982-83
Futuristics Task Force recommended by PER Committee and adopted as
a part of Board of Education's goals and objectives for 1983-84
which is as follows:

Install a computer lab consisting of 16 microcomputers in each district
building according to the following plan:

1983-84 - Install a computer lab consisting of 16 microcomputers,
17 disk drives, 16 color monitors and 1 printer in Probstfield and
Washington Schools on a pilot basis. (Completed)

1984-85 - Install computer labs in Edison and Riverside Schools
and at Moorhead Junior High if economically feasible.

1985-86 - Install computer labs in remaining schools. (Labs at
Senior High to be in addition to the current 14 microcomputers in
the Computer Science Lab and the 7 microcomputers in the Business
Education Lab.)

Activity 2 Insure that the revised plan allows for each elementary
classroom to have access to a computer in addition to the computer
labs by 1986.

Activity 3 Determine which secondary classrooms need TV access by
1984 and computer access by 1985.

Activity 4 Complete a computer lab for rotation of Business Education
students including typing students by September 1984.

Activity 5 Complete a computer lab for Senior High English Composition
classes by September 1984.

Activity 6 Complete a needs assessment for computer usage in Special Education and add appropriate computer equipment to supplement current utilization by September 1985.

Activity 7 Budget for the utilization of television and visual projections with microprocessors for presentations (including video, cable and reception dish.)

Activity 8 Devise a purchase plan for appropriate additional video and interactive video equipment by September 1, 1984.

Activity 9 Continue to develop TV utilization through Prairie School Television, Moorhead Cable TV Committee and Community Education. Purchase a receiver dish.

Activity 10 - Add all future purchases of technology to our current inventory and conduct annual inventory location audits.

Activity 11 - Fund and secure funds for the department of Modern Industrial Technology (M.I.T.) to implement the proposed High Technology curriculum (robotics, laser, CAD, Cam, CNC, diagnostic analysis, and technology repair) as stated in Goal number one, Objective four, activities numbers one through six.

Objective 2 Revise the current district wide purchasing plan for software and other educational materials necessary to computers, word processors, TV and interactive video.

Activity 1 The district will initiate a program of stofware purchase for each school where a lab has been installed. Discretionary funds will be available for faculty to purchase software which they identify as best meeting comprehensive instructional needs (estimated cost - $5,000 first year, $2,000 second year for each lab installed).

Activity 2 Continue to revise the inventory of existing software.

Activity 3 Continue to use reviewing tools, self-evaluation and approved list of software, when available, to evaluate available software, including commercial, non-commercial and locally produced.

Activity 4 Continue to examine existing curriculum to determine where software shall be most appropriately used. This is to be accomplished through curriculum committees and utilizing the purchase plan to enhance the existing curriculum and make purchases in conjunction with the approved cycle of curriculum development and the Preview and Purchase Policy.

Activity 5 Budget for equipment necessary to implement the media SELOS.

Activity 6 Budget for necessary equipment and software for the Senior High Career Center.

Activity 7 Explore the future needs in the area of video, video disk, and cable TV access for instruction, particularly as it applies to limited enrollment classes (Economics, Trigonometry.)

Activity 8 Participate cooperatively with other educational institutions in the area for television licensing agreements.

Goal 5: Provide affirmative action opportunities in use of technology.

Objective 1 By the end of the 1984-85 school year, technology opportunities will be made available to all students, staff and community.

Activity 1 Active recruiting of under-represented students will be done for the courses which utilize technology in the high school. Counselors will meet with the person in charge of the Technology Utilization Committee to be made aware of the emphasis on affirmative action.

Activity 2 Plans will be developed by the Technology Utilization Committee for implementation district wide which will assure that all students will have equal access and opportunity to use computers and other existing technologies in all schools in the district.

Activity 3 The Title IX Officer will review progress of affirmative action annually.

Goal 6: Provide for participation of learners of all ages in use of technology.

Objective 1 The public will become aware of the school district's use of technology and the importance of technology education.

Activity 1 The Community Newsletter will try to include an article in each issue on the district's use of technology.

Activity 2 Offer class to parents that will include information on how computers are used int the schools.

Activity 3 Offer opportunities for area residents to learn how to apply new technology to their own needs.

Objective 2 Have a range of classes in using technology that meet vocational needs of area residents.

Activity 1 By January 1, 1984 review the computer classes we offer with a view to making them comprehensive and dequential.

Activity 2 Make employment services and job counselors aware of the adult classes in technology we offer.

Activity 3 Evaluate offering in electronics.

Objective 3 Use the computer and word processing in budgeting and program organization in adult/community education.

Activity 1 By May 1, 1984 the staff will become skilled in computer operation.

Activity 2 Emplement VisiCalc program for adult education class enrollment.

Activity 3 Expand mailing label lists on the computer.

Activity 4 Adapt class evaluations to grading maching for summarizing.

Activity 5 Set up a bill approval program on the computer.

Activity 6 Explore use of computer in setting up a volunteer resource data base.

Objective 4 Explore telecommunications as a way to delvier adult vocational programs.

   Activity 1 Study the operation of a satellite dish and consider purchasing during the 1983-84 year.

   Activity 2 Meet with public TV management in November 1983.

   Activity 3 Meet with cable TV management in December 1983.

   Activity 4 Cooperate with other agencies in the community during the year that are working with telecommunications, e.g. public library.

   Activity 5 Look into courses that could be offered via cable.

Objective 5 During the 1983-84 school year, Community Ed staff will be encouraged to take classes in the use of technology.

   Activity 1 Encourage staff to take a winter adult education class relating to use of technology.

   Activity 2 Provide time to practice on various machines.

Objective 6 During 1984-85 classes will be offered to groups currently not served.

   Activity 1 Analyze the demographics of the population currently enrolled in classes related to technology use to see what groups are underrepresented.

   Activity 2 Meet iwth pre-school administrators and Clay Wilkin Opportunity Council Home Start to see if they are interested in cooperating to provide computer instruction to pre-schoolers.

   Activity 3 Survey senior citizens on their needs and interest in learning to use technology.

   Activity 4 Plan for recruiting these special populations.

Objective 7 Increase public/private cooperation in the use of technology.

   Activity 1 Offer opportunities for business to use the school labs for training classes.

   Activity 2 Hire someone to review business software available and recommend any we should try.

   Activity 3 Survey local business (Chamber of Commerce list) to determine what business needs are.

   Activity 4 Meet with advisory committee to determine ways we can cooperate with business.

   Activity 5 Explore outside sources to keep technology up-to-date.

Goal 7: Generate a plan for maintenance, repair, and replacement.

Objective 1 During the 1984-85 school year, adminstration will develop a maintenance and repair plan for existing technology.

Activity 1 The administration will prepare a document outlinging how maintenance and repair are done for equipment at the present time and the cost involved.

Activity 2 Administration will discuss technology, repair and maintenance with existing maintenance and repair personnel.

Activity 3 Information regarding maintenance and repair will be discussed by the Technology Utilization Committee for input into more efficient and cost effective ways to maintain and repair existing equipment and equipment subsequently acquired.

Activity 4 A maintenance and repair plan, including costs, will be presented to the school board.

Activity 5 A schedule for the replacement of existing equipment will be drawn up.

Goal 8: Devleop position statements for the implementation of various technologies.

Objective 1 Develop position statements and review existing policies to provide direction and guidelines regarding the implementation and future use of technology no later than Fall of 1984.

Activity 1 Review existing copyright policy as it relates to all media.

Activity 2 Review and rewrite District Selection Policy.

Activity 3 Develop and review position statements and job descriptions as they relate to technology coordinators, media personnel, clerical staff, and all other staff related to technology and the existing school curriculum.

Goal 9: Evaluate progress and report annually.

Activity 1 Develop position statements on how use of technology shall be evaluated by whom on at least an annual basis.

Activity 2 Develop position statements on how evaluation results shall be reported at least annually.

Activity 3 In collaboration with the PER committee present evaluation and reporting plans to the school board for approval.

Activity 4 In accordance with plans approved by the school board, evaluate progress, prepare reports, report to the board, and disseminate results to the community.

Goal 10: Collabroate with four other member districts of the Clay County
Vocational Center to share:

Activity 1 Confer with Superintendents of member districts to
identify functions to be shared.

Activity 2 Obtain approval from Center's governing board.

Activity 3 Obtain approvals from each local board.

Activity 4 Cooperatively generate an application to become a rural
technology demonstration site, non-exemplary, to plan, implement,
and subsequently share with other rural districts a model for meeting
the varied needs of learners of all ages assisted by the application
of technology.

Activity 5 Obtain grant approval from State Board of Education.

Activity 6 Implement planned activities, evaluate effectiveness,
modify the operation, report to each member district and governing
board.

Activity 7 Invite other rural districts to learn how the collaborative
expanded learning opportunities for rural residents of all ages and
characterisitics; provide in-service to teachers and staff from other
districts.

Section V: Community Education

See goals #6 and #7 and related activities in the preceeding Section IV.

Section VI and VII: Evaluating and Reporting

See goal #9 and related activities in the preceeding Section IV.

Section VIII: Coordinating with PER

The PER committee has reviewed and is in concurrence with this plan. It will also participate in reviewing progress and reporting to the community.

Section IX: Review

While this plan contains both goals and activities at this stage, it is in a continual process of review and further development. Revisions to the plan will be made during 1983-84 and in subsequent years. The technology sub-committee, the PER committee, management, and the school board will participate in subsequent reviews and revisions annually.

Section IV: <u>Estimated Revenue</u>

A. Technology Planning Aid $3,487.00
B. Technolgy inservice aid   4,649.00
C. Software purchase aid   7,438.00
                         Assured: $15,574.00*
D. Potential local funds   73,200.00 (matching)
E. Shared potential funds from
   four other member districts,
   Clay County Vocational Center   46,800.00 (matching)
F. Shared potential funds from
   State Board of Education   120,00.00
G. Shared potential funds from
   State Board of Education for
   providing inservice to other
   rural districts   30,000.00
              Potentially Shared: $270,000.00**

* Estimate of assured revenue is that to which the district is entitled
  under provisions of Article 8, Technology and Educational Improvement
  Act, 1983.

** Estimate of potential shared revenue is that which could become
   available if the Clay County Vocational Center receives a grant to
   be a rural technology demonstration site, non-exemplary, and if the
   Center receives a share of funds available to provide inservice to
   other districts between January 1, 1985 and June 30, 1985.

Section XI: <u>Appendices</u>

Appendix A contains a resource inventory of technology by school building.

Appendix B contains a resource inventory of software by subject area and grade level for the elementary schools.

Appendix C contains detailed instructional objectives for K-12 students in scope and dequence for computer literacy and functional skills in use of computers.

APPENDIX A

Resource Inventory of Technology
By School Building

WASHINGTON

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
I. 16 Franklins 16 disk drives 16 color monitors 1 Epson printer 1 demonstration monitor	Instructional use in computer lab	K-6	Computer Teachers	K-6	Drill & Practice Simulations Problem-solving LOGO Simple BASIC programming Word-processing Tutorials Teacher aids Educational games	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9
II. 1 Franklin 1 disk drives 1 color monitor			AV Coordinator	Staff	Staff check-out to take home to advance their computer knowledge and skills To review software for use with their class	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	
III. 2 Apple II's 2 disk drives 2 Apple b/w monitors	Instructional	K-6	Classroom Teachers	K-6	Rotated among classrooms for same uses as Number 1	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	

TECHNOLOGY-COMPUTERS

WASHINGTON

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
IV.							
1 Apple II 2 disk drives 1 Apple monitor	Media Center		Media Specialist	Media Specialist	Copy disks and review programs	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9
V.							
2 Franklins 2 disk drives 2 color monitors 1 Epson printer	Instructional	K-6	Special Services Teachers	Special Services Students	Drill & Practice Simulation Problem-solving Tutorial Word-processing Teacher aids Educational games		
VI.							
1 Epson 100 printer 1 BMC green monitor 1 disk drive (Micro-Sci)	Office		Principal	Secretaries (will be used with IBM's)		No	

TECHNOLOGY-COMPUTERS

PROBSTFIELD

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
I. 16 Franklins 16 disk drives 16 color monitors 1 Epson printer 1 demonstration monitor	Instructional use in computer lab	K-6	Computer Teachers	K-6	Drill & Practice Simulations Problem-solving LOGO Simple BASIC programming Word-processing Tutorials Teacher aids Educational games	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9
II. 1 Franklin 1 disk drives 1 color monitor			AV Coordinator Media Specialist	Teachers	Staff check-out to take home to advance their computer knowledge and skills To review software for use with their class	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	
III. 2 Apple II's 2 disk drives 2 Apple b/w monitors	Instructional	K-6	Classroom Teachers AV Coordinator	K-6	Rotated among classrooms for same uses as Number 1	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	

PROBSTFIELD

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
IV.							
1 Franklin 1 color monitor 1 Micro-Sci disk drive 1 Apple disk drive	Media Center		Media Specialist	Media Specialist	Copy disks and review programs	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9
V.							
2 Franklins 2 disk drives 2 color monitors 1 Epson printer	Instructional	K-6	Special Services Teachers	Special Services Students	Drill & Practice Simulation Problem-solving Tutorial Word-processing Teacher aids Educational games		
VI.							
1 Epson 100 printer 1 BMC green monitor 1 disk drive (Micro-Sci) 1 Apple II 1 Apple disk drive 1 b/w monitor	Office		Principal	Secretaries			

RIVERSIDE

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
I. 2 Apples 4 Franklins 2 Apple disk drives 2 Apple b/w monitors 4 Micro-Sci disk drives 4 Amdek color monitors	Instructional	K-6	AV Coordinator	K-6 Music	Rotated among classrooms – Drill & Practice Simulations Problem-solving LOGO Word processing Tutorials Teacher Aids Educational games	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9
II. 1 Franklin 1 Micro-Sci disk drive 1 color monitor				Teachers	Staff check-out to take home to advance their computer knowledge and skills To review software for use with their class.	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	
III. 2 Franklins 2 disk drives 2 color monitors 1 Epson printer	Instructional	K-6	Special Services Teachers	Special Services Students	Drill & Practice Tutorials Teacher Aids Educational games Simulations	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	

TECHNOLOGY-COMPUTERS

RIVERSIDE

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
IV.							
1 Franklin	Teacher and		Media		Used by staff in		See page 9
1 Micro-Sci disk drive	Media Specialist		Specialist		teachers' work-room - Used by		
1 color monitor					media specialist to copy disks and review programs.		
V.							
2 Micro-Sci disk drives	Office		Principal				
1 Epson 100 printer							
1 Franklin 1000							
1 BMC 12" green screen							
1 Amdek color monitor							

TECHNOLOGY-COMPUTERS

EDISON

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
I.							
1 Apple II 1 Franklin 1000 1 Sanyo monitor 1 Amdek color monitor 1 Apple disk drive 2 Micro-Sci disk drives 1 Epson MX-80 printer	Instructional and Media Center	K-6	AV Coordinator and Media Specialist	K-6	Rotated among classrooms - ---------------- Drill & Practice Simulations Problem-solving Tutorials Teacher aids Educational games LOGO Word processing ---------------- Copy disks and review programs ---------------- Teacher check-out to take home to advance their skills and to review software for use with their classrooms.	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9

TECHNOLOGY-COMPUTERS

EDISON

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by	How it is Used	Curriculum Guide	Staff Skills
II.							
2 Apple II's 2 Apple disk drives 2 Amdek color monitors 1 Franklin 1000 1 Micro-Sci disk drive 1 Zenith monitor 1 RX-80 Epson printer	Instructional	K-6	Special Service Teachers	K-6 Special Service Students	Tutorial Drill & Practice Simulations Educational games Teacher aids	Computer-assisted instruction guide (see Appendix II) Literacy guide being developed	See page 9
III.							
2 Micro-Sci disk drives 1 Epson MX printer 2 BMC 12" green screen monitors	Office		Principal				

STAFF SKILLS

Probstfield and Washington
Edison and Riverside

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1. Some staff have taken undergraduate and/or graduate courses emphasizing instructional computer use.

2. All staff had a series of three 1-hour in-service classes in the fall of 1982. These classes included some simple programming in BASIC, basic computer knowledge, types of software and support materials, and handling simple problems with hardware/software. These sessions were conducted by the high school computer teacher and the elementary computer teacher.

3. Some staff have attended 1 and 2-day workshops conducted by MECC to learn the LOGO language and its educational applications.

4. The elementary computer teacher will be conducting various mini-sessions for staff on specific topics including using various pieces of software that we have available in our district, using the printer, using utility programs and any other topics for which the staff indicates a need.

Probstfield and Washington

1. All staff are attending a series of three 2-hour computer workshops conducted by Duane Loewen, area MECC coordinator. He is using a series of MECC-developed modules including: operating a computer, demonstration of capabilities of the microcomputer, how it works, disk care, evaluating commercial software, how computing can be integrated into the curriculum, peripherals and instructional strategies.

2. The majority of staff will be participating in a 4-credit graduate level computer course to be taught by Dick Bowman from the Education Department of Moorhead State University. The course will include computer literacy, integrating computers into the curriculum, sexism in technology, various software including LOGO and the Bank Street Writer, database systems, the BBC series on computing and other topics.

TECHNOLOGY-COMPUTERS

JUNIOR HIGH

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Curriculum Guide	Staff Skills
3 Apple II's 4 disk drives 3 monitors	Instructional	7-8 Math	Math Teacher	Some 7-8 students	Drill & Practice Simulations Games	No	Workshops for some — A few teachers have had college work
	Instructional	7-8 Music	Music Teacher	7-8 grade music	Music Drill practice Practice		
	Instructional	7-8 Communication	School paper advisor	School paper staff	Word processing		
1 Apple II 1 Franklin 2 disk drives 2 color monitors 1 Epson printer	Instructional	7-8 Special Ed.	Special Ed. teacher	Students Spec. Ed.	Drill & Practice Practice	No	Workshops on Special Ed. and Computer usage
1 Apple II 2 disk drives 1 monitor 1 Epson printer	Administration		Principal		Word processing		Admin. workshops

TECHNOLOGY-COMPUTERS

SENIOR HIGH

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Curriculum Guide	Staff Skills
15 Apple II's 1 Franklin 18 disk drives 17 monitors 7 printers	Instructional Computer Applications room	10-12	Computer Teacher	Students who elect course	Teach programming with math applications	No	Adequate computer science background
2 Apple II's 6 Franklins 16 disk drives 8 monitors 3 Epson printers	Instructional Business Ed. Dept.	10-12	Bus. Ed. Teacher	Students who elect courses	Word processing Data base Accounting	No.	Bus. teachers have skills in computer usage, including programming
1 Apple II 1 Franklin 2 disk drives 2 color monitors 1 Epson printer	Instructional Special Ed. room	9-12	Spec. Ed. Teachers, LD Teachers	All Sp.Ed. students	Drill & Practice Practice	No	Teachers have skill in utilizing the computer
1 Apple II 2 disk drives 1 monitor 1 printer	Administration Office		Principal		Grade reporting Scheduling		
Existing computers in building	Clerical		Some classroom teachers, Business, Math, Science, Ind. Arts, Home Ec.		Grade book on computer familiarization		

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TECHNOLOGY—COMPUTERS

SENIOR HIGH

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Curriculum Guide	Staff Skills
1 Franklin 1 disk drive 1 monitor	Instructional Reading room	9-12	Reading Teacher				
1 Franklin 1 disk drive 1 monitor	Instructional Electronics	9-12	Electronics Teacher				
2 Franklins 2 disk drives 2 monitors	Instructional Science	9-12	Science Teacher				
1 Apple II 2 disk drives 1 monitor	Administrative Clerical Library		Librarian		Word processing Staff check-out		
1 Apple II 2 disk drives 1 monitor 1 printer	Career Center	9-12	Librarian	All students	For career information GIS-MC15		Technician

TECHNOLOGY - COMPUTERS

ADMINISTRATIVE

How Many	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Staff Skills
5 Apple II's 10 disk drives 5 monitors 5 printers	Administrative/ Clerical Townsite		Ass't Supt- Business Food Service Transportation Region I ESV		Budgeting Forecasting Planning	
1 CPU 1 monitor 1 disk drive 1 Okidata 2 printers	Administrative IMC		Library/ Media Director		District IMC Catalog, Equip- ment Inventory and Repair Record, Advance Film Rental and IMC Requests, Preview Orders and IMC Budget	IMC Secretaries

TECHNOLOGY - WORD PROCESSING

How Many	Ratio Where	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Staff Skills
3	Townsite Office	Administrative/ Clerical		Director of Business Services		Personnel office, Business office, Some curriculum work, some work from Superintendent	Secretaries of Dir. of Special Services, Ass't Supt. - Business, Ass't Supt. - Instruction, Superintendent, all trained
1	High School	Administrative/ Clerical		Principal of Building		High School Business	Secretaries of Principal, Guidance, and Athletic Director, all trained

TECHNOLOGY - VIDEO CASSETTE RECORDER AND CAMERA**

How Many	Ratio Where	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Staff Skills	Curriculum Guide
1	Edison	Instructional	All	Media Specialist/ AV Coordinator	All	Delivery system - Extend instructional	Medium skills possessed by most of the instructional staff and media specialists	No
1	Riverside	Instructional	All	Media Specialist/ AV Coordinator	All	Delivery system - Extend instructional	Medium skills possessed by most of the instructional staff and media specialists	No
1	Probstfield	Instructional	All	Media Specialist/ AV Coordinator	All	Delivery system - Extend instructional	Medium skills possessed by most of the instructional staff and media specialists	No
2	Washington	Instructional	All	Media Specialist/ AV Coordinator	All	Delivery system - Extend instructional	Medium skills possessed by most of the instructional staff and media specialists	No
2	Junior High	Instructional	All	Media Specialist/ AV Coordinator	All	Delivery system - Extend instructional	Medium skills possessed by most of the instructional staff and media specialists	No

TECHNOLOGY - VIDEO CASSETTE RECORDER AND CAMERA**

How Many	Ratio Where	Application Use Instructional, Clerical Administrative	Grade Level	Who is Responsible	Used by Which Students	How it is Used	Staff Skills	Curriculum Guide
7*	Senior High District Office IMC	Instructional	All	Media Specialist/ AV Coordinator	All	Delivery system - Extend instructional	Medium skills possessed by most of the instructional staff and media specialists	No

* Includes 2 Interactive Video units, being used primarily for in-service demonstrations into this area and some preview of existing programs.

** Each school has a video camera and the district IMC circulates a Port a Pac. Some recording is done in each building primarily of plays, special events, etc. At the high school level, the students in some classes are taught to use the video equipment to record class projects and it is used heavily to record athletic events and help teach athletic skills.

DISTRICT CURRENT STATUS OF TECHNOLOGY - CABLE TELEVISION

All district schools are wired for cable TV. Limited utilization of cable
television is occurring at this time, but the city and the school district
are in the process of negotiations for a new cable TV franchise and the
district has indicated its interest and needs.

DISTRICT CURRENT STATUS OF TECHNOLOGY - INSERVICE

Inservice has occurred, and continues to occur for the instructional staff
and administration in the use of computers. Inservice on word processing
has occurred for the secretaries of the Director of Special Services, Ass't
Supt.- Business, Ass't Supt. - Instruction, the Superintendent, and the
Senior High Principal.

DISTRICT CURRENT STATUS OF TECHNOLOGY - COMMUNITY EDUCATION

Community Education is currently offering classes at the AVTI, the high
school, and the two elementary schools with computer labs. Classes are
directed at parents, farmers, business people, and office workers.

Most community education staff have received training in the use of com-
puters. The office has a word processor and an Apple II computer. Mailing
lists and enrollment statistics are on the computer. (see Addendum B)

DISTRICT CURRENT STATUS OF TECHNOLOGY - SUMMARY

A great deal of progess was made during the 83-84 school year with the
establishment of computer labs in two of our four elementary schools and
the addition of fifteen computers at the high school. With the addition of
the labs at the elementary level there has been an increased use by stu-
dents and teachers in word-processing, programming, simulation, tutorial,
problem-solving, teacher utilities. A guide has been developed to
integrate computer use into the various curricular areas. There has also
been a 30% increase in the number of students enrolled in computer classes
at the high school. It is also noted that there is increased usage of com-
puters in business education at the high school and special education at
all levels. The number of community education courses being offered has
increased significantly with a corresponding increase in enrollment. A
program of in-service education continues within the school district, the
local colleges, the Teacher Center and MECC. An evaluation form for soft-
ware has been developed, as has a purchasing and preview plan. New video
equipment was purchased and in place for the 83-84 school year and the uses
of cable television are being explored.

APPENDIX B

Software Inventory by Grade Level
and Subject Area - Elementary

English Volume 1 - MECC 746   (Grade 6)

Tutorial and remediation for traditional parts of speech. Printer may be used for making pre- and post-tests.

Instructions

Instructions is a program to explain the use of game controls and the use of the right and left arrow keys to enter responses.

Nouns

Nouns is a diagnostic quiz and review of words used to name a person, place or thing.

Verbs

Verbs is a diagnostic quiz and review of words used to express action or linking in a sentence.

Pronouns

Pronouns is a diagnostic quiz and review of words used in place of a noun or another pronoun.

Adjectives

Adjectives is a diagnostic quiz and review of words used to describe or modify a noun or pronoun.

Adverbs

Adverbs is a diagnostic quiz and review of words used to modify a verb, adjective, or another adverb.

Prepositions

Prepositions is a diagnostic quiz and review of words used to begin a phrase which show relationships or direction and are related to some other part of the sentence.

Conjunctions

Conjunctions is a diagnostic quiz and review of words used to join words or groups of words.

Interjections

Interjections demonstrates words used to express emotion that have no grammatical relation to other words in the sentence.

Create Test

Create Test is a hidden option for instructions to use as a pre-test or post-test of student on the parts of speech.

Bank Street Writer (Grades 4,5,6) - Disk 033
    A word processing program for elementary students. Students
    edit their writing on the screen and use the printer to
    print a hard copy.

Grades 1-6

    Language Arts - Elementary Volume 2 MECC
        Teacher may enter vocabulary from daily lessons. Includes
        "Word Find," "Crossword" puzzle, "Mix up" (scrambled words),
        "Spell" and "Word Game" (meanings).

Grade 6 - Unit 1 - Chapter 1

"Geology Search" - Disk, Teacher's Manual and 20 student booklets.
(Order from IMC).
Small group problem-solving approach. Includes searching
for probable oil sites and oil drilling.

Grade 6 - Unit 1 - Chapter 2

"Country" - Social Studies - Volume 2 - MECC 711
A drill and practice geography program on capitals and
countries.

Grade 6 - Unit 1 - Chapter 2

"Continent" - Social Studies - Volume 2 - MECC 711
A drill and practice geography program on countries and
continents.

Grade 6 - Unit 2 - Chapter 1

"Archaeology Search" - Disk, Teacher's Manual and 20 student
booklets. (Order from IMC).
Small group problem-solving approach. Student research
teams organize excavation of historical site.

Grade 6 - Unit 2 - Chapter 1

"Sumer" - Elementary Volume 6 - MECC 725
A simulation which combines role play and economics to rule
an ancient kingdom.

Grade 6 - Unit 3 - Chapter 1

"Sell Bicycles" - Elementary Volume 3 - MECC 704
A simulation in which the student plays the manager of a
bicycle company and must determine production level, adver-
tising budget, and selling price for a product.

Grade 5 - Unit 1 - Chapter 2

"States" - Elementary Volume 3 - MECC 704
A drill and practice to test and develop student ability to recall state names and capitols.

Grade 5 - Unit 1 - Chapter 2

"States2" - Elementary Volume 3 - MECC 704
A drill and practice to test and develop student ability to recognize a state by its shape as displayed on a computer map of the region in which it is located.

Grade 5 - Unit 2 - Chapter 1

"Geography Search" - Disk, Teacher's Manual and 20 student booklets. (Order from IMC).
Small group problem-solving approach to navigate the Pacific to the New World.

Grade 5 - Unit 3 - Chapter 3

"Furs" - Elementary Volume 6 - MECC 725
A simulation of the fur trade as it was carried on in eastern North America in the 1770's.

Grade 5 - Unit 3 - Chapter 3

"Oregon" - Elementary Volume 6 - MECC 725
A simulation of a trip by covered wagon as it might have occurred enroute from Independence, Missouri to Oregon City in 1847.

Grade 5 - Unit 4 - Chapter 1

"Civil" - Elementary Volume 3 - MECC 704
A simulation of important civil war battles in which the student decides how to allocate a limited amount of money and also what battle strategy to use.

Grade 5 - Unit 4 - Chapter 2

"Energy Search" - Disk, Teacher's Manual and 20 student booklets. (Order from IMC).
Small group problem-solving approach. Students search for different energy sources.

Grade 5 - Unit 5 - Chapter 2

"Sell Lemonade" - Elementary Volume 3 - MECC 704
ADE is a simulation in which the student decides how much lemonade to make, how much to spend on advertising, and what price to put on his lemonade to make the greatest possible profit.

Grade 4 - Unit 1 - Chapter 2

NOMAD - Elementary Volume 6 - MECC 725
An educational game which develops map reading skills using a game format.

Grade 4 - Unit 2 - Chapter 2

"Sell Plants" - Elementary Volume 3 - MECC 704
A simulation of a business to sell tomato plants. The main purpose is to examine the influence of advertising on the successful marketing of a product.

Grade 4 - Unit 4 - Chapter 1

"Community Search" - Disk, Teacher's Manual and 20 student booklets. (Order from IMC).
Small group problem-solving approach. Ancient society is forced to leave its ancestral home and looks for a new place to settle.

Grade 4 - Land of Sky Blue Waters (MN Book)

"Voyageur" - Elementary Volume 6 - MECC 725
A simulation of the transport of furs by canoe in northern Minnesota and southern Ontario in the early 1800's.

Grade 3 - Unit 2 - Chapter 4

"Sell Apples" - Elementary Volume 3 - MECC 704
    An educational game in which the student learns the econo-
    mics involved in finding the 'best price' for a product.

Grades 1, 2, and 3

"Words" - Elementary Volume 7 - MECC 731
A concentration type of memory game using words. Teacher may
change the words. Support books tells how. Good for reading
vocabulary and word recognition.

"Sims" - Elementary Volume 12 - MECC 736
SIMS, a program which resides on the Elementary Volume 12
diskette, allows a student to run the programs HANGMAN, SPELL1,
and WORDER using pre-determined files of words, which are stored
on the SIMS diskette.

The collection of words is based on the Systematic Instructional
Management Strategies Reading curriculum which incorporates and
integrates a number of educational principles.

Grade 1 - Levels B and C - Lippincott
B and C District Reading Games - Disk 001

1. "Homonyms"
Consists of two groups of ten sentences. Student chooses correct
word from homonym pair. The sentences are randomly arranged.
Graphics reward game for correct answers.

2. "Homonyms 2"
Color pictures are shown one at a time. Under each picture is the
pair of homonyms. Student chooses the correct one.

3. "Words" - C Book - Pages 65-74

Pictures are shown one at a time. Under each picture are three
choices of spellings: C, G, or DGE. Keeps running total of
student's correct answers.

Grade 2 or 3
E District Reading Games - Disk 002

1. "OUGH" - E Book (After Page 103)

(Part 1) A sentence is given. Student has three choices of words.
Word is then printed in the sentence.
(Part 2) Student has these six choices: "moon, cow, off, no,
puff, law." These are the six ways to pronounce the "ough" sound
(from pp. 92 & 93). They choose correct sounds for the word from
the sentence in Part 1.

2. "Alphabetical Order" - E Book (After Page 55)
"Alphabet" - (Part 1) Four groups of six words are presented.
Student arranges them in alphabetical order by first and second
letter. After one group of words is finished, they match each
word to the correct definition. (Graphics game after correct
answers are given).

"Phonet" - Elementary Volume II - MECC 735

Phonetic exercises in sound associations, affixes, syllables,
contractions and homonyms.

A.   Sound Associations
     A1 - Sounds of "ough" - (E Book)
     A2 - Consonant blends
     A3 - Sounds of "au" and "aw" - (D,E Books)
     A4 - Diagraphs (B,C,D Books)
     A5 - Sounds of "ea" (B,D,E Books)
     A6 - Sounds of "g" (C,D Books)
     A7 - Sounds of "c" (C,D Books)
     A8 - "Long e" sound (B,D Books)
     A10 - Sounds of "y" and "ey" (C,D Books)

B.   Affixes
     B1 - Affix Drill (E,F Books)
     B2 - Suffixes (C,D,E Books)

C.   Syllables
     C1 - Open, Closed Syllables (E Book)

D.   Contractions
     D1 - Contraction Drill (B,C Books)

E.   Homonyms
     E1 - There, Their, They're

Grades 2-3 - E Book-Page 191; F Book-Page 156

Elementary Volume V - MECC 719

Lesson 1 - UN
     Presents the meaning of UN as "not" or "the opposite of" and
     drills students on the meanings.

Lesson 2 - RE
     Presents the meaning of RE as "back" or "again" and produces
     drills to reinforce these meanings.

Elementary Volume V - MECC 719 (Cont.)

Lesson 3 - DRAGON FIRE
Reviews the meanings of UN and RE through the use of a story where the students bring back the dragon.

Lesson 4 - DIS
Presents the meaning of DIS as "not" or "the opposite of" and produces two drills to reinforce the concept of DIS.

Lesson 5 - PRE
Presents the meaning of PRE as "to happen before some other event" and then drills students on sentences using PRE.

Lesson 6 - IN
Presents the meaning of IN as "not" or "within" and drills students.

Lesson 7 - PRE-APP II
Reviews the meanings of UN, RE, DIS, PRE and IN through the use of graphics and a story about the robot PREFIX APPLE II (Pre-App II).

Grades 1-6

Mix and Match disk - Sesame Street - Disk 015

Raise the Flags
Has a food word list and a nature word list. Teacher may add own word lists for any subject. Letters are guessed and go up on flags when correctly guessed.

Word Editor
To change the "Raise the Flags" word lists.

WORD GAME FOR LEVEL E READING - Disk 003

1. The computer displays two choices "Word Game" and "Crossword."
   "Word Game"is played on the screen. "Crossword" prints out a
   crossword puzzle using the reading vocabulary.

2. Make your choice. The computer explains how to play it.

3. It asks, "What is the name of the word list I should use?" The
   names of each word list for this book are listed below.

4. The names of the word lists are the first page of each story in
   the reading book.

5. When you type the name, leave no spaces between the p and the
   number.

6. There are sometimes 2 listed together. This was done because some
   stories had only 3 or 4 new words listed, so these lists have been
   combined.

7. In some cases there are 2 words listed as one entry. In these
   cases, whoever is playing the game must put a hyphen between the 2
   words or the computer will not accept it as correct. (Example:
   smoke detector must be typed in as smoke-detector).

8. The words are all taken from the Teacher's Manual. They are the
   new words listed for each story.

9. These disks are intended to be used only after the vocabulary has
   been introduced and the story has been read. They are for rein-
   forcement and review.

P1	P107	P213
P14	P128P137	P224
P22	P137	
P34	P159	
P48	P167	
P59P63	P180	
P65	P192	
P80	P200	

WORD GAME FOR LEVEL F READING - Disk 004

1. The names of the word lists are the first page of each story in
    the reading book.

2. When you type the name, leave no spaces between the p and the
    number.

3. There are sometimes 2 listed together. This was done because some
    stories had only 3 or 4 new words listed, so these lists have been
    combined.

4. In some cases there are 2 words listed as one entry. In these
    cases, whoever is playing the game must put a hyphen between the 2
    words or the computer will not accept it as correct. (Example:
    smoke detector must be typed in as smoke-detector).

5. The words are all taken from the Teacher's Manual. They are the
    new words listed for each story.

6. These disks are intended to be used only after the vocabulary has
    been introduced and the story has been read. They are for rein-
    forcement and review.

P2	P118	P228
P17	P134	P228B
P17B	P156	P248
P44	P168P182	
P58	P186	
P72P74	P190	
P84	P206	
P96	P213	

WORD GAME FOR LEVEL G READING - Disk 005

1. The names of the word lists are the first page of each story in
    the reading book.

2. When you type the name, leave no spaces between the p and the
    number.

3. There are sometimes 2 listed together. This was done because some
    stories had only 3 or 4 new words listed, so these lists have been
    combined.

4. In some cases there are 2 words listed as one entry. In these
    cases, whoever is playing the game must put a hyphen between the 2
    words or the computer will not accept it as correct. (Example:
    smoke detector must be typed in as smoke-detector).

5. The words are all taken from the Teacher's Manual. They are the
    new words listed for each story.

6. These disks are intended to be used only after the vocabulary has
    been introduced and the story has been read. They are for rein-
    forcement and review.

P2	P66	P146P152
P2B	P74	P154
P16	P77	P154B
P27	P88P90	P176 (includes 184)
P31	P92	P188
P31B	P97	P216
P48	P114	P231
P48B	P126	P249
		P258

WORD GAME FOR LEVEL H READING - Disk 006

1. The names of the word lists are the first page of each story in
    the reading book.

2. When you type the name, leave no spaces between the p and the
    number.

3. There are sometimes 2 listed together. This was done because some
    stories had only 3 or 4 new words listed, so these lists have been
    combined.

4. In some cases there are 2 words listed as one entry. In these
    cases, whoever is playing the game must put a hyphen between the 2
    words or the computer will not accept it as correct. (Example:
    smoke detector must be typed in as smoke-detector.)

5. The words are all taken from the Teacher's Manual. They are the
    new words listed for each story.

6. These disks are intended to be used only after the vocabulary has
    been introduced and the story has been read. They are for rein-
    forcement and review.

P2	P130	P256
P4	P130B	P272
P27	P140	P282
P40	P162	P292 (includes 304
P50	P192P206	and 305
P72	P204P206	P308P310
P86P95	P216	P326
P96	P234	P340P348
P108P110 (also 2 words	P234B	P358
from P126)	P246	P376

WORD GAME FOR LEVEL I READING - Disk 007

1. The names of the word lists are the first page of each story in
   the reading book.

2. When you type the name, leave no spaces between the p and the
   number.

3. There are sometimes 2 listed together. This was done because some
   stories had only 3 or 4 new words listed, so these lists have been
   combined.

4. In some cases there are 2 words listed as one entry. In these
   cases, whoever is playing the game must put a hyphen between the 2
   words or the computer will not accept it as correct. (Example:
   smoke detector must be typed in as smoke-detector.)

5. The words are all taken from the Teacher's Manual. They are the
   new words listed for each story.

6. These disks are intended to be used only after the vocabulary has
   been introduced and the story has been read. They are for rein-
   forcement and review.

P4	P170	P282
P12P25	P208	P300
P44	P216	P314
P62	P222A	P332
P74	P222B	P340
P94P96	P234	P344
P108P114	P246	P354
P128	P256A	P364
P134P136	P256B	P374
P150P156	P266	

WORD GAME FOR LEVEL J READING - Disk 008

1. The names of the word lists are the first page of each story in
    the reading book.

2. When you type the name, leave no spaces between the p and the
    number.

3. There are sometimes 2 listed together. This was done because some
    stories had only 3 or 4 new words listed, so these lists have been
    combined.

4. In some cases there are 2 words listed as one entry. In these
    cases, whoever is playing the game must put a hyphen between the 2
    words or the computer will not accept it as correct. (Example:
    smoke detector must be typed in as smoke-detector.)

5. The words are all taken from the Teacher's Manual. They are the
    new words listed for each story.

6. These disks are intended to be used only after the vocabulary has
    been introduced and the story has been read. They are for rein-
    forcement and review.

P2P10	P174	P270P272A
P12P21	P188	P272B
P26	P188B	P283A
P58	P198	P283B
P62P64P88	P202	P298
P90	P218P222A	P320
P110P111	P222B	P338P340
P136	P236	P356P362P365
P136B	P236B	P380
P150	P243	P396
P152	P254	P410

Grades 1-4 - Gertrude's Puzzles - Disk 035

Problem-solving and reasoning skills

Players solve puzzles by arranging pieces according to given rules. Sometimes they must figure out the rule.

Grades K-3 - Gertrude's Secrets - Disk 036

Place Gertrude in any puzzle room. She flies away and brings back puzzle pieces. Pieces must be arranged according to rules given or guessed.

Grades 3-6 - Rocky's Boots - Disk 037

Six programs to teach logic by moving cursor around and constructing simple to complex electronic machines.

Grades 2-3 - Layer Cake (Mix and Match disk - 015)

Logic game. Student can choose 3-6 layers and must move them to a plate of the correct size.

Grades 3-6 - Animal (Mix and Match disk - 015)

A logic game where clues are given to guess a particular animal. Students add their own clues and animals also.

Grades K-6 - LOGO - Disk 034

A computer language designed by Seymour Papert to enhance human learning. He says, "What is of value in the interaction of children and computers is the ability of computers to help children think in ways which give them more powerful minds." It begins with simple terms and graphics.

LITERACY, KEYBOARDING, TYPING

Grades 3-6 - Introduction to Microcomputers - Disk 038

Computer Literacy - Introduction to mechanics of the microcomputer, keyboarding and vocabulary of the computer.

Grades 5,6 - Mastertype - Disk 039

Seventeen lessons to teach keyboarding by student interaction.

Grades 5,6 - Typing II - Disk 040

Basic keyboard and typing lessons.

Grades 3-6

Computer Generated Math Materials - Volume 1 - MECC 757
Problem-Solving - Can be used to make worksheets or tests.
Select from 316 objectives - Interpreting Tables, Selecting
an Operation to use in Solving Word Problems, Reading
Graphics, Working Backwards (mazes, magic squares, triangles,
patterns).

Computer Generated Math Materials - Volume 2 - MECC 757
Problem-Solving - (Use with printer to create worksheets and
tests.) 236 objectives - Covers approximation, estimation,
purchasing, money, division and multiplication.

Kindergarten-6

Teacher Utilities - Volume 1 - MECC 715
Design posters, puzzles, or create your own tests and drills
(9 programs).

Teacher Utilities - Volumes 2, 3, & 4 - MECC 740/741/742
Create drills or exercises based on a list of questions or
vocabulary. Create the lessons on Volume 2. Volumes 3 and 4
contain the programs for presenting the lessons to the
students.

Grade 4 - Page 255

"Odell Woods" - Elementary Volume 4 - MECC 705
    A food web simulation involving animals found in northern
    Minnesota.

Grade 5 - Page 81

"Solar Distance" - Elementary Volume 4 - MECC 705 (Support booklet
has good background information and worksheets.
    A program which teaches concepts of distance in astronomy by
    having students make "trips" to planets in various vehicles.

Grade 5 - Page 100

"Ursa" - Elementary Volume 4 - MECC 705
    A tutorial on constellations including a section on telling
    time by the stars.

Grade 5 - Page 149

"Minerals" - Science - Volume 3 - MECC 707
    An identification guide for 29 minerals commonly studied in
    earth science. (This is suggested for junior high, but coor-
    dinates with the ESS kit on Rocks and Minerals.)

Grade 5 - Page 198

"Odell Lake" - Elementary Volume 4 - MECC 705
    A game which simulates a food web in Odell Lake. The user
    takes the role of a fish and tries to survive. (Good support
    booklet).

Grade 5 - Page 210

"Fish" - Science - Volume 3 - MECC 707
    A tutorial exercise on the circulatory system of a fish,
    which like several other animals, has a 2-chambered heart.

Kindergarten

Mix and Match - Sesame Street - Disk 015
Choose head, body, legs from different Sesame Street characters. They are put together to make one new character.

Elementary Volume 7 - MECC 731

Caterpillar
A drill on the upper case alphabet.

Train
A drill on the lower case alphabet. ··

A is for Apple
A drill on the initial letter used to spell a picture word. (Teacher may change these letters and the number of items each student does. Support booklets has instructions.)

Pictures
A concentration type of memory game using pictures.

Words
A concentration type of memory game using words. (Teacher may change these words. Support book tells how. Good for reading vocabulary and word recognition.)

Shapes
A concentration type of memory game using colored geometric shapes.

Smile
A drill on counting identical objects using the number 1-9.

Wuzzle
A drill on counting objects in a group of mixed shapes.

Spaceship
A drill on addition of two groups of identical objects using sums of 1 through 10.

Early Games for Young Children - Disk 014

Match Numbers
Graphics number on screen. Child pushes number key.

Count
Count blocks. Push correct number key.

Add
Add two stacks of blocks.

Subtract
Subtract two stacks of blocks.

Early Games for Young Children (Cont.)

Match Letters
Find the key that matches the large letter on the screen.

Alphabet
A letter is displayed on the screen. Child enters the next
letter.

Names
Adult enters child's name. Child then types it.

Compare Shapes
Four shapes are displayed. Three are the same. Child types
the number of the different shape.

Draw
Student draws lines or shapes using keys on different areas
of the keyboard.

Grade 6

Calorie Bank - Elementary Volume 13 - MECC 743
   Calorie Bank introduces students to nutrition through a
   short, colorful, animated sequence.

"Nutrients"
   Nutrients analyzes a one-day diet entered by the student by
   calculating the percentages of Recommended Dietary Allowance
   (RDA) for each of eight nutrients and the total number of
   calories provided by the foods eaten.

"Calories"
   Calories compares the calories consumed from a one-day diet
   entered by the student with the calories used by the
   student's activities that day.   (142 foods listed - 144
   activities listed).

SPELLING

Grades 1-6 - Spelling Volume 1 - MECC 726

Twenty spelling drills on frequently misspelled primary and inter-
mediate words are included on this module. The teacher can also
replace the words and sentences with their own (on another disk).
Each question consists of a sentence with a missing word and three
possible answers.

Grades 2-6 - Spelling Words (Instructions)-Disks 009,010,011,012,013

1. When you start the disk, 3 choices will appear on the MENU:
   1. SPELL
   2. MIXUP
   3. WORD PUZZLE

2. Type the number of the choice you want.
   SPELL prints the word on the screen for 1 or 2 seconds.
   The word is erased and the student types in the correct
   spelling.

   MIXUP scrambles the letters of each word. The student types
   in the correct spelling.

   WORD PUZZLE is used with a printer. It prints out a
   Find-A-Word puzzle using a spelling list.

3. When the computer asks, "What is the name of the word list you
   want to be tested one?"...Type in whatever grade level and
   list you are on in spelling...Like this--
           TWO 1
   (The TWO meaning Grade 2 and the 1 meaning the first week's
   list.)

4. There are NO lists entered for the Review Weeks.
----
5. If you want to change any words on the disk, push the RESET
   key, or the RESET key and CTRL key at the same time.
   When you get this:

                              ]   ☐
                          prompt   flashing white box (cursor)
   type RUN SPEDIT and
   push the RETURN key.

   Options will then appear for the teacher to change any list.

   When it asks for a PASSWORD use:
           TWO for grade 2 words
           THREE for grade 3 words
           FOUR for grade 4 words
           M for grade 5 words
           SIX for grade 6 words

Disk Numbers: Grade 2 - 009   Grade 4 - 011   Grade 6 - 013
                Grade 3 - 010   Grade 5 - 012

Grades 1,2,3, - Disk I-MMM: Introduction - 016

Learning to Use the Keyboard
Introduces the students to the use of the Apple keys, space
bar, etc.

Grades 1-6

"Meat and Potatoes" - Diagnostic drill and practice for addition,
subtraction, multiplication, division - 032
Keeps records of student performance. Indicates which part
of operation student has trouble with. Game presented when
student has certain number of problems correct. Teacher sets
this limit.

Grades 1,2,3,

"Number" - Elementary Volume 1 - MECC 702
A game of logic which can use various ranges of number. The
computer picks a number to be guessed and gives clues of "too
high" or "too low".

Grades 2-6

"Speed Drill" - Elementary Volume 1 - MECC 702
A timed drill on addition, subtractions, multiplication, and
division with a choice of easy-to-hard problems.

Grades 2-6

"Math Game" - Elementary Volume 4 - MECC 705
A game which provides drill in the four bsic operations.

Grades 4,5,6

"Estimate" - Elementary Volume 4 - MECC 705
A drill and practice program on estimating problems in
addition, subtraction, multiplication, division, and
percents.

"Place Value Five" - Enrichment - MMM   Disk
Identification of place value for any digit in a numeral
through 999,999,999 with answer choices listed in mixed
order. (20 problems) (Needs color monitor)

"MMM" indicates the Micro Math Magic disks.

"CMG" indicates the Computer Math Games disks.

Mix and Match Disk (Sesame Street) - Disk 015

"Match Numbers" - Graphics number on screen. Child pushes correct number key.

"Count" - Count blocks. Child pushes correct number key.

"Add" - Child adds 2 stacks of blocks.

"Subtract" - Child subtracts 2 stacks of blocks.

Disk III-MMM - 018

"Add One" - Basic facts, sums to 9 (20 problems).

"Add Two" - Basic facts, sums of 10-18 (20 problems).

"Add Three" - Basic 75 addition facts (75 problems).

"Subtract One" - Basic facts - minuends 1 through 10 (20 problems.).

Elementary Volume 7 - MECC 731

"Smile" - A drill on counting identical objects using the numbers 1-9.

"Wuzzle" - A drill on counting objects in a group of mixed shapes.

"Spaceship" - A drill on addition of 2 groups of identical objects using sums of 1 through 10.

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* Some of the programs listed for Grade 2 may be used in Grade 1, but students may need help with the directions.

Disk III-MMM - 018

"Add One" - Basic facts, sums to 9 (20 problems).

"Add Two" - Basic facts, sums of 10-18 (20 problems).

"Add Three" - Basic 75 addition facts (75 problems)

"Add Nine" - Addition chart - a 10 x 10 grid appears on screen - a marker moves from box to box - when it stops, the student adds to find the number for that box. (20 problems)

Disk IV-MMM - 019

"Subtract One" - Basic facts - minuends 1 through 10. (20 problems)

"Telling Time" - From a clock display the student tells time using quarter hours. (10 problems)

"Telling Time" - From a clock display the student tells time using minutes. (15 problems)

"Telling Time" - From a clock display the student determines time lapse within an hour. (8 problems)

COMPUTER MATH GAMES

CMG - Volume 1 - 027

"Math Boxes"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

CMG - Volume 3 - 029

"War"
Practice recognizing, counting, and comparing whole numbers less than or equal to 13.

"Flash"
Timed practice with addition, subtraction, multiplication, or division of basic facts.

"In Between"
Practice with counting and the notion of betweenness.

"Cover Up"
Practice in addition or subtraction of whole numbers from 0 to 100.

Disk III-MMM - 018

"Add Three" - Basic 75 addition facts. (75 problems)

"Add Nine" - Addition chart - a 10 x 10 grid appears on screen - a marker moves from box to box - when it stops, the student adds to find the number for that box. (20 problems)

Disk IV-MMM - 019

"Subtract One" - Page 8 - Basic facts - minuends 1 through 10. (20 problems)

"Subtract Two" - Page 8 - Basic facts - minuends 11 through 18. (20 problems)

"Subtract Three" - Page 8 - Basic subtraction facts. (75 problems)

Disk III-MMM - 018

"Add Four" - Page 21 - Columnar addition of three single digits. (20 problems)

Disk I-MMM - 016

"Ordering Numerals" - Page 50 - Ordering sets of 3 - 4 numbers from least to greatest, increasing in difficulty from tens to thousands. (15 problems)

"Place Value One" - Page 50 - Identification of place value for any digit in a numeral 11 through 100 with the answer choices listed in order. (Ex: a=ones, b=tens, c=hundreds, etc.) (15 problems) Need color monitor

"Place Value Two" - Page 50 - Identification of place value for any digit in a numeral 11 through 100 with the answer choices listed in mixed order. (15 problems) Need color monitor

Disk III-MMM - 018

"Add-Five" - Page 60 --Addition with one remaining. (20 problems)

"Add Six" - Page 62 - Two consecutive renamings possible. (20 problems)

Disk IV-MMM - 019

"Subtract Four" - Page 70 - Subtraction of two digit numbers - no borrowing. (20 problems)

"Subtract Six" - Page 72 - Subtraction with multiple borrowing. (20 problems)

"Subtract Five" - Page 72 - Subtraction with borrowing from the tens. (20 problems)

"Subtract Seven" - Page 78 - Subtraction using zeros in multiple borrowing. (20 problems)

Disk VII-MMM - 022

"Word Problems One" - Page 84 - (Addition) word problems using addition process. (5 problems)

"Word Problems Two" - Page 84 - (Subtraction) word problems using subtraction process. (5 problems)

Disk I-MMM - 016

"Greater Than/Less Than" - Page 91 - Comparing numbers of three and four digits by using > and < signs. (20 problems)

Disk VI-MMM - 019

"Multiplication One" - Page 116 - Basic multiplication ,facts of 2,3,4, and 5's. (20 problems)

"Multiplication Two" - Pages 118, 128 - Basic multiplication facts of 0,1,6,7,8, and 9's. (20 problems)

"Multiplication Three" - Page 138 - All basic multiplication facts, randomly selected. (75 problems)

"Multiplication Thirteen - Multiplication chart - a 10 x 10 grid appears on the screen - a marker moves from box to box - when it stops the student multiplies to find the number for that box. (10 problems)

"Division One - Page 176 - Basic facts - divisors of 2,3,4, and 5. (20 problems)

"Multiplication Five" - Page 208 - Multiplication by 10 and 100. (15 problems)

Disk V-MMM - 020

"Multiplication Four" - Page 220 - Multiplication by a single digit with carrying. (15 problems)

Disk VII-MMM - 022

"Word Problems Three" - Page 238 - (Multiplication) word problems using multiplication process. (5 problems)

Disk VI-MMM - 021

"Division Two" - Page 260 - Basic facts - divisors of 6,7,8, and 9. (20 problems)

"Division Three" - Page 260 - Basic division facts randomly selected. (75 problems)

Disk VIII-MMM - 023

"Measurement" - Page 316A-321A - English - Introduction to English measurement of time, volume, weight and distance. (15 problems)

Disk IX-MMM - 024

"Telling Time" - Page 320A - From a clock display the student tells time using quarter hours. (10 problems)

"Telling Time" - Page 320B - From a clock display the student tells time using minutes. (15 problems)

"Telling Time" - Page 320A,B - From a clock display the student determine time lapse within an hour. (8 problems)

"Making Change" - Students decide correct change for amount up to $10.00 (tutorial). (15 problems)

"Making Change" - Students decide correct change for amounts up to $10.00 (nontutorial). (15 problems)

"Change" - Elementary Volume 1 - MECC 702
A drill on making change with the computer providing a random purchase price and the amount paid.

COMPUTER MATH GAMES

CMG - Volume 1 - 027

"Message"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, fractions, or integers; practice finding the percent of a number, finding what percent one number is of another, or finding a number if a percent of it is known; practice with equivalent fractions, improper fractions, or mixed numerals.

"Math Boxes"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

CMG - Volume 2 - 028

"Your Number's Up
Practice with place value of whole numbers or decimals.

"Math Basketball"
Timed practice with basic addition, subtraction, multiplication, or division facts.

"Tic-Tac-Math"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Horse Race"
Timed practice with basic addition, subtraction, multiplication, or division facts.

CMG - Volume 3 - 029

"Flash"
Timed practice with addition, subtraction, multiplication, or division of basic facts.

CMG - Volume 4 - 030

"Nim 25"
Practice counting to 25 and formulating a strategy.

"Math Darts"
Timed practice in addition, subtraction, multiplication, or division of whole numbers from 0 through 100.

COMPUTER MATH GAMES (Cont.)

CMG - Volume 4 (Cont.) - 030

"Five Hundred"
      Timed practice with compact notation, expanded numerals, or place-value identification.

"Woodchuck"
      Practice in addition, subtraction, multiplication, or division of whole numbers up to 255.

"Cover Up"
      Practice in addition or subtraction of whole numbers from 0 to 100.

CMG - Volume 6 - 031

"Around the Schoolyard"
      Practice in addition, subtraction, multiplication, or division of whole numbers up to 100.

"Math Baseball"
      Practice with basic addition, subtraction, multiplication, or division facts.

"Math Triangles"
      Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

Grade 4
    "Bagels" - Elementary Volume 1 - MECC 702
        A game of logic with the computer randomly selecting a 2 - 4
        digit number to guess. The computer provides clues.

Disk I-MMM - 016

    "Even and Odd"
        Identification of numerals as odd or even. Up to 5-place
        numbers. (20 problems)

    "Place Value One" - Page 16
        Identification of place value for any digit in a numeral 11
        through 100 with the answer choices listed in order. (Ex:
        a=ones, b=tens, c=hundreds, etc. (15 problems) Need color
        monitor

    "Place Value Two" - Page 16
        Identification of place value for any digit in a numeral 11
        through 100 with the answer choice listed in mixed order.
        (15 problems) Need color monitor

    "Ordering Numerals" - Page 16
        Ordering sets of 3 - 4 numbers from least to greatest,
        increasing in difficulty from tens to thousands. (15
        problems)

    "Greater Than/Less Than" - Pages 20-21
        Comparing numbers of three and four digits by using $>$ and $<$
        signs. (20 problems)

Disk III-MMM - 018

    "Add Seven" - Page 28
        Three consecutive renamings possible. (10 problems)

    "Add Eight" - Page 28
        Addition with multiple renamings. (10 problems)

Disk IV-MMM - 019

    "Subtract Five" - Page 36
        Subtraction with borrowing from the tens. (20 problems)

    "Subtract Six" - Page 38
        Subtraction with multiple borrowing.

    "Subtract Seven" - Page 40
        Subtraction using zerios in multiple borrowing. (20 problems)

Disk VII-MMM - 022

"Word Problems One" - Page 48
(Addition) word problems using addition process. (5 problems)

"Word Problems Two" - Page 48
(Subtraction) word problems using subtraction process. (5 problems)

Disk II-MMM - 017

"Rounding One" - Page 52
Two digit numbers rounded to the nearest 10. (20 problems)

"Rounding Two" - Page 52
Three digit numbers rounded to the nearest 10. (20 problems)

"Rounding Three" - Page 52
Three digit numbers rounded to the nearest 100. (20 problems)

"Rounding Four" - Page 52
Four digit numbers rounded to the nearest 100. (20 problems)

"Rounding Five" - Page 52
Mixed rounding - numbers of two, three and four digits are rounded to the nearest 10 or 100. (20 problems)

Grade 4

"Round" - Page 52 - Elementary Volume 1 - MECC 702
A drill on rounding numbers to the nearest ten, hundred, thousand, etc.

Disk II-MMM - 017

"Estimation One" - Page 54
Estimate the sum of two numbers by rounding. Two and three-place numbers. (20 problems)

"Estimation Two" - Page 54
Estimate the difference between the two numbers by rounding. Two and three-place numbers. (20 problems)

Disk V-MMM - 020

"Multiplication Thirteen" - Page 86
   Multiplication chart - a 10 x 10 grid appears on the screen -
   a marker moves from box to box - when it stops the student
   multiplies to find the number for that box.   (20 problems)

Disk VI-MMM - 021

"Division One" - Page 88
   Basic facts - divisors of 2,3,4, and·5.   (20 problems)

"Division Two" - Page 88
   Basic Facts randomly selected.   (75 problems)

"Division Three" - Page 88
   Basic division facts randomly selected.   (75 problems)

Grade 4

"Metric Estimate" - Page 114 - Volume 1 - MECC 702
   A timed drill for estimating lengths of line segments in cen-
   timeters and millimeters.

Disk VIII-MMM - 023

"Measurement" - Page 114
   Beginning Metric - introduction to basic metric terms of
   measurement.   (15 problems)

Disk V-MMM - 020

"Multiplication Six" - Page 132
   Multiplication by 10, 100 and 1000.   (15 problems)

"Multiplication Nine" - Page 152
   Multiplication of 2-3 digit numbers by a two digit number.
   (tutorial)   (10 problems)

Disk VII-MMM - 022

"Word Problems Three" - Page 164
   (Multiplication) word problems using multiplication process.
   (5 problems)

Disk VI-MMM - 021

"Division Four" - Page 190
A simple division - basic facts with a remainder. (20 problems)

"Division Five" - Page 198
Multi-digit answers with no remainders using one digit divisor. (20 problems)

"Division Six" - Page 204
Multi-digit answer with remainder possible using one digit divisor. (15 problems)

"Division Seven" - Page 204
Multi-digit answer with remainder possible using two-digit divisor. (15 problems)

"Word Problems Four" - Page 216
(Division) word problems using division process. (5 problems)

Disk IX-MMM - 024

"Average One" - Page 218
Finding averages of daily temperatures. (6 problems)

"Average Two" - Page 218
Finding averages of basketball scores. (5 problems)

"Averages Three" - Page 218
Finding averages of random number sets. (5 problems)

Disk VII-MMM - 022

"Word Problems Five" - Page 286
(Mixed) random selection of problems from above process. (5 problems)

Disk IX-MMM - 024

"Decimals One" - Page 286
Writing decimals from written words. (20 problems)

Disk VIII-MMM - 023

"Measurement" - Pages 338A-345A
English - introduction to English measurement of time,
volume, weight and distance. (15 problems)

Grade 4

"Conversion Lesson" - Page 342A - Volume 2 - MECC 737
A tutorial on the conversion of English liquid and length
measurements, using examples of quarts and gallons, then
feet and yards.

"Liquids" - Page 342A
A drill and practice in converting English liquid
measurements.

"Lengths" - Page 339A
A drill and practice in converting English length
measurements.

"Time" - Pages 222, 364A
A drill and practice in converting time measurements.

"Weights" - Page 343A
A drill and practice in converting English weight
measurements.

"Change" - Elementary Volume 1 - MECC 702
A drill on making change with the computer providing a ran-
dom purchase price and the amount paid.

COMPUTER MATH GAMES

CMG - Volume 1 - 027

"Message"
Addition, subtraction, multiplication, or division practice using whole numbers decimals, fractions, or integers; practice finding the percent of a number, finding what percent one number is of another, or finding a number if a percent of it is known; practice with equivalent fractions, improper fractions, or mixed numerals.

"Apple Square-Off"
Practice plotting ordered pairs of whole numbers or integers.

"Dot-Dot-Plot"
Practice plotting ordered pairs of whole numbers or integers.

"Math Boxes"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

CMG - Volume 2 - 028

"Your Number's Up"
Practice with place value of whole numbers or decimals.

"Math Basketball"
Timed practice with basic addition, subtraction, multiplication, or division facts.

"Tic-Tac-Math"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Horse Race"
Timed practice with basic addition, subtraction, multiplication, or division facts.

CMG - Volume 3 - 029

"Twenty-One"
Practice with addition of whole numbers less than or equal to 11; practice with formulating a strategy and missing addends.

COMPUTER MATH GAMES

CMG - Volume 4 - 030

"Nim 25"
Practice counting to 25 and formulating a strategy.

"Math Darts"
Timed practice in addition, subtraction, multiplication, or division of whole numbers from 0 to 100.

"Five Hundred"
Timed practice with compact notation, expanded numerals, or place-value identification.

"Woodchuck"
Practice in addition, subtraction, multiplication, or division of whole numbers up to 255.

CMG - Volume 6 - 031

"Asteroid"
Practice using the symbols <, >, and = to make true sentences involving whole numbers, fractions, decimals, or integers.

"Around the Schoolyard"
Practice in addition, subtraction, multiplication, or division of whole numbers up to 100.

"Math Baseball"
Practice with basic addition, subtraction, multiplication, or division facts.

"Math Triangles"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

Grade 5

"Bagels" - Elementary Volume 1 - MECC 702
A game of logic with the computer randomly selecting a 2-4 digit number fo guess. The computer provides clues.

Disk I-MMM - 016

"Place Value Three" - Page 6
Identification of place value for any digit in a numeral through 999,999 with the answer choices listed in order. (Ex: a=ones, b=tens, etc.) (20 problems) Need color monitor

"Place Value Four" - Page 6
Identification of place value for any digit in a numeral through 999,999 with answer choices listed in mixed order. (Ex: a=tens, b=one thousands, etc.) (20 problems) Need color monitor

Grade 5

"Round" - Page 8 - Elementary Volume 1 - MECC 702
A drill on rounding numbers to the nearest ten, hundred, thousand, etc.

Disk II-MMM - 017

"Rounding One" - Page 8
Two digit numbers rounded to the nearest 10. (20 problems)

"Rounding Two" - Page 8
Three digit numbers rounded to the nearest 10. (20 problems)

"Rounding Three" - Page 8
Three digit numbers rounded to the nearest 100. (20 problems)

"Rounding Four" - Page 8
Four digit numbers rounded to the nearest 100. (20 problems)

"Rounding Five" - Page 8
Mixed rounding - numbers of two, three and four digits are rounded to the nearest 10 or 100. (20 problems)

"Estimation One - Page 38
Estimate the sum of two numbers by rounding. (2 and 3-place numbers) (20 problems)

Disk II-MMM - 017

"Estimation Two" - Page 38
Estimate the differences between two numbers by rounding.
(2 and 3-place numbers)   (20 problems)

Disk VIII-MMM - 023

"Geometry" - Page 42
Points and Lines - defines line segments by end points.
Student identifies intersecting and parallel lines. (20
problems)

Grade 5

"Lines" - Page 43 - Elementary Volume 9 - MECC 733
Defines parallel, perpendicular and intersecting lines.
(tutorial)

"Quiz on Lines"
Gives a ten point quiz on concepts presented in the "Lines"
lesson.

"Angles" - Page 44 - Elementary Volume 8 - MECC 732
Defines rays, angles, and degrees. The following types of
angles are introduced: right, acute, obtuse, and straight.
(tutorial)

"Quiz on Angles"
Gives a ten item quiz on the concepts presented in the
"Angles" lesson.

Disk VIII-MMM - 023

"Geometry" - Page 44
Rays and Angles - defines rays and angles. Student iden-
tifies and labels right angles. (15 problems)

Disk IX-MMM - 024

"Decimals One" - Page 57
Writing decimals from written words. (20 problems)

"Decimals Two" - Page 62
Comparing decimals using $>$ and $<$. (Tenths, hundredths, and
thousandths.) (20 problems)

"Decimals Three" - Page 62
Ordering sets of decimals from least to greatest. (15
problems)

'18

Grade 5

"Metric Estimate" - Page 86 - Elementary Volume 1 - MECC 702
A timed drill for estimating lengths of line segments in
centimeters and millimeters.

"Metric Length" - Page 86 - Elementary Volume 1 - MECC 702
A drill on converting from one metric unit to another using
centimeters and millimeters.

"Metric 21" - Page 86 - Elementary Volume 1 - MECC 702
A game of Blackjack for improving skill in approximating
metric lengths.

Disk VIII-MMM - 023

"Measurement" - Page 86, 340
Beginning Metric - introduction to basic metric terms of
measurement. (15 problems)

"Geometry" - Page 90
Radius and Diameter - defines radius and diameter. Student
identifies radius and/or diameter. (20 problems)

Grade 5

"Quadrilateral" - Page 98 - Elementary Volume 10 - MECC 734
Defines the quadrilaterals: parellelogram, trapezoid, rec-
tangle, squares and rhombus. (tutorial)

"Quiz on Quadrilaterals"
Gives a ten point quiz on the concepts presented in the
"Quadrilateral" lesson.

Disk VIII-MMM - 023

"Geometry" - Page 99
Geometric Shapes - student identifies various shapes
including polygon, triangle, quadrilateral, pentagon, hexa-
gon and octagon. (15 problems)

Disk V-MMM - 020

"Multiplication Thirteen" - Page 150
Multiplication chart - a 10 x 10 grid appears on the screen
- a marker moves from box to box - when it stops the student
multiplies to find the number for that box. (20 problems)

Grade 5

"Tens" - Page 140 - Elementary Volume 1 - MECC 702
A drill on multiplying numbers which are multiples of ten.

Disk V-MMM - 020

"Multiplication Seven" - Page 140
Multiplication of 2-3 digit numbers using multiples of 10 and 100. (15 problems)

"Multiplication Eleven" - Page 144
Multiplication of a 2-3 digit number by a 3 digit number. (10 problems)

"Multiplication Nine" - Page 145
Multiplication of 2-3 digit numbers by a two digit number. (tutorial) (10 problems)

Grade 5

"Taxman" - Page 158 - Elementary Volume 1 - MECC 702
A game which teaches about factors of a number of prime numbers.

Disk VI-MMM - 021

"Division Four" - Page 176
Simple division - basic facts with a remainder. (20 problems)

"Division Five" - Page 176
Multi-digit answers with no remainders using one digit divisor. (20 problems)

"Division Six" - Page 178
Multi-digit answer with remainder possible using one digit divisor. (15 problems)

"Division Seven" - page 194
Multi-digit answer with remainder possible using two-digit divisor. (tutorial) (15 problems)

"Division Eight" - Page 194
Multi-digit answer with remainder possible using two-digit divisor. (nontutorial) (5 problems)

Disk IV-MMM - 019

"Averages One" - Page 204
Finding averages of daily temperatures. (6 problems)

"Averages Two" - Page 204
Finding averages of basketball scores. (5 problems)

"Averages Three" - Page 204
Finding averages of random number sets. (5 problems)

Grade 5

"Time" - Pages 208, 373
A drill and practice in converting time measurements.

"Points" - Page 220 - Elementary Volume 8 - MECC 732
Defines points, lines and line segments. (tutorial)

"Quiz on Points"
Gives a ten item quiz on the concepts presented in the
"Points" lesson.

"Hurkle" - Page 221 - Elementary Volume 1 - MECC 702
A game for teaching the coordinate system. Students find
the hidden "Hurkle".

Disk X-MMM - 025

"Fractions One" - Page 234
Identifying and writing fractions that are parts of a whole.
(10 problems)

"Fractions Two" - Page 234
Identifying and writing fractions that are parts of a group.
(10 problems)

"Fractions Three" - Page 234
Writing fractions from written words. (20 problems)

Disk XI-MMM - 026

"Fractions Eight" - Page 238
Student views two shapes and identifies the shaded sections
as equal fractions. (Example: 1/3 and 2/6) (10 problems)

Disk XI-MMM - 026

"Fractions Nine" - Page 240
Finding the least common multiple. (tutorial) (10 problems)

"Fractions Eleven" - Page 244
Reducing fractions to lowest terms when possible. (10 problems)

Disk X-MMM - 025

"Fractions Five" - Page 248
Students view shapes and write a mixed number as well as an improper fraction for the pictures. (15 problems)

"Fractions Four" - Page 254
Comparing two fractions using > and <. (15 problems)

"Fractions Six" - Page 260
Adding fractions having the same denominators. (15 problems)

Disk XI-MMM - 026

"Fractions Seven" - Page 260
Subtracting fractions having the same denominators. (15 problems)

"Fractions Twelve" - Page 264
Adding two unlike fractions by finding the least common denominator. (10 problems)

"Fractions Thirteen" - Page 264
Subtracting two unlike fractions by finding the least common denominator. (10 problems)

"Fractions Ten" - Page 264
Finding the least common denominator of two given fractions. (10 problems)

Grade 5

"Addition Lesson" - Pages 346A-353D - Elem. Vol. 2 - MECC 737
A tutorial on adding English mixed measurements, including liquid, length, time and weight.

Elementary Volume 2 - MECC 737

"Subtraction Lesson" - Page 346A-353D
A tutorial on subtracting English mixed measurements, using examples in liquid, length, and weight measurements.

"Subtraction Drill"
A drill and practice in subtracting English mixed measurements, including liquid, length, and weight.

"Lengths" - Page 347A
A drill and practice in converting English length measurements.

"Conversion Lesson" - Page 347A
A tutorial on the conversion of English liquid and length measurements, using examples of quarts and gallons, then feet and yards.

"Liquids" - Page 351A
A drill and practice in converting English liquid measurements.

"Weights" - Page 352A
A drill and practice in converting English weight measurements.

COMPUTER MATH GAMES

CMG - Volume 1 - 027

"Math Boxes"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Beans and Pits"
Practice with place value and formulating a problem-solving strategy.

"Apple Square-Off" - Page 220
Practice plotting ordered pairs of whole numbers or integers.

"Dot-Dot-Plot" - Page 220
Practice plotting ordered pairs of whole numbers or integers.

"Message"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, fractions, or integers; practice finding the percent of a number, finding what percent one number is of another, or finding a number if a percent of it is known; practice with equivalent fractions, improper fractions, or mixed numerals.

CMG - Volume 2 - 028

"Your Number's Up"
Practice with place value of whole numbers or decimals.

"Match Up"
Practice combining three whole numbers using addition, subtraction, multiplication, division, or exponents.

"Tic-Tac-Math"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

CMG - Volume 3 - 029

"Reduce"
Practice recognizing whether or not a fraction can be reduced; timed practice with reducing fractions.

"Twenty-One"
Practice with addition of whole numbers less than or equal to 11; practice with formulating a strategy and missing addends.

COMPUTER MATH GAMES

CMG - Volume 4 - 030

"Nim 25"
Practice counting to 25 and formulating a strategy.

"Woodchuck"
Practice in addition, subtraction, multiplication, or division of whole numbers up to 255.

CMG - Volume 6 - 031

"Math Triangles"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Asteroid"
Practice using the symbols ‹, ›, and = to make true sentences involving whole numbers, fractions, decimals, or integers.

Disk I-MMM - 016

"Expanded Numerals" - Page 3
   Writing expanded form of standard numerals. (4-6 numerals)
   (2 chances)

"Place Value Three" - Page 4
   Identification of place value for any digit in a numeral
   through 999,999 with the answer choices listed in order.
   (Ex: a=ones, b=tens, etc.) (20 problems) Need color monitor

"Place Value Four" - Page 4
   Identification of place value for any digit in a numeral
   through 999,999 with answer choices listed in mixed order.
   (Ex: a=tens, b=one thousands, etc.) (20 problems) Need color
   monitor

Grade 6

"Round" - Page 6 - Elementary Volume 1 - MECC 702
   A drill on rounding numbers to the nearest ten, hundred,
   thousand, etc.

Disk IX-MMM

"Decimals Two" - Page 12
   Comparing decimals using $>$ and $<$.   (Tenths, hundredths, and
   thousandths).   (20 problems)

"Decimals Three" - Page 12
   Ordering sets of decimals from least to greatest.   (15
   problems)

Elementary Volume 1 - MECC 702

"Metric 21" - Page 40
   A game of Blackjack for improving skill in approximating
   metric lengths.

"Metric Length" - Page 40
   A drill on converting from one metric unit to another using
   centimeters and millimeters.

"Tens" - Page 60
   A drill on multiplying numbers which are multiples of ten.

Disk II-MMM – 017

"Estimation Three" – Page 60
Estimate the product of two numbers by rounding. (2 and
3-place numbers)   (20 problems)

Elementary Volume 1 – MECC 702

"Taxman" – Page 63
A game which teaches about factors of a number of prime
numbers.

Disk VI-MMM – 021

"Multiplication Ten" – Page 68
Multiplication of a 2-3-4 digit number by a two digit number
(nontutorial).   (10 problems)

"Multiplication Eleven" – Page 70
Multiplication of a 2-3 digit number by a 3 digit number.
(10 problems)

"Multiplication Twelve" – Page 70
Multiplication of a 3-4 digit number by a 3 digit number
with zeros in the multiplier.   (10 problems)

Elementary Volume 1 – MECC 702

"Metric Estimate" – Page 40
A timed drill for estimating lengths of line segments in
centimeters and millimeters.

Elementary Volume 10 – MECC 734

"Area and Perimeter" – Page 102
Defines the properties of geometric shapes including area
and perimeter.   (tutorial).

"Quiz on Area and Perimeter"
Gives a ten point quiz on the concepts presented in the
"Area" and "Perimeter" lesson.

<u>Disk VIII-MMM - 023</u>

   <u>"Geometry" - Page 108</u>
      Radius and Diameter - defines radius and diameter. Student
      identifies radius and/or diameter. (20 problems)

<u>Disk VI-MMM - 021</u>

   <u>"Division Eight" - Page 134</u>
      Multi-digit answer with remainder possible using two-digit
      divisor (nontutorial). (5 problems)

<u>Disk IV-MMM - 019</u>

   <u>"Averages One" - Page 158</u>
      Finding averages of daily temperatures. (6 problems)

   <u>"Averages Two" - Page 158</u>
      Finding averages of basketball scores. (5 problems)

   <u>"Averages Three" - Page 158</u>
      Finding averages of random number sets. (5 problems)

<u>Elementary Volume 8 - MECC 732</u>

   <u>"Angles" - Page 170</u>
      Defines rays, angles, and degrees. The following types of
      angles are introduced: right, acute, obtuse, and straight.
      (tutorial)

   <u>"Quiz on Angles"</u>
      Gives a ten item quiz on the concepts presented in the
      "Angles" lesson.

<u>Disk VIII-MMM - 023</u>

   <u>"Geometry" - Page 172</u>
      Rays and Angles - defines rays and angles. Student iden-
      tifies and labels right angles. (15 problems)

<u>Elementary Volume 9 - MECC 733</u>

   <u>"Triangles" - Page 176</u>
      Defines different types of triangles including scalene,
      isosceles, equilateral, acute, right, obtuse and equilangu-
      lar. (tutorial)

   <u>"Quiz on Triangles"</u>
      Gives a quiz on the concepts presented in the "Triangle"
      lesson.

Disk X-MMM - 025

"Fractions One" - Page 186
Identifying and writing fractions that are parts of a whole.
(10 problems)

Disk XI-MMM - 024

"Fractions Nine" - Page 186
Finding the least common multiple.   (tutorial) (10 problems)

Disk X-MMM - 025

"Fractions Two" - Page 187
Identifying and writing fractions that are parts of a group.
(10 problems)

"Fractions Three" - Page 187
Writing fractions from written words.   (20 problems)

Disk XI-MMM - 026

"Fractions Ten" - Page 187
Finding the least common denominator of two given fractions.
(10 problems)

CMG - Volume 3 - 029

"Reduce"
Practice recognizing whether or not a fraction can be
reduced; timed practice with reducing fractions.

Disk XI-MMM - 026

"Fractions Eight" - Page 188
Student views two shapes and identifies the shaded sections
as equal fractions.   (Example: 1/3 and 2/6)   (10 problems)

"Fractions Eleven" - Page 192
Reducing fractions to lowest terms when possible.   (10
problems)

Disk X - 025

"Fractions Five" - Page 194
Students view shapes and write a mixed number as well as an
improper fraction for the pictures.   (15 problems)

Disk X-MMM - 025

"Fractions Four" - Page 198
Comparing two fractions using > and <. (15 problems)

"Fractions Six" - Page 202
Adding fractions having the same denominators. (15 problems)

Disk XI-MMM - 026

"Fractions Seven" - Page 202
Subtracting fractions having the same denominators. (15 problems)

"Fractions Twelve" - Page 204
Adding two unlike fractions by finding the least common denominator. (10 problems)

"Fractions Thirteen" - Page 204
Subtracting two unlike fractions by finding the least common denominators. (10 problems)

Disk VIII-MMM - 023

"Geometry" - Page 234
Points and Lines - defines line segments by end points. Student identifies intersecting and parallel lines. (20 problems)

Elementary Volume 9 - MECC 733

"Lines" - Page 234
Defines parallel, perpendicular and intersecting lines. (tutorial)

"Quiz on Lines"
Gives a ten point quiz on concepts presented in the "Lines" lesson.

Elementary Volume 8 - MECC 732

"Points" - Page 294
Defines points, lines and line segments. (tutorial)

"Quiz on Points"
Gives a ten item quiz on the concepts presented in the "Points" lesson.

CMG - Volume 1 - 027

"Apple Square-Off"
Practice plotting ordered pairs of whole numbers or integers.

"Dot-Dot-Plot"
Practice plotting ordered pairs of whole numbers or integers.

Elementary Volume 1 - MECC 702

"Hurkle" - Page 294
A game for teaching the coordinate system. Students find the hidden "Hurkle".

Disk VIII-MMM - 023

"Geometry" - Page 294
Geometric Shapes - student identifies various shapes including polygon, triangle, quadrilateral, pentagon, hexagon and octagon. (15 problems)

CMG - Volume 3 - 029

"Zero"
Practice finding the sum of integers.

Elementary Volume 2 - MECC 737

"Addition Lesson" - Pages 360A-365A
A tutorial on adding English mixed measurements, including liquid, length, time and weight.

"Subtraction Lesson" - Pages 360A-365A
A tutorial on subtracting English mixed measurements, using examples in liquid, length, and weight measurements.

"Subtraction Drill" - Pages 360A-365A
A drill and practice in subtracting English mixed measurements, including liquid, length, and weight.

COMPUTER MATH GAMES

CMG - Volume 1 - 027

"Beans and Pits"
Practice with place value and formulating a problem-solving strategy.

"Math Boxes"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Message"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, fractions, or integers; practice finding the percent of a number, finding what percent one number is of another, or finding a number if a percent of it is known; practice with equivalent fractions, improper fractions, or mixed numerals.

CMG - Volume 2 - 028

"Tic-Tac-Math"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Match Up"
Practice combining three whole numbers using addition, subtraction, multiplication, division, or exponents.

"Your Number's Up"
Practice with place value of whole numbers or decimals.

CMG - Volume 3 - 029

"Square It"
Timed practice finding the square of one or two digit sums or differences.

"Twenty-One"
Practice with addition of whole numbers less than or equal to 11; practice with formulating a strategy and missing addends.

CMG - Volume 4 - 030

"Woodchuck"
Practice in addition, subtraction, multiplication, or division of whole numbers up to 255.

"Nim 25"
Practice counting to 25 and formulating a strategy.

CMG - Volume 6 - 031

"Math Triangles"
Addition, subtraction, multiplication, or division practice using whole numbers, decimals, or integers.

"Asteroid"
Practice using the symbols >, <, and = to make true sentences involving whole numbers, fractions, decimals, or integers.

APPENDIX C

Instructional Objectives for Computer Literacy
and Use of Computers - K-12

KNOWLEDGE AND UNDERSTANDING OF COMPUTERS
AND THEIR ROLE IN THE WORLD OF TECHNOLOGY

I—Introduce E—Extend Knowledge and Understanding	K	1	2	3	4	5	6	7-8	9-12
Objectives:									
1. Define the Computer									
a. The student can describe the computer	I								
b. The student can describe the computer as a machine that can solve problems quickly and easily.		E							
2. Major components of a computer system.									
a. The student will recognize that a computer system is made up of several components.	I	I							
b. The student can identify the major components of a computer system (video monitor, disk driving, processing unit and printer).		E	E						
c. The student can identify the major components of a computer system and describe their functions.			E						
3. Characteristics of the computer.									
a. The student will recognize advantages of the computer.		I							
b. The student can list speed, accuracy, and memory as advantages of a computer.				E					
c. The student can define speech, accuracy, and memory as related to a computer.					E				
4. Functions a computer can and cannot do.									
a. The student will recognize what a computer can do.				I	E	E	E	E	E
b. The student will recognize what a computer cannot do.					I	E	E	E	E
c. The student can discuss general computer capabilities.								E	E
5. Historical computing devices.									
a. The student will recognize a basic timeline in the development of computing devices.						I		E	
b. The student can describe several computing devices.						I	E		
c. The student can create a developmental timeline of computer devices.								E	

1

I-Introduce E-Extend Knowledge and Understanding	K	1	2	3	4	5	6	7-8	9-12
6. Types of computers.									
a. The student will learn about special purpose and general purpose computers.				I					
b. The student can distinguish between a mainframe, a mini and a microcomputer.							I	E	
c. The student will understand the basic difference in computers as it relates to speed, memory, cost, and applications.								E	

I-Introduce E-Extend Skill	K	1	2	3	4	5	6	7-8	9-12
Objectives:									
1. Vocabulary									
a. The student will become familiar with common computer terms.		I	I						
b. The student will be able to describe terms and their definitions related to the development of the computer.						I		E	
2. Operation									
a. The student can run a preprogrammed lesson on the computer with assistance.		I							
b. The student can load and run a preprogrmmed lesson on the computer without assistance.			E						
c. The student will be able to utilize preprogrammed lessons that require the use of a printer.					I				
d. The student will be able to use the printer as it relates to the computer.						E		E	E
3. Keyboard									
a. The student will begin to learn the placement of numbers, letters, and some common special keys.	I	I							
b. The student will be able to locate the numbers, letters, and some common special keys on the keyboard.			E	E	E				
c. The student will be able to locate and use the more advanced specialized keys and use typing techniques.						I		E	E
4. Steps in handling data.									
a. The student will recognize the steps that a computer utilizes in handling data. (input, processing, memory and output.)					I				
b. The student can describe how a computer functions utilizing the terms: input, processing, memory, and output.						E		E	
c. The student will be able to explain the relationship between input, process, and output.								E	

3

I-Introduce E-Extend Skill	K	1	2	3	4	5	6	7-8	9-12
5. RAM and ROM memory									
a. The student will recognize the two levels of memory used by computers. (RAM and ROM)							I		
b. The student will develop an understanding of RAM and ROM memory and can distinguish the differences.								E	E
6. Binary numbers									
a. The student will understand that a computer operates through the utilization of Binary numbers.							I		
b. The student will understand the use of 0 and 1 as the numerals used by computers to represent numbers, letters, and symbols.								E	

4

I-Introduce E-Extend Understanding	K	1	2	3	4	5	6	7-8	9-12
Objectives:									
1. Proper handling and utilization.									
a. The student will become familiar with the proper handling and utilization of computer hardware (equipment) and software (disks).		I							
b. The student will demonstrate proper handling and utilization of computer hardware and software.			E						
2. Instructing the computer through Logo.									
a. The student will become familiar with programmable software.	I								
b. The student can manipulate programmable software to carry out specific directions or activities.			E	E					
c. The student will become familiar with a log program.					I				
d. The student can manipulate a logo program to carry out specific directions.						E			
3. Word Processing.									
a. The student will become familiar with a word processing program.						I			
b. The student can explain the application of word processing.						I	E		
c. The student can demonstrate the application of a word processing program.						I	E	E	E
4. Processing data and data bases.									
a. The student will become aware of the uses of a computer to process data.						I			
b. The student will understand that computers are able to process large quantities of data.							I		
c. The student can explain the purpose of a data base and list several examples.								E	E
d. The student can outline the procedure to prepare, access, and update a data base.								E	E

5

I-Introduce E-Extend	K	1	2	3	4	5	6	7-8	9-12
Objectives:									
1. Communicating with the computer.									
a. The student will recognize a special language is necessary to communicate with a computer.					I	I			
2. Computer language.									
a. The student will recognize that several computer languages exist.						I			
b. The student will recognize that different computer languages exist for various applications.							I		
c. The student can identify the common computer languages and understands their applications (basic, logo, cobol, fortran, pascal).								E	
3. Problem solving with a program.									
a. Students will become aware that programming can be used to solve programs.						I			
b. Students will understand how programs can be used to solve problems.							E		
c. Students will be able to demonstrate how programs can solve problems.								E	E
4. Flow chart/storyboard.									
a. The student will become aware of flow charts.				I					
b. The student will learn the symbols and steps involved in developing a flow chart.						E			
c. Students will be able to create a simple flow chart for a program.							E		
5. Creating programs and using commands.									
a. The student will be introduced to basic programming commands. (Input, let, print, rem, end, and run.)					I			E	
b. The student will be introduced to more programming commands. (Go-to, if-then, for-next.)						I		E	
c. The student will be able to write a five line computer program using the programming commands to perform a specific task.							E		

6

I-Introduce E-Extend	K	1	2	3	4	5	6	7-8	9-12
Objectives:									
1. Role in society.									
a. The student can identify several roles the computer plays in our daily lives.				I	E				
b. The student can explain how computers are utilized in specific areas, such as information systems, transportation, law enforcement, income taxes, and accounting.							E		
c. The student can discuss the influence of computers on our lives.									E
2. Future applications.									
a. The student can predict new uses of computers in the future.						I			
b. The student can define artificial intelligence.									E
c. The student is aware of the future impact of computers on society.									E
3. Benefits									
a. The student will become familiar with speed, reliability, and flexibility of computers.									
b. The student can explain how computers affect the industrial revolution.									E
c. The student can explain the benefits of utilizing computers for various jobs.									E
4. Abuses									
a. The student can discuss criminal uses of computers.									I
b. The student can explain the kinds of information computer files contain and understand security measurers and laws which protect that information.									E
5. Robotics									
a. The student will become familiar with principles of robotics.								I	
b. The student can discuss robotics and give examples of applications.									E

I-Introduce E-Extend	K	1	2	3	4	5	6	7-8	9-12
6. Careers									
a. The student will become familiar with jobs that are related to the computer.								I	
b. The student will have a good understanding of the most common computer related careers and the responsibilities of each.									E

8

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNNESOTA

Notice is hereby given that a regular meeting of the Moorhead
Board of Education will be held on __November 22__ at __4:30__ p.m.
in the Board Room at Townsite Centre.

Bennett Trochlil
Dr. Bennett Trochlil, Superintendent

ATTENDANCE:

Joyce Sutter_____   Dean Guida _____
Karen Koentopf_____   Richard Pemble _____
Mike Hulett_____   Wayne Puppe _____
Curt Borgen _____   Ben Trochlil_____

   I.   CALL TO ORDER

  II.   PREVIEW OF AGENDA - Dr. Ben Trochlil, Superintendent

 III.   COMMUNICATIONS

  IV.   OPPORTUNITY FOR CITIZENS TO SPEAK

   V.   "WE ARE PROUD"

  VI.   MOORHEAD AREA VOCATIONAL TECHNICAL INSTITUTE AGENDA

        A.   UNFINISHED BUSINESS

        B.   NEW BUSINESS

             1.   Review 1982 Expenditures and Revenues   Appendix A

             2.   Consider Revised 1983-84 Budget   Appendix B

 VII.   PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION

        A.   UNFINISHED BUSINESS

             1.   Consider YMCA Child Care Program   Appendix C

        B.   NEW BUSINESS

             1.   Report on Business/School Partnership   Appendix D

             2.   Review Consideration of a   Appendix E
                  Fingerprinting Program

             3.   Report on Special Services   Appendix F
                  Staffing Needs

VIII. FOR YOUR INFORMATION   Appendix Z

IX. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION

X. ADJOURNMENT

NEXT SCHEDULED MEETING   December 13, 1983

NEW BUSINESS - MAVTI

1. 1982-83 Expenditures and   (Bergos)   Appendix A
    Revenues

    Explanation: The budget report for the 1982-83 year is now
    ready. Mr. Bergos will comment and entertain questions.

    Recommendation: For information purposes only.

----

2. Revised 1983-84 AVTI Budget   (Bergos)   Appendix B

    Explanation: In December of 1982, the Board of Education
    approved a budget for the AVTI operations during the 1983-84
    term.

    Since that time, the budget has gone through state review,
    actual state budget allocations have been made, and other
    action has been taken which affects the budget.

    Oscar Bergos will be present to present the administration's
    recommended changes in the 1983-84 budget.

    Recommendation: Move to approve the revised 1983-84 budget.

PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION

UNFINISHED BUSINESS

1. YMCA Child Care Program   (R.Anderson)   Appendix C

    Explanation: After the November 8 Board Meeting, discussions
    have taken place between the YMCA staff, school personnel,
    and other community organizations regarding the "School's
    Out" program. YMCA staff will be here to update the board on
    the progress. Although the Community Education Advisory
    Committee has supported the development of this program, a
    recommendation will be needed from the Board.

    Recommendation: Move to support the development of the Latch
    Key or "School's Out" Program in the four Moorhead Elementary
    Schools. Space will be provided as feasible when custodians
    are on duty.

NEW BUSINESS

1. Business/Education Partnership   (Trochlil)   Appendix D

   Explanation: Betty Bothereau, St. Louis Park Community
   Education Director and Jane Wangberg, Honeywell Manager of
   Community Relations will make a presentation as to the
   cooperative efforts between the school district and business
   sector.

   This presentation is part of the district's objective to
   review the potential for a collaboration between the schools
   and business/industry.

   Recommendation: For information only.

   ----

2. Fingerprinting   (Trochlil)   Appendix E

   Explanation: There have been a few inquiries as to the
   district's intent in becoming involved in a fingerprinting
   program.

   At this meeting, there should be a discussion as to the
   Board's feelings about such a program, issues involved, etc..

   Recommendation: Discussion purposes.

   ----

3. Special Services Staff Requests (Swedberg)   Appendix F

   Explanation: Appendix F-1-5 includes proposals for employing
   additional staff to serve the unmet needs of handicapped stu-
   dents. Mr. Swedberg will be reviewing with the Board each
   proposal at the Board meeting.

   Recommendation: Specific recommendations will be given
   regarding each proposal. No decision is necessary at this
   meeting.

   ----

4. Personnel   (Bergen)   Appendix G

   Retirement
   Clark Hawkins - Custodian, Edison Elementary, effective
   January 31, 1984.

5. Technology Utilization Plan   (Jernberg)   Appendix H

   Explanation: Appendix H-1 contains a copy of the Technology
   Utilization Plan to be submitted to the State Department of
   Education.

   Recommendation: Move to authorize the submission of the
   Technology Utilization Plan.

----

6. Technology Demonstration Site   (Trochlil)   Appendix I

   Explanation: Appendix I-1 contains a copy of the Technology
   Demonstration Site Grant Proposal as prepared by Dr. Von
   Valletta. The application will be reviewed with the Board.

   Recommendation: Move to authorize the submission of the
   application for Technology Demonstration Site through the
   Clay County Vocational Center, with the Technology
   Utilization Plan being included as a part of the application.

'WE ARE PROUD'

1. Julie Buckely set a school record in the 50 yard freestyle in
   preliminaries of the MSHSL Region 8AA. The girls swimming
   team has completed another undefeated season and placed
   second in the Region 8AA Section 3 meet.

2. The following AVTI staff were appointed by the State
   Department to the State budget committees:

        Plant Operations and Repair & Betterment -- Paul Molick
        Equipment and High Tech Grants -- Keith Togstad
        Student Services -- Oscar Bergos

FOR YOUR INFORMATION   Appendix Z

1. Minnesota State Student Council Convention - Pam Hannestad
   and Brenda Krein, members of the Moorhead Senior High Student
   Council will report on the Minnesota Asociation of State
   Student Council Convention which was held on November 3-5, in
   Moorhead.

2. Guidance Program Update - Ray Larson, Don Ellingson and John
   Ostlie will update the Board on Guidance and Counseling in
   our K-12 programs.

3. High School Band Program - Bruce Hering will update the Board
   as to plans for the Band.

4. Athletic Report for 1982-83 - Phil Seljevold will review the
   report - Appendix Z-1.

5. Minutes of Region I-ESV - October 27, 1983 - Appendix Z-2

6. Calendar of Events

Event	Date	Time	Place
Career Day Senior High	Tuesday, Nov. 22	10:00-12:00	Senior High
Thanksgiving Holiday	Thursday, Nov. 24 and Friday, Nov. 25		
MSBA Delegate Assembly	Monday, Nov. 28 and Tuesday, Nov. 29		
Joint Powers	Thursday, Dec. 1	7:00 A.M.	Courthouse
Policy Review	Monday, Dec. 5	7:00 P.M.	Board Room
Commission of Education Ruth Randall	Tuesday, Dec. 6	1:15 P.M.	District-
Athletic Council	Tuesday, Dec. 13	7:00 A.M.	Board Room

MOORHEAD PUBLIC SCHOOLS   7/1/80)
Moorhead, Minnesota

1983-1984 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: _____

TOPIC OF PROPOSAL: Addition of a full-time certified occupational therapist aide

SUBMITTED BY: ___Alan Swedberg_____   DATE: _November 11, 1983___

SUBMITTED TO: __Robert Jernberg_____
              _____
              _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: ____ _Robert Jernberg_____

Recommendation (by person responsible):

Approve _X_   Disapprove ___   Hold ___   Refer to Cabinet ___

Date _11 / 15 / 83_____

Complete a description of your program proposal. All six (6)
areas must be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

    It is requested to employ one additional certified occupational therapist
    aide to serve identified students with physical handicaps and/or
    developmental delays.

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

At present, seventy children are receiving Level III direct services, twenty-two students are receiving Level II services and twelve students need to be assessed and probably half will be admitted to the program.

Many of the students on Level III services are not receiving the minimum amount of therapy per week as stated on their I.E.P.'s. Few, if any, of the twenty-two students scheduled for Level II services are receiving the minimum amount of services stated on their I.E.P.'s. The therapy services Dilworth and Glyndon-Felton Schools purchase from us have increased from approximately one-half day to a full day per week. Traveling between six to eight school buildings cuts the amount of therapy time available to students.

The addition of an additional COTA will enable the districts to meet the needs of all identified students.

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

Student will not receive services required in the I.E.P.

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

Contract with O.T./P.T. Associates for needed services at $35 per hour.

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

PROPOSAL BUDGET

PERSONNEL *1	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net District Cost
Administrators					
Teachers					
Clerical					
Aides: No. & Hrs/Day					
Teacher Aides	1	4,000		2,800	1,200
Noon Aides					
	Total Salaries		LTD Medical X 20%		23 558
FRINGE BENEFITS	Worker's Compensation X salary X .0035 =				14
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					

*3   TOTAL COST $4,595   Net District Cost $1,795

Comments on budgetary items:

   Total cost to district after Special Education Aid - $1,795

1 F.T.E. (Full-time equivalent)
2 Equipment, remodeling, site improvement, etc.
3 Approval by Business Office before Superintendent's Approval

MOORHEAD PUBLIC SCHOOLS   7/1/80)
Moorhead, Minnesota

1983-1984 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: _____

TOPIC OF PROPOSAL: Addition of a full-time Early Childhood/Special Education Aide

SUBMITTED BY: ___Alan Swedberg_____ DATE: __November 11, 1983__

SUBMITTED TO: ___Robert Jernberg_____
               _____
               _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: ___ Robert Jernberg_____

Recommendation (by person responsible):

Approve _X_   Disapprove ___   Hold ___   Refer to Cabinet ___

Date _____

Complete a description of your program proposal. All six (6)
areas must be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

    It is requested that an additional early childhood/special education aide
    be employed to assist in programming for these children.

    It is also requested the early childhood/special education classes located
    at Riverside Elementary be split, leaving one teacher at Riverside and the
    other teacher moved to Townsite Centre (old TMH classroom).

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

    Due to the lack of space to program adequately for children in the early childhood/special education room it is requested the class be split thus allowing one teacher to utilize the facilities at Riverside and one to use the facilities at Townsite. With the number of students enrolled and anticipated to be enrolled the class size must be reduced. This will be done by having each teacher program for their students in A.M. and P.M. sessions with one day allowed for home visits and staffings. The speech clinician serving this population will continue serving the students on alternating days.

    The request for the additional aide is made to help program and manage student behavior on the days the speech clinician is in the other setting.

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

    Continued overcrowding of facilities at Riverside and inappropriate use of staff.

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

    Multiple moves of other staff and remodeling of other facilities.

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

PROPOSAL BUDGET

PERSONNEL *1	Number Re-quested	Total Cost	Code to be Charged	Reimburse-ment (Fed/State)	Net District Cost
Administrators					
Teachers					
Clerical					
Aides: No. & Hrs/Day					
Teacher Aides	1	3,300		2,310	990
Noon Aides					

	Total Salaries		LTD Medical X 20%		19 558
FRINGE BENEFITS	Worker's Compensation X salary X .0035 =				12
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					

*3 TOTAL COST $3,889 _____   Net District Cost $1,579 _____

Comments on budgetary items:

   Total cost to district after Special Education Aid - $1,579

1 F.T.E. (Full-time equivalent)
2 Equipment, remodeling, site improvement, etc.
3 Approval by Business Office before Superintendent's Approval

MOORHEAD PUBLIC SCHOOLS   7/1/80)
Moorhead, Minnesota

<u>1983-84</u> Budget
(Year)

<u>PROPOSAL FORM</u>

NAME OF BUILDING: Moorhead Senior High/Other building to be named

TOPIC OF PROPOSAL: Part time SBP Teacher/Full time SBP Teacher with an Aide

SUBMITTED BY: Howard Wergeland, Don Dulski,   DATE: November 11, 1983
                Joel Ortega, Alan Swedberg
SUBMITTED TO: Robert Jernberg

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Robert Jernberg

Recommendation (by person responsible):

Approve ___   Disapprove ___   Hold ___   Refer to Cabinet ✗

Date 11 / 15 / 83

Complete a description of your program proposal. All six (6)
areas <u>must</u> be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

   (a) A teacher is needed for 5/7 time because of an overload which has
       occurred in the SBP program. There are currently 20 students in the
       program (which is 2 students over the limit set by the State), and
       assessments through referral have revealed an addition of two students
       who would be eligible for services. Other assessments have not been
       completed at this time.

   (b) A full time teacher is needed for the SBP program in order to serve
       students who are qualified to receive level V services.

   (c) An aide will be needed when a total of 5 students has been reached in
       the self-contained classroom.

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

   (Senior High)
   1. Since the State recommends a maximum of 18 students in the level III program, and the teacher is currently serving 20 students, we are not in compliance with State guidelines. Also, with these numbers of students, the teacher is finding it difficult to maintain her daily communication with the teachers who serve these students in the regular classes. This communication is a vital part of the intervention strategies employed in the program in order to monitor, change or maintain specific students' behaviors, which in turn enables the student to develop productive inter-personal relationships within the regular classroom.

   (Self Contained)
   2. Presently the elementary self-contained class is at maximum and there are four students who are eligible for services. These students are currently being "maintained" in resource settings at their respective schools without effective behavioral interventions. Needless to say, the teachers who are doing the maintaining are beginning to be less supportive as time goes on.

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

   The district would not be in compliance with State and Federal requirements and could be cited. The time needed to develop an effective program would be less than minimal. Our commitment to developing I.E.P. goals which can be met would be an exercise in futility.

   Teachers would begin to question the reliability and validity of services offered to students who are diagnosed as handicapped in the various categories.

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

   Since the teachers are currently over the limit in both programs, there does not seem to be any alternatives available which will lend itself to effective programming.

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

PROPOSAL BUDGET

PERSONNEL	*1 Number Requested	Total Cost	Code to be Charged	Reimbursement (Fed/State)	Net District Cost
Administrators					
Teachers	1 5/7	22,221.31		15,554.92	6,666.39
Clerical					
Aides:					
No. & Hrs/Day					
Teacher Aides	1	3,670.80		2,569.56	1,101.24
Noon Aides					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0035 =			LTD Medical	155.36 3,624.90 90.62
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					

*3   TOTAL COST $29,762.99   Net District Cost $11,638.51

Comments on budgetary items:

Total cost to district after Special Education Aids - $11,638.51

If a large enough room could be found, a divider could be set up to accommodate 2 self-contained classrooms and the use of the current time-out facility. If another room is utilized for the proposed self-contained class an additional time-out facility will be necessary.

1 F.T.E. (Full-time equivalent)
2 Equipment, remodeling, site improvement, etc.
3 Approval by Business Office before Superintendent's Approval

MOORHEAD PUBLIC SCHOOLS   7/1/80)
Moorhead, Minnesota

_____ Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: __Washington Elementary, Probstfield Elementary__

TOPIC OF PROPOSAL: __Need for one additional learning disabilities teacher__

SUBMITTED BY: __Robert Olson, Howard Murray__   DATE: __November 14, 1983__
              __Eldora Pederson__
SUBMITTED TO: __Alan Swedberg__
              __Robert Jernberg__
              __Rodney Bergen__

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: ___ _____Robert Jernberg_____

Recommendation (by person responsible):

Approve ___   Disapprove ___   Hold ___   Refer to Cabinet _X_

Date __11/15/83__

Complete a description of your program proposal. All six (6)
areas _must_ be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

    Increase learning disabilities teaching staff by one(1) position beginning
    December 1, 1983 in order to serve students at Washington Elementary and
    Probstfield Elementary.

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

   a. Reduction in LD teacher staff time available for teaching LD students due to the following:
      (1) The LD teachers at Washington and Probstfield are also serving students identified as having severe behavior problems (SBP); 6 at Washington and 6 at Probstfield.
      (2) One of the LD teachers at Probstfield is also serving 2 students who have been identified as educably mentally handicapped (EMH).

   b. The need to increase LD teacher instructional time for several LD students due to the following:
      (1) Because of the severity of their handicaps, child study teams have increased the instructional time for several students.
      (2) A student has recently transferred from a residential LD placement and needs several hours with an LD teacher.

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

   a. Learning disabilities teachers at Washington and Probstfield will have student caseloads that will exceed the limit of 18 set by Minnesota Rules and Regulations.

   b. Students will not be receiving the amount of teacher time determined to be appropriate for them by the Child Study Team.

   c. The District will be cited in the March 1984 Special Education monitoring by the State of Minnesota for being at variance with Minnesota State Rules and Regulations.

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

   a. Refuse to provide appropriate service and allow parents to go to conciliation and due process hearing.

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

PROPOSAL BUDGET

PERSONNEL	*1 Number Requested	Total Cost	Code to be Charged	Reimbursement (Fed/State)	Net District Cost
Administrators					
Teachers	1	13,332		9,332	4,000
Clerical					
Aides: No. & Hrs/Day					
Teacher Aides					
Noon Aides					
		Total Salaries		LTD Medical X 20%	80 / 1,866
FRINGE BENEFITS		Worker's Compensation X salary X .0035 =			47
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					

*3 TOTAL COST $15,325 _____   Net District Cost $5,993 _____

Comments on budgetary items:

Total cost to district after Special Education Aid - $5,993

1 F.T.E. (Full-time equivalent)
2 Equipment, remodeling, site improvement, etc.
3 Approval by Business Office before Superintendent's Approval

①

_____ Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: _____

TOPIC OF PROPOSAL: ___Addition of half-time music therapist_____

SUBMITTED BY: Elem. Classroom Music Specialists DATE: Nov. 1, 1983

SUBMITTED TO: __Mr. Robert Jernberg_____
              _____
              _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: _Mr. Robert Jernberg_____

Recommendation (by person responsible):

Approve ___   Disapprove ___   Hold ___   Refer to Cabinet ✗

Date _____

Complete a description of your program proposal. All six (6)
areas must be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

    The elementary classroom music specialists of District #152
    propose the hiring of a half-time music therapist to teach
    classroom music to handicapped children who are in self-contained
    classrooms in the elementary, junior and senior high schools.

    There are eight self-contained handicapped classrooms now.
    Five have music being taught by music specialists with no
    training in special education music; three classrooms receive
    no music instruction by any music specialist. The multi-handi-
    capped class at Edison School specifically requires a music
    therapist (untrained staff cannot cope with the multiple problems.

    This proposal would allow the elementary classroom music
    specialist to instruct 13 classes daily of 20 minutes duration,
    and have 1 class (20 minutes' duration daily) devoted to choir,
    ensemble, or individual student help time. If elementary class-
    room teachers used the last 20 minutes as a study hall period,
    this would be an ideal time for the ensemble/choir class.

.2. Explain in detail the rationale or purpose of the proposal.
(Please relate, if possible, your rationale to the previously
identified high priority problems of your school.)
The hiring of this half-time music therapist would:

1. allow handicapped children to have a better musical experience
by trained personnel.
2. allow elementary classroom music teachers to have no more
than 13 classes daily (20 minutes' duration), plus 1 class
(20 minutes) which would be used for ensemble groups or
individual help.
3. allow each elementary school to have a broader based musical
curriculum which would include choirs, and other types of
ensemble small or large groups.
4. allow children who need individual help in music theory or
performance to receive it.
5. allow more children to participate in special groups because
rehearsal time would be contained during the school day,
not before or after school, which eliminates many from
participating.
6. create more public awareness of the positive activities
taking place at school as a result of ensemble and choir
groups' performances in school and out in the community.
7. allow 3 handicapped classrooms to have music (they don't at present).

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

1. Five self-contained handicapped classrooms will continue to
have music instruction taught by personnel not trained in
special education.

2. Three handicapped classrooms will continue to not have
music as a regular part of thei curriculum.

3. Many elementary school children will not have the opportunity
to participate in ensembles, choirs (swing, etc.) or get
individual help that they need.

4. A public relations opportunity for the schools will be lost.

5. A challenge to children's creativity and musical potential
will be lost.

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

1. Having before or after school rehearsals and student help
sessions one or two days a week.

2. Using the music teacher's prep time.

However, both of these are being done now. The present daily
class load and number of pupils seen by elementary music special-
ists is well above the state average and the state guidelines.
Anything added to the present day's class load is undesirable
and stressful over an extended period of time.

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

PROPOSAL BUDGET

PERSONNEL	Pos. Req.	Number* Requested	Salary Requested	Reimburse- ment (Fed/State)	Actual District Cost	Total Cost
Administrators						
Teachers	1	Half-time	$12,000.	$7800.	$4200.	$12,000.
Clerical						
Aides: No. & Hrs/Day						
Teacher Aides						
Noon Aides						
FRINGE BENEFITS		Total Salaries $12,000. X		20%		$2400.
SUPPLIES						
CAPITAL OUTLAY						
OTHER EXPENSES						

	TOTAL PROPOSAL COST	$14,400.

Comments on budgetary items:

Special education reimbursement would likely apply if a music therapist was employed.

*F.T.E. (Full-time equivalent)
*Equipment, remodeling, site improvement, etc.

MOORHEAD PUBLIC SCHOOLS   7/1/80)
Moorhead, Minnesota

1983-84 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Washington and Junior High School

TOPIC OF PROPOSAL: Increase in speech/language services from 5/7 to 7/7

SUBMITTED BY: Anne Moyano, Bob Olson, Don   DATE: 11-17-83
                                      Braniff
SUBMITTED TO: Robert Jernberg
                 Alan Swedberg

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: ___   Robert Jernberg

Recommendation (by person responsible):

Approve ___   Disapprove ___   Hold ___   Refer to Cabinet X

Date   11 / 17 / 83

Complete a description of your program proposal. All six (6)
areas must be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

    Increase Helen Friend's contract from 5/7 to 7/7 in order to serve students
    at Washington and the Junior High.

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

Despite efforts to rearrange student and clinician schedules, not all students requiring speech/language services can be served. At Washington there are six students with current IEP's who are unscheduled and six new referrals anticipated to qualify for the program. At the Junior High School there are two students with IEP's who are unscheduled and two new referrals. In addition, one student is receiving less than half the service time indicated on her IEP.

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

   a. Parents of the children not receiving service must be informed of this fact by the district. Additionally, the district must inform the parents of the process for going to conciliation conference and impartial due process hearing.

   b. Violation of state and federal law.

   c. If all of the children needing services were worked into current schedules none of them would be receiving the type of educational program determined to be appropriate for them. They would not achieve the level of competence in communication skills which they can be expected to achieve.

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

   Refuse to provide service and allow parents to go to conciliation and due process hearing.

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

PROPOSAL BUDGET

PERSONNEL	*1 Number Requested	Total Cost	Code to be Charged	Reimbursement (Fed/State)	Net District Cost
Administrators					
Teachers	.286	3901.20		2730.84	1170 .36
Clerical					
Aides:					
No. & Hrs/Day					
Teacher Aides					
Noon Aides					
FRINGE BENEFITS	Total Salaries Worker's	Health, Life, LTD, WC X 20% Compensation X salary X .0035 =			678.37
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					

*3   TOTAL COST 4,579.57   Net District Cost 1,848.73

Comments on budgetary items:

This increase makes teacher full-time and eligible for 120 days full fringe benefits.

Cost of health insurance figured as family coverage, it could be less if single coverage

preferred. Increase effective November 28, 1983.

1 F.T.E. (Full-time equivalent)
2 Equipment, remodeling, site improvement, etc.
3 Approval by Business Office before Superintendent's Approval

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT

1982-1983

SEASON TICKET SALES - 1982-83

Total: $6,521.00

Tickets used at: Boys & Girls Basketball, Football, Hockey, Wrestling
                  Volleyball
THIS FIGURE HAS NOT BEEN INCLUDED IN THE RECEIPTS.

TOTAL Activity Fees Paid: $17,360.00

ACTIVITY RECEIPTS - 1982-83

BOYS

Baseball	480.00
Basketball	7,530.75
Football	8,419.55
Hockey	8,051.90
Wrestling	1,903.00
	$26,385.20

GIRLS

Basketball	1,713.00
Volleyball	1,371.00
	$3,084.00
TOTAL RECEIPTS	$29,469.20
GRAND TOTAL	$53,350.20

CAPITAL OUTLAY EXP.-EQUIPMENT

1. Wrestling Warm-ups	1,027.50
2. Basketball Backboards	1,455.00
3. Girls Swim Suits	514.50
4. Recondition Wrestling Mats & Crash Mats Repaired	2,359.76
TOTAL	$5,356.76

ATHLETIC REPORT
1982-83

Sport ___BASEBALL_____

Grade	No. of Teams	Participants	Coaches
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10-12	2	34	2
TOTAL	2	34	2

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	-----	2942.16	2942.16
Officials & Workers	-----	910.00	910.00
Instructional Supplies	-----	744.04	744.04
Misc. Expense	-----	26.68	26.68
Travel	-----	15.00	15.00
Tournament Expense	-----	434.00	434.00
Rental	-----		
Athletic Transportation	-----	671.09	671.09
TOTAL	-----	5,742.97	5,742.97
Receipts	-----	480.00	480.00
Balance	-----	5,262.97	5,262.97
Cost per Participant	-----	154.79	154.79

SEASON RECORD: 15-1

RECORD FOR THE YEAR: 17-2

ATHLETIC REPORT
1982-83

Sport   BOYS BASKETBALL

Grade	No. of Teams	Participants	Coaches
7	4	63	4
8	4	61	4
9	2	29	2
10-12	3 (A,B,JV.)	28	3
TOTAL	13	181	13

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	6472.90	7010.99	13,483.89
Officials & Workers	945.00	2427.50	3372.50
Instructional Supplies	------	121.85	121.85
Misc. Expense	------	347.00	347.00
Travel	------	375.00	375.00
Tournament Expense	------	387.00	387.00
Rental	------	------	------
Athletic Transportation	314.97	1576.83	1891.80
TOTAL	7,732.87	12246.17	19979.04
Receipts	------	7530.75	7530.75
Balance	7,732.87	4715.42	12448.29
Cost per Participant	62.36	26.05	68.78

SEASON RECORD: 7-11

RECORD FOR THE YEAR: 9-12

ATHLETIC REPORT
1982-83

Sport   B & G CROSS COUNTRY

Grade	No. of Teams	Participants	Coaches
7	-----	-----	-----
8	-----	-----	-----
9	-----	3	-----
10-12	1	24	1
TOTAL	1	27	1

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	-----	1046.16	1046.16
Officials & Workers	-----	-----	-----
Instructional Supplies	-----	-----	-----
Misc. Expense	-----	65.69-G 62.32-B	128.01
Travel	-----	-----	-----
Tournament Expense	-----	-----	-----
Rental	-----	70.00	70.00
Athletic Transportation	-----	1119.99	1119.99
TOTAL	-----	2364.16	2364.16
Receipts	-----	-----	-----
Balance	-----	2364.16	2364.16
Cost per Participant	-----	87.56	87.56

SEASON RECORD: BOYS-3-6, GIRLS-1-6

RECORD FOR THE YEAR: BOYS- 3-6, GIRLS-1-6

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___FOOTBALL___

Grade	No. of Teams	Participants	Coaches
7	3	69	3
8	3	65	3
9	2	45	4
10-12	2	91	6
TOTAL	10	270	16

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	5524.80	14,259.18	19,783.98
Officials & Workers	362.50	1990.00	2352.50
Instructional Supplies	-----	4784.88	4784.88
Misc. Expense	-----	892.50	892.50
Travel	-----	328.45	328.45
Tournament Expense	-----	196.00	196.00
Rental	-----	375 CC / 2250.00 MSU	2625.00
Athletic Transportation	279.80	1957.73	2237.53
TOTAL	6167.10	27033.74	33200.84
Receipts	-----	8419.55	8419.55
Balance	6167.10	18614.19	24781.29
Cost per Participant	46.02	136.87	91.78

"A" Squad: 4-3
"B" Squad: 7-1
"JV": 0-1

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___BOYS GOLF___

Grade	No. of Teams	Participants	Coaches
7	.5	23	.5
8	.5	17	.5
9	1	33	.5
10-12	1	35	1
TOTAL	3	108	2.5

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	964.38	2902.96	3867.34
Officials & Workers	-----	-----	-----
Instructional Supplies	-----	319.00	319.00
Misc. Expense	-----	70.73	70.73
Travel	-----	-----	-----
Tournament Expense	-----	417.72	417.72
Rental	352.50	275.00	627.50
Athletic Transportation	455.70	857.50	1313.20
TOTAL	1772.58	4842.91	6615.49
Receipts	-----	-----	-----
Balance	1772.58	4842.91	6615.49
Cost per Participant	44.31	71.22	61.25

SEASON RECORD: 0-11

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport   HOCKEY

Grade	No. of Teams	Participants	Coaches
7			
8			
9		7	
10-12	2	28	3
TOTAL	2	35	3

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	-----	4839.26	4839.26
Officials & Workers	-----	1995.00	1995.00
Instructional Supplies	-----	2146.61	2146.61
Misc. Expense	-----	12.00	12.00
Travel	-----	164.97	164.97
Tournament Expense	-----	514.00	514.00
Rental	-----	7400.00	7400.00
Athletic Transportation	-----	1718.44	1718.44
TOTAL	-----	18790.28	18790.28
Receipts	-----	8051.90	8051.90
Balance	-----	10738.38	10738.38
Cost per Participant	-----	306.81	306.81

"A"SQUAD
SEASON RECORD: 1-19

RECORD FOR THE YEAR: 3-20

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport BOYS SWIMMING

Grade	No. of Teams	Participants	Coaches
7			
8			
9		4	
10-12	1	10	2
TOTAL	1	14	2

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries		2680.66	2680.66
Officials & Workers		500.00	500.00
Instructional Supplies		(33.22)	(33.22)
Misc. Expense		16.98	16.98
Travel		-----	-----
Tournament Expense		321.60	321.60
Rental		-----	-----
Athletic Transportation		851.37	851.37
TOTAL		4337.39	4337.39
Receipts		-----	-----
Balance		4337.39	4337.39
Cost per Participant		309.81	309.81

SEASON RECORD: 10-7

RECORD FOR THE YEAR:

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___BOYS TENNIS___

Grade	No. of Teams	Participants	Coaches
7	5	6	5
8	5	7	5
9	-----	4	-----
10-12	1	8	1
TOTAL	2	25	2

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	1013.42	1150.72	2164.14
Officials & Workers	-----	-----	-----
Instructional Supplies	-----	355.75	355.75
Misc. Expense	-----	-----	-----
Travel	-----	-----	-----
Tournament Expense	-----	-----	-----
Rental	-----	-----	-----
Athletic Transportation	104.20	477.00	581.20
TOTAL	1117.62	1983.47	3101.09
Receipts	-----	-----	-----
Balance	1117.62	1983.47	3101.09
Cost per Participant	85.97	165.29	124.04

SEASON RECORD:

RECORD FOR THE YEAR: 6-5

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___BOYS TRACK___

Grade	No. of Teams	Participants	Coaches
7	1	19	1.5
8	1	24	1.5
9	1	21	2
10-12	1	37	4
TOTAL	4	101	9

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	3040.20	7211.68	10,251.88
Officials & Workers	-----	-----	-----
Instructional Supplies	70.00	614.13	684.13
Misc. Expense	-----	338.34	338.34
Travel	-----	10.00	10.00
Tournament Expense	-----	730.54	730.54
Rental	-----	87.50(practice)	87.50
Athletic Transportation	232.02	752.01	984.03
TOTAL	3342.22	9744.20	13086.42
Receipts	-----	-----	-----
Balance	3342.22	9744.20	13086.42
Cost per Participant	77.73	168.00	129.57

SEASON RECORD: 6-3

RECORD FOR THE YEAR: 7-4

6 in state meet

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___WRESTLING___

Grade	No. of Teams	Participants	Coaches
7	.5	17	1.5
8	.5	10	1.5
9	1	10	2
10-12	2	27	3
TOTAL	4	64	8

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	3040.20	7649.67	10,689.87
Officials & Workers	90.00	1508.00	1598.00
Instructional Supplies	-----	276.66	276.66
Misc. Expense	-----	(103.23)	(103.23)
Travel	-----	33.00	33.00
Tournament Expense	-----	363.01	363.01
Rental	-----	-----	-----
Athletic Transportation	118.80	1106.33	1225.13
TOTAL	3249.00	10833.44	14082.44
Receipts	-----	1903.00	1903.00
Balance	3249.00	8930.44	8930.44
Cost per Participant	120.33	241.36	190.30

SEASON RECORD: 6-9

RECORD FOR THE YEAR: 7-10

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___GIRLS BASKETBALL___

Grade	No. of Teams	Participants	Coaches
7	3	45	3
8	3	46	3
9	2	27	2
10-12	3	29	3
TOTAL	11	147	11

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	4838.35	7515.62	12,353.97
Officials & Workers	800.00	1930.00	2730.00
Instructional Supplies	-----	243.40	243.40
Misc. Expense	-----	10.52	10.52
Travel	-----	10.00	10.00
Tournament Expense	-----	141.00	141.00
Rental	-----	-----	-----
Athletic Transportation	416.03	873.04	1289.07
TOTAL	6054.38	10723.58	16777.96
Receipts	-----	1713.00	1713.00
Balance	6054.38	9010.58	15064.96
Cost per Participant	66.53	160.90	102.48

SEASON RECORD: 13-3

RECORD FOR THE YEAR: 14-3

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___CHEERLEADING___

Grade	No. of Teams	Participants	Coaches
7	-----	-----	-----
8	-----	-----	-----
9	-----	-----	-----
10-12	1	41	1
TOTAL	1	41	1

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	-----	915.35	915.35
Officials & Workers	-----	-----	-----
Instructional Supplies	-----	225.46	225.46
Misc. Expense	-----	-----	-----
Travel	-----	104.00	104.00
Tournament Expense	-----	72.00	72.00
Rental	-----	-----	-----
Athletic Transportation	-----	-----	-----
TOTAL	-----	1316.81	1316.81
Receipts	-----	-----	-----
Balance	-----	1316.81	1316.81
Cost per Participant	-----	32.12	32.12

SEASON RECORD:

RECORD FOR THE YEAR:

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ____GIRLS GOLF____

Grade	No. of Teams	Participants	Coaches
7	.5	4	.5
8	.5	3	.5
9	.	10	.5
10-12	1	19	1
TOTAL	2	36	2.5

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	964.37	2576.06	3540.43
Officials & Workers	-----	-----	-----
Instructional Supplies	-----	239.25	239.25
Misc. Expense	-----	38.35	38.35
Travel	-----	119.00	119.00
Tournament Expense	-----	(28.80)	(28.80)
Rental	352.50	275.00	627.50
Athletic Transportation	455.70	497.00	952.70
TOTAL	1772.57	3715.86	5488.43
Receipts	-----	-----	-----
Balance	1772.57	3715.86	5488.43
Cost per Participant	253.22	128.13	128.13

SEASON RECORD: 6-5

RECORD FOR THE YEAR:

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport   GYMNASTICS

Grade	No. of Teams	Participants	Coaches
7	.5	8	1
8	.5	12	1
9	------	6	------
10-12	1	6	3
TOTAL	2	32	5

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	1307.70	3661.52	4969.22
Officials & Workers	120.00	285.50	405.50
Instructional Supplies	11.55	106.84	118.39
Misc. Expense	------	25.85	25.85
Travel	------	------	------
Tournament Expense	------	333.53	333.53
Rental	------	------	------
Athletic Transportation	------	713.55	713.55
TOTAL	1439.25	5126.76	6566.04
Receipts	------	------	------
Balance	1439.25	5126.76	6566.04
Cost per Participant	71.96	427.23	205.19

SEASON RECORD: 5-3

RECORD FOR THE YEAR: 6-3

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___GIRLS SWIMMING___

Grade	No. of Teams	Participants	Coaches
7	____	5	____
8	____	4	____
9	____	4	____
10-12	1	9	2
TOTAL	1	22	2

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	-----	2785.22	2785.22
Officials & Workers	-----	437.50	437.50
Instructional Supplies	-----	25.83	25.83
Misc. Expense	-----	55.00	55.00
Travel	-----	-----	-----
Tournament Expense	-----	536.00	536.00
Rental	-----	-----	-----
Athletic Transportation	-----	1292.76	1292.76
TOTAL	-----	5132.31	5132.31
Receipts	-----	-----	-----
Balance	-----	5132.31	5132.31
Cost per Participant	-----	570.26	570.26

SEASON RECORD: 13-0

RECORD FOR THE YEAR: 13-1

Sport __SYNCHRONIZED SWIMMING__

Grade	No. of Teams	Participants	Coaches
7	------		
8	------		
9	------		
10-12	1	4	2
TOTAL	1	4	2

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	------	392.30	392.30
Officials & Workers	------	------	------
Instructional Supplies	------	------	------
Misc. Expense	------	------	------
Travel	------	------	------
Tournament Expense	------	------	------
Rental	------	------	------
Athletic Transportation	------	------	------
TOTAL	------	392.30	392.30
Receipts	------	------	------
Balance	------	392.30	392.30
Cost per Participant	------	98.08	98.08

DID NOT COMPLETE SEASON BECAUSE OF LACK OF INTEREST.

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport   GIRLS TENNIS

Grade	No. of Teams	Participants	Coaches
7	.5	26	.5
8	.5	15	.5
9	-----	4	-----
10-12	1	9	1
TOTAL	2	54	2

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	1013.43	1464.56	2477.99
Officials & Workers	-----	-----	-----
Instructional Supplies	-----	355.75	355.75
Misc. Expense	-----	12.00	12.00
Travel	-----	54.98	54.98
Tournament Expense	-----	177.40	177.40
Rental	-----	-----	-----
Athletic Transportation	104.20	476.99	581.19
TOTAL	1117.63	2541.68	3659.31
Receipts	-----	-----	-----
Balance	1117.63	2541.68	3659.31
Cost per Participant	27.26	195.51	67.77

SEASON RECORD: 2 wins, 12 losses

RECORD FOR THE YEAR: 2 wins, 13 losses

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport   GIRLS TRACK

Grade	No. of Teams	Participants	Coaches
7	1	22	1.5
8	1	30	1.5
9	1	22	2
10-12	1	26	3
TOTAL	4	100	8

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	2974.85	6969.73	9944.58
Officials & Workers	-----	-----	-----
Instructional Supplies	70.00	296.23	366.23
Misc. Expense	-----	152.50	152.50
Travel	-----	50.00	50.00
Tournament Expense	-----	350.23	350.23
Rental	-----	87.50(practice)	87.50
Athletic Transportation	224.92	1024.13	1249.05
TOTAL	3269.77	8930.32	12200.09
Receipts	-----	-----	-----
Balance	3269.77	8930.32	12200.09
Cost per Participant	62.88	186.05	122.00

SEASON RECORD: 6-3

RECORD FOR THE YEAR: 7-4

MOORHEAD HIGH SCHOOL

ATHLETIC REPORT
1982-83

Sport ___VOLLEYBALL___

Grade	No. of Teams	Participants	Coaches
7	4	63	4
8	4	95	4
9	3	61	3
10-12	3	34	3
TOTAL	14	253	14

Disbursements

	Jr. High	Sr. High	Total
Coaches Salaries	5802.80	6655.94	12,458.74
Officials & Workers	340.00	975.00	1315.00
Instructional Supplies	-----	542.30	542.30
Misc. Expense	-----	188.04	188.04
Travel	-----	78.08	78.08
Tournament Expense	-----	(218.73)	(218.73)
Rental	-----	-----	-----
Athletic Transportation	387.25	2107. 95	2495.20
TOTAL	6530.05	10328.58	16858.63
Receipts	-----	1371.00	1371.00
Balance	6530.05	8957.58	15487.63
Cost per Participant	41.33	94.29	61.22

SEASON RECORD: 2-14

RECORD FOR THE YEAR: 3-20

MINUTES
Region I - ESV
810 - 4th Avenue South
Moorhead, MN 56560

The Region I - ESV Executive Board Meeting was held in Moorhead, October 27, 1983. The meeting was called to order by Vice Chairman, Harry Sjulson. Executive Board Members present: Karen Fossell, Allen Larson, Robert Larson, Carroll Nelson, Thomas Sczepanski, Bernie Solberg, Harry Sjulson and Executive Director, Burdette V. Clifford. Dave Berg, East Grand Forks, Dale Neppel, East Grand Forks, Dan Riley, Computer Center Manager and Advisory Superintendent Gene Kjellberg were also present.

Bernie Solberg moved, Allen Larson seconded, motion carried unanimously to approve the agenda.

Carroll Nelson moved, Bernie Solberg seconded, motion carried unanimously to approve the minutes of September 22, 1983.

Allen Larson moved, Robert Larson seconded, motion carried unanimously to approve the bills as presented in the amount of $68,586.28.

Hartford Multiple Insurance	Dental insurance	509.48
Moorhead Post Office	Postage - postage meter	500.00
Safeco Insurance	Health insurance	1,363.27
Public Service Dept.	Utilities	1,960.29
American Family Ins.	Payroll deduction	45.70
Reliance Insurance	Long-term disability insurance	251.05
RAE Associates	Communication conference	1,300.00
Worthington Aviation	WMMRCC board travel	377.00
UPS	Express charges	1,550.00
AID	Payroll deduction	500.00
Amoco Oil Co.	Lease car expense	38.19
Burroughs	Contracts payable, maintenance, software	30,637.52
Data Center Systems	Air conditioning maintenance	97.78
Diercks	Supplies	306.85
Fargo Paper Co.	Supplies	113.85
Financial Business Systems	Microfiche	813.95
Willis Frazee	Travel	75.00
Donn Hanson	Travel	18.00
Paul Hoff	Board travel	11.50
IBM	Keypunch lease	323.85
Imprest checking	Reimburse to $500	177.00
Jims Parcel Delivery	Express	18.00
Gene Kjellberg	Board travel	60.90
Michael Kunde	Travel	143.98
Kvamme Travel Agency	Travel	120.00
James Lamont	Board travel	57.60
Allen Larson	Board travel	16.10
Metro Claims, Inc.	Group health charge	88.00
Wayne Miller	Travel	131.95

Moorhead Dist #152	Lease payment	3,077.66
Moorhead Insurance	Bond insurance	128.00
Moorhead Post Office	Postage for postage meter	500.00
Dorothy Nelson	Travel - Fargo-Moorhead area	24.73
Carroll Nelson	Board travel	64.20
Petty cash	Reimburse to $200	50.77
Petty Bowes	Maintenance, rental and supplies	317.05
Quill	Supplies	235.78
Reardons	Supplies	28.62
Daniel Riley	Travel	14.00
Robert Gibb & Sons	Air conditioning maintenance	174.50
Selectform, Inc.	Supplies	23.21
Harry Sjulson	Board travel	3.45
Bernie Solberg	Board travel	23.00
Sound Inc.	Phone repair	47.90
Spaulding Motor Sales, Inc.	Lease car payment	350.00
The Forum	Printing of minutes	67.43
Mark VandeVelde	Travel	36.00
Kathleen Ward	Travel	31.97
Marsha Ziegler	Travel	22.48
Burdette V. Clifford	Travel	380.20
P. C. Clearinghouse, Inc.	Supplies	32.45
Metro Claims, Inc.	Self-insured medical expense	460.41
Reardons	Supplies	7.50
Purolator	Express charges	10.00
Robert Gibb & Sons,, Inc.	Air conditioning maintenance	93.00
James Lamont	Board Travel	112.30
Northern School Supply	Supplies	11.25
The Forum	Printing of minutes	59.21
Northwestern Bell	Telephone expense and telecommunication	11,805.05
A. C. Ridlon	Supplies	22.50
Public Service Dept	Utilities	1,824.09
Fargo Paper Co.	Supplies	122.37
Burnham J. Philbrook	Legislative consultant	3,000.00
John Corbid	Legislative consultant	3,000.00
Burroughs Corp.	Storage media	288.00
Burroughs Corp.	Supplies, manuals, etc.	530.09

The financial report was approved as presented.

Mel Clark, representative from Eide Helmeke and Co., presented a review of the financial audit for the period ending June 30, 1983. Thomas Sczepanski moved, Karen Fossell seconded, motion carried unanimously to acknowledge receipt of the audit.

Dan Riley, Multi Regional Computer Center Manager, reviewed the action of the Multi Region Advisory Board and gave an update on the operation of the Computer Center.

The Director's report included:

1) A report was made on the October 14th meeting of the ESV Directors and Board Chairmen. James Lamont represented the board at this meeting which reviewed the procedures to be used by the Legislative Consultants.

2) A brief review of the AASA Technology Conference held in Minneapolis October 21-23 was presented.

3) State funding for ESV regional centers for the second year of the biennium (1984-85) has, of now, been cut 60% and the Director recommended the following fee structure for 1984-85 unless full state funding is restored.

Recommended User Fees for 1984-85 Based on 60% State Funding Reduction

System or Fee	Present	Change	Recommended 1984-85 Fee
Equipment Fee	$150-$250	0	$150-$250
Administrative Fee	$500/school	+$250/school	$750/school
Finance User Fee	$3.50/student	+$4.50/student	$8.00/student
Payroll User Fee	$3.50/student	0	$3.50/student
Student Services User Fee	$3.50/student	+$.50/student	$4.00/student
Co-op Fee	$500/system	+$250/system	$750/system

It was further recommended that the fees for Student Services and Cooperatives be set as stated regardless of additional state funds.

Robert Larson moved, Bernie Solberg seconded, motion carried unanimously that the Director inform all Region I schools and cooperatives of the recommended fees and potential pending board action needed if state funds are not restored.

The next meeting of the Executive Board will be on November 16, 1983 in Thief River Falls at 7:00 p.m.

Allen Larson moved, Karen Fossell seconded, motion carried unanimously to adjourn the meeting.

Respectfully submitted,

Thomas Sczepanski
Clerk

Regular Meeting
Board of Education
Independent School District #152
November 22, 1983

Members Present: Joyce Sutter, Karen Koentopf, Mike Hulett, Curt
Borgen, Dean Guida, Richard Pemble, Wayne Puppe, Ben Trochlil

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Ben Trochlil previewed the agenda, adding Changes and
Addition Recommended by Athletic Council and deleting Report on
Buisiness/School Partnership.

MAVTI 1982-83 EXPENDITURES AND REVENUES - Oscar Bergos reviewed
the report on 1982-83 Expenditures and Revenues.

REVISED 1983-84 MAVTI BUDGET - Dean Guida moved, seconded by
Wayne Puppe, to approve the 1983-84 MAVTI Budget. Motion
carried.

YMCA CHILD CARE PROGRAM - Richard Pemble moved, seconded by Joyce
Sutter, to support the development of the Latch Key or "School's
Out" Program in the four Moorhead Elementary Schools with space
being provided when custodians are on duty. Motion carried.

FINGERPRINTING - Ben Trochlil discussed the Fingerprinting Program
with the Board. More information will be furnished.

SPECIAL SERVICES STAFF REQUESTS - Al Swedberg presented proposals
for the following: Additions of a full-time certified
Occupational Therapist Aide, a full-time Early Childhood/Special
Education Aide, a part-time SBP Teacher/Full time SBP Teacher
with an Aide, an additional Learning Disabilities Teacher, a
half-time Music Therapist, and an increase in Speech/Language
Services from 5/7 to 7/7. Dean Guida moved, seconded by Richard
Pemble, to refer all six proposals back to Administration for
recommendation. Motion carried.

PERSONNEL - Richard Pemble moved, seconded by Joyce Sutter, to
approve the following personnel changes. Motion carried.

    Retirement
    Clark Hawkins - Custodian, Edison Elementary, effective
    January 31, 1984.

TECHNOLOGY UTILIZATION PLAN - Dean Guida moved, seconded by Karen
Koentopf, to authorize the submission of the Technology
Utilization Plan.

TECHNOLOGY DEMONSTRATION SITE - Dean Guida moved, seconded by
Joyce Sutter, to authorize the submission of the application for
Technology Demonstration Site through the Clay County Vocational
Center, with the Technology Utilization Plan being included as a
part of the application.

GUIDANCE PROGRAM UPDATE - Ray Larson, John Ostlie and Don Ellingson presented an update on Guidance and Counseling in the K-12 Program.

HIGH SCHOOL BAND PROGRAM - Bruce Hering presented an update on the Band Program at the Senior High and reviewed their plans for the year.

ATHLETIC REPORT FOR 1982-83   hil Seljevold reviewed the Athletic Report for 1982-83.

ATHLETIC COUNCIL'S RECOMMENDED CHANGES - Phil Seljevold presented the following recommended changes from the Athletic Council:

    Increase salary for the Cheerleader Advisor from 5% to 12%.
    Establish a position for an off-season conditioning coach
        for Junior High students, boys and girls.
    Increase the conditioning coach in the Senior High from only
        the winter season to the entire school year.

Wayne Puppe moved, seconded by Mike Hulett, that these changes be directed back to Administration for further study and recommendation.

DECEMBER BOARD MEETINGS - Ben Trochlil informed the Board that Board Meetings in December would be held on December 13 and December 20.

RUTH RANDALL VISITATION - Ben Trochlil informed the Board that there would be a reception for Ruth Randall at 3:15 P.M. in the Senior High Library on Tuesday, December 6.

Meeting Adjourned.

                                        Karen Koentopf, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNNESOTA

Notice is hereby given that a regular meeting of the Moorhead
Board of Education will be held on Tuesday, December 13 at 7:30
p.m. in the Board Room at Townsite Centre.

_____
Dr. Bennett Trochlil, Superintendent

ATTENDANCE:

Joyce Sutter_____   Dean Guida _____
Karen Koentopf_____   Richard Pemble _____
Mike Hulett_____   Wayne Puppe _____
Curt Borgen _____   Ben Trochlil_____

   I.   CALL TO ORDER

  II.   PREVIEW OF AGENDA - Dr. Ben Trochlil, Superintendent

 III.   APPROVAL OF MINUTES   Appendix A

         Recommendation: Move to approve the minutes of November
         8 and 22, 1983.

  IV.   CONSIDERATION OF CLAIMS   Appendix B ·

         Recommendation: Move to approve the claims.

   V.   COMMUNICATIONS

  VI.   OPPORTUNITY FOR CITIZENS TO SPEAK

 VII.   "WE ARE PROUD"

VIII.   UNFINISHED BUSINESS

        1.   Consider Special Service Staff Requests   Appendix C

  IX.   NEW BUSINESS

        1.   Consider Capital Outlay Transfer   Appendix D

        2.   Consider Write-Off of Uncashed Checks   Appendix E

        3.   Consider Audit Report For 1982-83   Appendix F

        4.   Consider Personnel   Appendix G

        5.   Consider Revised Policy-Grievance   Appendix H
           Procedure for Equal Opportunity

6. Consider Title I Migrant Education   Appendix I
   Program Resolution

7. Review Foreign Language Program   Appendix J

8. Consider Proposal For Review Of   Appendix K
   Insurance Programs

9. Consider Bid Awards   Appendix L

10. Review 1982-83 Actual, 1983-84 Revised   Appendix M
    Preliminary and 1984-85 Projected Budget

11. Consider ESL Programs for Adult Refugees   Appendix N

X. FOR YOUR INFORMATION   Appendix Z

XI. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION

XII. ADJOURNMENT

NEXT SCHEDULED MEETING December 20, 1983

1. Special Service Staff Requests   (Swedberg)   Appendix C

   Explanation: At the November 22nd Board meeting the Board was advised of six proposals relating to additional special services staff and space requests. The following represents a summary of the administration recommendations on these proposals.

   APPROVE

Position	FTE	Total Cost	Reimbursement State/Federal	Net Cost to Dist.
A. Certified Occupational Therapist Aide	1.0	4,595	2,800	1,795
B. Speech/Language Clinician	.286	5,373	2,731	2,642
C. Severe Behaviors Problems Teacher	1.714	23,911	15,555	8,356
*Aide	1.0	4,193	2,569	**1,624
D. Learning Disa-abilities Teacher	1.0	15,325	9,332	5,993
		48,561	32,987	***20,410

      *   Aide will be employed only if needed later in school year.
     **   Total needed if aide hired
   ***   Total subject to change if aide not hired

   TABLE

Position	FTE	Total Cost	Reimbursement State/Federal	Net Cost to Dist.
E. Registered Music Therapist	1.0	12,108	8,400	3,708
Supplies		500	250	250
F. Early Childhood Aide	1.0	3,889	2,310	1,579
G. Time-Out Room		6,000	6,000	-0-

   Recommendation: Motion to approve positions A, B, C and D and Table items E, F and G for study and for possible inclusion into 1984-85 recommendations.

NEW BUSINESS

1. Capital Outlay Transfer   (Lacher)   Appendix D

   Explanation: Board approval is requested for a transfer of $2,939.41 from the capital outlay fund to the food services fund as of 6-30-83, for equipment purchased during the 1982-83 school year. This transfer was included in the 1982-83 budget.

   Recommendation: Approve a tranfer of $2,939.41 from the capital outlay fund to the food service fund as 6-30-83.

2.   Write-Off of Uncashed Checks   (Lacher)   Appendix E

     Explanation: Board approval is requested for the write-off
     of several old outstanding checks totalling $865.27 as of
     6-30-83. The auditors have recommended these be written off
     since the checks are over four years old so are no longer
     negotiable. New checks could be issued by the district if
     the recipients of these checks come forward.

     Recommendation: Approve write-off of $865.27 in old
     outstanding checks as of 6-30-83.

     ----

3.   Audit Report 1982-83   (Lacher)   Appendix F

     Explanation: Representatives from Eide Helmeke & Co. will
     present the audit report on the district's 1982-83 financial
     statement and any recommendation they find appropriate.

     Recommendation: Move to approve the audit report as pre-
     sented.

     ----

4.   Personnel   (Bergen)   Appendix G

     New Employees
     Mary Flesberg - Long-term substitute, Business, Senior High,
     effective November 30,1983, BA (1) .179, $1,609.52
     ($13,731,00 base) based on the 1982-83 salary schedule.

     Jan Nelson - Long-term substitute, Occupational Therapist,
     Edison Elementary, effective January 3, 1984, BA (1),
     $7,856.84 ($13,731 base) based on the 1982-83 salary sche-
     dule.

     ----

5.   Grievance Procedure for Equal   (Trochlil)   Appendix H
     Opportunity - Revised Policy

     Explanation: After a year of study by the Title IX Advisory
     Committee, federal officials, state officials, legal
     assistance, administration and the Policy Review Committee,
     the revised policy Appendix H-1 is submitted for approval.

     Recommendation: Move to approve the revised Grievance
     Procedure for Equal Opportunity - Code GBA

     ----

6. Title I Migrant Education Program   (Felde)   Appendix I

    Explanation: Each year the District submits an application
    for a Federal Title I Migrant grant to operate a Migrant
    Education project during the summer.

    Recommendation: Move to approve the resolution submitting an
    application for a Federal Title I Migrant Education grant for
    the summer of 1984.

    ----

7. Review Foreign Language Programs   (Jernberg)   Appendix J

    Explanation: The Board will be updated as to the progress
    and outcome of the pilot program involving 4th, 5th and 6th
    graders in Elementary Foreign Language. A grant proposal
    draft which is in Appendix J-1 would require implementation
    of this program in all elementary schools if the grant were
    awarded, accepted and received.

    Recommendation: Approve the submitting of the Grant Proposal
    for GLOBE (Greater Language Opportunity Begins in Elementary)
    to Northwest Area Foundation.

    ----

8. Proposal For Review of Insurance   (Lacher)   Appendix K
    Program

    Explanation: At the September 13th meeting, it was decided
    to investigate the possibility of employing a consultant to
    review the district's insurance program. Appendix K-1 is
    a memo from Bob Lacher and the two proposals submitted.

    Recommendation: Move to approve the Frank Hall Consulting
    Company to review the district's group insurance program at
    a cost of $4,500 and the property insurance not to exceed
    $3,000 (implementation of Section 125 and rebidding would be
    billed as additional).

    ----

9. Consider Bid Awards   (Lacher)   Appendix L

    Explanation: The awarding of bids may be possible for the
    following: used System 34 IBM Computer, school vehicles and
    remodeling projects.

    Recommendation: The administration will make a recommen-
    dation if sufficient information is available for complete
    analysis.

    ----

10. 1982-83 Actual, 1983-84 Revised   (Lacher)   Appendix M
    Preliminary and 1984-85 Projected
    Budget

    Explanation: The administration has adjusted the 1983-84
    Preliminary Budget based on the 1982-83 actual costs. A
    1984-85 Projected Budget has been prepared. In addition, the
    administration has proposed a five year projected budget
    analysis and the impact of present salary proposals.

    Recommendation: For information only.

----

11. ESL Programs for Adult Refugees   (Rose A.)   Appendix N

    Recommendation: For the last several years we have received
    money to sponsor an ESL Program for refugees that are in the
    Moorhead area. The policy has been changed for applying for
    these funds. In order to apply the Board of Education must
    approve the application. We are applying for $6,000 for the
    time period from January 1, 1984 through December 30, 1984.

    Explanation: Move to approve the application for $6,000 for
    for the period from January 1, 1984 through December 30,
    1984 to sponsor an ESL Program for refugees that are in the
    Moorhead Area.

                          "WE ARE PROUD"

1. Tim Green from the Computer Division was elected President
    and Debra Nichols from Medical Records Technician Division
    was elected Vice President of Professional Support of the
    Minnesota Office Education Association at the Fall
    Professional Growth Conference in Minneapolis. Tim and Debra
    will be members of a nine-person officer team representing
    nearly 6,000 members.

2. Grace Fridgen, 1st grade teacher at Washington, was saluted
    by her church - 'People Who Make A Difference'. . . whether
    in the church or public school, Grace's teaching is a real
    ministry to the individual students and their parents. . . it
    is because she is willing to give of herself and her time
    that Grace Fridgen is one of those who make a difference.

3. Jerry Harter was one of twenty people who officiated the 1983
    Football Prep Bowl.

4. Lowell Bolger and Ron Ness gave of their time to coordinate
    the United Way Fund Drive for the school district. They have
    done this for the past two years.

FOR YOUR INFORMATION

1. Community Education Advisory Council Minutes of October 24, 1983 - Appendix Z-1

2. Comprehensive Arts Planning Program - The district has been approved to receive a $1,500.00 Arts Planning Grant from the State Department of Education to be utilized during the 1984 and 1985 funding years. The grant application was developed by Susan Hamm, Community Arts Coordinator and Bob Jernberg, Ass't. Superintendent of Instruction with aid of the Art Curriculum committee.

CALENDAR OF EVENTS

EVENT	DATE	TIME	PLACE
CCVC Governing Board	Wednesday, Dec. 14	10:30 a.m.	Annex
PER Committee	Thursday, Dec. 15	7:00 a.m.	Board Room
Bus Drivers Workshop	Saturday, Dec. 17	1:00 p.m.	Townsite
Athletic Council	Tuesday, Dec. 20 (changed from Dec. 13)	7:00 a.m.	Townsite
Board Meeting	Tuesday, Dec. 20	7:30 p.m.	Board Room
Mediation	Wednesday, Dec. 21 and Thursday, Dec. 22	4:00 p.m.	Board Room
Holiday Vacation	Thursday, Dec. 22 through Monday, Jan. 2		
MSBA Convention	Sunday, January 15 through Wednesday, January 18		Minneapolis

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: GBA
	DATE ADOPTED:

GRIEVANCE PROCEDURE FOR EQUAL OPPORTUNITY

School District #152 provides opportunity <u>for students, parents, guardians of students, or district employees</u> to grieve matters pertaining to discriminatory practices. Where grievance procedures are established through master contracts with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.

This procedure addresses itself to discriminatory acts or policies regarding sex, race, religion, color, national origin, <u>creed, marital status</u>, age, or disability. This procedure may be used as a complaint against an individual or the school district for alleged discriminatory acts in violation of state or federal statutes or district policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and federal laws or to be represented by counsel.

Section 1: Definition

<u>Grievance</u>:   A complaint about an alleged violation, misinterpretation, or inequitable application of state and federal laws and regulations or district policy and procedures affecting equality in the educational program and/or employment practices.

<u>Grievant</u>:   <u>Any student or parent or guardian of a student, or employee of the district</u> who believe(s) that <u>in the past ten (10)</u> days there is or has been a violation, misinterpretation or inequitable application of state or federal laws and regulations or district policy and procedures affecting equality in the educational program and/or employment practices.

<u>Respondent</u>:   Person, persons, or <u>group</u> named in grievance who allegedly discriminated.

<u>Supervisor</u>:   Any administrator, i.e., <u>superintendent</u>, principal, <u>assistant</u> principal, assistant superintendent, <u>compliance officer, members of the Supervisors' bargaining unit, or Board of Education.</u>

<u>Days</u>:   "Days" shall mean all weekdays, excluding Saturday, Sunday and days designated as holidays by state law.

Section II: Waiver of Steps and Time Limits

The number of days indicated shall be the absolute maximum and
postmarks or dated, initialed receipt marks, shall serve for
counting days to comply with this grievance procedure.
Communications must be transmitted through U.S. Mail or hand
delivered. The parties, by mutual written agreement, may waive
any step and extend any time limit in the grievance procedure.
If the grievant does not meet time limits, the grievance will be
considered forfeited. If the respondent/supervisor does not
respond within the time limits, the grievant may proceed to the
next step immediately.

Section III: Withdrawal

A grievance may be withdrawn by the grievant at any step.

Section IV: Procedure

> Informal
> The grievant should first make an attempt to resolve
> the complaint through open discussion with the respon-
> dent and/or respondent's immediate supervisor, building
> supervisor, or his/her designee. The discussion must
> take place within a twenty (20) day period from the time
> that the alleged incident of discussion occurs. The
> informal complaint shall include the following
> information: (1) nature of the grievance, (2) facts,
> including dates, places, persons, and actions, (3)
> relief requested. If the grievance is not resolved in
> the informal discussion stage, the grievant may file a
> formal complaint with the immediate supervisor of the
> respondent within twenty-five (25) days from the date of
> the event giving rise to the complaint.

Step 1   Formal – The formal complaint shall include the
          following information: (1) nature of the grievance,
          (2) facts including dates, places, persons, and actions,
          and (3) relief requested. The formal written grievance
          shall be mailed or hand delivered to the immediate
          supervisor of the respondent who will determine whether
          the grievance is filed at the correct level. The super-
          visor will notify the grievant if the placement is not
          appropriate. If filed at the appropriate step, the
          supervisor will have five (5) days to respond during
          which time the supervisor shall have held a conference
          with interested parties before the response is written.
          A copy of the supervisor's response will be sent to the
          District's Compliance Officer, the Superintendent of
          Schools, and to the Board of Education.

GBA (continued)

Step 2   If the grievant is not satisfied with the response of
the previous step, <u>an appeal</u> may be filed <u>within a
period of five (5) days from receipt of the supervisor's
response</u> with the Superintendent of Schools. The
Superintendent of Schools will respond in the same
manner as any other supervisor, and will render a deci-
sion and mail the response within the five (5) day
period. <u>A copy of the response will be sent to the</u>
District's Compliance Officer and to the <u>Board of</u>
Education.

Step 3   If the grievant is not satisfied with the reponse of the
Superintendent, <u>an appeal</u> may be filed <u>within a five
(5) day period of receipt of the Superintendent's
response</u> with the Board of Education which will consider
the matter at the next regularly scheduled Board meeting
<u>unless said Board is scheduled within seven (7) days of
receipt of the grievance appeal.</u> The Board will render
its decision and respond in writing within a five (5)
day period from the date of the Board meeting. A copy
of the response shall be sent to the Superintendent of
Schools and to the District's Compliance Officer.

Nothing in this grievance procedure shall preclude the
grievant from filing a complaint with any or all of the
following agencies at any time:

Commissioner of Human Rights
200 Capitol Square Building
Bremer Tower - 5th Floor
7th & Minnesota
St. Paul, MN   55101

Director for Civil Rights, ED
300 South Wacker Drive, 8th Floor
Chicago, Illinois   60606
(312) 353-2520

Equal Employment Opportunity Commission (Regional Office)
342 North Water Street
Milwaukee, Wisconsin   53202

SCHOOL BOARD RESOLUTION

WHEREAS in recognition of the special educational needs of children of migratory farm workers the Congress of the United States has declared it to be the Policy of the United States to provide funds to State Departments of Education for the purpose of providing special educational programs designed to meet the special educational needs of the children of migratory farm workers and

WHEREAS School District # _____ at MOORHEAD, MINNESOTA _____
                                               (City or Town)
is centrally located in an area of the state in which large numbers of migratory farm workers are employed on a seasonal basis, and

WHEREAS the district is being requested by the State Department of Education to cooperate in an effort to provide an educational program for the children of migratory farm workers designed to meet their special educational needs during their residence in the area;

BE IT THEREFORE RESOLVED that the District shall submit an application for a federal Title I Migrant Education grant to operate a Migrant Education project during the summer of 1985. The State Department of Education is requested to coordinate this application process with, ___Norm Felde_____
                                         (name of district staff person)
who is hereby designated as the district contact person for the 1985 Migrant Education summer project.

IT IS UNDERSTOOD THAT coordinated with the Title I Migrant Education project, day care and Head Start services will be provided directly by the Tri-Valley Opportunity Council, Inc. to the preschool aged children of migratory workers. While the district is not the fiscal host for these preschool services, the district will cooperate in the operation of this preschool component of the Migrant project, thereby, assisting in the provision of comprehensive services to Migrant children.

_____
SIGNATURE

_____
TITLE

_____
DATE

Independent School District No. 152

Townsite Centre - 810 South 4th Avenue   Moorhead, Minnesota 56560

December 9, 1983

"Cooperatives for Quality Education in Teaching"
c/o Judith K. Healey, Vice President
Northwest Area Foundation
W-975 First National Bank Building
St. Paul, MN 55101

Dear Selection Committee Members:

GLOBE (Greater Language Opportunity Begins in Elementary)

This is a grant proposal for Independent School District 152, Moorhead, Minnesota, a school district with K-12 enrollment of 4650 students; and Concordia College, Moorhead, Minnesota, a Liberal Arts College with 2505 students, to cooperatively develop a comprehensive foreign language program for public schools.

Concordia College offers college language programs in Classics, German, French, Russian, Norwegian and Spanish; teacher preparation for K-12; and numerous overseas programs. The college staff has expertise and background to assist in the development of a comprehensive language program for grades 4-12 in the Moorhead Public Schools with offerings in French, German and Spanish. The Concordia International Language Villages offer summer programs in ten languages on an immersion model, attracting students from across the nation, and they present school-year immersion weekends in French, German and Spanish. Concordia staff and students with experience in the above programs will work together to develop similar local opportunities which can include all district young people.

The Moorhead Public Schools will provide funding to employ staff for foreign language introductory programs in grades 4, 5 and 6, to add staff to develop junior high programs in German, French and Spanish, and to add language teachers at Moorhead Senior High when the program increases enrollment beyond capabilities of current staff.

Statement of Need

A Nation at Risk and at least six other recent national reports on education point to a need for foreign language experience for American youth. Currently, Moorhead Public Schools offer three languages, on an elective basis: a semester of 8th grade German is offered. In grades 9-12, German I, II and a combined German III and IV are offered, but there is no program differentiation for students entering German I with or without an 8th grade experience. This results in a lack of incentive and continuity. French I, II and III are offered beginning in Grade 9. Spanish I, II, and III are offered beginning in grade 9. Only 13.3% of all secondary students study a second language.

December 9, 1983
Page Two

A parent group, working together with receptive administrators and school board, pro-
vided the impetus for a very successful pilot program for exploratory French in gra-
des 4-6 in one of the district's four elementary schools. In developing this pilot
program, it was found that there is a lack of teachers trained and licensed as
language teachers in the elementary school, and this placed severe limits on the
shape of the first year of the program. Further exploration and planning identified
the following additional areas of need:

- Lack of equity in the existing program.
- Lack of differentiation in the program for previous experience.
- Need for citizens who are sensitive to and fluent in foreign language.
- Need to increase interest in and incentive for the study of foreign language.
- Need to increase global awareness on the part of students, parents and com-
  munity
- Need to increase community awareness and involvement in the study of foreign
  languages.
- Need to plan for a coordinated, school-wide language program beginning at the
  elementary level.
- Need to develop an elementary school language program which will enhance basic
  skills.
- Need for ongoing contact between college language and methods teachers with
  elementary and secondary classrooms.
- Need to improve articulation between college and high school language
  programs.
- Need for clinical placements in both elementary and secondary for students
  preparing to teach foreign languages.
- Need to provide a model for use of American Council Teachers of Foreign
  Language Proficiency Guidelines as a means of improving articulation and pro-
  viding the public with realistic descriptions of what can be accomplished in
  school language programs.
- Need in the state and nation for models of foreign language programs on a con-
  tinuim.

Moorhead Public Schools and other school systems need quality curricular offerings
and well-trained staff to meet the challenges of the future. Concordia College has
programs and qualified staff to facilitate program development and to train staff to
offer a more comprehensive language program which can reach out to tap the rich
resources provided by the residents and institutions of the Fargo-Moorhead area.
GLOBE, once well defined, can be disseminated to other school systems and expanded to
other languages.

Program Goals for GLOBE (Greater Language Opportunity Begins in Elementary)

Goal 1   To develop a comprehensive foreign language curriculum which begins with
significant experiences in the elementary school.

Goal 2   To develop junior high offerings in grades 7 and 8 in French, German and
Spanish.

Goal 3   To develop programs to extend learnings, in addition to introductory
offerings in French, German and Spanish for grades 9-12.

Goal 4   To develop school-wide experiences in languages in which students of all levels can share and which give visibility and momentum to language study, i.e. immersion retreates, cross-age tutoring.

Goal 5   To increase community involvement in and awareness of second language instruction.

Goal 6   To provide training for current language staff and newly employed elementary language staff to provide for quality teaching and for meeting Minnesota Elementary Foreign Language Licensure requirements.

Goal 7   To provide opportunity for pre-service experiences for students in foreign language teacher preparation at Concordia College and opportunity for interaction and professional growth by the college staff.

Goal 8   To describe and evaluate objectives of the comprehensive language program by means of the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages.

Goal 9   To provide a model for other schools.for a comprehensive language program beginning in the elementary school and making extensive use of community resources.

Activities and Time Schedule

Activity	Who	Location	Comp. Date
Full-day planning session to further develop plan as outlined in this proposal and to assign areas of responsibility.	Staff & administrator of Ind. School Dist. 152 & Concordia College.	Concordia College	3/2/84
Recruit elementary teaching staff for 1984-85 programs in French, German and Spanish.	Ind. School Dist. 152 Personnel Department.		5/11/84
Foreign Language in Elementary Schools Extensive Training Experience (4 weeks).	Six elementary and secondary language staff of Moorhead schools.		6/11 - 7/6/84
Goal Setting, Planning, developing Learner outcomes, and preparing learning materials for elementary program. Pre-planning for Extension of this program into comprehensive 4-12 program.	Elementary and secondary language staff. Three administrators. Two Concordia staff as consultants.		7/23-26/84
Commence Elementary Program with students.	Elementary staff and students.	Elementary School	9/6/84
Creative Planning Session (RETREAT). Planning, goal setting, developing learner outcomes and materials for secondary programs. Planning for total immersion experiences and community involvement.	Language staff of Dist. 152. Administrators. Concordia language staff. Concordia administrators.	Concordia Language Village	9/14-16/84

Activity	Who	Location	Comp. Date
Planning session. Completing course descriptions and learner outcomes for secondary program.	Language staff of Dist. 152. Administrators Concordia language staff. Concordia administrators.	Concordia College Campus	10/15/84
Complete program development. Course descriptions for publication. Orders for new language materials, texts. Final approval of goals and objectives.		Concordia College Campus	12/10-11/84
Recruit and register secondary students.		Moorhead Schools	3/1/85
Implement secondary program.		Moorhead Schools	9/85
Continue review and evaluation sessions.			During 1985, 86 term and on on-going basis.

A result will include a comprehensive 4-12 language guide which can be disseminated to other schools.

Budget   23 - Substitute teachers for release of Moorhead
             Language Staff during project.   23 @ $46.00 = $1058.00
         48 - Days of Summer Curriculum Writing/Planning
             for staff members of Concordia and Moorhead   48 @ $58.00 = $2784.00
             Schools
            - Retreat Expenses to Concordia Language Village 16 @ $70.00 = $1120.00
            - Travel to Concordia Language Village in two
              rental vans   2 @ $120.00 = $240.00
            - Tuition for Foreign Language in elementary
              schools   6 @ $550.00 =$3300.00
            - Books/Supplies for above-stated classes   6 @ $30.00 = $180.00
              (Teachers will not receive stipend)
            - Luncheon Expenses $240.00
            - Consultant Fees $600.00
            - Supplies and Materials $470.00
            — TOTAL $9992.00

Attached are letters of support.

We are sincerely interested in developing this project which will provide excellent educational opportunities for students and staff in Moorhead schools and Concordia College and for other schools through dissemination of developed materials.

Sincerely,

Robert Jernberg   Dr. David Gring
Ass't Supt. for Instruction   Vice President of Academic Affairs
Moorhead Public Schools   Concordia College

MEMO TO: DR. TROCHLIL

FROM: ROBERT LACHER

DATE: NOVEMBER 28, 1983

        SUBJECT: PROPOSAL FOR REVIEW OF INSURANCE PROGRAM

Attached are two proposals for service:

1. RISK CONTROL INC.   2. FRANK HALL

    Group Ins. $4,000   Group Ins. $4,500

    Property $1,500   Property   ** $2,500 - 3,000

** Implementation of Section 125 and rebidding would be billed as
    additional.

I would recommend working with Frank B. Hall. The thoroughness of
their preliminary review and the initial suggestions indicate a strong
background in this area.

ATTACHMENTS: Risk Control Inc.
               Frank B. Hall

B-84-67

Frank B. Hall Consulting Company
One Corporate Center
7401 Metro Boulevard, Suite 350
Minneapolis, Minnesota 55435

November 21, 1983

Mr. Robert Lacher
Administrative Assistant to Superintendent
Moorhead Public Schools
810 4th Avenue South
Moorhead, Minnesota 56561

Re: Risk/Insurance Evaluation

Dear Mr. Lacher:

The Frank B. Hall Consulting Company would be pleased to assist your
District in evaluating its existing employee benefits coverages to
assure yourself, your superintendent and your Board that they
adequately meet the needs of your employees and their insured
dependents at the most economical costs available.

Our study will review your existing plans of Health Insurance,
Employee Life Insurance and Accidental Death & Dismemberment,
Employee Supplemental Life Insurance and Accidental Death & Dismemberment,
Dependent Life Insurance and Long Term Disability Insurance. In addition
to reviewing your existing plans of benefits, our study will make
suggestions as to how the programs could be arranged to provide coverage
for your employees and their insured dependents on a more economical basis
than currently arranged for by your District. For example, the addition
of large amounts of contributory group term life insurance to satisfy the
needs of employees with large families. You may wish to consider the
possibility of a Comprehensive Health Insurance program similar to that
outlined below:

Deductible	$100 Per Person Per Calendar Year 3 Per Family Maximum
Co-insurance	80% Next $2,000 100% Thereafter for Remainder of Calendar Year
Out-of-Pocket Expense	$500 Per Person Per Calendar Year $1,500 Per Family Maximum
Medical Maximum	$1,000,000 Lifetime
Supplemental Accident	$300 Per Accident

Telephone (612) 835-5030

Established in 1862

Mr. Robert Lacher
November 21, 1983
Page 2

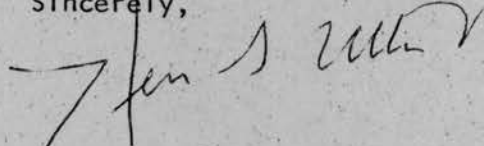**Frank B. Hall Consulting Company**

In addition we will suggest the possibility of an Internal Revenue Code Section 125, Re-imbursement Account Program for your employees which would allow health insurance contributions, deductibles, dental expenses, vision expenses and legal expenses to be provided by the District to employees on a "before tax" basis. Such a program can be arranged with the only cost to the District that of administration through the existing payroll system.

The long range objective of our study will be to develop programs which can be included in your specifications the next time the plan must be rebid. In addition, our study will suggest discussions with various employee groups regarding the rearrangement and/or redesign of the existing plans of benefits.

As you are aware, the Frank B. Hall Consulting Company charges for its services on a fixed hourly rate plus out-of-pocket expenses billed on a net basis. Based on our current knowledge of the plans available to your employees and their eligible dependents we would estimate a study as outlined above to cost approximately $2,500. In no event would the cost for the study as outlined above exceed $3,000. These costs do not include our charges for implementing a Section 125 program for your District or the rebidding of the current or proposed plans of insurance.

We look forward to the opportunity of reviewing this proposal with you and your Board and answering any questions or comments you may have.

Sincerely,

Ken S. Utter, Jr., CLU
Vice President

KSU/lm

Frank B. Hall & Co. of Minnesota, Inc.
One Corporate Center
7401 Metro Boulevard, Suite 350
Minneapolis, Minnesota 55435

November 22, 1983

Mr. Robert Lacher
Administrative Assistant to the Superindendent
MOOREHEAD PUBLIC SCHOOLS
810 4th Avenue South
Moorhead, Minnesota 56561

RE: Risk Management/Insurance Program Review

Dear Mr. Lacher:

I would like to thank you for the opportunity to review your current
Property/Casualty Insurance program. It was interesting to learn about
your district and what your objectives are in your program review.

I would like to summarize a couple of things that we discussed during
our recent meeting. We have been active in the insurance brokerage and
consulting business in the Midwest for several years. As part of Frank
B. Hall and Co., we have a wide range of experiences and expertise that
we can draw to bear on your school district. We have individuals that
have worked with various public and non-prohit, as well as, institution-
al clients in developing and managing their insurance and risk manage-
ment programs. We feel that we can be of service to you and your dis-
trict in the following areas:

Review of existing programs. We can provide a comprehensive analysis
of your existing program and include any recommendations with regard
the need for any additional coverage. This would include a review of
the current premium pricing on the various lines of coverage purchas-
ed by the district. In addition, we will review other risk management
procedures that are currently being used by the district. This would
include a review of standard contracts, leases and arrangements with
independent contractors. In this age of litigations special emphasis
will be given to the Liability portion of your exposures with special
emphasis on exposures faced by the School Board members.

Bidding. We will work with the District to determine the need for
bidding or negotiating with current underwriters. If formal bids are
secured, we would prepare specifications, assure proper distribution
and analyze the bids received. This would enable you and your school
board to act prudently in awarding any insurance bid.

Telephone (612) 835-5030
Telex 29-1009 FBH MINN EDNA.

Frank B. Hall & Co. of Minnesota, Inc.

November 22, 1983

Page 2

Day to Day Consultation Service. We would provide on an as needed basis recommendations and answering of questions concerning the School's exposure and how best to handle those exposures. In addition, we would work with the District and the various insurance vendors managing the School District's insurance program. This will help ensure continued continuity of coverage and State of the Art planning.

I would like to state that if we are selected as the consultant to the District, that we will not act as an independent agent or broker in placing any of your programs. We will work with vendors selected by the School District in managing your insurance program. This will be done in coordination with your office and your staff. By making this statement, we eliminate any conflict of interest charge that might be generated by a consultant or independent agency. We will only work on a consulting format. The fee for the day to day consulting services, as well as, any bid or review procedure would be $4,500 a year. This would be payable on a quarterly basis.

I would like to express my appreciation once again to you and your staff for the time that you took out of your busy schedule to meet with Ken and I. We look forward to the possibility of working with you and your district in reviewing your program and managing the costs associated with those programs. If I can answer any questions with regard to this consulting proposal, please do not hesitate to contact me. Once again, thank you.

Sincerely,

Michael Prins
Vice President

MP/cw

cc: Ken Utter

Risk Control, Inc.

INSURANCE MANAGEMENT SERVICES

216 WATER STREET

EXCELSIOR. MINNESOTA 55331

(612) 474-5204

September 2, 1983

Bob Lacher
Assistant Superintendent
Moorhead Area Public Schools
810 4th Avenue South
Moorhead, MN 56560

Dear Bob:

Thank you very much for taking some time out of your schedule on
Tuesday to meet with Bill Frawley and myself. I sincerely appre-
ciate you letting us drop in unannounced. I don't know if you've
had a chance to review the brochure at this date, but I would hope
so. I think that what you will determine is that, yes, we really
are completely independent; we are not affiliated with insurance
companies, agents, nor do we administer any trust arrangements.
Therefore, our opinions are objective. I have also enclosed
some institutions that we have worked with. Please feel free
to contact any of them. I did add Jim Schmidt's name on their
so that I don't forget to include it once in a while. I think
Jim will give you an excellent recommendation also.

I've had a chance to think over our conversation and the questions
I asked. It would seem to me that because it's been quite a while
since a good objective audit and competitive bidding situation has
been accomplished that it would be very worthwhile for you to take
advantage of the soft markets that currently exist. With the
property and casualty, workers' compensation and umbrella coming
up at the first of the year, or shortly thereafter, you have the
ability, if approached properly, to make significant changes in
the coverage and the cost of your program. Because you haven't
bidded for some period of time, I am confident that the savings
would be multiple of our fees and I say it not because I'm think
I'm so great, but because that's what we have been experiencing
throughout 1983. The important thing in these things are that
specifications be done properly, that the valuations and the
questions concerning why this and why not that are all resolved
and that the proper and the competitive insurance markets do get
a copy of the specifications. We have a reputation of being very
honest and straight-forward. People know that if they quote on
something that Risk Control is handling, their quotation will get
a fair and objective review. If it's the best bid they feel
they're going to recognised for it. If it's not the best bid,
they are going to accept it without saying "You didn't consider
this," and "You didn't consider that," and what that boils down

Bob Lacher
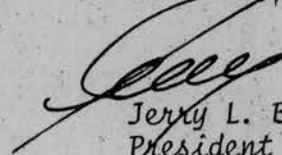Moorhead Area Public Schools
September 2, 1983
Page 2

to is that you have less hassle among yourself and the administration,
the agent and the school board.

As I indicated to you, we bill our fees out over a period of time, not
all at once. Because of your time table, it's entirely possible that
you would have recovered multiples of our fee before we had billed you
more than three or four months down the road. I think you should bear
in mind that January 1st is coming close; the property and casualty,
boiler and machinery, umbrella and workers' compensation have all
been subject to widespread oscillations and I really think you should
try to take advantage of this.

I will be in touch with you in the near future. I would estimate at
this time that our fees for the entire twelve month period of time
for the Moorhead School District would be a maximum of $4,000 in
ten billings at $400 per month for all the insurance coverages with
the exception of the group insurance. The additional cost for handling
the group insurance would be a maximum of $1,500, again spread over a
ten month period of time. The reason I separate these out is that you
have made some efforts in your group area and you may not want to include
that coverage until you see for yourself how effective we are on the
property and casualty.

Once again, thank you very much for your time and assistance, and for
letting us in. I am confident that as you think about what we do, and
discuss it with your superintendent, you're going to come to the same
conclusion and make the same decision that so many other schools are
making at this particular time.

Sincerely,

Jerry L. Brecke
President

JLB/kja

COMMUNITY EDUCATION ADVISORY COUNCIL
MONDAY, OCTOBER 24, 1983 - 7:30 p.m.
MAVTI LOUNGE, FALL MEETING

Members present: Nick Heisler, Betty Tosterud, Bea Arett, Dave Andersen, Dave Braton, Ada Fick, Dr. John Holten, Michael Hulett, Mary Martin, Howard Murray, Sue Porter, Marilyn Woods, Rose Andersen, Susan Hamm, Mary Davies, Diane Wray-Williams, Darla Roy and guests John Ireland, Maggie Gee, and Coleen Fowler from the YMCA.

Nick Heisler, Chairperson, called the meeting to order and minutes of the April 25 meeting were approved as sent. New members Ada Fick, Michael Hulett, Sue Porter and Marilyn Woods were introduced to the council.

John Ireland, Director of the YMCA introduced Maggie Gee and Coleen Fowler and gave a brief overview of a proposed "School's Out" program for the Moorhead Schools, grades 1-6.

Purpose: 1) To be supportive of working parents before and after school
Goals: 1) Help support the family unit
          2) Help children with supportive and caring atmosphere
Why: Why the YMCA?
          1) 100 years of service
          2) Teacher ration-one teacher for 10 children
          3) Expertise in child care which is the fastest growing program in the YMCA
          4) Collaboration with parks, YBA, community education, adult health education programs and the schools

Maggie Gee, YMCA Child Care Director, discussed the results of a survey done in our four elementary schools. The results are as follows:

Need child care before and after school	57
Need breakfast served	36
Cost very important	127
Transportation very important	83
Activities	133
Coverage on Holidays	102
Snacks	5
Quality and number of supervisors very important	14

The five activities parents considered most important were arts and crafts, gymnastics, swimming, sports, and music. Costs are $23.00 per week, for a five day week, before and after school. A 25% discount will be given for two or more children from the same family. Space, storage, custodian services, food preparation, hiring and training of staff has yet to be resolved. The program is aiming at January 3 for a starting date. Coleen Fowler briefly discussed activities that would take place before and after school. Time would be structured but, free time would be available for recreation and creative time.

Dave Braton moved that Community Education Advisory Council support the School's Out Program, YMCA sponsored, and to assist with its development. The motion was seconded by Dr. John Holten and passed.

Rose Andersen shared with the council a comparison of the Community Education goals ranking by the school board and the Advisory Council. The comparison was very similar. Rose also reported on the top five goals of the Youth Intervention Officer Program as determined by the advisory council.

Susan Hamm gave a report on the Community Arts Program, grants pending at MSAB and the State Board of Education grant for a Comprehensive Arts Curriculum Program.

Mary Davies distributed copies of the Fall Newsletter and class schedules to all members.

Darla Roy reminded members to purchase books at B. Dalton, West Acres, November 18 and 19 and ask that a percentage be given to the Literacy program.

Rose discussed the council's plans for the year. In November a report will be given by the Youth Board and we will have committee meetings. In February we will vote on goals for 1984-85. We will work on the budget for 1984-85 in February, March and April.

The group analyzed the membership list. It was suggested that we add a teacher from the secondary school as a new member and to ask Mark Voxland to be a member.

Possible ideas for winter adult education classes are: art history, issues of the 80's, jazz exercise, back care, jewelry, Norwegian, and health for travelers.

Dave Braton reported on the First Annual Moorhead Music Festival scheduled for January 28 to February 4. "A Salute to Music" including a free concert by Doc Severson in memory of Nels Vogel, F.M. Symphony Concert, involvement of the school music departments, and Sweet Adelines and a Barbershop Quartet performance.

The meeting was adjourned at 9:30 p.m.

Next scheduled meeting will be November 28, 1983 - 7:30 p.m. at MAVTI staff lounge.

NEW MEMBERS MEETING AT 7.

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Next scheduled meeting will be November 28, 1983 - 7:30 p.m. at MAVTI staff lounge.

NEW MEMBERS MEETING AT 7.

Regular Meeting
Board of Education
Independent School District #152
December 13, 1983

Members Present: Joyce Sutter, Karen Koentopf, Mike Hulett, Curt
Borgen, Dean Guida, Richard Pemble and Ben Trochlil

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Ben Torchlil previewed the agenda.

MINUTES - Joyce Sutter moved, seconded by Karen Koentopf, to
approve the minutes of November 8 and 22, 1983. Motion carried.

CLAIMS - Dean Guida moved, seconded by Richard Pemble, to
approve the claims in the amount of $551,680.96. Motion carried.

GENERAL FUND	$ 120,256.26
FOOD SERVICE	26,287.63
TRANSPORTATION FUND	61,220.11
COMMUNTIY SERVICE	6,072.49
CAPITAL EXPENDITURE	60,603.39
DEBT REDEMPTION	43,151.00
MAVTI-GENERAL FUND	121,609.60
MAVTI COMM SERVICE	4,910.38
VO-TECH CAPITAL OUTLAY	43,232.26
STUDENT GRANTS FUND	56,670.85
TOWNSITE CENTRE	7,666.99
GRAND TOTAL	$ 551,680.96

CAPITAL OUTLAY TRANSFER - Richard Pemble moved, seconded by Karen
Koentopf, to approve a transfer of $2,939.41 from the capital
outlay fund to the food service fund as of 6-30-83. Motion
carried.
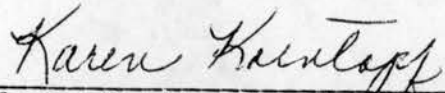
WRITE-OFF OF UNCASHED CHECKS - Mike Hulett moved, seconded by
Joyce Sutter, to approve the write-off of $865.27 in old
outstanding checks as of 6-30-83. Motion carried.

AUDIT REPORT 1982-83 - Dean Guida moved, seconded by Karen
Koentopf, to approve the audit report as presented. Motion
carried.

ESL Programs for Adult Refugees - Joyce Sutter moved, seconded by Mike Hulett, to approve the application for $6,000.00 for the period from January 1, 1984 through December 30, 1984 to sponsor an ESL Program for refugees that are in the Moorhead area. Motion carried.

December 20 Board Meeting - Karen Koentopf moved, seconded by Mike Hulett, to change the time of the December 20 Board Meeting from 7:30 PM to 4:30 PM.

Meeting Adjourned.

Karen Koentopf
Karen Koentopf, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNNESOTA

Notice is hereby given that a regular meeting of the Moorhead Board of Education will be held on <u>December 20</u> at <u>4:30</u> p.m. in the Board Room at Townsite Centre.

Bennett Trochlil

Dr. Bennett Trochlil, Superintendent

ATTENDANCE:

Joyce Sutter_____   Dean Guida_____
Karen Koentopf_____   Richard Pemble_____
Mike Hulett_____   Wayne Puppe_____
Curt Borgen_____   Ben Trochlil_____

I.   CALL TO ORDER

II.   PREVIEW OF AGENDA - Dr. Ben Trochlil, Superintendent

III. COMMUNICATIONS

IV.   OPPORTUNITY FOR CITIZENS TO SPEAK

V.   "WE ARE PROUD"

VI.   MOORHEAD AREA VOCATIONAL TECHNICAL INSTITUTE AGENDA

    A.   UNFINISHED BUSINESS

    B.   NEW BUSINESS

       1.   Consider 1984-85 Expenditures and Revenues   Appendix <u>A</u>

VII. PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION

    A.   UNFINISHED BUSINESS

    B.   NEW BUSINESS

       1.   Review Request for Learning Disabilities Special Education Aide   Appendix <u>B</u>

       2.   Consider Personnel   Appendix <u>C</u>

       3.   Review Award of Bid for Townsite Centre Remodeling   Appendix <u>D</u>

       4.   Review Youth Intervention Program   Appendix <u>E</u>

       5.   Review Negotiations Update   Appendix <u>F</u>

VIII. FOR YOUR INFORMATION

IX. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION

X. ADJOURNMENT

NEXT SCHEDULED MEETING ____ January 10, 1983 _____

NEW BUSINESS - MAVTI

1. 1984-85 Expenditures and Revenues   (Bergos)   Appendix A

   Explanation: The proposed budget for the 1984-85 year is now
   ready. Mr. Bergos will comment and entertain questions.

   Recommendation: Move to approve the proposed 1984-85 AVTI
   Budget.

PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNTIY EDUCATION

UNFINSIHED BUSINESS

NEW BUSINESS

1. Learning Disabilities Special   (Swedberg)   Appendix B
   Education Aide

   Explanation: Appendix B-1 contains a proposal form for a
   request for a full-time Learning Disabilities Special
   Education Aide. The Administration is currently reviewing
   options. At this time it is apparent that an aide will be
   required in order to meet the services described in the
   Individual Educational Plans at Edison.

   Recommendation: For information only. A recommendation will
   be made at the January 10 meeting.

   ----

2. Personnel   (Bergen)   Appendix C

   Leave of Absence
   Anne Moyano - Maternity Leave, .642 Speech/Language Clinician,
   from February 18, 1984 to June 1, 1984 and .358 as Speech/
   Language Coordinator from February 18, 1984, to March 19,
   1984.

   Arlys Buland - Nurse's Secretary, Senior High, Leave without
   pay from January 3, 1984 to February 10, 1984.

   ----

3. Review Award of Bid for   (Lacher)   Appendix D
   Townsite Centre Remodeling

   Explanation: We will review the award of the bid for Townsite
   Centre remodeling.

   Recommendation: Information enclosed. Recommendation will
   follow.

4. Youth Intervention Program   (Jernberg)   Appendix E

Explanation: The Moorhead Police Department has now received information as to the amount of grants received for the employment of Mr. Dave Anderson, Youth Intervention Officer. They had originally discussed possibilities of increased funding for the district and are now requesting $1,059.00 additional support from the Board. Funding information will be presented at the Board Meeting.

Recommendation: An administrative recommendation will be given at the Board Meeting.

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5. Negotiations Update   (Trochlil)   Appendix F

Explanation: The Administration will update the Board with information regarding negotiations.

Recommendation: For information only.

'WE ARE PROUD'

1. Corinne Pestes, school nurse, was a participant in the School Nurse Achievement Program (SNAP) this past summer. Ms. Pestes completed the course and has increased her knowledge and skills by meeting the SNAP objectives.

FOR YOUR INFORMATION   Appendix Z

1. Calendar of Events

Event	Date	Time	Place
Mediation	Wednesday, Dec. 21 and Thursday, Dec. 22	4:00 p.m.	Board Room
Holiday Vacation	Thursday, Dec. 22 through Monday, Jan. 2		
MSBA Convention	Sunday, January 15 through Wednesday, January 18		

MOORHEAD PUBLIC SCHOOLS   7/1/80)
Moorhead, Minnesota

_____ Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Edison Elementary School

TOPIC OF PROPOSAL: Need for a full-time learning disabilities/special education aide

SUBMITTED BY: Norman Felde, Eldora Pederson   DATE: 12/12/83

SUBMITTED TO: Alan Swedberg
              Robert Jernberg

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Robert Jernberg

Recommendation (by person responsible):

Approve ___   Disapprove ___   Hold ___   Refer to Cabinet X

Date   12/15/83

Complete a description of your program proposal. All six (6)
areas must be addressed. Information in support of your proposal
should be as comprehensive as possible.

1. Describe the proposal for funding.

   Employ a learning disabilities/special education aide to assist in the educational
   programs for the students in the levels 3 and 4 learning disabilities programs at
   Edison Elementary School.

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

The need to increase LD teacher instructional time for several LD students due to the severity of their handicaps has resulted in as many as 8 students being scheduled to receive instruction from an LD teacher during a class period and in a teaching schedule that has no scheduled preparation periods or breaks. Because of the complexity and diversity of their needs, Individual Education Program(IEP) goals and objectives for these students require one-to-one or very small group instruction.

A learning disabilities/special education aide could assist the LD teacher in providing appropriate individualized insturction.

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

LD students would not receive the services described on their IEP's and deemed appropriate and necessary by the child study team.

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

   a. Hire an additional LD teacher.

   b. Refuse to provide appropriate service and allow parents to go to conciliation and due process hearing.

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

PROPOSAL BUDGET

*1 PERSONNEL	Number Requested	Total Cost	Code to be Charged	Reimbursement (Fed/State)	Net District Cost
Administrators					
Teachers					
Clerical					
Aides: No. & Hrs/Day Teacher Aides	1.0	3,285	01-200-493-751-141	2,299	986
Noon Aides					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0035 =				910
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					

*3   TOTAL COST ____4,195____   Net District Cost ____1,896____

Comments on budgetary items:

1 F.T.E. (Full-time equivalent)
2 Equipment, remodeling, site improvement, etc.
3 Approval by Business Office before Superintendent's Approval

MINNESOTA JOB SERVICE OFFICE
TOWNSITE CENTER
Moorhead, Minnesota

TABULATION OF BIDS
2:00 P.M., C.S.T.
Thursday, December 15, 1983

Foss Associates
Architecture, Engineering & Interiors
Moorhead, Minnesota

Appendix D-1
page 1 of 1

PROJECT NO. 7351-12

BIDDERS	BOND	CHECK	ADDENDUM	BASE BID ALL WORK	MECHANICAL SUBBIDDER NAME & AMOUNT	ELECTRICAL SUBBIDDER NAME & AMOUNT	ALT. NO. 1 PARTIAL SECOND FLOOR	ALT. NO.2 SECOND FLOOR	ALT. NO. 3 MODIFY RMS E114 & E115	ALT. NO. 3 FOLDING PARTITION	CAL. DAYS
Advance Structures, Inc. Fargo, ND											
R.V. Anderson Construction Fargo, ND											
A.C. Carr Construction, Inc. Barnesville, MN	X		X	87400	Langely 21468	Red River 18825	48,500	39000	3,500	3100	120
Diversified Builders, Inc. Fargo, ND											
Geddes Construction Moorhead, MN											
Hobco, Inc. Minneapolis, MN											
John T. Jones Construction Fargo, ND	X		X	87250	W. Fargo P+H 19987	Red River 18825	42,800	81,800	4000	2,300	90
J.E. Krieg & Sons, Inc. Fargo, ND	X		X	83000	W.F. P+H 19987	Red River 18,825	53000	81,900	5200	2800	200
Minko Construction Fargo, ND	X		X	98196	W.F. P+H 19987	Sands Elec 19901	49980	72985	7190	1700	120
Paulson & Sons Construction Moorhead, MN											
T.F. Powers Construction Fargo, ND	X		X	91000	W.F. P+H 19987	Red River 18825	60,000	94,000	7,600	7000	150
Retro Building Systems, Inc. Fargo, ND											
Ryland Construction Company Fargo, ND											
D. C. Trautman Company Fargo, ND	X		X	77,000	W.F. P+H 19987	Red River 18825	47,900	67,300	2,100	2000	120
Wendt Construction, Inc. Moorhead, MN											

Regular Meeting
Board of Education
Independent School District #152
December 20, 1983

Members Present: Joyce Sutter, Karen Koentopf, Mike Hulett, Curt
Borgen, Dean Guida, Wayne Puppe, Ben Trochlil.

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Ben Trochlil previewed the agenda, adding Storm Make-up
and Emergency Procedures.

1984-85 EXPENDITURES AND REVENUES - Wayne Puppe moved, seconded
by Dean Guida, to approve the proposed 1984-85 AVTI Budget.
Motion carried.

LEARNING DISABILITIES SPECIAL EDUCATION AIDE - Al Swedberg
reviewed a proposal form for a request for a full-time Learning
Disabilities Special Education Aide. The Administration is
currently reviewing options. At this time it is apparent that an
aide will be required in order to meet the services described in
the Individual Educational Plans at Edison. A recommendation
will be made at the January 10 meeting.

PERSONNEL - Joyce Sutter moved, seconded by Karen Koentopf, to
approve the fo'lowing personnel changes. Motion carried.

    Leave of Absence
    Anne Moyano - Maternity Leave, .642 Speech/Language
    Clinician, from February 18, 1984 through June 1, 1984 and
    .358 as Speech/Language Coordinator, from February 18, 1984
    to March 19, 1984.

    Arlys Buland - Nurse's Secretary, Senior High, Leave without
    pay from January 3, 1984 to February 10, 1984.

AWARD OF BID FOR TOWNSITE CENTRE REMODELING - Wayne Puppe moved,
seconded by Dean Guida, to award the construction contract to D.
C. Trautman Company, as follows:

    $77,000. Base Bid
     69,300. Alternate No. 2 for approximately 6,000 square-foot
                additional floor
      2,100. Alternate No. 3 modifying former locker rooms
      2,000. Alternate No. 4 add folding partition
    $150,400. Total

The compensation for architectural/engineering services is esti-
mated to be $35,245 plus approximately an additional $1,500 for
reimbursable expenses such as the reproduction of the drawings
and specifications. These estimates are projected through the
end of inspection phase services and the cost must be prorated
between the Job Service and the Independent School District No.
152 projects. Motion carried.

YOUTH INTERVENTION PROGRAM - Dean Guida moved, seconded by Mike Hulett, to approve the appropriation of $1,059.00 from the General Fund to suppport the Youth Intervention Program. Motion carried.

STORM MAKE-UP DAY - Joyce Sutter moved, seconded by Karen Koentopf, to utilize Wednesday, April 18, 1984 as a regular school day to make up for the canceled day of December 15, 1983. Motion carried.

STATE EMPLOYMENT SERVICE LEASE - Mike hulett moved, seconded by Karen Koentopf, to approve a revision of the State Employment Service Lease for $19,510.20. Thia was for an additional 150 square feet. Motion carried.

Meeting adjourned.

_____
Karen Koentopf