



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

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INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a regular meeting of the Moorhead Board of Education will be held on Tues. Jan. 10 at 7:30 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. APPROVAL OF MINUTES Appendix A  
Recommendation:
- IV. CONSIDERATION OF CLAIMS Appendix B  
Recommendation:
- V. COMMUNICATIONS
- VI. OPPORTUNITY FOR CITIZENS TO SPEAK
- VII. "WE ARE PROUD"
- VIII. UNFINISHED BUSINESS
- VIII. NEW BUSINESS
  1. Review North Central Evaluation Appendix C
  2. Review Clay County Nursing Services Appendix D
  3. Consider Senior High Auto Donation Appendix E
  4. Review School Calendar Committee Structure Appendix F
  5. Consider Special Services Staff Request Appendix G

- |                                                                 |                   |
|-----------------------------------------------------------------|-------------------|
| 6. Consider Investments                                         | Appendix <u>H</u> |
| 7. Consider Townsite Centre Leases                              | Appendix <u>I</u> |
| 8. Consider Personnel                                           | Appendix <u>J</u> |
| 9. Review Negotiations                                          | Appendix <u>K</u> |
| 10. Review Assertive Discipline Workshop                        | Appendix <u>L</u> |
|                                                                 |                   |
| X. FOR YOUR INFORMATION                                         | Appendix <u>Z</u> |
|                                                                 |                   |
| XI. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION |                   |
|                                                                 |                   |
| XII. ADJOURNMENT                                                |                   |

NEXT SCHEDULED MEETING January 24, 1984

## NEW BUSINESS

1. North Central Evaluation (Jernberg) Appendix C

Explanation: Ray Larson, Chairperson of the North Central Association Self-Evaluation Steering Committee, will provide Board Members with a copy of the report from the visiting Committee and will discuss the process being used to develop a self-improvement plan.

Recommendation: For information purposes only

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2. Clay County Nursing Services (Jernberg) Appendix D

Explanation: Based on the Clay County Health Advisory Council recommendation that County Nursing would provide nursing services to all schools in Clay County, a meeting between county nursing personnel and school district personnel was held. Mr. Jernberg will review those minutes and recommendations found in Appendix D-1.

Recommendation: For information purposes only.

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3. Senior High School Auto Donation (Jernberg) Appendix E

Explanation: The Moorhead Senior High School Automotive Department received a 1977 Chevrolet van, valued at \$4,000.00, from Dr. Malcolm McCutcheon on December 22, 1983.

Recommendation: Move to accept the gift as received on December 22, 1983 and direct a letter of thank you be sent to Dr. Malcolm McCutcheon.

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4. School Calendar Committee (Trochlil) Appendix F

Explanation: Appendix F-1 is the Committee structure of one year ago. We need to review the membership, charges, and timelines and determine if any changes should be made.

Recommendation: For information purposes only.



5. Special Services Staff Request (Swedberg) Appendix G

Explanation: At the December 20, 1983, Board meeting, the Board was advised of a request to employ an aide at Edison Elementary to assist in providing services to learning disabled students. After reviewing the request the administration recommends an aide (learning disabilities) be employed through June 1, 1984.

Recommendation: Move to approve the employment of an L.D. Aide through June 1, 1984.

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6. Investments (Lacher) Appendix H

Explanation: Board approval is requested for the investments as shown in Appendix H-1. Total interest earned and received from July 1 to December 31 was approximately \$82,000.00 compared to \$102,000.00 in 1982-83. This does not include investment of proceeds from tax anticipation certificates.

Recommendation: Move to approve investments as shown in Appendix H-1.

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7. Townsite Centre Leases (Bergen) Appendix I

Explanation: Department of Revenue wishes to extend their lease from January 1 through December 31, 1984 - yearly total -\$11,317.56.

Recommendation: Move to approve a lease with the Department of Revenue from January 1 through December 31, 1984, in the amount of \$11,317.56.

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8. Personnel (Bergen) Appendix J

Leave of Absence

Marlene Olson - Secondary TMH, Senior High, Maternity Leave, effective February 27, 1984, through the end of the 1983-84 school year.

## 9. Negotiations

(Trochlil)

Appendix K

Explanation: This is to share information by Board members.

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## 10. Assertive Discipline Workshop (Anderson)

Appendix L

Explanation: Maxine Norman, Parenting Coordinator, will inform the Board of the workshop on Thursday, February 2nd.

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## 'WE ARE PROUD'

1. Rose Anderson is a member of the State General Advisory Vocational License Reviewal Committee.
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## FOR YOUR INFORMATION

Appendix Z

## 1. Calendar of Events

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Title IX Advisory Committee	Monday, January 9	7:00 A.M.	Townsite
High School Department Heads	Monday, January 9	3:30 P.M.	High School
Athletic Council	Tuesday, Jan. 10	7:00 A.M.	Townsite
Learning Bank	Thursday, Jan. 11	7:00 A.M.	Adm. Office
Superintendent/ Parent Advisory Council	Thursday, Jan. 16	7:30 P.M.	Townsite
MSBA	Monday, Jan. 16 through Wednesday, Jan. 18		Minneapolis
PER	Thursday, Jan. 19	7:00 A.M.	Townsite
End of Semester	Friday, Jan. 20		

*Dec 20 min*  
Nursing Services Committee  
Minutes  
November 23, 1983

Present: Lazette Chang Yit, Terri Overbeck, Marlys Hofstrand,  
Robert Jernberg, Alan K. Swedberg

Recorder: Alan K. Swedberg

The above people met to discuss the possibility of having nursing services within the school district provided by the Clay County Health Department.

- 1.0 Reviewed the County Health Advisory Council's recommendation that county nursing would provide services to schools within Clay County.
- 2.0 Discussed cost of county nursing services to county school districts. Current cost \$18.00 per hour, projected cost for 1984-85 at \$25.00.
  - 2.1 Ulen-Hitterdal, Hawley and Glyndon-Felton contract for services with County Health.
  - 2.2 Barnesville contracts with Barnesville clinic.
  - 2.3 Dilworth does not contract or receive any nursing services.
  - 2.4 Moorhead employs 2.0 FTE nurses.
- 3.0 With the existing Moorhead School salary budget for nurses only 256 days of nursing services versus the 380 days of services the district presently receives could be purchased from the county. 1.426 FTE vs 2.11 FTE
- 4.0 It appears that there is no advantage in contracting with county nursing services if the decision is made on a financial basis provided that the amount and type of service remains as is currently provided.
- 5.0 Coordination of family services would be improved if districts contracted with County Health Services

Nursing Services as

Provided by School District

380 days  
\$18 per hour  
2.11 FTE  
Experienced staff  
Nurses provided by district  
Health aides provided by district  
  
Mileage paid by district  
Supplies by district  
Same two nurses

Provided by County

256 days  
\$25 per hour  
1.426 FTE  
Experienced staff  
Nurses provided by county  
Health aides provided by school district  
Mileage paid by county  
Supplies by district  
Number of nurses involved and time of each would be negotiable



Nursing Services as  
Provided by School District

Provided by County

Emergencies handled by nurses/  
administration

Emergencies handled by county  
nurse if in building - if county  
nurse is not in the building the  
decision of emergency treatment  
would have to be made by the  
principal.

Nurses/administration transport  
students to hospital if parents  
can not provide

Administration to provide trans-  
portation if parents can not pro-  
vide.

No designated physician as  
medical consultant - use  
family's physician.

The County Nursing Services has a  
designated physician/consultant.

Classes taught on request

Classes taught per request

Family Planning services are  
available through County Health

Family Planning services are  
available through County Health

7.0 Master agreement with teacher association probably wouldn't allow  
termination of existing nurses to contract for nursing services  
from County Health Department.

8.0 If school districts are willing to contract for nursing services,  
County Health is willing to accept and negotiate the expected  
services to be provided.

9.0 Currently good communication exists between the School District  
Nurses and County Health Department.

Recommendations:

- A. Continue with the school district providing its own nursing  
services.
- B. Consider a gradual merger with County Health Services when the  
opportunity arises using attrition so as to not violate the Master  
Agreement.

I.S.D. #152  
MOORHEAD

HEALTH SERVICE COSTS

	<u>82-83</u>	<u>81-82</u>	<u>80-81</u>
Nurses Salaries	44,923	40,233	35,763
Nurses Secretaries <i>Health Aides</i>	27,282	23,528	23,423
Travel	264	221	76
Contracted Mileage (In District)	1,555	1,555	1,555
Supplies	1,143	737	871
Misc.	791	229	219
Charged to Non-Public School Program	(4,762)	(5,388)	(4,950)
Charged to Pre-School Screening	( 791)	(1,166)	(1,115)
NET COST TO DISTRICT	<u>70,405</u>	<u>59,949</u>	<u>55,842</u>



I.S.D. #152  
MOORHEAD

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NET COST TO DISTRICT	<u>70,405</u>	<u>59,949</u>	<u>55,842</u>

## DISTRICT-WIDE CALENDAR COMMITTEE

### I. PURPOSE

The purpose of this committee is to design a school calendar for the school year 1984-85. 1984

### II. ORGANIZATION

A committee of 15 members which will report directly to the Board of Education is to be established. The committee-of-the-whole will develop the final recommendations for the Board's consideration.

#### Committee Appointments

All appointments to the committee are made by the Board of Education.

#### Membership

The committee shall consist of 15 members: two (2) Board members; one administrator from each organizational unit (elementary, junior high, senior high, AVTI, Clay County Vocational Center, Central Office); one teacher from the organizational units of elementary, junior high and senior high; two students (one junior high and senior high); and two parents.

### III. CHARGES

1. Select a chairperson
2. Select a recorder
3. Review Community Involvement Policy (Code: KC)
4. Review of current and previous calendars
5. Understanding of Master Agreements
6. Understanding of legal holidays; starting date for Bible Schools and summer school
7. Optional inclusion of two days for inclement weather
8. Provisions for fall workshop and possible mid-year workshop options
9. Four days of elementary parent-teacher conferences
10. Two/or four days of secondary parent-teacher conferences
11. Consideration of state requirements governing a 'legal school day'
12. Innovative calendar ideas (i.e. conserving energy)
13. Coordination of school calendar with other area Minnesota Schools, especially those involved in the Clay County Vocational Center

IV. SKELETON TIMELINES - PROPOSED

1. By January 10, 1984-----Board authorizes  
establishment of committee
2. By January 24, 1984-----Appointment of members
3. By February 1, 1983-----Committee to have begun  
their task
4. By March 8, 1983-----Committee makes  
recommendation to Board

- V. ATTACHMENTS
- Community Involvement Policy (Code: KC)
  - 1983-84 Calendar
  - Master Agreement (Article 5-Section 7-Page 8)
  - Multi-Year Planning Calendar
  
  - SDE--Suggested Opening and Closing Dates of  
School and Major Holidays---Analysis of  
Statewide Opening and Closing Dates
  - Projected Calendar of School Events

MOORHEAD PUBLIC SCHOOLS  
INVESTMENT RECORD

1983-84

<u>Date</u>	<u>Inv.#</u>	<u>Type</u>	<u>Amount</u>	<u>Maturity Date</u>	<u>Int. Rate</u>	<u>Interest Earned</u>
10-12-83	135	CD	\$163,000.00	2-1-84	9.6	
11-1-83	136	CD	800,000.00	4-2-84	9.45	
11-1-83	137	CD	400,616.24	5-1-84	9.45	
11-10-83	138	CD	406,694.78	12-21-83	9.15	\$4,238.10
11-10- 83	139	CD	600,000.00	5-1-84	9.5	
11-10-83	140	CD	330,000.00	5-9-84	9.5	
11-22-83	141	CD	200,000.00	12-22-83	9.2	1,533.33
11-22-83	142	CD	330,000.00	3-1-84	9.3	
12-2-83	143	CD	400,000.00	12-23-83	8.75	2,041.66
12-19-83	144	CD	210,000.00	6-29-84	9.75	
12-20-83	145	CD	125,000.00	6-29-84	9.75	
1-4-84	146	CD	600,000.00	2-1-84	9.5	
1-4-84	147	CD	550,000.00	3-1-84	9.5	



S/mg/805  
MIN  
1-10-84

Regular Meeting  
Board of Education  
Independent School District #152  
January 10, 1984

Members Present: Joyce Sutter, Karen Koentopf, Mike Hulett, Curt Borgen, Dean Guida, Richard Pemble, Wayne Puppe and Ben Trochlil

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Ben Trochlil previewed the agenda, adding a Special Board Meeting on February 7.

MINUTES - Joyce Sutter moved, seconded by Karen Koentopf, to approve the minutes of December 13 and 20, 1983. Motion carried.

CLAIMS - Karen Koentopf moved, seconded by Richard Pemble, to approve the claims in the amount of \$963,851.22. Motion carried.

GENERAL FUND	\$ 107,400.32
FOOD SERVICE	23,910.68
TRANSPORTATION FUND	62,165.65
COMMUNITY SERVICE	928.60
CAPITAL EXPENDITURE	60,945.15
DEBT REDEMPTION	370,746.75
MAVTI GENERAL FUND	77,131.22
MAVTI COMM SERVICE	4,075.91
VO-TECH CAPTIAL OUTLAY	110,300.20
VO-TECH BOND ROTN	139,420.25
STUDENT GRANTS FUND	1,998.16
TOWNSITE CENTRE	4,828.33
GRAND TOTAL	\$ 963,851.22

NORTH CENTRAL EVALUATION - Ray Larson, Chairperson of the North Central Association Self-Evaluation Steering Committee, distributed copies of the report from the Visiting Committee and discussed the process being used to develop a self-improvement plan. A plan of action will be presented to the Board at the March 13 Board Meeting.

CLAY COUNTY NURSING SERVICES - Bob Jernberg reviewed the November 23 Nursing Services Committee minutes and recommendations made by that committee, which were: (1) continue with the school district providing its own nursing services; and, (2) consider a gradual merger with County Health Services when the opportunity arises using attrition so as to not violate the Master Agreement.

SENIOR HIGH SCHOOL AUTO DONATION - Mike Hulett moved, seconded by Mike Hulett, to accept the gift as received on December 22, 1983 and direct a letter of thank you to Dr. Malcolm McCutcheon.



SCHOOL CALENDAR COMMITTEE - Ben Trochlil reviewed the membership, charges and timelines of the Committee.

SPECIAL SERVICES STAFF REQUEST - Dean Guida moved, seconded by Joyce Sutter, to approve the employment of a Learning Disabilities Aide through June 1, 1984. Motion carried.

INVESTMENTS - Wayne Puppe moved, seconded by Richard Pemble, to approve investments as presented. Motion carried.

TOWNSITE CENTRE LEASES - Wayne Puppe moved, seconded by Dean Guida to approve a lease with the Department of Revenue from January 1 through December 31, 1984, in the amount of \$11,317.56. Motion carried.

ASSERTIVE DISCIPLINE WORKSHOP - Maxine Norman, Parenting Coordinator, informed the Board of the workshop to be held on February 2nd for all parents in School District #152.

PERSONNEL - Joyce Sutter moved, seconded by Kareb Koentopf, to approve the personnel changes as follows: Motion carried.

Leave of Absence

Marlene Olson - Secondary TMH, Senior High, Maternity Leave, effective February 27, 1984, through the end of the 1983-84 school year.

"RULE OF 85" - Rod Bergen presented a letter from Ray Johnson pertaining to the "Rule of 85". This could affect a number of teachers in our school district who would be able to retire early.

SPECIAL BOARD MEETING - Joyce Sutter moved, seconded by Karen Koentopf, to hold a special Board meeting on February 7, 1984 to study Site Development and Building Improvement Relative to Safety.

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a regular meeting of the Moorhead Board of Education will be held on January 24 at 7:30 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. Consider Equipment Donation Appendix A
- VII. PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION
  - A. UNFINISHED BUSINESS
  - B. NEW BUSINESS
    - 1. Review Title IX Compliance Report Appendix B
    - 2. Consider School Calendar Committee Appointments Appendix C
    - 3. Consider Negotiations Resolutions Appendix D
    - 4. Consider Reaching for Excellence Workshop Appendix E
- VIII. FOR YOUR INFORMATION Appendix Z

IX. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION

X. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, February 7, 1984

NEW BUSINESS - MAVTI

1. Equipment Donation to MAVTI (Bergos) Appendix A  
Diesel Department

Explanation: The Diesel Department at MAVTI has recieved a donation of miscellaneous equipment from Steiger Tractor:

1. Special tools for the Caterpillar 3100 and 3208 Series diesel engine rear oil seal installation tool group
2. Complete Turbocharger
3. Cutaways of Caterpillar Pistons
4. Caterpillar special tool for measuring diesel fuel specific gravity
5. Complete sleeve metering fuel injection pumps for 3208, 3304. and 3306 Caterpillar diesel engines.

Recommendation: Move to accpet the donation of the above items and to write a letter of appreciation to Steiger Tractor.

PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION

UNFINISHED BUSINESS

NEW BUSINESS

1. Title IX Compliance Review Report Appendix B

Explanation: Robin Swenson, Title IX Coordinator; Diane Meyer, Title IX Advisory Committee Chairperson: and, Vernelle Kulak will present the findings and recommendations (Appendix B-1).

Recommendation: Move to accept the report and refer to the administration for their review and recommendations.

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2. School Calendar Committee (Trochlil) Appendix C  
Appointments

Explanation: The recommended names will be available at the meeting.

Recommendation: Move to approve the submitted names.



3. Negotiations Resolutions (Trochlil) Appendix D

Explanation: There are three resolutions for Board consideration:

1. Policies and Procedures During A Strike (Appendix D-1)
2. Policy on Picketing (Appendix D-2)
3. Policy on Board Meetings During A Strike (Appendix D-3)

Recommendation: Move to approve the resolution as to: (1) Policies and Procedures During A Strike; (2) Picketing; and, (3) Board Meetings.

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4. Reaching for Excellence Workshop (Jernberg) Appendix E

Explanation: The PER Committee, at its January 19 meeting, made plans to present a workshop, "Reaching for Excellence", which is based on the National School Public Relations Association materials which were condensed from the "Nation at Risk" report. The PER committee requests the Board's approval and commitment that information from this series of workshops will be studied by the Board for appropriate action. Appendix E-1 contains a draft letter and workshop agenda. Mr. Jernberg, Mrs. Sutter, and Mrs. Koentopf will review the workshop content with the Board.

Recommendation: Move to endorse the "Reaching for Excellence" workshops to be held at Moorhead Senior High School on the evenings of February 13 and 14, 1984.

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'WE ARE PROUD'

1. Lisa Rask, Senior High student, has been accepted at West Point.
2. Mr. Roland Thieler, Inspector from the Minnesota Highway Patrol, indicated that Moorhead ranks as one of the top districts for bus maintenance in his area. He and Orv Kaste feel the competency of the transportation staff and the private contractors is responsible for the excellent condition of the busses.
3. At the NDSU Speech and Debate Tournament in December, Kristi Paulson won first place in oratory and second place in L-D Debate. In humorous interpretation, Anne Hedman placed second and Brian Larson was fourth.
4. Mike Hulett has been invited to participate on the School Board Negotiation's Panel at the NSBA National Convention in Houston on March 31.



## FOR YOUR INFORMATION

## Appendix Z

1. Refugee Language Program - The English language training and other employability related educational services for adult refugees has been granted \$12,000.00 for 1984. Forty adult refugees are enrolled and fifteen refugees are anticipated to arrive in early 1984. Shirley Tweten is the lead instructor.
2. Minutes of Region I - ESV Executive Board on December 16.  
Appendix Z-1.
3. Fingerprinting - Fingerprinting of students in the Moorhead Elementary Schools will commence under the direction of Dave Anderson, Youth Intervention Officer, in cooperation with building principals, service clubs, and parents. Fingerprints are given to parents for safe-keeping and utilization should need arise. No copies of fingerprints are kept by the schools or the Police Department.
4. Calendar of Events

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Moorhead Salute to Music	Week of Jan. 30		
MSBA Training Program	Tues. Jan. 31	3:00-9:00 p.m.	Holiday Inn Fergus
CCVC Board Meeting	Wednesday, Feb. 1	10:30 a.m.	Annex
Joint Powers	Thursday, Feb. 2	7:00 a.m.	Townsite
Intergovernmental Retreat	Friday, Feb. 3	1:00 p.m.	Holiday Inn Detroit Inn
Communiversity	Begins Sunday, Feb. 5		
Financial Aids Night	Monday, Feb. 6	7:30 p.m.	Senior High
Special Board Meeting (Site Development and Building Improvements)	Tuesday, Feb. 7	7:30 p.m.	Senior High
Policy Review	Monday, Feb. 13	7:00 p.m.	Townsite
Athletic Council	Tuesday, Feb. 14	7:00 p.m.	Townsite



# Independent School District No. 152

Townsite Centre - 810 South 4th Avenue

Moorhead, Minnesota 56560

January 24, 1984

To all School Board members:

On October 24, 25, and 26, 1983, a team of eighteen (18) evaluators conducted an on-site review of our District. The goal of this evaluation was to determine the degree to which our District is in compliance with all laws and regulations prohibiting discrimination.

Although the evaluators were a sub-committee of the District's Title IX Advisory Committee—which deals with discrimination based on sex—they also addressed other forms of discrimination in their review. The rationale for addressing all forms of discrimination was that each year the District must complete a form titled "Assurance of Compliance with State and Federal Law Prohibiting Discrimination". Therefore, the District is accountable for all discrimination.

Those persons accepting the task of conducting the on-site review were: Joyce Sutter, Bob Olson, Pat Peterson, Sharol Hegna, Barb Rath, Carol Nelson, Dennis McCarl, Barb Hepola, Bill Schmidt, Melody Schlittenhard, Barb Eiden-Molinario, James Barone, Attorney; Lynn Andersen, Howard Wergeland, Arlene Mickley, Roger West, Sharon Anderson and Betty Myers. The team was assisted by Vernelle Kurak, Education Specialist, E.E.O. Section; Sonja Anderson, Consultant, E.E.O. Section; and Robin L. Swenson, Title IX Coordinator.

The report of the Internal Compliance Review Team (included for your supplemental information) was then submitted to the Title IX Advisory Committee. Current membership on our Title IX Advisory Committee is: Ann Ellenson, Ruth Legg, Julie Hoffner, Ray Larson, Pat Peterson, Sharon Anderson, Ian Revie, M.D.; Joyce Sutter, Diane Meyer, Lila Ordal, Don Ellingson, Lynn Andersen, Corey Maple, Mike Hulett, Gary Schuler, Roger Oie, Bill Schmidt, Arlene Mickley, Ben Trochlil and Robin Swenson.

The Title IX Advisory Committee's final recommendations are attached. Upon Board approval, the Committee recommends implementation by September 1, 1984.

Sincerely,

Robin L. Swenson  
Title IX Coordinator

cc: Title IX Advisory Committee  
Internal Compliance Review Team  
Cabinet

Attachments - Title IX Advisory Committee Final Recommendations  
- Senior High School Report  
- Junior High School Report  
- Elementary Report  
- Reviewer's Questionnaire

### General Recommendations

1. (a) Provide all staff with an inservice on the policies and practices of Title IX at the building level, with follow up. (non-monetary/monetary)  
(b) Provide training of all teachers to promote awareness of the need of equal treatment/participation by all students in all activities. (non-monetary/monetary)  
Specific - in physical education classes  
              - on the playground  
(c) Adopt a sexual harassment policy for staff and students and provide training about the policy. (monetary)  
(d) Each school have representation on the Title IX Advisory Committee. (non-monetary)
2. (a) An equitable female/male ratio in all positions should be a goal for District 152. (non-monetary)  
(b) When an opening exists, strongly consider a female administrator for the position. (non-monetary)  
(c) Hire a female counselor at the Senior High. (monetary)  
(d) Hire a full-time female physical education teacher at the Senior High. (monetary)
3. Review salaries for non-teaching staff and provide rationale for inequities in pay between positions held "traditionally" by women and positions held "traditionally" by men. (For example - custodians/secretarys) (non-monetary)  
Take steps to eliminate the inequities. (monetary)
4. Recommend Title IX Committee's support of librarys' continued acquisitions that are bias free.
5. All floors in all buildings be made handicapped accessible. (monetary)
6. Increase Title IX Coordinator to full-time position. (monetary)
7. Support Curriculum Committees' concern of the equality of treatment of all minorities - including the handicapped student. (non-monetary)
8. Examine displays, trophy cases, bulletin boards, etc. for sex equity and race equity. Correct existing inequities.  
For Example- Relief sculpture by Riverside's outside door depicting early American Indian in a negative way
9. Provide annual review of progress by Title IX Committee, to include a report to the Board and administration in each building. (non-monetary)



Senior High  
Recommendations

1. Exchange male and female locker rooms on alternate years. (non-monetary)
2. (a) Assure equal access of all students to the weight room in the Sports Center. (non-monetary)  
(b) Encourage participation of all students to use the weight room in the Sports Center. (non-monetary)  
(c) Communicate and enforce the policy that harassment will not be tolerated. (non-monetary)  
(d) Recommend the hiring of a supervisor qualified to teach weight training to both the female and male athlete and non-athlete for the entire school year. (monetary)
3. Hire a full-time female physical education teacher, which will provide full-time supervision of the girls' locker room. (monetary)
4. Hire a female counselor at the Senior High. (monetary)
5. (a) Take affirmative action in scheduling interscholastic athletic events so that girls and boys share equally "prime time" nights. (non-monetary)  
(b) Schedule boys' and girls' athletic events in the same manner to allow for continuous games rather than simultaneous games. (non-monetary)
6. Establish an equitable policy on visiting teams' use of locker rooms. (non-monetary)
7. Bands should perform equally at boys' and girls' games. (non-monetary)
8. (a) Establish cheerleading squads for girls' sports. (monetary)  
(b) Take affirmative action in recruiting boys for cheerleading. (non-monetary)
9. End segregation by sex of teachers' lounges, perhaps making one smoking and one non-smoking. (non-monetary)
10. Assure equal access to equipment room and establish a procedure for reporting requisitions and repairs of equipment in physical education/athletic department. Disseminate this procedure to all coaches and teachers supervising use of such equipment. (non-monetary)
11. Revise athletic handbook to include policies outlining use of facilities, including weight rooms, gyms, and locker rooms. (non-monetary)
12. Revise teacher handbook to exclude sexist language. (non-monetary)

## Elementary

### Recommendations

1. Counseling program at the elementary level be expanded to include a minimum of one additional full-time female counselor. (monetary)

#### Rationale:

To further the developmental guidance program's positive impact on all students' self-concept development, interpersonal relations, and on the growth of decision-making skills, and because the present 2300 - 1 student/counselor ratio is far from the Minnesota Department of Education's guidelines.

## Junior High

### Recommendations

1. If remodeling/expansion of the coaching physical education office is undergone at the Junior High, facility be made to accommodate both males and females. (monetary)
2. Recognizing an inequity in locker room/shower facilities at the Junior High, we strongly urge that any major remodeling projects correct this. (monetary)



Title IX Report  
Senior High Level

submitted by Senior High evaluators:

Joyce Sutter  
Pat Peterson  
Bill Schmidt  
Melody Schlittenhard  
Barb Eiden-Molinaro  
Lynn Andersen  
Roger West  
Arlene Mickley  
Sharon Anderson  
Betty Myers  
Robin Swenson, Supervisor

Staff and students were chosen at random.  
(Teachers were randomly selected according  
to subject area and grade level taught).

Senior High format includes the individual  
questions asked/responses given, and  
the overall recommendations listed at back.

## Administration

1. Did you participate in a district self-evaluation for Title IX?  
Yes
2. What modifications do you remember being made at the time to comply with the law?  
Certain classes that had an imbalance due to unequal sex ratio—Auto Mechanics, Industrial Arts—meet twice a year with Junior High, not met with great success. Had a summer program just for girls - no success. Fargo schools had success with clothing - now looking at this with Home Ec. teacher. Change nature of clothing assignments.
3. Do you have a formal procedure for ensuring equality in the school?  
Describe briefly.  
No one has ever come up with a grievance for this type problem. Have never needed this - not a problem.
4. Who is the Title IX officer? What cooperative efforts have you undertaken with the coordinator to promote sex equity in the school?  
Robin Swenson. No meetings - nothing substantive.
5. Have you seen the grievance procedure for Title IX Complaints? Are you aware of any instances when the procedure has been used? Do you have a separate grievance procedure for 504 complaints?  
Yes - but haven't studied it. No - not used - maybe in phy ed? Check keys out to handicapped for elevator. No - never have gotten complaints from handicapped - must use steps to get to music if don't go outside (and Shop).
6. Do you have a copy of the laws and rules prohibiting discrimination for race, sex, handicap, religion, national origin, economic status, age...?  
I believe I do - not sure.
7. Have you had formal training sessions with your staff to acquaint them with equity laws - or what other methods have you used?  
No, not in building - maybe district-wide.
8. Are you aware of a district policy regarding discrimination? Does it cover sex, race, disability, religion? What does it cover? How is the information disseminated? Where does this policy statement appear in district/school materials?  
Maybe. I would assume so - not sure. Nothing much done - I leave this to the district to come out with a decree that this should be covered. In handbook?
9. Is your building accessible to the handicapped? What modifications do you need to make?  
Must use steps to get to music if don't go outside (and Shop).
10. Who is the person designated to coordinate 504 requirements? What cooperative efforts have you taken with the coordinator to assure equity for the disabled?  
Orv responsible for accessibility problems - physical facilities. 504 condition? - didn't know Al Swedberg as responsible for 504.

## Administration

11. Have school policies regarding discipline been reviewed and modified to ensure equal treatment for boys and girls? Does the administration handle discipline problems in the same manner for boys and girls? Do they receive the same "punishments" for the same offenses?  
No problem really - treat basically the same. Some difficulty - girls absent more than boys. No difficulty - I don't deal with students much. No complaints from students.
12. Could you describe the method you use to fill a vacant position on your staff.  
Contact Bergen. He notifies people on recall - Bergen does screening of papers. Dulski interviews the last few. We vary. Sometimes Bergen sits in. Hiring left to Dulski to great extent. Use the teacher/perceiver - validity 95%. Hire the best person regardless of sex.
13. Have you taken into consideration the male/female ratio on your staff according to subject areas?  
I always have this in the back of my mind. Consider - can one candidate help us more in extra curricular than other? 13 coaches were teaching - if equal, not only consider sex but different educational backgrounds.
14. Have all your equipment policies and practices been reviewed to assure compliance with equity laws?  
These are district policies. This would be done at district level.
15. Do you advertise coaching positions that are linked to an opening in a teaching position - i.e., English Teacher/Ass't Football Coach needed.  
Yes, but not necessarily linked specifically to an area.
16. Describe the athletic program offered in this school. Are there separate teams for boys and girls? How do you determine interest in adding an after school activity? (athletics and other activities).  
All separate - no coed teams. Surveys taken (3 years ago). Listen to student requests. 70% of kids work so interest has dropped.
17. What criteria is used to determine equity in the athletic program?  
I stay out of this. Equity is the athletic director's job. Sometimes get involved. Have to be practical. Boys' gymnastics dropped - no competition close. Used to be a problem in football but better now. Can't provide equal opportunity at too great an expense.
18. Are there community organizations that operate athletic activities that use the school building? Are these activities open to both boys and girls equally?  
Swimming - not sure, just rent the facility. YMCA - sometimes boy's and girls' tournaments. Doesn't apply to a school.



19. Are cheerleaders involved in both girls and boys athletic activities equally?  
No. More involved with boys. Cheerleaders are all girls and don't want to cheer for girls because not well attended. Some with pep band. Moorhead is a victim of other schools' scheduling. It is difficult when cheerleader advisor is not a staff member.
20. Does the school band perform at both boys' and girls' athletic contests equally?  
Basketball yes.

#### All Teachers

1. Are you familiar with Title IX? How does Title IX affect you?  
15 teachers were familiar with Title IX, 6 were not, 3 were somewhat. 9 said that Title IX had no affect - 1 said more boys were in Home Economics - 3 said classes were more equal - 2 said there was more tolerance, more awareness - One teacher said that sometimes (keeping boys and girls) separate is more fair in Phy ed; general impact is better.
2. Who is the Title IX Coordinator?  
9 teachers said Robin Swenson. 14 didn't know or named someone else.
3. Have you participated in any training or workshops on Title IX? On race equity? On the laws and needs of the handicapped?  
4 had participated in workshops on Title IX; 15 had not. 9 had participated in race equity workshops; 12 had not. 5 teachers had participated in handicapped workshops; 14 had not.
4. Are you ever updated on equity concerns at faculty meetings? Elsewhere?  
8 teachers had had an update on equity concerns at faculty meetings; 11 had not. 4 teachers had an update at athletic meetings; 15 had done so through professional magazines.
5. What do you do in your classes to ensure that students learn about women, minorities and the handicapped?  
13 teachers do nothing. The other teachers had these comments:  
Interested in meeting needs of both sexes - Stress non-traditional careers - Excellent collection on feminism in library (a strength) - Social Studies--encourage students to read about successful women - 2 were checking inequities in books, etc. - Trying to teach tolerance in class - Does unit on non-traditional careers - Audio-visual aides = women and minorities in positive light - Sexuality and role playing - Careers: Mental and physical health and reinforcement given equally - Phy ed. captains chosen equally; teams picked privately.
6. Does the district/building have a textbook/materials evaluation policy regarding reviewing for equity before purchasing new materials? Who is responsible for implementing this policy?  
6 teachers said yes, 14 said no, 3 don't know. Bob Jernberg, Fran Laske, Don Dulski and Bob Olson were named when asked the second question.



### All Teachers

7. Does the school have a discipline policy? In your opinion, is it equitably enforced?  
21 said yes, none said no. 16 said it was equitably enforced; 8 said it wasn't; 1 was unsure. Comments: "Jocks" treated more harshly - Boys treated more harshly.
8. Are you an advisor to any extra curricular activity? Is it equitably enforced?  
19 said no, 5 said yes. 4 said the activity is equitable on paper only. One said the activity heavily favors girls. Comments: Many men are coaches of girls - Student council - too many girls - No boy cheerleaders.
9. Are the honors and awards available for students equal in number for both sexes? Which ones are you aware of and what are the qualifications to receive them?  
Basically yes.
10. Do you have any supervisory duty assigned to you which is part of your job? In your opinion, are these assignments made without prejudice?  
3 said no - all supervisors are men. The rest said okay or no comment.
11. Are there any classes in this school that are segregated because of sex? Why are these separated?  
4 said by choice in Industrial Arts, Clothing, Business Office-Office Education. One mentioned Chorus - 2 said elective Physical Education.
12. What affirmative action steps are you taking or are being taken in your school, to encourage girls/boys to participate in non-traditional courses for their sex?  
9 said none. Comments: Curriculum changes - Handbook - Encourage enrollment in non-traditional courses - Career Day.
13. Do you refer students to counselors when there are specific problems? Why or why not?  
18 said yes; 5 said no (Comments: Behaviors not their problem - No confidence). Of the 18 who said yes, their comments were: Career courses - Personal problems - Academic problems - Discipline - (6 said there is a need for women counselors).
14. Do you have English as Second Language students in your classes? What accommodations have you made for them? What assistance would you like to have to work with these students?  
8 said they have no such students; 14 said they did. Accommodations made: Removed all reading for all students - More time; more help - Talk slower - More articulate - 3 said they need half-day English - Reduce class size, 2 for 1 - 2 mentioned translators - Taped lessons.
15. What is the school's policy for pregnant students? Are there requirements regarding education choices for pregnant students?  
11 said they know the policy; 15 did not. Comments: Stay in class or alternative class. 4 mentioned homebound.

### All Teachers

16. Could a student who is a mother/father hold elective office in the school, be the Homecoming Queen/King, be in all school activities?  
18 said yes; 2 said no; 1 didn't know.
17. Can you think of any aids, benefits, services that are provided differently for disabled students? Is each educational program or activity accessible to handicapped students?  
-ok-
18. What would you do if you became aware of a case of discrimination against one of your students? If one of your students were involved in discriminating?  
Report it. Virtually all teach "tolerance". In answering the second question, they said they would talk to the student involved.
19. Do you discipline students of either sex and any race in the same manner and for the same offenses?  
One said s/he shakes up boys. One said s/he was quicker to discipline boys. The remainder said they discipline students equally.

### Students

1. What extra curricular activities are you involved in?  
Basically all activities were named.
2. Are there any activities sponsored by the school in which either girls or boys or minorities are prohibited from participating?  
Football - Gymnastics - Hockey - Volleyball - Softball - girls socially excluded from weights - Wrestling - Cheerleading - girls' sports.
3. What would you do if you were not able to participate in an activity?  
Boys: 4 would go to Athletic Director - 1 would go to parents - 1 would go to the Principal - 1 would talk his way in - 4 would go to counselor - 1 would go to Fargo - 2 would fight it.  
Girls: 2 would go to Student Council - 2 would go to parents - 1 wouldn't worry about it - 2 would find alternatives - 4 would go to Athletic Director (1 said that nothing would happen) - 2 would do nothing.
4. Have you seen or could you use the grievance procedure adopted by the board if you have a problem relative to sex or race discrimination?  
None has seen it.
5. Have you seen the district's policy statement of non-discrimination for students?  
2 boys had seen it in handbook - The remainder had not seen it.

## Students

6. Do you feel you are treated equally in the extra-curricular activities in which you participate?  
23 said yes, 10 said no. Comment from 2 boys: Girls did not get fair shake.
7. Do you feel that you would be welcome to enroll in any class of your choice offered by the school?  
No. Industrial Arts. Comment from student (second hand): Industrial Arts teacher had stated, "Girls shouldn't be in here."
8. What could you do if you were denied the opportunity to enroll in any course offered by the school?  
The majority said: See a counselor - Sue for discrimination - Go to school board - Parents see counselor - File a petition - Find grounds for denial - Complain. Two students said they would talk to the Principal.
9. Why did you choose to take \_\_\_\_\_? (non-traditional class)  
Home Ec. - Counseled and want to try it  
Art - Counseled  
Computers - Interest in math  
Electronics - Counseled  
Auto - No "why"
10. What role did the counselor play in your choosing to take traditional/non-traditional courses?  
Two students said the counselor set up their schedule. Two students stated that the counselor talked about career goals.
11. Have you ever asked for a particular sport/extra-curricular activity to be offered? If yes, what was the response?  
23 said no. Yes: Softball - response--no. Soccer - response--no. Yes, in Jr. High - Soccer - not enough money was the response. Intramurals.
12. Do you feel that girls/minorities have the same opportunity to participate in the athletic extra-curricular programs as boys/majority students?  
17 said yes; 20 said no. Comments: Guys have more - Problem with scheduling away volleyball games over homecoming (last year it was swimming) - Boys' basketball won't give up gym - Less attention paid to girls' sports in media, except Monitor.
13. How do you explain why some extra-curricular activities/sports tend to be predominately one sexed or race?  
Tradition - Physical characteristics - Boys would deliberately be rougher on girls.
14. Are discipline rules the same for boys/girls?  
One student said no. Comment: Boys can goof off more in Phy ed. The rules are not enforced the same. The rest said yes.



### Students

15. Do you feel that girls/minorities have the same opportunities to receive awards/recognition as boys/majority students?  
7 said no - boys can get more. The rest said yes.
16. Do you know what awards/recognition are available for both girls and boys in the school?  
No response.
17. Have you ever received an award from the school? If so what kind?  
No response.
18. Do you think that staff relates to students of diverse cultural/ethnic backgrounds? Give some examples of things that staff does to promote minority, culture and contributions. Do students of different cultural/ethnic backgrounds interact well?  
No one said no to the first question. Comments: Specialists do; teachers don't. Teachers are more helpful. Third question: 27 students said no and 4 students said yes to good cultural interaction. It was generally felt that SE Asian students (and one American Indian student) did not interact well with other students. It was reported that the SE Asians especially were often harrassed by others. The Indian is called "chief" by many.
19. Have you ever dropped a course? Why?  
4 said because of a teacher - 1 said because of class overload - 1 because of lack of interest - 2 because of conflict in schedule.

### Counselors

1. How do you determine whether the counseling materials you use are sex fair?  
Counselors are aware and careful.
2. Do you administer the same career interest tests to boys and girls and do you interpret them in the same manner?  
Yes.
3. When counseling for course selection, do you take any special steps to encourage non-traditional course selection?  
2 said yes; 1 said no. One who said yes does not feel auto mechanics is useful for girls and is hesitant to refer girls to some shop classes because of perception of some resistance to them in the department.
4. Are you aware of other efforts by school personnel to do this? (Teachers and administrators).  
2 said yes; 1 said no. Comment: 1 not encouraged enough.
5. Do you encourage all students to take the prerequisites for certain course selections paying close attention to sharing the information with students involved in non-traditional school paths?  
3 said yes.



### Counselors

6. What assistance do you provide to students in career counseling? In personal counseling?  
Mostly career; one does quite a bit of crisis intervention; one feels that the addition of a woman counselor would better serve both boys and girls - personal counseling.
7. What are the approximate numbers that you see girls and boys in each of those kinds of counseling?  
For career counseling - approximately equal; more girls seek personal counseling.
8. Are you responsible for determining the need for testing services for special education students? Are the same criteria applied to both boys and girls? All races?  
There appears to be no inequity in assignment of special education services.
9. Do you have responsibility for counseling or follow-up of school drop-outs? Are there more males or females in this group? Is different assistance given to girls/boys?  
Although there are many more boys that drop out, the options for services appear equitable. Except for the fact that pregnant girls can go into the Y.E.S. program without the 18-week wait.

### Teachers in Industrial Arts/Home Economics/Electronics

1. At what grade levels are students required to take courses? Are the same number of quarters in each class required of both boys and girls?  
7th and 8th grade required courses. Not required at high school level.
2. Are the activities participated in in these courses the same for both girls and boys? Are they separated by interest? Does this result in sex segregated activities within the course?  
Same activities.
3. Are all elective courses open to both girls and boys?  
Yes.
4. What is the ratio of boys to girls in all these elective courses?  
Not sure--45 boys/37 girls - Foods; all girls' Clothing; Electronics--4% girls, 6% Asian; Industrial Arts is mostly boys.
5. What efforts have been made to attract students of the sex underrepresented in elective courses?  
Used to have tours available in Electronics and Industrial Arts for Junior High students. These tours and recruiting were stopped by the Administration.

## Teachers in Industrial Arts/Home Economics/Electronics

6. What has been done to course titles, information in the registration booklet, "public relations" activities in junior high/middle school to attract students of the underrepresented sex?

Now the only effort is the listing in the handbook which says the course is open to boys and girls.

## Physical Education Teachers

1. Do you conduct classes separately according to sex?

No.

2. Which activities within a physical education class are divided because of sex? Why?

One teacher said none. One said contact sports, soccer, some ice hockey, singles tennis tournaments (but mixed doubles are used).

3. Are there any physical education activities that girls prefer or that boys prefer? Are these run on a coed basis? Is the class separated by sex for it?

One said girls prefer volleyball - boys prefer flag football; both are coed activities, not by sex. One teacher said boys don't like dancing; girls don't like dodge ball.

4. What criteria do you use when dividing up teams within a phy. ed. class? (sex? weight? skills? interest?)

One teacher said random counting - half boys, half girls. The other teacher said captains choose privately; captains aren't chosen always because of athletic ability; teachers make sure they're evenly balanced by sex, skill.

5. What criteria do you use in determining grades in a physical education class? (pre-tests? sex? weight and size?)

One teacher said 50% daily (attendance, dressing, punctuality, active participation); 20% written test, 30% skill. The other teacher said 50% participation and attendance; 50% skills, fitness and written tests.

6. Do you feel that the evaluation criteria do not result in an adverse effect on students of one sex?

Very fair.

7. Have job assignments in physical education been made on the basis of qualifications and not on the basis of sex?

Concerns: Teaching swimming without WSI certificate; adaptive physical education assignments. Decisions are seemingly made to accommodate coaches. Some teachers said jobs assignments are based on tradition, not on sex.

### Physical Education Teachers

8. Are all extra-duty coaching assignments equally available to members of both sex?

One teacher said s/he wouldn't know; communication is very poor. The other teacher said no, women are not allowed to coach boys' teams; women have been passed over for coaching - even of girls' teams.

Comment: Access to weight room - not available to girls.

### Athletic Director

1. Describe the athletic program offered in this school. Are there separate teams for girls and boys? How do you determine interest in adding an after school activity? (athletics and other activities).

Yes, a survey.

2. What criteria is used to determine equity in the athletic program?

Not dollars, things like transportation, quality merchandise, meals, equipment.

3. Are there community organizations that operate athletic activities that use the school building? Are these activities open to both boys and girls equally?

Yes, Park board and AAU swimming. Yes.

4. Are cheerleaders involved in both boys' and girls' athletic activities equally?

No, just boys'; study committee said girls didn't want, need?

5. Does the school band perform at both boys' and girls' athletic contests equally?

Yes, they do at basketball.

6. What do you do in the following areas to ensure equity between girls and boys? Coaching - who, what, when, how much, what quality; practice schedule; facilities; travel; equipment, supplies, and uniforms; publicity prepared by the district; conference schedules; awards and scholarships.

Same coaching practiced - inequality boys - need not boys against girls - The boys' 9th grade basketball practices in the morning, unfair?

7. What is the expenditure per student/per sport? (Look at MINCRIS report).

What is necessary.

8. Can a female student try out for any team in the district? Are there males on "girls" teams?

Yes, if she doesn't like girls' sports. Boys can't for girls'.

Comment: Boys' athletics supply the weight room.

9. What is the procedure for the use of locker rooms when there is a visiting boys' team? A visiting girls' team? In either case, does the visiting team displace a home team in another sport from using their own locker room?

Use girls' locker rooms. Girls use girls'. No.



### Secretaries

(Because a special form was not provided to ask of secretaries, various "all teacher" questions were selected by the interviewers to ask)

1. Are you familiar with Title IX? How does Title IX affect you?  
One said no; two yes; the one who replied no said Title IX does not affect her.
2. Who is the Title IX Coordinator?  
One of four secretaries knew.
3. Have you participated in any training or workshops on Title IX? On race equity? On the laws and needs of the handicapped?  
No.
4. Are you ever updated on equity concerns at faculty meetings? Elsewhere?  
Two said no, one said yes, one doesn't go to faculty meetings.
5. Does the school have a discipline policy? In your opinion, is it equitably enforced?  
All four said yes.
6. Are you an advisor to any extra-curricular activity? Is it equitably enforced?  
All four said no.
7. Are the honors and awards available for students equal in number for both sexes? Which ones are you aware of and what are the qualifications to receive them?  
Two said yes, one didn't know.
8. Do you have any supervisory duty assigned to you which is part of your job? In your opinion, are these assignments made without prejudice?  
Three said yes (Coffee Room) to the first question. Secretaries are expected to keep coffee made and Coffee Room clean and neat, and they resent it; it's not formally assigned or paid.
9. Are there any classes in this school that are segregated because of sex? Why are these separated?  
No.
10. Do you refer students to counselors when there are specific problems? Why or why not?  
Two said yes; one said no.
11. Do you have English as Second Language students in your classes? What accommodations have you made for them? What assistance would you like to have to work with these students?  
ESL students should have tutors.
12. What is the school's policy for pregnant students? Are there requirements regarding education choices for pregnant students?  
All said they know the policy.



Secretaries

13. Could a student who is a mother/father hold elective office in the school, be the Homecoming Queen/King, be in all school activities?  
Three said yes; one was doubtful.
14. Can you think of any aids, benefits, services that are provided differently for disabled students? Is each educational program or activity accesible to handicapped students?  
Use of elevator, ramp, specially equipped bathroom.
15. What would you do if you became aware of a case of discrimination against one of your students? If one of your students were involved in discriminating?  
Inform principal or counselor.
16. Do you discipline students of either sex and any race in the same manner and for the same offenses?  
Two said yes; two said no.

Good Measures of Success  
reported as

- Discipline is being administered equitably.
- Library and Career Library represent the issues and concerns of female students.
- The Head Librarian seems especially sensitive to equity concerns and carefully reviews all print and non-print materials in an effort to promote equity.

Senior High  
Recommendations

1. Exchange male and female locker rooms on alternate years.
2. Encourage students of both sexes to use the weight room, and it should be used only with proper supervision.
3. No linking of coaching and teaching positions in recruitment or hiring.
4. Establish an equitable policy on visiting teams' use of locker rooms.
5. Take affirmative action in scheduling interscholastic athletic events so that girls and boys share equally "prime time" nights.
6. Bands should perform equally at boys' and girls' games.
7. Establish cheerleading squads for girls' sports.
8. Take affirmative action in recruiting boys for cheerleading.
9. Schedule boys' and girls' athletic events in the same manner to allow for continuous games rather than simultaneous games.
10. Revise athletic handbook to include policies outlining use of facilities, including weight rooms, gyms, and locker rooms.
11. Provide full-time supervision in girls' locker room.
12. Hire a full-time female physical education teacher.
13. Establish a procedure for reporting requisitions and repairs of equipment in physical education/athletic department. Disseminate this procedure to all coaches and teachers supervising use of such equipment.
14. Revise teacher handbook to exclude sexist language.
15. Review salaries for non-teaching staff and provide rationale for inequities in pay between men and women. Take steps to eliminate the inequities.
16. End segregation by sex of teachers' lounges, perhaps making one smoking and one non-smoking.
17. Adopt a sexual harassment policy for staff and students and provide training about the policy and grievance procedure.
18. Hire a female counselor at the Senior High.
19. Request representatives from all buildings to be on the Title IX Advisory Committee.

Senior High

Recommendations

20. Increase Title IX Coordinator position to full-time.
21. Provide staff and administrative inservice on policies and practices of Title IX at the building level, with follow-up.
22. When an opening occurs, a female administrator should be strongly considered.
23. Provide annual review of progress by Title IX Committee.



Title IX Reports  
Elementary Level

Washington

Five teachers knew Robin Swenson's name.

Eight recalled a workshop on Title IX.

Overall concensus is the teachers are not completely sure of Title IX and how it affects them.

Teachers are putting in a real effort to tie minorities, women, handicapped in their classrooms. Very positive effort to integrate curriculum. Effort is on a teacher-by-teacher basis and not an overall effort by the school.

Flag football and archery should be integrated. In all coed activities, teachers should be aware of participation rate of girls and boys. Committee observed kickball game in which on each side boys were in front two lines and girls in back--thus not allowing girl's opportunity to kick the ball. Also one report of sex segregated testing in phy. ed.

In general students were integrated in hallway, classroom. One observed instance of hallway segregation. Some teachers reported division by single sex lines. Roster for swing choir listed by boys and girls by columns.

Minority students seem well integrated.

Supervisory duties are fair and given without prejudice.

Generally, teachers felt discipline policy is equitably enforced within the school. A few teachers would like more training with the policy.

Good distribution of awards and honors among boys and girls.

District wide communication needs improvement regarding district's policy (pregnancy, homecoming, etc.)

Schools needs to make the programs accessible to handicapped and disabled students. Report of observation of student hopping down steps on 1 crutch and reported physically carrying student in wheelchair. There are no wide stalls in bathrooms.

Halloween decorations showed all witches as women, should also include warlocks. Library showed all pictures on presidents--should have a corresponding section on famous women. Although these are small items, feel there is a need for more equity.

Most teachers would handle discrimination of students within the classroom.

One reported case of inappropriate comments on a teacher's appearance by another staff member.

### Washington (Cont.)

No problem with inequitable discipline.

Students felt discipline was equal for everyone. Students observed handicapped students being teased on playground. Male students stated using the ball more than females in phy. ed.

New teacher at Washington felt interview was the best she had had.

Support staff reported less negative reaction over last 6 years to boys and girls being together. Generally support felt equality was enforced. One support staff member unfamiliar with Title IX and claims not to have had workshops. One support staff felt boys were punished more severely than girls. Generally, support staff had little information on Title IX and workshops.

### Riverside

No bathrooms have wide stalls.  
All are on one floor.

Mural above by outside door depicting early American Indian.  
Trophy case - all boy's trophies.

Bulletin Board - boys 13, girls 3.

Very good atmosphere -  
Phy Ed. - finding well integrated, equally divided.

Principal - difficult in remembering. Could not find policies or laws assumed he had seen grievance procedure.

Positive -  
Excellent counseling system deals with student's self concept - decision making skills - emphasis on treating other people as equals, regardless as to race or sex. The counseling program may well be one reason the elementary schools are more aware. It would be beneficial if the counseling program were expanded.

Recommend -  
Training elementary phy. ed. teachers to promote awareness to the need that all students should be treated as equals - some students felt girls are not equal in play.

Take a look at displays with sex equity and race equity in mind.

Faculty update on Title IX - right from the beginning.

Materials in library more updated - were good now, but need to be looked at for equity, race and handicapped.

Riverside (Cont.)

Better communication for district wide policy (ex: pregnancy policy among elementary).

Based on student's comments on handicapped students, teachers should become more aware of the mistreating of students on playground.

On-going training for teachers and supportive staff on Title IX.

Each elementary school should have representation on the Title IX Advisory Committee.

Submitted by Elementary Evaluators:

Sharol Hegna, Personnel Secretary  
Barb Hepola, Sr. High and CCVC Business  
James Barone, Attorney  
Howard Wergeland, Ass't Principal, Sr. High  
Vernell Kurak, Supervisor

Washington and Riverside were chosen to be evaluated, being the largest and smallest schools, respectively.

Staff and students were chosen randomly according to subject area.



Title IX Reports  
Jr. High Level

Administration

Did not specifically remember participating in a district self-evaluation for Title IX.

Felt unsure of the law.

Felt that more formal presentation of laws and policies to faculty, administration and students should be done at schools on a rotating basis.

Felt that Title IX Coordinator should become involved in training administrators.

To make building accessible to handicapped, the following modifications are needed: elevator added, door sills, restrooms are 2" higher. Building is under repair plans for asbestos/energy efficiency. There is a state report on file. Do check this report for acceptability.

The school could use more display areas for student displays.

The school policies regarding discipline have been reviewed and modified to ensure equal treatment for boys and girls. The interviewee admits that he has an easier time disciplining boys than girls.

Vacant positions on the staff are filled through the personnel director.

All employment policies and practice have been reviewed to assure compliance with equity laws.

Coaching positions are advertised separately from teacher positions.

All Teachers

Questions were raised by teachers of elective courses:

"Are boys pushed out of programs for disciplinary reasons?"

"Are boys discouraged from a particular class due to the course content?"

Personnel does make a difference in enrollment. Consideration should be given to staff transfer to encourage enrollment in some classes. Students avoid classes due to teacher's personality. Have complaints been filed with counselor?

Fifty percent knew who the Title IX Coordinator is.

Some teachers knew about Title IX, some had taken Human Relations Classes, some felt that sometimes there was a lack of communication.



### All Teachers (Cont.)

Curriculum director should notice how women, minorities and the handicapped are covered (enrichment units).

There does not seem to be a specific policy on equity concerns. Is there?

Seem to like discipline policy. Were dubious to begin with.

Certificates of participation given to all in a sport.

Math awards given on basis of skill in class.

All teachers are expected to do supervisory jobs. A few teachers do not fulfill this: As a result, the entire staff is called together and disciplined/scolded. This should be handled on an individual basis.

Question: Is there sex segregation of the classes that come from the Catholic schools?

There is a heavy staff usage of counselors.

Re: English as Second Language students - not aware of any problems. Some questions about migrant/Spanish students being placed in special ed.

Handicapped students are very aware of discrimination on the part of their classmates.

Normal students need counseling to know how to react to handicapped students. Need to survey all students as to how accepted they feel. All students need to know how labeling and put-downs hurt--should be a required unit in courses such as health. Faculty needs awareness of the pain of this. Should be on-going.

We would support concept of advisor-advisee group with adequate training for staff.

#### Committee recommendations:

1. Athletic director should have K-12 responsibility. At this time, involvement occurs only when a feeder program is affected.
2. Title IX Coordinator could be involved in training administrators and/or small faculty groups in non-threatening situation.

### Physical Education Teachers

Wrestling = a four-week unit for boys.

Girls = offered aerobics, rhythms, hoops.

Dividing up for teams is usually done by teacher or the students are numbered off. Squads change with unit: skills-sex-size.

Grading students depends on written materials, progress, attitudes, participation, skills. There is a need for different evaluation materials for each sex.

There is a concern about women teachers being replaced by women teachers. In all class areas.

Health classes are not separated for any unit, including sexuality.

Facilities: Boy's locker room much larger in size, lockers larger, 3 showers for boys, 2 showers for girls

Plans made to create a dressing room for men coaches who come in to change clothes before beginning to coach their unit.

Suggestion: alternate years for phy. ed. rooms.

Instructors (men and women) feel that sports have benefited from Title IX. But physical education classes have suffered. Possibly curriculum revision is needed for more emphasis on lifetime sports.

### Industrial Arts/Home Economics Teachers

All students in grade 7 are required to take Practical Arts.

Practical Arts - Home Ec.--Efforts to attract students through display cases. Course titles have been changed.

Industrial Arts - Does not do any specific thing to attract any students.

### Students

Currently football is offered for boys and volleyball is offered for girls. Both sexes would like to play the other sport.

Need interest surveys.

Most students would do nothing if they were not able to participate in an activity. Those who would complain would go to teacher, principal, parents.

## Students

Felt there was discrimination in regard to playing time. The best players played the largest amount of time.

Elective classes like Industrial Arts, German, Home Ec. and Choir were selected because: to avoid a mean teacher; the class is easier (German); materials weren't interesting (in the traditional class).

Counselors were used for counseling, not for course selection. Parents help with course selection. Parents need information on what is available. Students do not see counselors often.

Other extracurricular activities have not been requested because students feel their needs would not be answered.

### Submitted by Junior High Evaluators:

Robert Olson, Washington Principal  
Barb Rath, Sr. High Geometry  
Carol Nelson, Sr. High Home Economics  
Dennis McCarl, Sr. High Science  
Sonja Anderson, Supervisor

Staff and students were selected at random. (Teachers randomly selected according to subject area taught).



REVIEWER'S INITIALS: \_\_\_\_\_

ADMINISTRATION

	Name	Name	Name
Questions Relative to Criteria	Response #1	Response #2	Response #3
1. Did you participate in a district self-evaluation for Title IX?			
2. What modifications do you remember being made at that time to comply with the law?			
3. Do you have a formal procedure for ensuring equality in the school? Describe briefly.			
4. Who is the Title IX officer? What cooperative efforts have you undertaken with the coordinator to promote sex equity in the school?			
5. Have you seen the grievance procedure for Title IX complaints? Are you aware of any instances when the procedure has been used? Do you have a separate grievance procedure for 504 complaints?			
6. Do you have a copy of the laws and rules prohibiting discrimination for race, sex, handicap, religion, national origin, economic status, age...?			
7. Have you had formal training sessions with your staff to acquaint them with equity laws-or what other methods have you used?			
8. Are you aware of a district policy regarding discrimination? Does it cover sex, race, disability, religion? What does it cover? How is the information disseminated? Where does this policy statement appear in district/school materials?			
9. Is your building accessible to the handicapped? What modifications do you need to make?			
10. Who is the person designated to coordinate 504 requirements? What cooperative efforts have you taken with the coordinator to assure equity for the disabled?			



Questions Relative to Criteria	Response #1	Response #2	Response #3
	Name	Name	Name
11. Have school policies regarding discipline been reviewed and modified to ensure equal treatment for boys and girls? Does the administration handle discipline problems in the same manner for boys and girls? Do they receive the same "punishments" for the same offenses?			
12. Could you describe the method you use to fill a vacant position on your staff.			
13. Have you taken into consideration the male/female ratio on your staff according to subject areas?			
14. Have all of your employment policies and practices been reviewed to assure compliance with equity laws.			
15. Do you advertise coaching positions that are linked to an opening in a teaching position - i.e. English Teacher/Asst. Football Coach needed.			

REVIEWER'S INITIALS: \_\_\_\_\_

Athletic Director (Note: Ask  
Principal 1st 5 questions)

	Name	Name	Name
Questions Relative to Criteria	Response #1	Response #2	Response #3
1. Describe the athletic program offered in this school. Are there separate teams for boys and girls? How do you determine interest in adding an after school activity? (athletics and other activities).			
2. What criteria is used to determine equity in the athletic program?			
3. Are there community organizations that operate athletic activities that use the school building? Are these activities open to both boys and girls equally?			
4. Are cheerleaders involved in both boys and girls' athletic activities equally?			
5. Does the school band perform at both boys' and girls' athletic contests equally?			
6. What do you do in the following areas to ensure equity between boys and girls? coaching - who, what, when, how much, what quality; practice Schedule; facilities; travel; equipment, supplies, and uniforms; publicity prepared by the district; conference schedules; awards and scholarships.			
7. What is the expenditure per student/per sport? (Look at MINCRIS Report).			
8. Can a female student try out for any team in the district? Are there males on "girls' teams"?			

Athletic Director

Page 2

Questions Relative to Criteria	Name	Name	Name
	Response #1	Response #2	Response #3
10. What is the procedure for the use of locker rooms when there is a visiting boys' team? A visiting girls' team? In either case, does the visiting team <u>displace</u> a home team in another sport from using their own locker room?			

REVIEWER'S INITIALS

Physical Education Teachers

Questions Relative to Criteria	Name	Name	Name
	Response #1	Response #2	Response #3
1. Do you conduct classes separately according to sex?			
2. Which activities within a physical education class are divided because of sex? Why?			
3. Are there any physical education activities that girls prefer or that boys prefer? Are these run on a coed basis? Is the class separated by sex for it?			
4. What criteria do you use when dividing up teams within a phy.ed. class? (sex? weight? skills? interest?)			
5. What criteria do you use in determining grades in a physical education class? (pre-tests? sex? weight and size?)			
6. Do you feel that the evaluation criteria do not result in an adverse effect on students of one sex?			
7. Have job assignments in physical education been made on the basis of qualifications and not on the basis of sex?			
8. Are all extra-duty coaching assignments equally available to members of both sex?			



REVIEWER'S INITIALS

Teachers in Industrial Arts/Home Economics

Questions Relative to Criteria	Name	Name	Name
	Response #1	Response #2	Response #3
1. At what grade levels are students required to take courses? Are the same number of quarters in each class required of both boys and girls?			
2. Are the activities participated in in these courses the same for both boys and girls? Are they separated by interest? Does this result in sex segregated activities within the course?			
3. Are all elective courses open to both boys and girls?			
4. What is the ratio of boys to girls in all these elective courses?			
5. What efforts have been made to attract students of the sex underrepresented in elective courses in home ec. and industrial arts?			
6. What has been done to course titles, information in the registration booklet, "public relations" activities in junior high/middle school to attract students of the underrepresented sex?			

REVIEWER'S INITIALS

All Teachers

	Name	Name	Name
Questions Relative to Criteria	Response #1	Response #2	Response #3
* (Ask all recently hired employees: Last 3 Yrs.)			
1. Describe the interview questions that you were asked when applying for your present position? Did you feel that any of the questions were not applicable to your qualifications and ability to perform the job?			
* (Ask all teachers of Elective Courses			
a. Is there an imbalance in the number of boys/girls taking these courses?			
b. What has been done to attract students of the sex under represented in numbers in the course?			
ALL TEACHERS:			
1. Are you familiar with Title IX? How does Title IX affect you?			
2. Who is the Title IX Coordinator?			
3. Have you participated in any training or workshops on Title IX? On race equity? on the laws and needs of the handicapped?			
4. Are you ever updated on equity concerns at faculty meetings? elsewhere?			
5. What do you do in your classes to ensure that students learn about women, minorities and the handicapped?			
6. Does the district/building have a textbook/materials evaluation policy regarding reviewing for equity before purchasing new materials? Who is responsible for implementing this policy?			
7. Does the school have a discipline policy? In your opinion, is it equitably enforced?			
8. Are you an advisor to any extra-curricular activity? Is it equitably enforced?			

Questions Relative to Criteria	Name	Name	Name
	Response #1	Response #2	Response #3
9. Are the honors and awards available for students equal in number for both sexes? Which ones are you aware of and what are the qualifications to receive them?			
10. Do you have any supervisory duty assigned to you which is part of your job? In your opinion, are these assignments made without prejudice?			
11. Are there any classes in this school that are segregated because of sex? Why are these separated?			
12. What affirmative action steps are you taking or are being taken in your school, to encourage boys/girls to participate in non-traditional courses for their sex?			
13. Do you refer students to counselors when there are specific problems? Why or why not?			
14. Do you have English as Second Language students in your classes? What accommodations have you made for them? What assistance would you like to have to work with these students?			
15. What is the school's policy for pregnant students? Are there requirements regarding education choices for pregnant students?			
16. Could a student who is a mother/father hold elective office in the school, be the Homecoming Queen/King, be in all school activities?			
17. Can you think of any aids, benefits, services that are provided differently for disabled students? Is each educational program or activity accessible to handicapped students?			
18. What would you do if you became aware of a case of discrimination against one of your students? If one of your students were involved in discriminating?			
19. Do you discipline students of either sex and any race in the same manner and for the same offenses?			



REVIEWER'S INITIALS

COUNSELORS

	Name	Name	Name
Questions Relative to Criteria	Response #1	Response #2	Response #3
1. How do you determine whether the counseling materials you use are sex fair?			
2. Do you administer the same career interest tests to boys and girls and do you interpret them in the same manner?			
3. When counseling for course selection, do you take any special steps to encourage non-traditional course selection?			
4. Are you aware of other efforts by school personnel to do this? (Teachers and adm.).			
5. Do you encourage all students to take the prerequisites for certain course selections paying close attention to sharing the information with students involved in non-traditional school paths?			
6. What assistance do you provide to students in career counseling? In personal counseling?			
7. What are the approximate numbers that you see boys and girls in each of those kinds of counseling?			
8. Are you responsible for determining the need for testing services for special education students? Are the same criteria applied to both boys and girls? All races?			
9. Do you have responsibility for counseling or follow-up of school drop-outs? Are there more males or females in this group? Is different assistance given to boys/girls?			



Reviewer's Initials: \_\_\_\_\_

STUDENT INTERVIEW

\_\_\_\_\_  
Name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Name

\_\_\_\_\_  
Grade

Questions Relative to Criteria	Response I	Response II	Response III
1. What extra-curricular activities are you involved in?			
2. Are there any activities sponsored by the school in which either boys or girls or minorities are prohibited from participating?			
3. What would you do if you were not able to participate in an activity?			
4. Have you seen or could you use the grievance procedure adopted by the board if you have a problem relative to sex or race discrimination?			
5. Have you seen the district's policy statement of non-discrimination for students?			
6. Do you feel you are treated equally in the extra-curricular activities in which you participate?			

Reviewer's Initials

STUDENT INTERVIEW

Questions Relative to Criteria	Response I	Response II	Response III
7. Do you feel that you would be welcome to enroll in any class of your choice offered by the school?			
8. What could you do if you were denied the opportunity to enroll in any course offered by the school?			
9. Why did you choose to take _____?			
10. What role did the counselor play in your choosing to take traditional/nontraditional courses _____?  How have they assisted you in developing long/short term goals _____?			
11. Have you ever asked for a particular sport/extracurricular activity to be offered? If yes, what was the response?			
12. Do you feel that girls/minorities have the same opportunity to participate in the athletic extracurricular programs as boys/majority students?			

Reviewer's Initials

STUDENT INTERVIEW

Questions Relative to Criteria

Response I

Response II

Response III

Questions Relative to Criteria	Response I	Response II	Response III
13. How do you explain, why some extracurricular activities/sport tend to be predominately one sexed or race?			
14. Are discipline rules the same for boys/girls? min./maj.			
15. Do you feel that girls/minorities have the same opportunities to receive awards/recognition as boys/majority students?			
16. Do you know what awards/recognition are available for both boys and girls/minorities in the school?			
17. Have you ever received an award from the school? If so, what kind?			
18. Do you think that staff relates to students of diverse cultural/ethnic backgrounds? Give some examples of things that staff does to promote minority, culture and contributions. Do students of different cultural/ethnic backgrounds interact well?			



Reviewer's Initials:

STUDENT INTERVIEW

Questions Relative to Criteria

Response I

Response II

Response III

19. Have you ever dropped a course?

Why? Lack of Interest  
Not Appropriate  
Teacher  
Attendance  
Conflict in Scheduling etc.

Please Explain

Extract of Minutes of Meeting  
of School Board  
of Independent School District No. 152  
Moorhead  
Clay County, Minnesota

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152 was held on Tuesday, January 24, 1984, 7:30 p.m.

The following members were present:

and the following were absent:

\_\_\_\_\_ introduced the following resolution and moved its adoption:

RESOLUTION ADOPTING A  
DISTRICT POLICY ON PICKETING

WHEREAS, Independent School District No. 152 has a right and obligation to protect school grounds and to continue to conduct school business during an employee strike; and

WHEREAS, teachers have a legal right to strike

THEREFORE, BE IT RESOLVED that the following policy regulating picketing be adopted:

1. The proper and lawful access to, and egress from school district property and facilities shall remain free from interference, or disruption or the imminent threat thereof.

2. No picketer while on private or public grounds adjacent to any school district building in which school district business is being conducted shall act in a manner threatening to the

safety of persons or creating an interference that substantially disturbs the conduct of business.

3. Persons involved in picketing activities shall not obstruct or unreasonably interfere with the normal access to and egress from school district property and facilities; no picketing or activities collateral to or arising out of the picketing activities will be permitted in school district facilities while school district business is being conducted.

4. No person, while engaged in picketing activities on public or private grounds adjacent to any building in which a school or any class thereof is in session, shall willfully make or assist in the making of any noise or diversion which disturbs or imminently threatens to disturb the peace or good order of such school session or class thereof.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.



# Independent School District No. 152

Townsite Centre - 810 South 4th Avenue

Moorhead, Minnesota 56560

REACHING FOR EXCELLENCE

EXCELLENCE INTO THE 80'S AND BEYOND!

DEAR STAFF, PARENTS, AND SCHOOL DISTRICT PATRONS:

The Report of the National Commission on Excellence in Education and other influential reports indicate the depths of public concern about our nation's educational system. Our schools have contributed much to our society--perhaps more than any other institution--but today even more is needed.

The Excellence Commission called upon all of society to work together to insure nothing less than excellence in education! It asked that we not waste time looking for scapegoats. It made carefully considered recommendations for improving our schools, and it called upon educational leaders to take the initiative in bringing about public consensus on how to achieve excellence.

Ultimately, the Excellence Commission report, PER Committee Reports and other similar reports are valuable only insofar as they stimulate public debate and then action to improve our schools. IT IS IN THAT SPIRIT THAT THIS REACHING FOR EXCELLENCE WORKSHOP IS BEING PRESENTED TO YOU! The process is a tool for use by your school board and educational staff to assess public attitudes and priorities and then using that information as a basis for designing improvements and building community support for the needed change.

We are asking each of you to make the decision if you want to be involved in this necessary FIRST STEP WORKSHOP SO THAT TOGETHER WE CAN CONTINUE TO MOVE TOWARD EDUCATIONAL EXCELLENCE! Workshop dates are February 13-14, 1984. The Workshop is explained on the attached form.

The Reaching for Excellence Workshop will identify how important our residents and parents, staff, and administrators feel various Excellence Commission recommendations are and to help pinpoint those areas where LOCAL ACTION IS FELT TO BE NEEDED. The Workshop will produce a summary priority listing for your School Board to review and consider for the educational future of the children of our school district.

REMEMBER, THIS WORKSHOP IS DESIGNED TO STIMULATE YOUR INVOLVEMENT AND TO STIMULATE DIALOGUE AND THEN ACTION! Your school board, PER Committee, your administrative staff, and your teachers are committed to action based upon the results of this study.

THANK YOU AGAIN FOR YOUR CONTINUING SUPPORT FOR YOUR SCHOOL AND WE WILL BE WAITING TO HEAR FROM YOU!

Bennett Trochlil  
Superintendent of Schools  
ISD #152  
Moorhead, Minnesota 56560



REACHING FOR EXCELLENCE WORKSHOP  
February 13-14, 1984  
7-10 p.m., Senior High

Appendix E-1  
page 2 of 3

The Reaching for Excellence Workshop will consist of personal and small group ratings of the Excellence Commission's report and priorities for local action. The Workshop overview is as follows:

Content

Workshop participants consider recommendations regarding graduation requirements.

Time

Thirteen questions are posed that focus on the more effective use of the existing school day, a longer day, or a lengthened school year. Other factors that effect time are student conduct, attendance, and intrusions on the school day.

Teaching

There are thirteen questions in this area involving the preparation of teachers and making teaching a more rewarding and respected profession.

Leadership and Fiscal Support

Twenty-seven questions highlight the responsibility of meeting the needs of various student groups.

Standards and Expectations

There are eight questions in this area relating to grades, tests, and instructional materials.

If you are interested in pinpointing those areas where LOCAL ACTION IS FELT TO BE NEEDED, you may register for the workshop by calling 236-6400, ext. 256 or 224. Or, you can mail in your registration by tearing off the bottom part of this flyer and sending it no later than Monday, February 6 to:

Reaching for Excellence Workshop  
Office of Instruction  
Independent School District #152  
810 - 4th Avenue South  
Moorhead, MN 56560

There is no fee for this workshop!

---

REACHING FOR EXCELLENCE WORKSHOP  
February 13-14, 1984  
7-10 p.m., Senior High School

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

Check which evening you prefer:

\_\_\_\_\_ Monday, February 13

\_\_\_\_\_ Tuesday, February 14

LEADER'S GUIDE

Workshop Agenda

---

10 Minutes Workshop leader should introduce the Reaching for Excellence workshop goals and information about the process that will be followed during the session.

- Review the recommendations of the Commission on Excellence in Education and provide any local background information needed.

PART I--WORKSHEETS A

---

Each participant should have a set of Worksheets A. (See Leader's Guide sheets for suggestions.)

- 15 Minutes 1. CONTENT  
15 Minutes 2. TIME  
15 Minutes 3. TEACHING  
10 Minutes 4. LEADERSHIP AND FISCAL SUPPORT  
10 Minutes 5. STANDARDS AND EXPECTATIONS

10 Minutes Break--During this break a staff member should compile the table group ratings on Score Sheet A and rate the top five or 10 items for the leader.

Part II--WORKSHEETS B

---

10 Minutes Leader should report results of table groups' ratings of "importance" of the recommendations. Example: "You have just said that you consider the the following 5 (or 10) recommendations of great importance."

- The leader or another speaker should present an overview of local district requirements in relationship to the recommendations of the Commission. (Use hand-out "fact sheets" or transparencies or slides to present this information.)

Each participant should have a set of Worksheets B. (See Leader's Guide sheets for suggestions.)

- 15 Minutes 1. CONTENT  
15 Minutes 2. TIME  
15 Minutes 3. TEACHING  
10 Minutes 4. LEADERSHIP AND FISCAL SUPPORT  
10 Minutes 5. STANDARDS AND EXPECTATIONS

10 Minutes SUMMARY: Leader should present a brief overview of what has happened during the workshop session and explain WHAT HAPPENS NEXT.

- Worksheets B should be collected from the tables and leader should tell participants when they will receive a report of the compilation of their priority ratings.
- Follow-Up Meetings should be scheduled to discuss how to implement local priority recommendations.
- Study groups, committees and/or task forces should be established to study the priority recommendations and make suggestions to the Board of Education and Administration.

MINUTES  
Region I - ESV  
810 - 4th Avenue South  
Moorhead, MN 56560

The Region I - ESV Executive Board Meeting was held in Moorhead, December 16, 1983. The meeting was called to order by Chairman Paul Hoff. Executive Board Members present: Karen Fossell, Paul Hoff, Allen Larson, Robert Larson, Carroll Nelson, Thomas Szczepanski, Harry Sjulson, Bernie Solberg and Executive Director, Burdette V. Clifford. Gene Kjellberg and James Lamont, Advisory Superintendents, were also present.

Bernie Solberg moved, Karen Fossell seconded, motion carried unanimously to approve the agenda.

Harry Sjulson moved, Allen Larson seconded, motion carried unanimously to approve the minutes of November 16, 1983.

Robert Larson moved, Carroll Nelson seconded, motion carried unanimously to approve the bills as presented in the amount of \$168,507.88.

Safeco Ins. Co.	Health insurance	1,362.99
American Family Ins	Payroll deduction	45.70
Reliance Insurance	LTD insurance	251.05
Hartford Insurance	Dental insurance	515.46
ADB	Periodical	75.00
UPS	Express charges	1,300.00
Purolator	Express charges	28.20
Fidelity Products Co.	Office supplies	22.40
Kvamme Travel Agency	Travel expense	120.00
AID	Payroll deduction	500.00
American Business Forms	Payroll forms	200.00
Amoco Oil Co.	Lease car expense	70.88
Burroughs	Maintenance for equipment, contracts payable, software, supplies	31,264.65
Clement Communications	Office supplies	77.65
John Corbid	Legislative consultant fee	1,000.00
Data Center Systems	Air conditioning maintenance	223.55
Data Documents	Keypunch cards	288.00
Fargo Paper Co.	Office supplies	75.58
Financial Business Systems	Microfiche	795.20
Karen Fossell	Per diem & travel	220.50
Paul Hoff	Per diem & travel	217.25
IBM	IBM keypunch	323.85
Imprest checking	Reimburse to \$500	41.58
Gene Kjellberg	Travel	61.40
Kvamme Travel Agency	Travel expense	180.00
Allen Larson	Per diem and travel	266.10
Robert Larson	Per diem and travel	245.80
Russell Matter	Travel	45.00
Metro Claims, Inc.	Self-insured medical insurance	369.12
Moorhead Dist # 152	Lease payment	3,077.66



-2-

Moorhead Insurance	Workers Compensation & Property insurance	1,639.00
Moorhead Post Office	Postage for postage machine	500.00
NDSU Business Office	Seminar expense	130.00
Carroll Nelson	Per diem	150.00
Northern School Supply	Office supplies	49.28
Petty cash	Reimburse to \$200	6.29
Burnham Philbrook	Legislative consultant fee	1,000.00
Public Service Dept.	Utilities	1,835.91
Purolator	Express charges	10.15
Reardons	Office supplies	188.40
Thomas Szczepanski	Per diem	150.00
Harry Sjulson	Per diem & travel	253.45
Bernie Solberg	Per diem & travel	223.00
Spaulding Motor Sales	Lease payment	300.00
The Forum	Printing of minutes	79.31
Thief River Falls AVTI	Meeting expense	5.00
WMMRCC	Third quarter payment	95,750.00
Marsha Ziegler	Travel	44.10
Burroughs Corp	Payroll & finance checks for schools	9,653.89
Burdette V. Clifford	Travel	417.40
Curtis Hotel	Travel	77.28
Fargo Paper Co.	Office supplies	90.09
Willis Frazee	Travel	323.25
Donn Hanson	Travel	419.68
Jims Parcel Delivery	Express	12.00
Michael Kurde	Travel	196.03
Metro Claims	Group health charge	88.00
Wayne Miller	Travel	19.14
Moorhead Insurance	Workmens compensation addl expense	33.00
Sonia Pritchett	Travel	33.81
Quill	Office supplies	52.88
The Forum	Printing of minutes	53.31
Mark VandeVelde	Travel	102.16
Wright Line, Inc.	Tape racks	1,039.36
Northwestern Bell	Telecommunications & regular telephone expense	10,566.14

The financial report was approved as presented.

James Lamont presented an update on recent action of the Computer Council.

The Director's report focused on recent meetings with the legislative consultants and progress toward restoration of state funds for 1984-85.

The next meeting, due to a conflict, was changed to January 24, 1984. The meeting will be held in Thief River Falls.

Thomas Szczepanski moved, Allen Larson seconded, motion carried unanimously to adjourn the meeting.

Respectfully submitted,

Thomas Szczepanski, Clerk



Please note that Appendix D-1 and D-3 are not in the agenda. They will be made available to you before the Board Meeting.

5/mg/865  
MIN  
1-24-84

Regular Meeting  
Board of Education  
Independent School District #152  
January 24, 1984

Members Present: Joyce Sutter, Karen Koentopf, Mike Hulett, Curt Borgen, Dean Guida, Richard Pemble, Wayne Puppe and Ben Trochlil

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Ben Trochlil previewed the agenda, adding Park Christian School Proposal and Personnel.

EQUIPMENT DONATION TO MAVTI DIESEL EQUIPMENT - Wayne Puppe moved, seconded by Mike Hulett, to accept the donation of the following: Motion carried.

1. Special tools for the Caterpillar 3100 and 3208 Series diesel engine rear oil seal installation tool group
2. Complete Turbocharger
3. Cutaways of Caterpillar Pistons
4. Caterpillar special tool for measuring diesel fuel specific gravity
5. Complete sleeve metering fuel injection pumps for 3208, 3304, and 3306 Caterpillar diesel engines.

TITLE IX COMPLIANCE REVIEW REPORT - Richard Pemble moved, seconded by Karen Koentopf, to accept the Title IX Compliance Review Report and refer it to the administration for their review and consideration. Motion carried.

SCHOOL CALENDAR COMMITTEE APPOINTMENTS - Dean Guida moved, seconded by Joyce Sutter, to approve the submitted names as follows: Motion carried.

Board Members (2)

Dean Guida

Wayne Puppe

Teachers (3)

Marlys Long

Bruce Carlson

Charles Fisher

Students (2)

Julie Buckley

Kain Nellermoe

Administration (5)

Rod Bergen

Jerry Folstrom

Don Braniff

Ray Larson

Robert Olson

PARK CHRISTIAN SCHOOL PROPOSAL - Wayne Puppe moved, seconded by Joyce Sutter, that a study be made of the request by Park Christian School to lease classrooms and office space at Washington Annex and a recommendation be brought to the Board. Motion carried.

PERSONNEL - Mike Hulett moved, seconded by Karen Koentopf, to approve the personnel changes as follows:

New Employees

Rene Hersrud - Senior High Counselor, for the remainder of the 1983-84 school year, \$9,589.86, subject to licensure, (based on the 1982-83 salary schedule).

Mary Horsager - LD Teacher, Washington Elementary, .5 time, Probstfield Elementary, .5 time, effective January 19, for the remainder of the 1983-84 school year, BA+45 (4) \$9,321.43 (\$18,438.00 base) based on the 1982-83 salary schedule.

Leave of Absence

Catherine Holen - Elementary Teacher, extension on one-year leave of absence for the 1983-84 school year.

Ray Larson - Senior High, Counselor, leave of absence for the remainder of the 1983-84 school year.

Milton Olson - Secondary Social Studies, returning from extended leave of absence, effective for the 1984-85 school year.

Reassignment - Ray Larson - Senior High, reassignment as Assistant Principal, effective January 24, 1984, \$14,355.00 (based on the 1982-83 salary schedule).

Extension of Contract - Charles Gulsvig - Senior High, Secondary Physical Education, .357 for 89 days, \$2,977.45 (\$16,868.00) based on the 1982-83 salary schedule.

NEGOTIATIONS RESOLUTIONS - Dean Guida moved, seconded by Joyce Sutter, to approve the resolution deleting #14 on page 9 as to Policies and Procedures During A Strike. Motion carried by roll call vote; Joyce Sutter -yes, Karen Koentopf -yes, Mike Hulett -yes, Curt Borgen -yes, Dean Guida -yes, Richard Pemble -yes, Wayne Puppe -yes.

Mike Hulett moved, seconded by Richard Pemble, to approve the resolution as to Picketing During A Strike. Motion carried by roll call vote; Joyce Sutter -yes, Karen Koentopf -yes, Mike Hulett -yes, Curt Borgen -yes, Dean Guida -yes, Richard Pemble -yes, Wayne Puppe -yes.

Richard Pemble moved, seconded by Karen Koentopf, to approve the resolution as to Closed Meetings During A Strike. Motion carried by roll call vote; Joyce Sutter -yes, Karen Koentopf -yes, Mike Hulett -yes, Curt Borgen -yes, Dean Guida -yes, Richard Pemble -yes, Wayne Puppe -yes.

REACHING FOR EXCELLENCE WORKSHOP - Action on this item was postponed.



Ann Dickerson

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a regular meeting of the Moorhead Board of Education will be held on Tuesday, Feb. 14 at 7:30 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. APPROVAL OF MINUTES Appendix A  
Recommendation:
- IV. CONSIDERATION OF CLAIMS Appendix B  
Recommendation:
- V. COMMUNICATIONS
- VI. OPPORTUNITY FOR CITIZENS TO SPEAK
- VII. "WE ARE PROUD"
- VIII. UNFINISHED BUSINESS
- VIII. NEW BUSINESS
  - 1. Teachers' Contract For 1983-85 Appendix C
  - 2. Dental Assistant Office Affiliations (MAVTI) Appendix D
  - 3. Site Development - Short/Long Range Plan Appendix E
  - 4. Personnel Appendix F

X. FOR YOUR INFORMATION

Appendix z

XI. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION

XII. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, February 24

NEW BUSINESS

1. Teachers' Contract For 1983-85 (Trochlil) Appendix C

Recommendation: To approve the 1983-85 Teachers' Contract Settlement and to authorize the Chairperson and Clerk to sign the Contract when it is in proper form and has been reviewed by legal counsel.

-----

2. Dental Assistant Office Affiliations (Bergos) Appendix D

Explanation: The following people need to be added to the list of medical persons as non-paid cooperating Dental Assistant Staff for the remainder of the 1983-84 school term:

Dr. Wayne Christianson  
Dr. George L. Humphrey  
Dr. John Velkerding  
Dr. Brad Kasson

Dr. Thomas Fellman  
Dr. David P. Rostad  
Dr. LeRoy Hagen  
Dr. Greg Esquibel

Recommendation: Move to appoint the list of medical persons to Moorhead AVTI non-paid cooperating staff.

-----

3. Site Development -  
Short/Long Plan

(Lacher)

Appendix E

Explanation: During the 1982-83 school year, a Site Development Committee was organized for the purpose of reviewing total site needs in the district.

One of the goal statements for 1983-84 was to prepare a five-year site development plan. An objective was that each building administrator would prepare a five-year plan for their site.

As a result of the committee's findings and recommendations, Foss and Associates were requested to develop site plans (these will be distributed at the meeting for review).

Additional investigation on the the building asbestos issue has been researched. A progress report will be made.

Recommendation: For information only.

4. Personnel

(Bergen)

Appendix F

Leave of Absence

Ronald Gadberry - return from Extended Leave of Absence for the 1984-85 school year.

Jeanette Vazulik - return form One-Year Leave of Absense for the 1984-85 school year.

Resignation

Lois Hess Roetman - resigned at the conclusion of her five-year leave of absence at the end of the 1983-84 school year.

FOR YOUR INFORMATION

Appendix Z

1. Calendar of Events

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
PER Committee	Thursday, Feb. 16	7:00 A.M.	Townsite
MAVTI Advisory Dinner	Thursday, Feb. 16	6:00 P.M.	MAVTI
School in Session With Students	Friday, Feb. 17		
No School	Monday, Feb. 20		



S/mg/005  
min  
2-14-84

Regular Meeting  
Board of Education  
Independent School District #152  
February 14, 1984

Members Present: Joyce Sutter, Mike Hulett, Curt Borgen, Dean Guida, Richard Pemble, Wayne Puppe and Ben Trochlil

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Ben Trochlil previewed the agenda, adding MAVTI Makeup Days and Personnel.

MINUTES - Joyce Sutter moved, seconded by Wayne Puppe, to approve the minutes of January 10 and 24, 1984. Motion carried.

CLAIMS - Dean Guida moved, seconded by Wayne Puppe, to approve the claims in the amount of \$647,586.46. Motion carried.

GENERAL FUND	\$ 240,407.43
FOOD SERVICE	28,004.82
TRANSPORTATION FUND	77,169.69
COMMUNITY SERVICE	7,275.79
CAPITAL EXPENDITURE	21,360.18
MAVTI GENERAL FUND	110,307.26
MAVTI COMM SERVICE	6,200.28
VO-TECH CAPITAL OUTLAY	33,738.31
STUDENT GRANTS FUND	82,382.32
TOWNSITE CENTRE	40,044.25
GRAND TOTAL	\$ 647,586.46

TEACHERS' CONTRACT FOR 1983-85 - Joyce Sutter moved, seconded by Mike Hulett, to approve the 1983-85 Teachers' Contract Settlement and to authorize the Chairperson and Clerk to sign the Contract when it is in proper form and has been reviewed by legal counsel. Motion carried.

Wayne Puppe moved, seconded by Richard Pemble, to hold a Special Board Meeting to consider the makeup days for AVTI as discussed, for Friday, February 14, at 12:00 noon. The motion was amended by Joyce Sutter to change the meeting time to 7:00 A.M. Motion carried.

DENTAL ASSISTANT OFFICE AFFILIATIONS - Dean Guida moved, seconded by Joyce Sutter, to appoint the list of medical persons to Moorhead AVTI non-paid cooperating Dental Assistant Staff for the remainder of the 1983-84 school term: Motion carried.

Dr. Wayne Christianson  
Dr. George L. Humphrey  
Dr. John Velkerding  
Dr. Brad Kasson

Dr. Thomas Fellman  
Dr. David P. Rostad  
Dr. LeRoy Hagen  
Dr. Greg Esquibel

SITE DEVELOPMENT - SHORT/LONG PLAN - During the 1982-83 school year, a Site Development Committee was organized for the purpose of reviewing total site needs in the district.

One of the goal statements for 1983-84 was to prepare a five-year site development plan. An objective was that each building administrator would prepare a five-year plan for their site.

As a result of the committee's findings and recommendations, Foss and Associates were requested to develop site plans. These were distributed and reviewed by Charles Zeltinger.

Additional investigation on the building asbestos issue has been researched. A progress report was made by Lynn Lammers, Foss and Associates.

PERSONNEL - Richard Pemble moved, seconded by Dean Guida, to approve the personnel changes as follows: Motion carried.

New Employees

Debra Beeler - Long-term substitute Speech Clinician for Anne Moyano, .714 time, effective February 14, 1984, BA (2) \$4,421.25 (\$14,860.00 base).

Pat Hill - Long-term substitute for Marlene Olson, TMH Teacher, effective February 13, BA (2) \$6,274.56 (\$14,860.00 base).

Leave of Absence

Ronald Gadberry - return from Extended Leave of Absence for the 1984-85 school year.

Jeanette Vazulik - return from One-Year Leave of Absence for the 1984-85 school year.

Resignation

Lois Hess Roetman - resigned at the conclusion of her Five-Year Leave of Absence at the end of the 1983-84 school year.

Change of Assignment

Helen Seim - Library Aide at Probstfield to Special Education Aide, effective February 14, 1984.

---

Karen Koentopf, Clerk

S/mg/BoS  
MIN  
2/17/84

Special Meeting  
Board of Education  
Independent School District #152  
February 17, 1984

Members Present: Joyce Sutter, Mike Hulett, Curt Borgen, Dean Guida, Richard Pemble and Wayne Puppe

The meeting was called to order by Curt Borgen, Chairperson.

PREVIEW - Rod Bergen previewed the agenda.

AVTI MAKE-UP DAYS - Wayne Puppe moved, seconded by Mike Hulett that the MAVTI will make up two days (one day to be made up in 1983-84, the other to be made up in 1984-85) and lose ten (10) days with the exception of the Dental Assistant and Medical Records Programs which will be given sufficient number of days to allow for proper student licensure. Motion passed unanimously.

Motion by Mike Hulett, seconded by Richard Pemble that AVTI days be made up with the required number of make up days in Dental Assisting and Medical Records as required for proper student licensure utilizing consulting staff as possible so long as this is not inconsistent with agreements and contracts. Motion passed unanimously.

Motion made by Dean Guida, seconded by Richard Pemble that the revised MAVTI calendar as presented be accepted. Motion passed unanimously.

---

Karen Koentopf, Clerk



INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a regular meeting of the Moorhead Board of Education will be held on February 28 at 7:30 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. Consider MAVTI School Calendar Appendix A
- VII. PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION
  - A. UNFINISHED BUSINESS
  - B. NEW BUSINESS
    1. Review Basic Skills Report Appendix B
    2. Consider Acceptance of Grant - Science Appendix C
    3. Consider Acceptance of Grant - Foreign Language Appendix D
    4. Consider Townsite Centre Change Order Appendix E

S/mg/CD  
min  
2-28-84

?  
min



5. Review MSBA Legislative Priorities

Appendix F

6. Discussion - Planning

Appendix G

X. FOR YOUR INFORMATION

XI. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD OF EDUCATION

XII. ADJOURMENT

NEXT SCHEDULED MEETING Tuesday, March 13, 1984

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PRE-SCHOOL--K - GRADE 12 PROGRAM--COMMUNITY EDUCATION

UNFINISHED BUSINESS

NEW BUSINESS

1. Basic Skills Report (Jernberg) Appendix B

Explanation: Appendix B-1 contains a copy of the Basic Skills Needs Assessment Committee Report. Eldora Pederson, Chairperson, and members of the committee will review the report with the Board.

Recommendation: Move to accept the report.

-----

2. Acceptance of Grant - Science (Jernberg) Appendix C

Explanation: We are in receipt of a \$40,000.00 grant for the Teacher Improvement Project, "Clay County Improves Learning in Science", to be utilized in a cooperative project by the five participants in Clay County: Barnesville, Glyndon-Felton, Moorhead, Dilworth, and Hawley. Grant information can be found in Appendix C-1-4.

Recommendation: Move to accept the Teacher Improvement Project Grant "Clay County Improves Learning in Science", subject to the approval of the other participating districts.

Move to transfer the fiscal responsibility for the "Clay County Improves Learning in Science" to the Clay County Vocational Center subject to approval by their Board of Education and authorization by the Minnesota State Department of Education.

-----

3. Acceptance of Grant - Foreign Language (Jernberg) Appendix D

Explanation: We are pleased that our project, GLOBE, (Greater Language Opportunity Begins in Elementary), has been awarded a ten month grant for \$9,992.00 as a cooperative program with Concordia College, outlined in Appendix D-1-5. This grant, if accepted, will be utilized for training and planning for the foreign language program in all schools. Acceptance will imply the Board's intention to implement a foreign language program in all elementary schools as has been previously discussed prior to and during the time of the Probstified pilot program.

Recommendation: Move to accept the Northwest Area Foundation grant in the amount of \$9,992.00.

4. Townsite Centre Change Order (Bergen) Appendix E

Explanation: To give structural support of air shafts located at the northwest and northeast corners of the gym, a change order is necessary in the amount of \$2,445.00.

Recommendation: Move to approve the Townsite Centre change order in the amount of \$2,445.00

-----

5. MSBA Legislative Program (Trochlil) Appendix F

Explanation: Appendix F-1 is the MSBA's Legislative Priorities. A review of legislation is appropriate at this time---notice reference to March 8---SCHOOL BOARD MEMBER DAY AT THE STATE CAPITOL.

-----

6. Planning for the Future (Trochlil) Appendix G

Explanation: There has been a great deal of interest generated for our schools as the result of negotiations. We need to have that talent involved in the district.

In planning for this school year, two objectives were identified that could assist the district in getting community involvement:

1. To design a comprehensive 'Future' planning process to develop an education system for the 21st Century.
2. To appoint a Task Force to develop guidelines in establishing the Partnership with the business community and the post secondary educational institutions.

We need to take some time to 'brainstorm' where we would like to go with these ideas.

Recommendation: Discussion purposes only.

-----

'WE ARE PROUD'

1. Moorhead's involvement in the Minnesota Music Education Associations State Conference on February 17 and 18:
  - Matt Nyberg, grade 2 Probstfield, was awarded first place in a vocal solo composed by himself-his teacher is Marian Halgrimson
  - Jason West, member of the MEA All-State Choir
  - Joan Gjevre, Sandra Sample, Peter Close, Sarah Williams and Vance Zuehlendorff, members of the MMEA All-State Orchestra
  - Dr. Robert Hanson, Concordia Orchestra Director, was guest conductor of the MMEA All-State Orchestra.
  - Russell Pesola, Concordia Band Director, was guest conductor of the MMEA All-State Band.



2. Waldo Kosen, Mike Siggerud, Roger Vettleson, and Bob Jernberg have been appointed by Commissioner Ruth Randall to serve on a state task force concerned with restructuring and improving education in the State of Minnesota.
3. Paul Molick, Assistant Director, MAVTI, was elected treasurer of the newly formed F/M Area Quality Circle Association.
4. Khanh Van Tran & Viet Van Tran participated in the biggest table tennis tournament of the year in Minneapolis on February 4th and 5th and swept all but one of the junior titles competing against all of the top High School players in Minneapolis. The results of the Winter Carnival Open Tournament were as follows:

Junior under 17 category - 1st place, Viet Van Tran  
2nd place, Khanh Van Tran

Junior doubles category - 1st place, Viet Van Tran  
2nd place, Khanh Van Tran

Novice doubles - 1st place, Viet Van Tran  
2nd place, Khanh Van Tran

Junior under 15 category - consolation 1st to Khai Le

5. Rose Andersen has been appointed by Joe Graba, State Director for AVTIs, to a task force that will study that adult vocational extension funding be combined with the post secondary funding system.
6. Al Swedberg has not smoked since January 1st. He was in the final drawing for the trip to Orlando sponsored by the F/M Heart/Health Program--but did not make it.
7. A Math Counts Contest was held at Moorhead State University February 16, 1984 for eighth graders. The competition included 17 area Minnesota schools, 68 individuals. It was sponsored by the National Society of Professional Engineers in cooperation with the National Council of Teachers of Mathematics, NASA, the CNA Insurance Companies and the National Science Foundation.

Moorhead Junior High received 2nd place in the team event. Students included Karl Knutson, Tom Johnson, Donna Landmark and Shari Blain.

In the individual competition, Karl Knutson received 1st place and Tom Johnson - 5th place. In the oral competition, Karl Knutson received 1st place and Tom Johnson - 3rd place.



## FOR YOUR INFORMATION

## Appendix Z

1. Region I - ESV Minutes of January 24 - Appendix Z-1
2. Artist in Residence - Sculptor, Kate Hunt, native of Fargo, will be at the Senior High School from February 27 - March 9, working with small groups of students, grades 10-12.
3. Sixteen Moorhead Schools faculty members attended a Computeronics Workshop sponsored by the National Diffusion Network at Probstfield on February 21 & 22.
4. Calendar of Events

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Joint Powers	Thursday, March 1	7:00 A.M.	Townsite
CCVC Board Meeting	Wednesday, March 7	10:30 A.M.	Annex
Supt./Adv. Council	Thursday, March 8	7:30 P.M.	Townsite
Title IX Advisory Committee	Monday, March 12	7:00 A.M.	Townsite
Policy Review Committee	Monday, March 12	7:00 P.M.	Townsite
Board Meeting	Tuesday, March 13	7:30 P.M.	Townsite
Athletic Council	Tuesday, March 13	7:00 A.M.	Townsite

# BASIC SKILLS NEEDS ASSESSMENT COMMITTEE REPORT

Robert Jernberg, District Director of Basic Skills

Eldora Pederson, Chair  
 Gloria Anderson  
 Carl Carlson  
 Leslie Crawford  
 Jim Ellingson  
 Julie Hoffner  
 Karen Koentopf  
 Howard Murray  
 Marlys Long  
 Betty Myers

Robert Olson  
 Pat Peterson  
 Doreen Taber  
 Phyllis Tweeton  
 Bettie Withnell  
 Althea Wirth  
 Alan Adair  
 Vonnie Johnson  
 Ray Larson

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Basic Skills Subcommittee Report on Stanford Achievement Test Results.....	26-36

### BASIC SKILLS STANDARDS OF EXCELLENCE

The following criteria are applicable in the development and maintenance of an effective basic skills educational program from preschool through adulthood.

1. Commitment is made by the local governing board to support a program in the basic skills.
2. A local basic skills director, who has authority, responsibility, and time for program development and maintenance is identified.
3. There is a philosophy that supports student achievement.
4. Administrative and instructional support is provided for committees to coordinate program planning, implementation, and evaluation.
5. Expectations for student achievement are identified.
6. Selection and/or development of curriculum materials is consistent with the philosophy.
7. Materials will reflect the races, cultures, and sexes in our society in reading, writing, speaking, listening, and mathematics.
8. Students are placed in the curriculum at their instructional level.
9. Provisions within the program accommodate students of all ability levels.
10. An interdisciplinary responsibility for skill development is promoted by all staff.
11. An instructional commitment by staff is made to student learning and mastery teaching.
12. Schools are organized to provide for continuous progress.
13. A comprehensive evaluation system, including criterion-referenced instruments is used to determine student achievement.
14. A record-keeping system is used that identifies individual pupil learning.
15. A public information system is established for reporting to students, parents, and community.
16. Continuous inservice for all personnel is a component of the program.
17. There is coordination and communication at the district/building levels for leadership and teaching of the basic skills.
18. Programs and resources from local, state, and federal sources are coordinated.



DISTRICT PROFILE  
BASIC SKILLS STANDARDS OF EXCELLENCE

The following criteria are applicable in the development and maintenance of an effective basic skills educational program for preschool through adult programs.

- 5 - Completely satisfactory
- 4 - Some improvements are needed
- 3 - Major improvements are needed
- 2 - Completely unsatisfactory
- 1 - Does not exist in District
- NA - Does not apply

1. Commitment is made by the local governing board to support a program in the basic skills.

5    4    3    2    1    NA

- a. The local school board has a policy statement that the teaching of basic skills (reading, writing, speaking, listening and math) is a district priority. . .
- b. The local board has appointed a basic skills director to implement a coordinated school wide effort . . . . .
- c. The board has encouraged staff participation in basic skills inservice by providing local incentives. . . . .

2. The local basic skills director who has been identified has the authority, responsibility and time for program development and maintenance.

- a. A basic skills director job description is written and accepted by the local board and administration. . .
- b. The basic skills director is consulted when hiring new staff that are responsible for basic skills instruction . . . . .

	5	4	3	2	1	NA
a. The local school board has a policy statement that the teaching of basic skills (reading, writing, speaking, listening and math) is a district priority. . .	X					
b. The local board has appointed a basic skills director to implement a coordinated school wide effort . . . . .	X					
c. The board has encouraged staff participation in basic skills inservice by providing local incentives. . . . .		X				
2. The local basic skills director who has been identified has the authority, responsibility and time for program development and maintenance.						
a. A basic skills director job description is written and accepted by the local board and administration. . .	X					
b. The basic skills director is consulted when hiring new staff that are responsible for basic skills instruction . . . . .			X			



- |               |
|---------------|
| X             |
| X             |
| X             |
| X             |
| X             |
| X             |
| X X X X X X X |
| X X X X X X X |
| X             |

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- a. The district has identified levels of student performance needed in order to continue performing in the areas where the following skills are prerequisite.

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- 5 4 3 2 1

[illegible]

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- reading. . . . .  
-- writing. . . . .  
-- speaking. . . . .  
-- listening. . . . .  
-- mathematics. . . . .
- .k-8  
972

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```



```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

-- reading. . . . .  
-- writing. . . . .  
-- speaking. . . . .  
-- listening. . . . .  
-- mathematics. . . . .

[illegible]





11. An instructional commitment by staff is made to student learning and mastery teaching.

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking. . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- a. Students are moved through the curriculum on the basis of their performance not their grade in school in:

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

[illegible]

5 4 3 2 1

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

- ```
-- reading. . . . .
-- writing. . . . .
-- speaking . . . . .
-- listening. . . . .
-- mathematics. . . . .
```

[illegible]



5 4 3 2 1 NA

[illegible]



[illegible]





Basic Skills Subcommittee  
on  
Reading

1. Introduction

- 1.1 The Basic Skills Subcommittee on Reading consists of the following people:

Althea Wirth, Chair -  
Gloria Anderson  
Dr. Leslie Crawford

Doreen Taber  
Phyllis Tweeton  
Bettie Withnell

2. Findings

- 2.1 The District Profile of the Basic Skills Standards of Excellence has been submitted. The findings are indicated by the profile commendations and recommendations as listed in this report.

3. Commendations and Areas of Strength

- 3.1 District Profile of Basic Skills Standards of Excellence

- 3.1.1. Commitment is made by the local governing board to support a program in the basic skills.

- 3.1.1.1. The local school board has a policy statement that the teaching of basic skills (reading, writing, speaking, listening and math) is a district priority.

- 3.1.1.2. The local board has appointed a basic skills director to implement a coordinated school-wide effort.

- 3.1.1.3. The board has encouraged staff participation in basic skills inservice by providing local incentives.

- 3.1.2. The local basic skills director who has been identified has the authority, responsibility, and time for program development and maintenance.

- 3.1.2.1. A basic skills director job description is written and accepted by the local board and administration.

- 3.1.2.2. Orders of materials related to the basic skills program are scrutinized by the director for purposes of consistency and relevancy.

- 3.1.2.3. The basic skills director is consulted when new programs related to basic skills are being planned.

- 3.1.2.4. The local director has the authority to make decisions related to basic skills instruction.

- 3.1.2.5. The local director is responsible for the planning, implementation, and evaluation of the district basic skills program.

- 3.1.2.6. The local director is responsible for reporting to the administration and board.

- 3.1.2.7. The local director will share information with PER committee when the basic skills program is affected.

- 3.1.3. There is a philosophy that supports student achievement.
  - 3.1.3.1. The district philosophy includes statements that deal with the critical issues related to instruction in reading.
  - 3.1.3.2. The district philosophy reflects a belief in learning, not just exposure in reading.
- 3.1.4. Administrative and instructional support is provided for committees to coordinate program planning, implementation, and evaluation.
  - 3.1.4.1. There is a local committee that functions to coordinate program planning, implementation, and evaluation in reading.
  - 3.1.4.2. The role of the local committee is clearly defined.
  - 3.1.4.3. There is an identified system of dealing with recommendations and suggestions of the local committee.
- 3.1.5. Expectations for student achievement are identified.
  - 3.1.5.1. The district has identified levels of student performance needed in order to continue performing in the areas where the following skills are prerequisites in reading.
  - 3.1.5.2. There is an identified way to determine individual student performance levels.
- 3.1.6. Selection and/or development of curriculum materials is consistent with the district philosophy.
  - 3.1.6.1. Curriculum selection process reflects staff involvement.
  - 3.1.6.2. Workshops have been held to introduce staff members to the value and use of instructional and practice materials in reading.
  - 3.1.6.3. The district provides supportive and supplementary instructional and practice materials to be used with the adopted curriculum.
  - 3.1.6.4. Materials are catalogued and accessible to all staff members.
- 3.1.7. Materials will reflect the races, cultures, and sexes in our society in reading.
- 3.1.8. Students are placed in the curriculum at their instructional level.
  - 3.1.8.1. There is a well-defined method for placing students in the curriculum at a point where they can learn in reading.
  - 3.1.8.2. Teachers and administrators understand the concept of instructional level and support its implementation in reading.
- 3.1.9. Provisions within the program accommodate students of all ability levels.
  - 3.1.9.1. There are established procedures for referral and screening of students exhibiting atypical learning behavior and/or physical problems in reading.



3.2. An interdisciplinary responsibility for skill development is promoted by all staff.

- 3.2.1. All staff understand the need for their involvement and support as basic skills programs are built and maintained.
  - 3.2.1.1. All staff have been made aware of the need to provide for the slower than average learner.
  - 3.2.1.2. All staff have been made aware of the need to provide for the above average learner.
- 3.2.2. A comprehensive evaluation system, including criterion-referenced instruments, is used to determine student achievement.
  - 3.2.2.1. Criterion-referenced instruments are used to monitor student mastery of the defined curriculum objectives in reading.
  - 3.2.2.2. Criterion-referenced instruments are administered periodically after learning units, and not just yearly or at the end of complete courses.
  - 3.2.2.3. Guidelines are prepared in the use of criterion-referenced tests and reteaching/retesting procedures.
  - 3.2.2.4. Teacher professional judgments are used.
  - 3.2.2.5. End-of-year reports are made using the data from testing with criterion and norm references instruments.
- 3.2.3. A record-keeping system is used that identifies individual pupil learning.
  - 3.2.3.1. There is a record-keeping system that monitors student learning in reading.
  - 3.2.3.2. All staff knows how to use the record-keeping system.
  - 3.2.3.3. The record-keeping system contains critical scores and/or performance standards based on the district's adopted level of mastery.
  - 3.2.3.4. There is a place on the record form to record retesting scores.
  - 3.2.3.5. Records of student's achievements are passed from teacher to teacher.
- 3.2.4. A public information system is established for reporting to students, parents, and community.
  - 3.2.4.1. The local basic skills director keeps the public informed on the status of basic skills program development through the newspaper, radio, bulletins, speaking engagements, etc...
  - 3.2.4.2. The local school board is informed yearly regarding the school's progress toward meeting the standards of excellence.

- 3.2.5. Continuous inservice for all personnel is a component of the program.
  - 3.2.5.1. All staff members have had an inservice program focusing on teaching the district's curriculum and understanding local administrative concerns in reading.
- 3.2.6. There is an identified scope and sequence of skills in reading.

#### 4. Recommendations for Improving Basic Skills

In order to implement an excellent basic skills program, class sizes must be reduced, following criteria established by the 1980 District-Wide Task Force on Class Size.

- 4.1 Develop a program that provides for continual planning, implementation and evaluation of the reading curriculum.
- 4.2 Develop performance standards or criteria for those students who are above average/high achiever in reading ability.
- 4.3 Offer reading inservice programs each year for new staff members.
- 4.4 Provide at least one yearly inservice program for the maintenance and refinement of reading instruction.
  - 4.4.1. Inservice program during the year will provide time for teachers to prepare new materials that are compatible with their particular reading curriculum.
  - 4.4.2. Inservice program during the year should be developed in conjunction with the District Wide Reading Committee.
- 4.5 Provide curriculum options for the individualization of instruction in reading for students at all levels.
  - 4.5.1. Develop uniform assessment instruments for placing transfer students at an appropriate reading level.
  - 4.5.2. Provide appropriate teaching approaches for students below average in reading instruction not achieving at grade level.
- 4.6 Provide a district-wide uniform record-keeping system that monitors student progress.
  - 4.6.1. Establish a uniform mastery level of learning that provides for the unique characteristics of reading: word recognition needs higher level criteria than comprehension, i.e. 95% instead of 80%.
  - 4.6.2. The record of each child should be checked each year by the basic skills director.

Basic Skills Subcommittee  
on  
Mathematics

- I. Introduction  
The Basic Skills Subcommittee on Mathematics consists of the following people:
- |                      |                |
|----------------------|----------------|
| Julie Hoffner, Chair | Carl Carlson   |
| Bob Olson            | Vornie Johnson |
- II. Findings  
The DISTRICT PROFILE OF THE BASIC SKILLS STANDARDS OF EXCELLENCE have been submitted. The findings are indicated by the profile commendations and recommendations as listed in this report.
- III. 0.0 Objective: To favorably improve the competencies of students in Independent School District #152 in the basic skills of mathematics.
- 1.0 Improvements based on the DISTRICT PROFILE OF BASIC SKILLS STANDARDS OF EXCELLENCE.
- 1.10 Administrative and instructional support for committees to plan, evaluate and implement.
  - 1.11 The District Wide Math Committee will meet annually for not less than .5 day to evaluate all math programs and to make recommendations for implementation of improvements, as necessary.
  - 1.12 Recommendations of the District Math Committee will be disseminated to all math teachers pre-school - technical institute via the Office of Instruction.
  - 1.13 A person in each building would be charged with the following responsibilities:
    - 1.131 The ordering, cataloging, keeping inventory of, and dissemination of math materials and textbooks in that building.
    - 1.132 Orientation of teachers with new assignments.
    - 1.133 Notifying all math teachers of professional meetings (NCTM for example), workshops, and other opportunities for getting information on teaching basic skills.
  - 1.20 Student Achievement
    - 1.21 The District Math Committee will make recommendations for student performance standards at all ability levels.
    - 1.22 Placement of transfer students will reflect recommendations of the District Math Committee
    - 1.23 Current class sizes should be reduced in order for students to better achieve mastery of the basic skills in mathematics.
  - 1.30 Evaluation instruments
    - 1.31 The District Wide Math Committee will seek and recommend evaluation instruments for all math offerings of the district.



- 1.32 The District Wide Math Committee will evaluate the mathematics program using norm referenced instruments annually.
- 1.33 Annual reports of the District Wide Math Committee will recommend changes and/or commend the staff following the evaluation of the normed tests.
- 1.40 Record Keeping System
  - 1.41 A record keeping system that monitors student learnings in mathematics will be recommended by the District Wide Math Committee.
  - 1.42 All math teachers will be inserviced in the record keeping system by the District Wide Math Committee in cooperation with the Office of Instruction.
  - 1.43 Pupil reporting periods will reflect pupil progress in the acquisition of basic skills in mathematics.
- 1.50 Inservice
  - 1.51 The District Wide Math Committee will recommend a program for continuous inservice for all math teachers.
  - 1.52 New staff will receive a written program designed to inservice them in the district's math curriculum.
- 2.0 Improvements based on the results of the Stanford Achievement Tests
  - 2.10 Have Psychological Corporation report results of all Stanford Tests.
  - 2.11 Each teacher would receive Stanford Test results for the grade they teach, the grade before, and the grade after. For example, an 8th grade teacher would get both the 9th and 7th grade results. (No 8th grade test is given)
  - 2.12 A comparison should be made between the test items for each grade level and our adopted curriculum to identify strenghts and weaknesses of the test and/or curriculum and make recommendations for change.
  - 2.13 Students showing deficiency in basic skills at the 9th grade level should receive further mathematical instruction and evaluation in basic skills before graduation.
- 3.0 Other Improvements
  - 3.10 Define what we mean by "basic skills" in mathematics.

Basic Skills Subcommittee  
on  
Writing, Listening and Oral Communication

1. Introduction
  - 1.1 The Basic Skills Subcommittee on Writing, Listening and Oral Communication consists of the following people:

|                   |                 |
|-------------------|-----------------|
| Alan Adair, Chair | Karen Koentopf  |
| Jim Ellingson     | Robert Jernberg |
| Marlys Long       | Betty Myers     |
| Howard Murray     |                 |
2. Findings
  - 2.1 The DISTRICT PROFILE OF THE BASIC SKILLS STANDARDS OF EXCELLENCE have been submitted. The findings are indicated by the profile commendations and recommendations as listed in this report
  - 2.2 Survey Results
    - 2.2.1. A student survey was conducted in grades 5, 8, 10 and 12. The results of this survey are attached. Percentage responses are available from committee members if desired.
    - 2.2.2. Teacher surveys were conducted. Results to be reviewed by appropriate departments and grade levels on February 17.
3. Commendations and areas of strength
  - 3.1 DISTRICT PROFILE OF BASIC SKILLS STANDARDS OF EXCELLENCE
    - 3.1.1. Commitment is made by the local governing board to support a program in the basic skills
      - 3.1.1.1. The local school board has a policy statement that the teaching of basic skills (reading, writing, speaking, listening and math) is a district priority
      - 3.1.1.2. The local board has appointed a basic skills director to implement a coordinated school-wide effort
      - 3.1.1.3. The board has encouraged staff participation in basic skills inservice by providing local incentives
    - 3.1.2. The local basic skills director who has been identified has the authority, responsibility and time for program development and maintenance
      - 3.1.2.1. A basic skills director job description is written and accepted by the local board and administration
      - 3.1.2.2. Orders of materials related to the basic skills program are scrutinized by the director for purposes of consistency and relevancy
      - 3.1.2.3. The basic skills director is consulted when new programs related to basic skills are being planned
      - 3.1.2.4. The local director has the authority to make decisions related to basic skills instruction
      - 3.1.2.5. The local director is responsible for the planning, implementation, and evaluation of the district basic skills program
      - 3.1.2.6. The local director is responsible for reporting to the administration and board
      - 3.1.2.7. The local director will share information with the PER committee when the basic skills program is affected

- 3.1.3. There is a philosophy that supports student achievement
  - 3.1.3.1. The district philosophy includes statements that deal with the critical issues related to instruction in writing, speaking and listening
  - 3.1.3.2. The district philosophy reflects a belief in learning not just exposure in writing, speaking and listening
- 3.1.4. Selection and/or development of curriculum materials is consistent with the district philosophy
  - 3.1.4.1. Curriculum selection process reflects staff involvement
  - 3.1.4.2. Workshops have been held to introduce staff members to the value and use of instructional and practice materials in reading
- 3.1.5. Materials will reflect the races, culture and sexes in our society in writing, speaking and listening
- 3.1.6. Students are placed in the curriculum at their instructional level
  - 3.1.6.1. Teachers and administrators understand the concept of instructional level and support its implementation in writing, speaking and listening
- 3.1.7. Provisions within the program accommodate students of all ability levels
  - 3.1.7.1. There are established procedures for referral and screening of students exhibiting atypical learning behavior and/or physical problems in writing, speaking and listening
  - 3.1.7.2. Students with special needs are allowed the time and instruction they require to become functional in writing, speaking and listening
- 3.1.8. An interdisciplinary responsibility for skill development is promoted by all staff
  - 3.1.8.1. All staff understand the need for their involvement and support as basic skills programs are built and maintained
  - 3.1.8.2. All staff have been made aware of the need to provide for the slower than average learner
  - 3.1.8.3. All staff have been made aware of the need to provide for the above average learner
  - 3.1.8.4. All staff have been instructed in how they can help students master the basic skills
- 3.1.9. There is coordination and communication at the district/building levels for leadership and teaching of the basic skills
  - 3.1.9.1. The administrators understand the basic skill concerns and provide leadership and/or support for the basic skills program in the elementary school, junior high/middle school and senior high school
- 3.2. Student survey of all students in grades 5, 8, 10 and 12 indicate the following areas have a major emphasis:
  - 3.2.1. Grammar/mechanics
    - Writing sentences
    - Writing paragraph components
    - Writing book reports
    - Writing subject reports (reporting on a specific topic)
    - Writing personal letters
    - Note taking
    - Outlining



- (Cont.) 3.2.1. Writing essay answers to test questions  
Proofreading/Rewriting  
Courteous listening  
Predicting outcomes  
Drawing conclusions or inferences  
Evaluating and criticizing  
Listening for enjoyment, appreciation and reflection  
Listening for following directions  
Listening to take notes  
Reading aloud - experience  
Reading aloud - instruction  
Contributing to conversations/discussions  
Making oral reports using an appropriate form - experience  
Making oral reports using an appropriate form - instruction
4. Recommendations for improving basic skills
- 4.1 Check lists be made for cumulative folder using appropriate writing, listening and speaking skills at each grade level 1-6, and by English and Social Studies staff in secondary programs. Indication shall show need improvement; improvement shown and satisfactory progress
- 4.2 Stanford tests continue to be used when applicable and itemized analysis be purchased at 3, 4, 5, 6, 7, 9 annually. Stanford tests be given for grade 11 - this to be evaluated by test committee and Sr. High staff as to value after one year
- 4.3 District establish performance standards in writing, speaking and listening
- 4.3.1. Additional inservice be provided in teaching writing, speaking and listening
- 4.3.2. A definitive way of dealing with different students learning rates in writing, speaking and listening be developed
- 4.3.3. A procedural guide be written that defines the management procedure
- 4.3.4. Guidance regarding criterion reference instructions for monitoring reteaching and retesting be developed, including a student record keeping system which is checked by the principal and/or designee
- 4.3.5. Identify scope and sequence of skills in writing, speaking and listening
- 4.4 That the following areas and others at specific grade levels be reviewed at the February workshop by grade level and secondary departments with recommendations to be reviewed by respective curriculum committees and appropriate action taken.
- |    |           |                                                                      |
|----|-----------|----------------------------------------------------------------------|
| 1  | Writing   | Writing poems                                                        |
| 2  | Writing   | Creative writing (stories)                                           |
| 3  | Writing   | Creative writing (plays, narratives, etc.)                           |
| 4  | Writing   | Writing directions/instructions                                      |
| 5  | Writing   | Completing applications/forms                                        |
| 6  | Listening | Paraphrasing a speaker's message                                     |
| 7  | Speaking  | Using interviewing skills - experience                               |
|    |           | Using interviewing skills - instruction                              |
| 8  | Speaking  | Conducting meetings - experience                                     |
|    |           | Conducting meetings - instruction                                    |
| 9  | Speaking  | Role playing/creative dramatics - experience                         |
|    |           | Role playing/creative dramatics - instruction                        |
| 10 | Speaking  | Making announcements                                                 |
| 11 | Speaking  | Stating and defending a position to a problem or issue - instruction |

4.5 Monitoring

- 4.5.1. Check lists to be reviewed by building principal or designee
- 4.5.2. Applicable Stanford test items be reviewed by principal and teachers at appropriate grade and building levels
- 4.5.3. We recommend that Curriculum Committees and Assistant Superintendent for Instruction see that appropriate inservice be conducted

# STUDENT SURVEY

| Writing Skills                                              | all<br>5th gr. | all<br>8th gr. | all<br>10th gr. | all<br>12th gr. |
|-------------------------------------------------------------|----------------|----------------|-----------------|-----------------|
| 1. Grammar/mechanics                                        | +              | +              | +               | +               |
| 2. Writing sentences                                        | +              | +              | +               | +               |
| 3. Writing paragraph components                             | +              | +              | +               | +               |
| 4. Writing book reports                                     | +              | +              | +               | +               |
| 5. Writing subject reports (reporting on a specific topic)  | +              | +              | +               | +               |
| 6. Writing poems                                            | +              | N              | -               | -               |
| 7. Creative writing (stories)                               | +              | +              | N               | -               |
| 8. Creative writing (plays, narratives, etc.)               | -              | -              | -               | -               |
| 9. Writing directions/instructions                          | N              | N              | -               | -               |
| 10. Writing personal letters                                | +              | +              | +               | +               |
| 11. Writing business letters                                | -              | N              | N               | N               |
| 12. Note taking                                             | +              | +              | +               | +               |
| 13. Outlining                                               | +              | +              | +               | +               |
| 14. Writing research papers                                 | N              | N              | N               | +               |
| 15. Writing news articles                                   | -              | -              | -               | N               |
| 16. Writing biography/autobiography                         | N              | N              | N               | N               |
| 17. Writing book reviews (critical analysis and evaluation) | -              | -              | +               | +               |
| 18. Writing essay answers to test questions                 | +              | +              | +               | +               |
| 19. Writing essays                                          | N              | -              | N               | +               |
| 20. Completing applications/forms                           | -              | -              | -               | -               |
| 21. Compiling bibliographies                                | N              | N              | -               | N               |
| 22. Proofreading/Rewriting                                  | +              | +              | +               | +               |

## Listening Skills

|                                                           |   |   |   |   |
|-----------------------------------------------------------|---|---|---|---|
| 1. Courteous listening                                    | + | + | + | + |
| 2. Critical or analytical skills:                         |   |   |   |   |
| Predicting outcomes                                       | + | + | N | + |
| Drawing conclusions or inferences                         | + | N | + | + |
| Evaluating and criticizing                                | + | N | + | + |
| Distinguishing fact from opinion/propaganda               | + | - | N | + |
| 3. Listening for enjoyment, appreciation, and reflection. | + | + | + | + |
| 4. Listening for following directions                     | + | + | + | + |
| 5. Listening to take notes                                | N | + | + | + |
| 6. Paraphrasing a speaker's message                       | - | N | - | - |

+ Student response indicates major emphasis and several experiences  
 - Student response indicates limited experiences and/or need for more emphasis  
 N Indicates neutral response



| <u>Speaking Skills</u>                                     |  | all<br>5th gr. | all<br>8th gr. | all<br>10th gr. | all<br>12th gr. |
|------------------------------------------------------------|--|----------------|----------------|-----------------|-----------------|
| 1. Reading aloud                                           |  |                |                |                 |                 |
| a. Experience                                              |  | +              | +              | +               | +               |
| b. Instruction                                             |  | +              | +              | +               | +               |
| 2. Story telling with sequencing and detail                |  |                |                |                 |                 |
| a. Experience                                              |  | N              | N              | N               | N               |
| b. Instruction                                             |  | N              | N              | -               | N               |
| 3. Contributing to conversations/discussions               |  |                |                |                 |                 |
|                                                            |  | +              | +              | +               | +               |
| 4. Giving introductions                                    |  |                |                |                 |                 |
| a. Experience                                              |  | -              | N              | -               | N               |
| b. Instruction                                             |  | -              | N              | -               | N               |
| 5. Using the telephone                                     |  |                |                |                 |                 |
|                                                            |  | -              | N              | +               | N               |
| 6. Making oral reports using an appropriate form           |  |                |                |                 |                 |
| a. Experience                                              |  | +              | +              | +               | +               |
| b. Instruction                                             |  | N              | +              | +               | +               |
| 7. Speaking in an organized manner/keeping to topic        |  |                |                |                 |                 |
|                                                            |  | +              | -              | N               | +               |
| 8. Using interviewing skills                               |  |                |                |                 |                 |
| a. Experience                                              |  | -              | -              | -               | -               |
| b. Instruction                                             |  | -              | -              | -               | -               |
| 9. Conducting meetings                                     |  |                |                |                 |                 |
| a. Experience                                              |  | -              | -              | -               | -               |
| b. Instruction                                             |  | -              | -              | -               | -               |
| 10. Role playing/creative dramatics                        |  |                |                |                 |                 |
| a. Experience                                              |  | +              | N              | -               | -               |
| b. Instruction                                             |  | +              | N              | -               | -               |
| 11. Making announcements                                   |  |                |                |                 |                 |
|                                                            |  | -              | -              | -               | -               |
| 12. Stating and defending a position to a problem or issue |  |                |                |                 |                 |
| a. Experience                                              |  | N              | N              | -               | N               |
| b. Instruction                                             |  | -              | -              | -               | -               |
| 13. Giving directions                                      |  |                |                |                 |                 |
|                                                            |  | N              | N              | -               | +               |
| 14. Adapting speech volume, rate, and rhythm               |  |                |                |                 |                 |
|                                                            |  | N              | N              | N               | +               |
| 15. Paraphrasing (restating in your own words)             |  |                |                |                 |                 |
|                                                            |  | -              | N              | +               | +               |

+ Student response indicates major emphasis and several experiences  
 - Student response indicates limited experiences and/or need for more emphasis  
 N Indicates neutral response

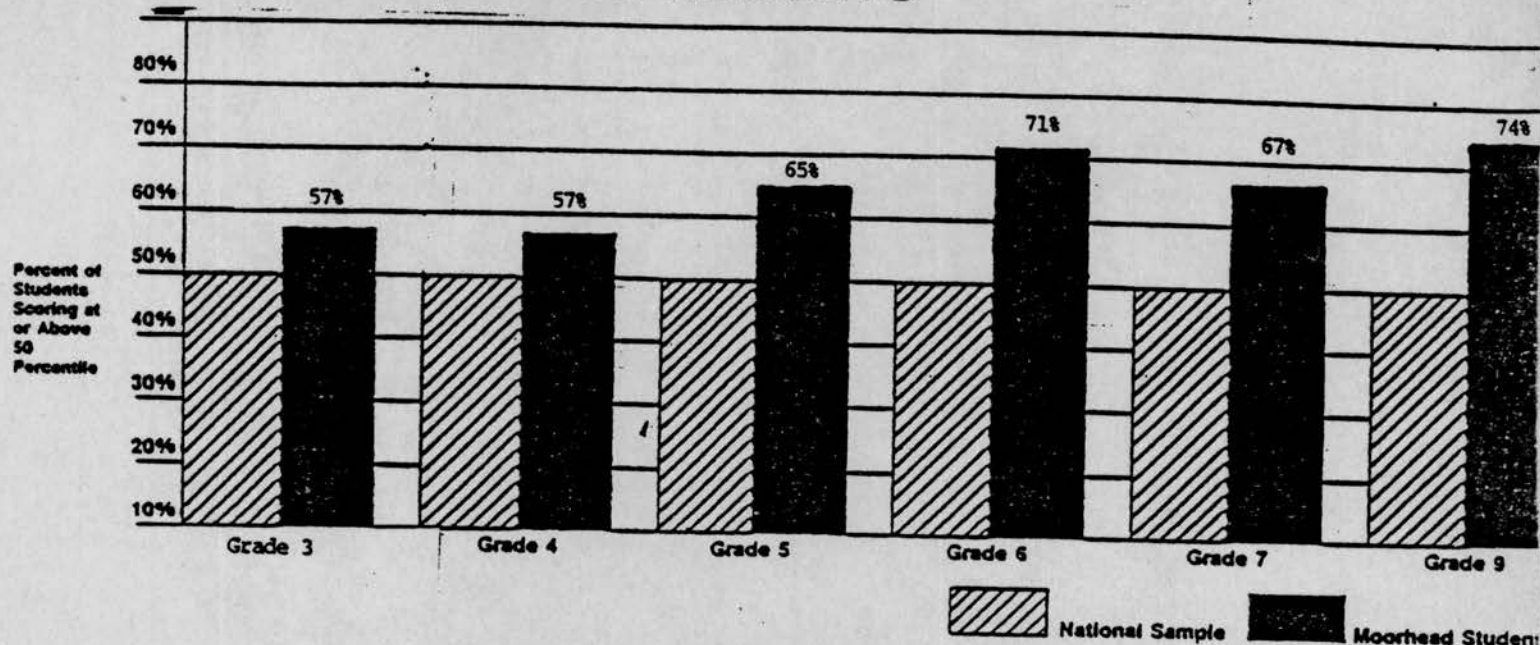
Basic Skills Subcommittee  
on  
Stanford Achievement Test

1. Introduction
  - 1.1 The Basic Skills Subcommittee on the Stanford Achievement Test consists of the following people:

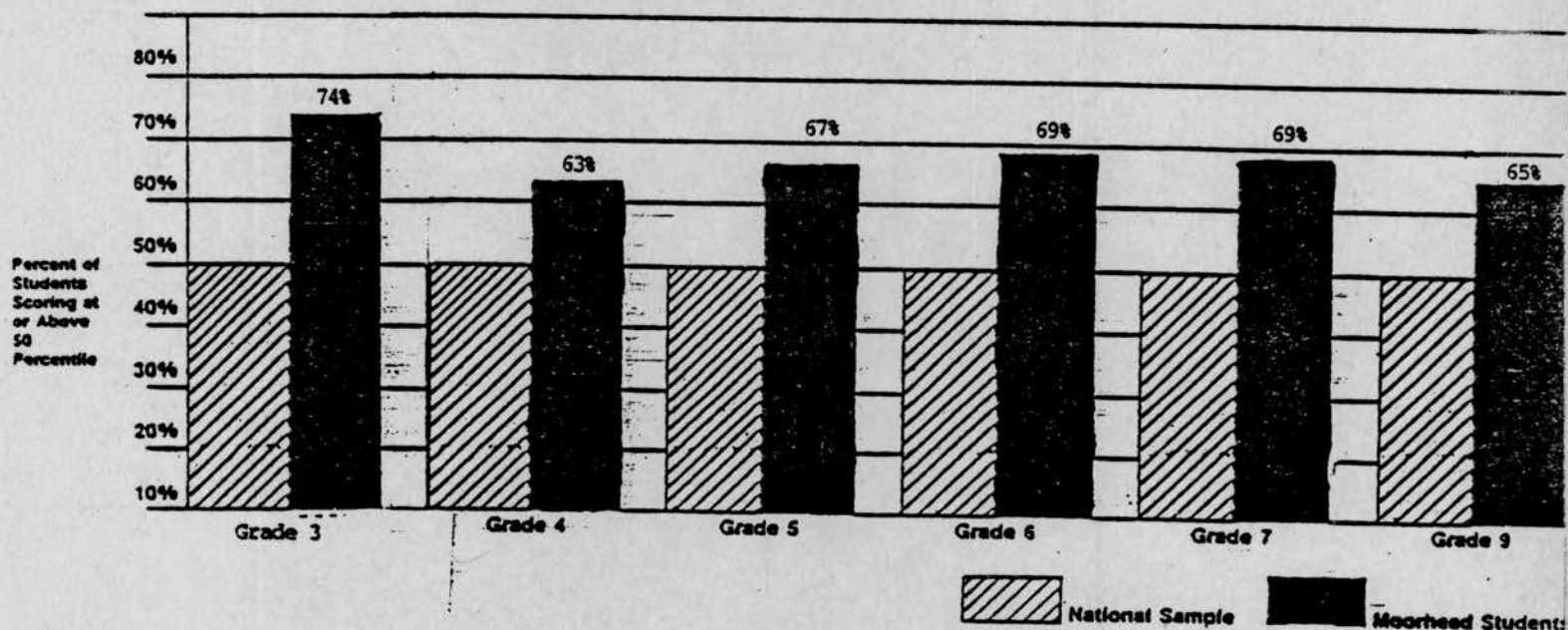
|                     |                 |
|---------------------|-----------------|
| Pat Peterson, Chair | Eldora Pederson |
| Robert Jernberg     | Ray Larson      |
2. Findings
  - 2.1 Please refer to pages 27-36 for a summary report of the 1983 Stanford Achievement Test findings.

# STANFORD ACHIEVEMENT TEST MATHEMATICS RESULTS

B-1  
Page 27 of 36



# STANFORD ACHIEVEMENT TEST READING RESULTS



Total scores listed are made up of the following subtests:

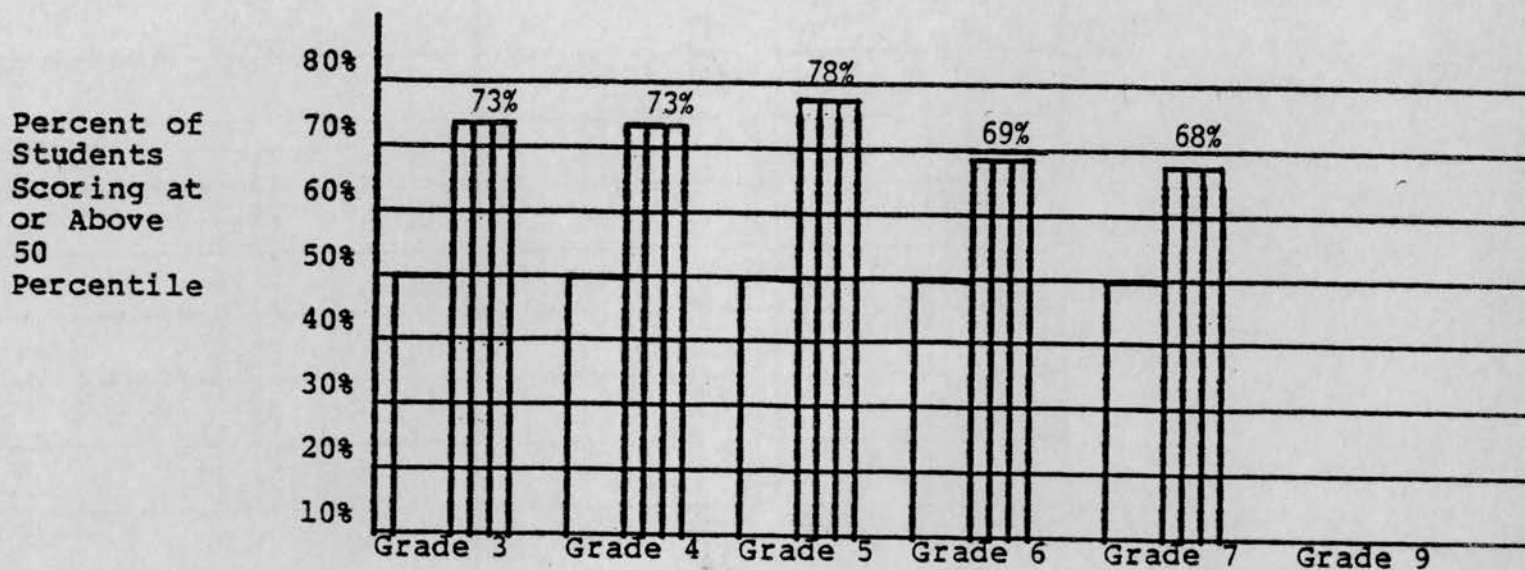
**TOTAL READING:** Reading Comprehension + Word Study Skills + Word Reading (except in grades 7 and 9 where only the Reading Comprehension score is listed)



**TOTAL MATHEMATICS:** Concepts of Numbers + Mathematics Computation + Mathematics Applications (except in Grade 9 where only one math test is given)



**STANFORD ACHIEVEMENT TEST**  
1983 Edition

**TOTAL BATTERY**  
**MOORHEAD PUBLIC SCHOOLS**

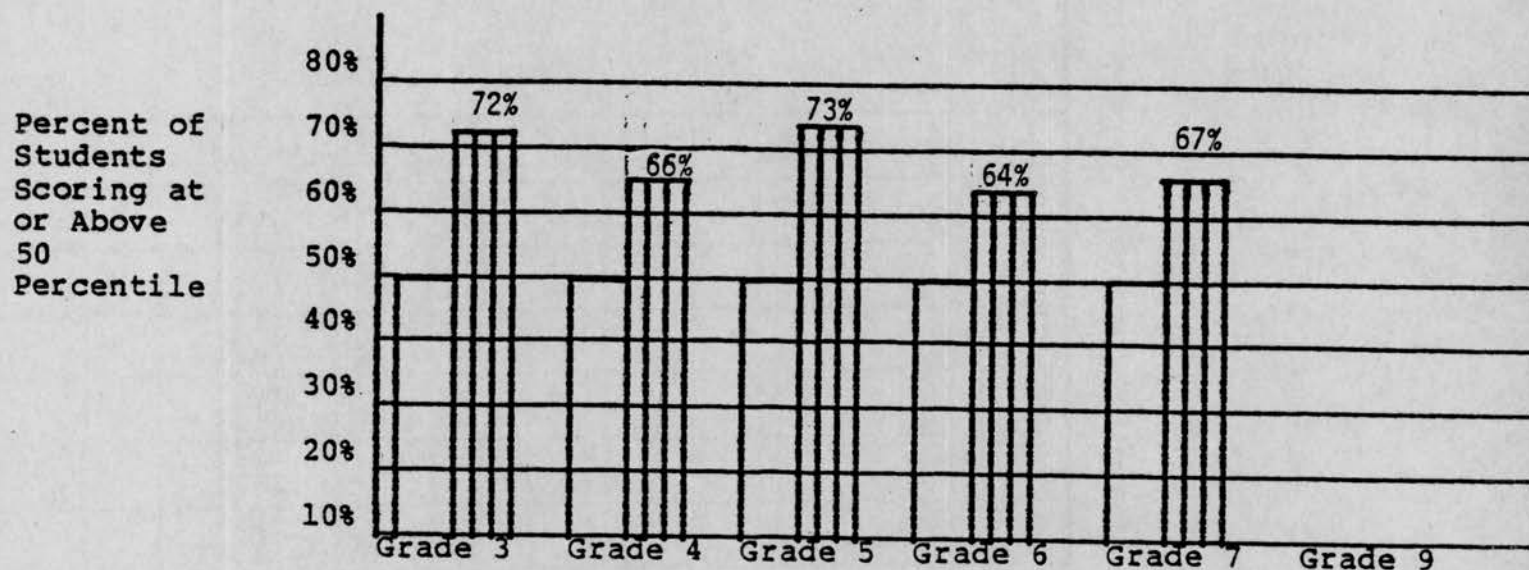




 National  
 Moorhead Students

Total Battery in Grades 3, 4, 5, 6 & 7

STANFORD ACHIEVEMENT TEST  
1983 Edition

LISTENING RESULTS FOR  
MOORHEAD PUBLIC SCHOOLS

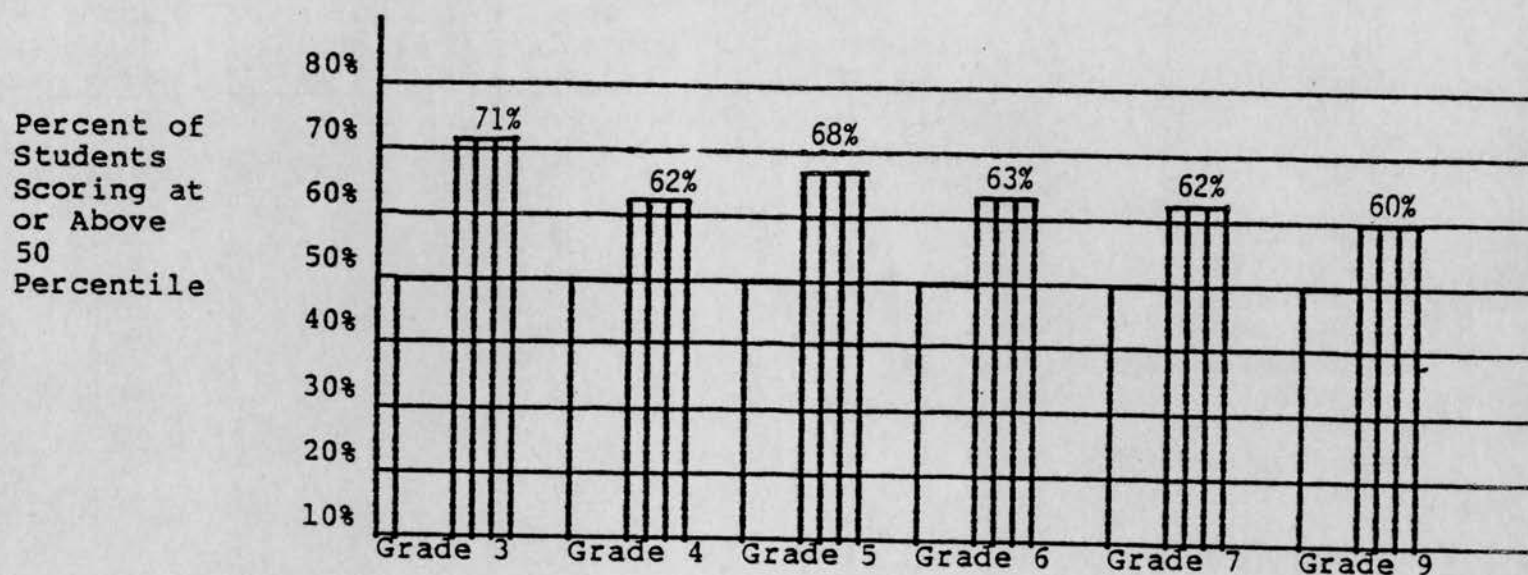


 National  
 Moorhead Students

Total Listening in Grades 3, 4, 5, 6 & 7

STANFORD ACHIEVEMENT TEST  
1983 Edition

LANGUAGE RESULTS FOR  
MOORHEAD PUBLIC SCHOOLS



☐ National  
☒ Moorhead Students

Vocabulary in Grade 3  
 Total Language in Grades 4, 5, 6 & 7  
 English in Grade 9



MINNESOTA STATEWIDE TESTING PROGRAM  
STANFORD ACHIEVEMENT TEST  
SUMMARY STATISTICS

Grade 3

| <u>Test</u>                      | <u>% At or<br/>Above Nat'l<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|----------------------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading<br>Comprehension         | 70%                                        | 11%                                       | 47%                                         | 43%                                       |
| Word Study Skills                | 68%                                        | 10%                                       | 51%                                         | 40%                                       |
| Word Reading                     | 79%                                        | 7%                                        | 45%                                         | 48%                                       |
| Mathematics Concept<br>of Number | 54%                                        | 17%                                       | 55%                                         | 28%                                       |
| Mathematics<br>Computation       | 52%                                        | 19%                                       | 54%                                         | 27%                                       |
| Mathematics<br>Application       | 70%                                        | 12%                                       | 41%                                         | 47%                                       |
| Spelling                         | 63%                                        | 11%                                       | 51%                                         | 38%                                       |
| Environment                      | 72%                                        | 12%                                       | 52%                                         | 36%                                       |
| Vocabulary                       | 71%                                        | 8%                                        | 49%                                         | 44%                                       |
| Listening<br>Comprehension       | 64%                                        | 13%                                       | 59%                                         | 28%                                       |
| TOTAL READING                    | 74%                                        | 8%                                        | 52%                                         | 40%                                       |
| TOTAL MATHEMATICS                | 57%                                        | 17%                                       | 51%                                         | 32%                                       |
| TOTAL LISTENING                  | 72%                                        | 11%                                       | 44%                                         | 45%                                       |
| TOTAL BATTERY                    | 73%                                        | 7%                                        | 55%                                         | 38%                                       |

Total scores listed are made up of the following subtests:

TOTAL READING: Reading Comprehension + Word Study Skills + Word Reading  
TOTAL MATHEMATICS: Concepts of Numbers + Mathematics Computation +  
Mathematics Applications  
TOTAL LISTENING: Vocabulary + Listening Comprehension

MINNESOTA STATEWIDE TESTING PROGRAM  
STANFORD ACHIEVEMENT TEST  
SUMMARY STATISTICS

Grade 4

| <u>Test</u>                   | <u>% At or<br/>Above Nat'l<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|-------------------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading Comprehension         | 63%                                        | 14%                                       | 57%                                         | 33%                                       |
| Word Study Skills             | 67%                                        | 16%                                       | 57%                                         | 27%                                       |
| Mathematics Concept of Number | 52%                                        | 23%                                       | 53%                                         | 24%                                       |
| Mathematics Computation       | 46%                                        | 27%                                       | 54%                                         | 19%                                       |
| Mathematics Application       | 68%                                        | 13%                                       | 57%                                         | 30%                                       |
| Spelling                      | 64%                                        | 17%                                       | 57%                                         | 26%                                       |
| Language                      | 62%                                        | 16%                                       | 62%                                         | 21%                                       |
| Social Science                | 70%                                        | 11%                                       | 58%                                         | 31%                                       |
| Science                       | 72%                                        | 15%                                       | 47%                                         | 38%                                       |
| Vocabulary                    | 63%                                        | 15%                                       | 52%                                         | 34%                                       |
| Listening Comprehension       | 63%                                        | 12%                                       | 63%                                         | 26%                                       |
| Using Information             | 69%                                        | 18%                                       | 54%                                         | 28%                                       |
| TOTAL READING                 | 63%                                        | 15%                                       | 55%                                         | 30%                                       |
| TOTAL MATHEMATICS             | 57%                                        | 20%                                       | 57%                                         | 22%                                       |
| TOTAL LANGUAGE                | 62%                                        | 17%                                       | 57%                                         | 26%                                       |
| TOTAL LISTENING               | 66%                                        | 14%                                       | 52%                                         | 33%                                       |
| TOTAL BATTERY                 | 73%                                        |                                           |                                             |                                           |

Total scores listed are made up of the following subtests:

TOTAL READING: Reading Comprehension + Word Study Skills  
 TOTAL MATHEMATICS: Concepts of Numbers + Mathematics Computation +  
 Mathematics Applications  
 TOTAL LANGUAGE: Spelling + Language  
 TOTAL LISTENING: Vocabulary + Listening Comprehension

MINNESOTA STATEWIDE TESTING PROGRAM  
STANFORD ACHIEVEMENT TEST  
SUMMARY STATISTICS

Grade 5

| <u>Test</u>                   | <u>% At or<br/>Above Nat'l<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|-------------------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading Comprehension         | 63%                                        | 15%                                       | 44%                                         | 40%                                       |
| Word Study Skills             | 69%                                        | 10%                                       | 59%                                         | 31%                                       |
| Mathematics Concept of Number | 67%                                        | 14%                                       | 44%                                         | 42%                                       |
| Mathematics Computation       | 62%                                        | 17%                                       | 61%                                         | 23%                                       |
| Mathematics Application       | 71%                                        | 14%                                       | 49%                                         | 37%                                       |
| Spelling                      | 68%                                        | 12%                                       | 51%                                         | 36%                                       |
| Language                      | 63%                                        | 10%                                       | 60%                                         | 30%                                       |
| Social Science                | 74%                                        | 11%                                       | 52%                                         | 36%                                       |
| Science                       | 69%                                        | 10%                                       | 56%                                         | 34%                                       |
| Vocabulary                    | 76%                                        | 8%                                        | 49%                                         | 43%                                       |
| Listening Comprehension       | 67%                                        | 11%                                       | 60%                                         | 28%                                       |
| Using Information             | 74%                                        | 10%                                       | 49%                                         | 41%                                       |
| TOTAL READING                 | 67%                                        | 11%                                       | 54%                                         | 36%                                       |
| TOTAL MATHEMATICS             | 65%                                        | 12%                                       | 52%                                         | 36%                                       |
| TOTAL LANGUAGE                | 68%                                        | 10%                                       | 56%                                         | 34%                                       |
| TOTAL LISTENING               | 73%                                        | 11%                                       | 48%                                         | 41%                                       |
| TOTAL BATTERY                 | 78%                                        |                                           |                                             |                                           |

Total scores listed are made up of the following subtests:

TOTAL READING: Reading Comprehension + Word Study Skills  
 TOTAL MATHEMATICS: Concepts of Numbers + Mathematics Computation +  
 Mathematics Applications  
 TOTAL LANGUAGE: Spelling + Language  
 TOTAL LISTENING: Vocabulary + Listening Comprehension



MINNESOTA STATEWIDE TESTING PROGRAM  
STANFORD ACHIEVEMENT TEST  
SUMMARY STATISTICS

Grade 6

| <u>Test</u>                      | <u>% At or<br/>Above Nat'l<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|----------------------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading<br>Comprehension         | 66%                                        | 15%                                       | 49%                                         | 37%                                       |
| Word Study Skills                | 65%                                        | 11%                                       | 61%                                         | 28%                                       |
| Mathematics Concept<br>of Number | 69%                                        | 13%                                       | 44%                                         | 43%                                       |
| Mathematics<br>Computation       | 64%                                        | 14%                                       | 59%                                         | 27%                                       |
| Mathematics<br>Application       | 71%                                        | 11%                                       | 47%                                         | 42%                                       |
| Spelling                         | 62%                                        | 16%                                       | 56%                                         | 28%                                       |
| Language                         | 63%                                        | 13%                                       | 58%                                         | 29%                                       |
| Social Science                   | 60%                                        | 12%                                       | 55%                                         | 33%                                       |
| Science                          | 68%                                        | 10%                                       | 56%                                         | 34%                                       |
| Vocabulary                       | 70%                                        | 12%                                       | 48%                                         | 40%                                       |
| Listening<br>Comprehension       | 58%                                        | 17%                                       | 54%                                         | 29%                                       |
| Using Information                | 74%                                        | 12%                                       | 59%                                         | 29%                                       |
| TOTAL READING                    | 69%                                        | 13%                                       | 50%                                         | 37%                                       |
| TOTAL MATHEMATICS                | 71%                                        | 14%                                       | 48%                                         | 38%                                       |
| TOTAL LANGUAGE                   | 63%                                        | 14%                                       | 54%                                         | 31%                                       |
| TOTAL LISTENING                  | 64%                                        | 13%                                       | 55%                                         | 31%                                       |
| TOTAL BATTERY                    | 69%                                        |                                           |                                             |                                           |

Total scores listed are made up of the following subtests:

TOTAL READING: Reading Comprehension + Word Study Skills  
 TOTAL MATHEMATICS: Concepts of Numbers + Mathematics Computation +  
 Mathematics Applications  
 TOTAL LANGUAGE: Spelling + Language  
 TOTAL LISTENING: Vocabulary + Listening Comprehension

MINNESOTA STATEWIDE TESTING PROGRAM  
STANFORD ACHIEVEMENT TEST  
SUMMARY STATISTICS

Grade 7

| <u>Test</u>                      | <u>% At or<br/>Above Nat'l<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|----------------------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading<br>Comprehension         | 69%                                        | 9%                                        | 52%                                         | 39%                                       |
| Mathematics Concept<br>of Number | 71%                                        | 10%                                       | 52%                                         | 38%                                       |
| Mathematics<br>Computation       | 62%                                        | 10%                                       | 71%                                         | 20%                                       |
| Mathematics<br>Application       | 72%                                        | 8%                                        | 55%                                         | 37%                                       |
| Spelling                         | 62%                                        | 15%                                       | 55%                                         | 29%                                       |
| Language                         | 56%                                        | 14%                                       | 59%                                         | 27%                                       |
| Social Science                   | 68%                                        | 9%                                        | 54%                                         | 37%                                       |
| Science                          | 68%                                        | 11%                                       | 51%                                         | 38%                                       |
| Vocabulary                       | 66%                                        | 13%                                       | 67%                                         | 20%                                       |
| Listening<br>Comprehension       | 63%                                        | 12%                                       | 57%                                         | 31%                                       |
| Using Information                | 73%                                        | 10%                                       | 52%                                         | 38%                                       |
| TOTAL MATHEMATICS                | 67%                                        | 6%                                        | 59%                                         | 35%                                       |
| TOTAL LANGUAGE                   | 62%                                        | 14%                                       | 56%                                         | 30%                                       |
| TOTAL LISTENING                  | 67%                                        | 12%                                       | 59%                                         | 28%                                       |
| TOTAL BATTERY                    | 68%                                        |                                           |                                             |                                           |

Total scores listed are made up of the following subtests:

TOTAL MATHEMATICS: Concepts of Numbers + Mathematics Computation +  
Mathematics Applications

TOTAL LANGUAGE: Spelling + Language

TOTAL LISTENING: Vocabulary + Listening Comprehension

MINNESOTA STATEWIDE TESTING PROGRAM  
STANFORD ACHIEVEMENT TEST  
SUMMARY STATISTICS

Grade 9

| <u>Test</u>           | <u>% At or<br/>Above Nat'l<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|-----------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading Vocabulary    | 59%                                        | 11%                                       | 62%                                         | 27%                                       |
| Reading Comprehension | 65%                                        | 11%                                       | 55%                                         | 34%                                       |
| Mathematics           | 74%                                        | 11%                                       | 48%                                         | 41%                                       |
| Spelling              | 54%                                        | 17%                                       | 63%                                         | 20%                                       |
| English               | 60%                                        | 11%                                       | 63%                                         | 26%                                       |

Compared to Minnesota Norms

| <u>Test</u>           | <u>% At or<br/>Above State<br/>Average</u> | <u>First<br/>Quartile<br/>(25% Nat'l)</u> | <u>Middle<br/>Quartiles<br/>(50% Nat'l)</u> | <u>Upper<br/>Quartile<br/>(25% Nat'l)</u> |
|-----------------------|--------------------------------------------|-------------------------------------------|---------------------------------------------|-------------------------------------------|
| Reading Vocabulary    | 59%                                        | 23%                                       | 40%                                         | 37%                                       |
| Reading Comprehension | 57%                                        | 18%                                       | 57%                                         | 25%                                       |
| Mathematics           | 66%                                        | 17%                                       | 43%                                         | 40%                                       |
| Spelling              | 59%                                        | 20%                                       | 53%                                         | 27%                                       |
| English               | 56%                                        | 27%                                       | 44%                                         | 29%                                       |



COVER SHEET  
TEACHER IMPROVEMENT PROJECT  
MINNESOTA DEPARTMENT OF EDUCATION

March 14 1984

Appendix C-1  
page 1 of 16

1. PROJECT TITLE: Clay County Improves Learning in Science
2. SUBMITTING INSTITUTION: Moorhead Public Schools \*  
ADDRESS (including zip code) 810 Fourth Avenue So., Moorhead, MN 56560
3. NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER: Bennett Trochill,  
Superintendent
4. GRANT TO (IF DIFFERENT FROM 2 ABOVE): Same as 2 above  
ADDRESS (including zip code) \_\_\_\_\_
5. PROJECT DIRECTOR'S NAME: Robert Jernberg  
SOCIAL SECURITY NUMBER: 476-44-7692  
TITLE: Assistant Superintendent for Instruction  
BUSINESS ADDRESS (including zip code) 810 Fourth Avenue So.,  
Moorhead, MN 56560  
OFFICE PHONE: area code (218); Number 236-6400  
HOME PHONE: area code (218); Number 236-1717
6. PROJECT DESCRIPTORS
  - A. Target Audience (enter number of participants anticipated), by category and total.  
23 Secondary Teachers (7-12)      235 Elementary Teachers (K-6)  
\_\_\_\_ Middle School Teachers (5-8)      TOTAL \_\_\_\_\_
  - B. Grade level for which the Teacher Improvement activity is proposed (check as many as appropriate).

| K-3                                 | 4-6                                 | 5-8                                 | 7-9                                 | 10-12                               | Other |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |       |
  - C. Disciplines Involved in Project (check as many as appropriate).  
☒ Science      ☐ Mathematics      ☐ Social Studies  
☒ biological  
☒ chemistry  
☒ physical  
☒ earth
  - D. Geographic Target Area Clay County - State of Minnesota
7. DURATION OF PROJECT: BEGINNING FEB., 1984 AND ENDING JULY, 1985
8. TOTAL AMOUNT REQUESTED FROM THE STATE DEPARTMENT OF EDUCATION \$ 40,000
9. Robert M. Jernberg      Bennett Trochill  
Signature of Project Director named in 2 above      Authorized Signature for Submitting Institution
10. DATE OF SUBMISSION: 16 January 1984

\* Cooperative project with five participating districts:  
Barnesville, Glyndon-Felton, Moorhead, Dilworth, Hawley

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MINNESOTA STATE DEPARTMENT OF EDUCATION

PROJECT SUMMARY

C-1  
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Name of Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Address of Institution (whole address)      |
| Moorhead Public Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 810 Fourth Avenue So.<br>Moorhead, MN 56560 |
| Project Director (name and title)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Social Security Number                      |
| Robert Jernberg<br>Assistant Superintendent<br>for Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 476-44-7692                                 |
| Dates of Project Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |
| February, 1984 - July, 1985                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |
| Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |
| <p>Five cooperating districts (Barnesville, Dilworth, Glyndon-Felton, Hawley, and Moorhead) will improve learning in science K-12 by:</p> <ul style="list-style-type: none"> <li>-Examining current curriculum against criteria of the National Science Teachers Association and the National Science Board.</li> <li>-Identifying curricular areas to be changed</li> <li>-Searching for and obtaining appropriate materials and teaching practices to implement change</li> <li>-Providing staff development experiences to prepare teachers for instructional change</li> <li>-Implementing, evaluating, and revising change strategies</li> <li>-Sharing products and procedures with other Minnesota districts</li> </ul> |                                             |



TEACHER IMPROVEMENT PROJECT  
BUDGET SUMMARY

Institution Moorhead Public Schools

Project Director Robert Jernberg

A. PARTICIPANT EXPENSES

|                              |    |                     |      |           |
|------------------------------|----|---------------------|------|-----------|
| 1. Travel Allowances         | 12 | at an average of \$ | 45   | 540       |
| 2. Meal Allowances           |    | at an average of \$ |      |           |
| 3. Room Allowances           |    | at an average of \$ |      |           |
| 4. Stipend                   | 12 | at an average of \$ | 1757 | 21,084    |
| 5. Tuition Benefits          |    | at an average of \$ |      |           |
| 6. TOTAL PARTICIPANT SUPPORT |    |                     |      | \$ 21,624 |

B. OPERATING COST

SALARIES, WAGES, AND BENEFITS

|                                                      |           |
|------------------------------------------------------|-----------|
| 7. Director                                          | 7,000     |
| 8. Professional Staff                                |           |
| 9. Assistants                                        |           |
| 10. Secretarial and Clerical                         | 1,500     |
| 11. TOTAL SALARIES AND WAGES (7 through 10)          | \$ 8,500  |
| 12. Staff Benefits (when charged as direct costs)    | 1,800     |
| 13. TOTAL: SALARIES, WAGES, AND BENEFITS (10 and 11) | \$ 10,300 |

OTHER PERSONNEL EXPENSES

|                                                    |          |
|----------------------------------------------------|----------|
| 14. Guest Lectures, Consultants, Evaluator         | 5,000    |
| 15.                                                |          |
| 16. OTHER PERSONNEL EXPENSES (14 through 16) TOTAL | \$ 5,000 |

OTHER DIRECT COSTS

|                                                         |           |
|---------------------------------------------------------|-----------|
| 17. Staff Travel                                        | 150       |
| 18. Laboratory and Instructional Materials              | 1,000     |
| 19. Office Supplies, Communications, Publicity          | 925       |
| 20. Other Direct Costs                                  |           |
| 21. Printing, Binding, Dissemination                    | 1,000     |
| 22.                                                     |           |
| 23. TOTAL: OTHER DIRECT COSTS (17 through 22)           | \$ 3,075  |
| 24. TOTAL: DIRECT OPERATING COSTS (SUM 13, 16, 23)      | 18,375    |
| 25. INDIRECT COSTS (Not to Exceed % of line or specify) |           |
| 26. TOTAL REQUESTED FROM THE DEPARTMENT (SUM 6, 24, 25) | \$ 40,000 |

SJ/SIRd 1-16  
09-01-83

\*One-half the total cost; districts will match  
MDE Grant and waive indirect costs.

# BUDGET EXPLANATION

- A. The five participating districts shall bear 50% of the project costs and request grant funds to cover the remaining 50%. Each district shall bear a proportional share to be determined as follows:

$$\text{Cost to District X} = \left( \frac{\# \text{ participating teachers in X}}{\text{sum of all participating teachers}} \right) \left( \frac{\text{total project cost}}{2} \right)$$

## B. Total Budget Cost

- (1) Travel allowances, 12 lead teachers @ \$90 each = \$1080

- (2) Salaries and Benefits:

Director, half time . . . . . \$14,000

Professional Staff, 12 lead  
teachers an average of \$122  
per day for 27 days each . . . . . 39,528

Secretarial support . . . . . 2,500

TOTAL salaries . . . . . \$56,028

Staff benefits @ average of 14.5 . . . . . 7,692

TOTAL Salaries and Benefits . . . . . \$63,720

- (3) Other Personnel Expenses:

Guest lecturers, consulting faculty,  
and external evaluator at rates not to  
exceed normal district rates . . . . . \$10,000

- (4) Staff Travel @ .25 per mile for  
1200 miles . . . . . 300

- (5) Instructional Materials . . . . . 1,800

- (6) Office Supplies, Communications,  
Publicity . . . . . 1,500

- (7) Printing, Duplicating, and Disseminating  
to other Districts . . . . . 1,600

TOTAL \$80,000

- C. One-half the total requested from MDE . . . . . \$40,000

D. Estimates of individual district shares of  
remaining one-half; final determination to  
be made when number of participants is fixed:

|                                             |               |
|---------------------------------------------|---------------|
| (1) Barnesville - 11.9% (40,000) . . . . .  | \$ 4,760      |
| (2) Dilworth - 6.5% (40,000) . . . . .      | 2,600         |
| (3) Glyndon-Felton - 10% (40,000) . . . . . | 4,000         |
| (4) Hawley - 7.3% (40,000) . . . . .        | 2,920         |
| (5) Moorhead - 64.3% (40,000) . . . . .     | <u>25,720</u> |
|                                             | \$40,000      |

E. Each participating district waives and contributes  
in-kind allowable indirect costs.



## NARRATIVE

### A. Needs and Purposes

Numerous national reports have recently called for improved learning in science -- its appropriateness, quality, and quantity.<sup>1</sup> Those reports have also called for expressing a new and higher regard for classroom teachers.<sup>2</sup> The Minnesota Alliance for Science, after extensive examination of the situation in this state, found that:

Student performance in basic science skills -- classifying and predicting -- exceeds, on the average, performance in higher order problem solving behavior. Performance on formulating and testing hypotheses and applying scientific principles to solve problems is not at a level sufficient to cope with the complexities of a technologically sophisticated environment.<sup>3</sup>

Further, the Alliance for Science found that improved learning is more effectively accomplished when:

- the effort is planned within a school,
- the principal is committed to participating with teachers to determine how improvement shall be made to happen,
- teachers are dealt with as highly regarded professionals,
- teachers are released during paid time to prepare for curricular change and learn how to implement changes in teaching practices, and
- parents, students, and other members of the community understand the reasons for change.<sup>4</sup>

The leadership of five local districts -- Barnesville, Dilworth, Glyndon-Felton, Hawley, and Moorhead -- concur that we need to collaborate to accomplish the following purposes:

Examine the current K-12 curriculum in science to ensure compatability with the criteria developed by the National Science Teachers Association and for compatability with learning outcomes recommended by the National Science Board.

Determine what changes need to be made to ensure appropriateness of learning objectives in K-12 science.

Examine current student enrollment and student performance as measured by instruments developed by the Minnesota State Assessment Program.

Identify relative strengths and weaknesses in student performance.

Target strategies for improved learning in science in response to findings accomplished through preceding purposes.

Conduct staff development in topics targeted for improvement. Active teacher and principal participation to determine staff development needs.

Express renewed regard for teachers and the teaching profession by recognizing the importance of curriculum and teaching renewal; pay "lead teachers" to perform the review and planning improvement during the school year.

Collaborate throughout the process with faculty from one or more post-secondary institutions; appropriate institution and faculty to be identified with principal and teacher participation.

Ensure that parents, students, and other community members are informed of the improvement effort and understand the reasons for proposed changes.

Share with other Minnesota schools our findings, processes, revised curricula, and evaluation results; the K-12 revised curriculum will be disseminated by the Minnesota Alliance for Science.

The need to accomplish the purposes articulated was determined by review of the major national reports released within the last year, conversations with principals, parents, teachers, and governing board members; and realizing that we can accomplish mutually desirable purposes more cost effectively together than we can singly. In addition, the purposes we desire to accomplish were discussed with and partially shaped by staff from the Minnesota Alliance for Science.

We do not intend to develop new curriculum unless it is determined that no appropriate curriculum for a given topic is available elsewhere.

We intend to examine the resource file of the National Diffusion Network<sup>5</sup> for appropriate materials when it is determined that curricular change is needed. That resource file contains approximately 70 recently improved curricula and related teaching practices which have been carefully designed, field tested, and evaluated. We perceive no need to reinvent the wheel if it has already been developed elsewhere and is judged collectively to meet our locally determined needs.

It is not possible to specify at this point all of the topics which will be targeted for improvement; however, it is highly probable, given our collective knowledge of our current situation, that the following topics are likely to be addressed:

Staff development to update experienced teachers in selected science areas

Application of scientific principles in problem solving

Curriculum articulation K-12

Alleviating anxiety of elementary teachers about teaching science

Encouraging young women to study science longer and to improve their performance

#### B. Project Design

##### (1) Calendar:

By February 15, 1984

- MDE funding decisions announced

February 20

- Announce funding decision to five local boards (memos and phone calls) and communities (press releases)

March 1

- Confer with principals and science teachers to begin selection of a lead teacher in each building; lead teacher to be jointly selected by peers and principal

March 15-20

- Confer with lead teachers and offer supplemental contract for assuming increased responsibility



- |                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 1, 1984     | - Announce final decisions on lead teachers selections; announce to community via press releases                                                                                                                                                                                                                 |
| April 1 - May 15  | - Design and produce procedures for curriculum review, student enrollment analysis, and student performance analysis; prepare necessary materials for review and analysis; schedule summer work of lead teachers                                                                                                 |
| June 15 - July 30 | - Complete curriculum review, enrollment analysis, and student performance analysis; lead teachers and principals draft preliminary plans for revised curriculum by building by grade level; prepare alternatives for staff development                                                                          |
| August 10         | - Communicate to all science teachers the findings, suggested alternatives for staff development; elicit teacher perceptions on alternatives for staff development                                                                                                                                               |
| August 15         | - Review resource file of National Diffusion Network and other resource files of recently improved science curricula and teaching practices to identify likely candidates for adoption and/or adaption to local needs; obtain materials for review                                                               |
| August 30         | - During teacher workshops prior to opening of school, convene all science teachers at each school site to review all plans and suggest modifications; finish plans for staff development during school year with participation of all science teachers; vary activities in response to school and teacher needs |
| September 30      | - Identify and select professionals to provide staff development; may be developer/trainers of nationally validated materials and practices; may be faculty from colleges and universities; may be highly effective local teachers. Schedule staff development sessions                                          |

- October 15, 1984 - Identify and select external project evaluator
- November - March, 1985 - Implement staff development plans; have teachers evaluate effectiveness of staff development experiences
- April, 1985 - Complete external evaluation; obtain local board adoption of revised curricula
- May, 1985 - Prepare publications for dissemination to other districts
- June, 1985 - Report results to all communities; collaborate with Minnesota Alliance for Science to share revised curriculum and teaching practices with other Minnesota educators
- July, 1985 - Plan further implementation strategies for 1985-86 school year; project and plan for future hiring of science teachers

(2) Characteristics and numbers of participants:

|                | <u>Elementary</u> | <u>Secondary</u> | <u>Total</u> |
|----------------|-------------------|------------------|--------------|
| Barnesville    | 28                | 4                | 32           |
| Dilworth       | 15                | 3                | 18           |
| Glyndon-Felton | 23                | 2                | 25           |
| Hawley         | 17                | 2                | 19           |
| Moorhead       | <u>152</u>        | <u>12</u>        | <u>164</u>   |
| TOTALS         | 235               | 23               | 258          |

Teachers are elementary (235) and secondary (23) science teachers, all licensed; they vary in age, years of experience, comfort level in teaching mathematics, and need for further staff development. Each teacher, in consultation with the building lead teacher and building principal, will be invited to exercise one or more of the following options:

Further formal learning at a post-secondary institution

Pairing with another teacher in the building to share knowledge and teaching skills

Participating in locally designed staff development sessions conducted by contracted lecturers and consultants

Engaging in independent study to improve instructional effectiveness

Further, not all elementary teachers will participate directly in science staff development since a similar improvement effort is planned for math instruction. Elementary teachers may choose to participate in either or both of the improvement efforts as determined by individual need and desire. It is anticipated that all secondary science teachers will participate by exercising one of the multiple options offered.

- (3) Procedures for selecting participants and publicizing the project:
- (a) Lead teachers will be nominated by peers and principals in each elementary building. Those teachers indicated by the largest number of nominations will be invited to indicate their interest in assuming additional responsibility within the school. Final selection will be made by principal and teacher committee.
  - (b) Selection procedures in secondary schools will be the same as in elementary schools except that one or more student government leaders will sit as a member of the selection committee. Common criteria and procedures will be used.
  - (c) No lead teacher shall be described as "the best" or "most effective" science teacher in the school. Lead teachers shall be "representative" of highly effective teachers. Intention to honor other lead teachers in other disciplines in future improvement efforts shall be made known.
  - (d) In addition to peer nomination, any teacher may nominate him or her self to become a lead teacher. All criteria and procedures will be discussed with teacher bargaining representatives in the districts to elicit their support and assistance in honoring effective lead teachers in such a way that no provisions of collective bargaining contracts are breached.



- (e) The project goals, progress, and results will be publicized at appropriate times through school community meetings, governing board meetings, written communications, press releases, press conferences, radio, and television.

In addition the revised curriculum, teacher evaluation of staff development experiences, and results of the external evaluation will be made available to other Minnesota schools.

The Minnesota Alliance for Science will elicit the assistance of the Minnesota Science Teachers Association in sharing the K-12 revised curriculum and suggested teaching practices with the MSTA membership after the MCTA governing board has had an opportunity to review, and if necessary, suggest revisions in the learning objectives of the revised K-12 curriculum.

- (4) Simplified schedules of participants' time:

Twelve (12) lead teachers, one per building, will be selected to form the leadership cadre for the improvement effort. A reasonable balance between elementary and secondary teachers will be achieved. At least six will be elementary; at least four will be secondary; the remaining two may be either since two of the buildings house K-12 populations.

The 12 lead teachers will be given supplementary contracts at their normal rate of pay to work at least three weeks during the summer of 1984 and three additional weeks distributed over the 1984-85 school year. For this purpose a week is equivalent to 40 hours.

Other participating teachers will receive support and assistance from lead teachers during planning periods, faculty meetings, and scheduled staff development sessions. Time invested by each participant will vary in relation to options exercised by individuals. An "at least" estimate of total teacher time invested is:

12 lead teachers x 30 days x 8 hours = 2880 hours

Approximately 115 elementary teachers x 3 days  
x 8 hours = 2760 hours

Approximately 20 secondary teachers x 3 days  
x 8 hours = 480 hours

"At least" total = 6120 hours

- (5) If these strategies are effective and perceived by teachers to be a more desirable way to tailor staff development activities to varying teacher needs, the districts will employ similar strategies in future efforts to improve instructional effectiveness in other disciplines.

- (6) Personnel, facilities, and management:

The project director, Robert Jernberg, is Assistant Superintendent for Instruction in Moorhead Public Schools. He holds a masters degree in mathematics and physics. He taught mathematics and science at the secondary level for 13 years and has experience as an assistant principal, principal, and assistant superintendent for instruction. He is highly regarded as an effective instructional leader in the five districts.

Facilities are the 12 school buildings operated by the five districts in addition to district office facilities. Support services for secretarial functions, document reproduction; media services, instructional materials, and fiscal services are available in the Moorhead District. Meeting and training facilities are available in each of the five districts.

- (7) Evaluation:

An external evaluator from a post-secondary institution will be retained to design and conduct a summative evaluation. Formative evaluation will be conducted by the Project Director. The cost of the summative evaluation shall not exceed 5% of the total project budget. It shall be designed to answer the following questions:

- (a) What procedures were employed for curriculum review? Were they effective or should they be modified for future efforts?
- (b) What curricular changes were identified? How were they implemented? Is there evidence that implementation is occurring in instruction?
- (c) Does it appear feasible to design and deliver staff development services in response to varying teacher needs? What options did the teachers exercise? To what degree did teachers participate with the lead teachers and how do they value that experience? How do they value other options exercised by them?
- (d) What other resources external to the five systems were employed? Post-secondary faculty? Developers and trainers of nationally validated practices? Personnel from other local districts? How satisfied were teacher participants with those services?
- (e) Is the K-12 curriculum product ready for sharing with other Minnesota schools? Are descriptions of staff development procedures ready for sharing? Do any of those procedures require modification for future improvement efforts?
- (f) Other questions to be determined by the evaluator.



BIBLIOGRAPHY

1. U.S. Department of Education. National Commission on Excellence in Education. "A Nation At Risk: The Imperative for Educational Reform". Washington, D.C., 1983.
2. Education Commission of the States. Task Force on Education for Economic Growth. "Action for Excellence". Denver, Colorado, 1983.
3. Minnesota Alliance for Science. "Action for More Excellence in Mathematics and Science". Minneapolis, Minnesota, 1983.
4. Same as 3 above.
5. U.S. Department of Education. National Diffusion Network. "Educational Practices That Work: Mathematics and Science". Washington, D.C., 1983.

January 14, 1984

Dr. Richard Clark  
Science Specialist  
Minnesota Department of Education  
St. Paul, Minnesota

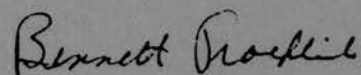
Dear Dr. Clark:

The Barnesville, Dilworth, Glyndon-Felton, Hawley, and Moorhead districts are the five members of the Clay County Vocational Center through which we share vocational programs and other academic programs. The governing board of the Center authorized this cooperative effort during a properly called board meeting.

Since Robert Jernberg is uniquely qualified to lead this effort, the Moorhead Public Schools will provide program management and fiscal services.

We believe that our collaborating with the Minnesota Alliance for Science and the Minnesota Science Teachers Association to share our products and procedures with other districts will lead to significant improvement in learning for many of Minnesota's children and youth. Further, we believe that honoring lead teachers and paying them to assume additional responsibilities is a potential model to be tried as a way of expressing a new and higher regard for teachers.

Sincerely,



Bennett Trochill  
Superintendent  
Moorhead Public Schools

BT:vv/dh

UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Alliance for Science  
105 Experimental Engineering  
208 Union Street S.E.  
Minneapolis, Minnesota 55455  
(612) 376-2582

January 16, 1984

Dr. Richard Clark  
Science Specialist  
MN Department of Education  
St. Paul, Minnesota

Dear Dick:

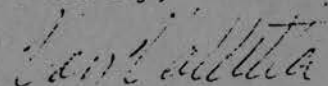
I have reviewed the Clay County proposal to improve learning in science and believe it offers an opportunity for the Alliance to collaborate with five districts to examine and revise curriculum to bring it in line with what is proposed by the National Science Teachers Association and the National Science Board.

Further, it provides a chance to build a model for career teachers' extended employment in the summer and during the normal school year. It seems important to demonstrate the effectiveness of that concept -- teachers receiving additional pay for assuming increased responsibility.

Third, if we recognize that student needs vary, why don't we also recognize that teacher needs for staff development vary? Providing options for teachers to choose from, within an overall improvement plan, makes a lot of sense.

If the proposal is funded, the Alliance will collaborate with Clay County and the Minnesota Science Teachers Association to share all products and processes with other Minnesota schools.

Sincerely,



Von Valletta  
Executive Director

VV:dh



SCIENCE PROJECTS:

1. Moorhead Public Schools, Clay County Improves Learning in Science (K-12)
2. Minnesota Science Teachers Association, Elementary Science Teachers Improvement Project
3. University of Minnesota, History and Development of Physics: The Art of Experiment (High School)
4. St. Mary's College--Winona, Microcomputer Applications in Science (grades 4-6)
5. College of Education, University of Minnesota-Duluth, Grassroots - A Science Teacher Improvement Project (grades 5-9)

MATHEMATICS PROJECTS:

1. College of St. Catherine, Problem Solving by Teachers of Mathematics (High School)
2. University of Minnesota--Morris, Mathematics Education Workshop for Teachers of Grades 4-6
3. University of Minnesota--Minneapolis, Proportional Reasoning Skills - A Teacher Education Workshop (grades 7-9)
4. University of Minnesota--Duluth, Making Mathematics Meaningful (K-6)
5. Macalester College--St. Paul, Training Coaches of High School Participants in a Mathematics League (High School)

SOCIAL STUDIES PROJECTS:

1. St. Louis Park, Social Science & Global Education (K-12)
2. Southwest & West Central ECSU, Social Science Teacher Improvement (grades 5-12)
3. Region Five ECSU-Staples, Preparing for Tomorrow's World (grades 5-12)

INSTITUTIONS: Moorhead Public Schools, Moorhead, Minnesota  
Concordia College, Moorhead, Minnesota  
PROJECT: GLOBE (Greater Language Opportunity Begins in Elementary  
AMOUNT REQUESTED: \$9,992  
AMOUNT RECOMMENDED: \$9,992  
DURATION: March 1984 - January 1985  
CONTACT PERSON: Robert Jernberg  
ADDRESS: Moorhead Public Schools, 810 4th Avenue South,  
Moorhead, Minnesota 56560  
TELEPHONE: (218) 236-6400  
FOUNDATION STAFF: Martha G. Butt

Concordia College and the Moorhead Public Schools will develop a comprehensive language program entitled "GLOBE" (Greater Language Opportunity Begins in Elementary). The goals of the project are to: develop a comprehensive foreign language curriculum which begins with significant experiences in the elementary school; develop junior high offerings in grades seven and eight in French, German, and Spanish; develop advanced language programs for grades 9-12; develop schoolwide experiences in languages in which students of all levels can participate; increase community involvement in and awareness of second language instruction; provide training for current language staff and newly employed elementary language teachers to provide for quality teaching and for meeting Minnesota elementary foreign language licensure requirements; 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; 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; and provide a model for other schools for a comprehensive language program beginning in the elementary school and making extensive use of community resources.

Northwest Area Foundation  
West 975 First National Bank Building  
Saint Paul, Minnesota 55101  
612 224 9635

FEB 16 1983

Appendix D-2  
page 1 of 2

February 13, 1984

Robert Jernberg  
Moorhead Public Schools  
810 4th Avenue South  
Moorhead, Minnesota 56560

Dear Dr. Jernberg:

The Northwest Area Foundation Board of Directors met on February 10, 1984 and made decisions on grants submitted under the 1984 Cooperatives for Quality Teaching program. Forty proposals were submitted, totaling \$386,554. The Directors selected fourteen to be funded in the total amount of \$135,737. I am pleased to inform you that your project entitled "GLOBE (Greater Language Opportunity Begins in Elementary)" was awarded a ten-month grant of \$9,992 for the cooperative project as described in your proposal dated January 6, 1984. Enclosed is a summary of the projects funded and some statistics on the amounts requested and funded. The selection process was very difficult. An advisory committee comprising those who work in elementary/secondary education and colleges and universities assisted the Foundation Staff in preparing the recommendations for the Board of Directors. The Board of Directors made the final decisions on the grants. Those selected demonstrated greater institutional commitment from each school and a better understanding of the nature of the cooperative effort than those who were not.

To help us conform with the requirements of the Tax Reform Act of 1969, I enclose two copies of the Grant Agreement and Summary of Grant Agreement. Please sign and return one copy of each to the Foundation. Your signature will confirm acceptance of those conditions and reporting schedules outlined.

An outline for the evaluation plan, to guide you in your periodic reports, is also enclosed. Please fill out Section I. of this plan and return to the Foundation by May 1, 1984.

Please keep me informed of meetings or conferences which are held in the development of this project. I will attend appropriate meetings whenever possible.

The Foundation will be hosting two meetings for the project directors from the Cooperatives for Quality Teaching program. One meeting will be held in Seattle and the other in Saint Paul. You are invited to attend the meeting on March 22, 1984, at the Radisson Plaza Hotel, 411 Minnesota Street, Saint Paul, Minnesota.

(continued)



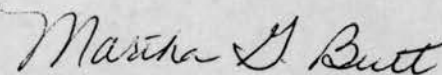
Robert Jernberg  
February 13, 1984  
Page Two

The meeting will begin at 9:30 a.m. and conclude around 2:00 p.m. Project Directors will be present from both the first and the second rounds of the grant program. Applicants will have an opportunity to hear the experiences of those who have implemented projects involving schools and colleges. There will be time to ask questions that will assist you in planning your project. Before lunch, there will be a session on evaluation for the new project directors. A consultant to the Foundation will help your team develop an evaluation plan for the duration of the project.

We hope you, or the person(s) most involved with the project, can join us. Please return the enclosed postcard indicating your participation in this meeting. We would like one or two representatives from each project. If you need assistance with travel costs, please let me know.

I look forward to hearing from you soon and wish you success.

Sincerely,



Martha G. Butt  
Vice President

MFB:tb  
Enclosures

GRANT AGREEMENT

This Agreement, made and executed this 10th day of February, 1984, by and between the Northwest Area Foundation (hereinafter referred to as "Grantor"), and MOORHEAD PUBLIC SCHOOLS hereinafter referred to as "Grantee").

Grantor agrees to make the following grant, and Grantee agrees to accept such grant, in accordance with the terms and conditions hereinafter set forth.

1. AMOUNT AND TERMS OF THE GRANT. The amount of the grant and terms of payment shall be as stated in the SUMMARY OF GRANT AGREEMENT attached hereto and hereby made a part hereof.

2. SPECIFIC PURPOSES OF THE GRANT. The grant shall be used solely for, and expended in the manner and over the period of time, described in the grant application dated January 6, 1984. Grantee agrees to notify Grantor of and obtain its consent to, any substantial deviations from said grant application.

3. RECORD KEEPING. Grantee agrees to maintain its books and records to show, and separately account for, the funds received under this grant. Expenditures made by the Grantee in furtherance of the purposes specified in the Grant Agreement must be charged against the grant. Grantee will maintain records of expenditures adequate to identify the purposes for which, and manner in which, grant funds have been expended.

4. REPORTS TO GRANTOR. With respect to each grant, Grantee shall supply Grantor with a report or reports showing (a) the use of funds granted based upon the records of the Grantee, detailing all expenditures made from such grant (including salaries, travel and supplies), (b) compliance with the terms of the grant, and (c) the progress made by the Grantee toward achieving the

purposes for which the grant was made, including the successes and problems encountered during the reporting period. Such reports shall be furnished as provided for in the SUMMARY OF GRANT AGREEMENT.

5. AVAILABILITY OF GRANTEE'S RECORDS. Grantee will maintain its records of expenditures from the grant, as well as copies of the reports submitted by it to Grantor with respect to such grant, for at least four years after completion or termination of the project.

6. REPAYMENT OF THE GRANT. Grantee will repay to Grantor any portion of the amount granted which is not used by Grantee for the purposes specified in Grant Agreement.

7. ACTIONS AGAINST GRANTEE. Grantee agrees that it will immediately notify Grantor of any lawsuit, or any proceeding before any federal, state, or local administrative agency, which may be initiated against it, including (but not limited to) any proceeding against the Grantee which might affect its tax-exempt status under federal or state law and any proceeding which might affect its status as "not a private foundation."

8. COPYRIGHT OR PATENT. If any copyrights or patents result from Foundation-supported research or program, they shall be the property of the sponsoring institution; but the sponsor shall take appropriate steps to assure that the copyrighted or patented materials or devices are made available to the public at no charge or at a reasonable charge.

9. TERMINATION. This Agreement may be terminated at any time by mutual agreement in writing. Grantor also reserves the right, as to any moneys not yet paid under this Agreement, to withhold payment if (a) Grantee fails to submit to it any report or reports required hereunder, or (b) if it shall learn that Grantee's tax-exempt status is tentatively or finally withdrawn or suspended by federal or state authority. Said withheld payment or payments may be later



released, but only at the discretion of Grantor. Upon any final termination of this Agreement, Grantee shall promptly upon request of Grantor, repay to Grantor all unexpended grant funds, and Grantee shall not be entitled to any further funds under this grant.

10. MINNESOTA LAW. This Agreement shall be governed by the laws of the state of Minnesota.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate as of the day and year first above written.

GRANTOR:

Northwest Area Foundation

By

*Martha G. Butt*

Martha G. Butt  
(Name)

Vice President

(Title)

ADDRESS OF GRANTOR:

West 975 First National Bank Building  
Saint Paul, Minnesota 55101

GRANTEE:

Moorhead Public Schools

By

(Name)

(Title)

ADDRESS OF GRANTEE:

COOPERATIVES PROPOSALS COMPOSITE: 1984

| State        | Number of<br>Letters of<br>Intent Received | \$Amount<br>Requested | Number of<br>Proposals<br>Invited | Number of<br>Proposals<br>Received | \$Amount<br>Requested | Number of<br>Proposals<br>Recommended | \$Amount<br>Recommended | Number of<br>Proposals<br>Approved | \$Amount<br>Approved | Number of<br>Proposals | Amount<br>Declined |
|--------------|--------------------------------------------|-----------------------|-----------------------------------|------------------------------------|-----------------------|---------------------------------------|-------------------------|------------------------------------|----------------------|------------------------|--------------------|
| Idaho        | 12                                         | \$ 97,970             | 3                                 | 3                                  | \$ 26,631             | 2                                     | \$18,581                | 2                                  | \$18,581             | 1                      | \$ 8,050           |
| Iowa         | 46                                         | 416,500               | 6                                 | 6                                  | 55,062                | 2                                     | 18,876                  | 2                                  | 18,876               | 4                      | 36,186             |
| Minnesota    | 53                                         | 486,699               | 10                                | 10                                 | 98,995                | 5                                     | 49,915                  | 4                                  | 39,915               | 5                      | 49,080             |
| Montana      | 16                                         | 154,203               | 2                                 | 2                                  | 20,000                | 2                                     | 20,000                  | 2                                  | 20,000               | 0                      | -0-                |
| North Dakota | 11                                         | 97,450                | 5                                 | 5                                  | 48,535                | 1                                     | 9,585                   | 1                                  | 9,585                | 4                      | 38,950             |
| Oregon       | 21                                         | 195,204               | 3                                 | 3                                  | 29,420                | 1                                     | 10,000                  | 1                                  | 10,000               | 2                      | 19,420             |
| South Dakota | 14                                         | 126,538               | 2                                 | 2                                  | 19,998                | 0                                     | -0-                     | -                                  | -0-                  | 2                      | 19,998             |
| Washington   | 42                                         | 405,032               | 9                                 | 9                                  | 87,913                | 2                                     | 18,780                  | 2                                  | 18,780               | 7                      | 69,133             |
| Total        | <u>215</u>                                 | <u>\$1,979,596</u>    | <u>40</u>                         | <u>40</u>                          | <u>\$386,554</u>      | <u>15</u>                             | <u>\$145,737</u>        | <u>14</u>                          | <u>\$135,737</u>     | <u>25</u>              | <u>\$240,817</u>   |

NORTHWEST AREA FOUNDATION

February, 1984

COOPERATIVES FOR QUALITY TEACHING

INSTITUTIONS: Coeur D'Alene School District #271, Coeur d'Alene, Idaho  
University of Idaho, Moscow, Idaho  
PROJECT: Building Bridges Toward Mastery  
AMOUNT REQUESTED: \$9,436  
AMOUNT RECOMMENDED: \$9,436  
DURATION: October 1, 1984 - December 20, 1984  
CONTACT PERSON: Dr. Walter L. Powers, Assistant Superintendent  
ADDRESS: School District #271, 311 North 10th Street,  
Coeur d'Alene, Idaho 83814  
TELEPHONE: (208) 664-8241  
FOUNDATION STAFF: Judith K. Healey

The primary goal of this project is to bridge the content expertise (what is to be taught) of the University of Idaho professors in four curricular areas and the "science of teaching" (how it should be taught) competencies of the Coeur d'Alene senior high school teachers in the same four curricular areas. This should promote mutual understanding and professional growth in the difficult but challenging arena of promoting mastery learning by way of quality teaching. The proposed project activities include a well-planned exchange program.

INSTITUTIONS: Nez Perce Tribal School, Lapwai, Idaho  
Lewis-Clark State College, Lewiston, Idaho  
PROJECT: Science (Mathematics) and Native American Education  
AMOUNT REQUESTED: \$9,145  
AMOUNT RECOMMENDED: \$9,145  
DURATION: March 1, 1984 - December 31, 1984  
CONTACT PERSON: Eugene F. Trainor, Ph.D.  
ADDRESS: Lewis-Clark State College, 8th Avenue & 6th Street  
Lewiston, Idaho 83501  
TELEPHONE: (208) 746-2341  
FOUNDATION STAFF: Martha G. Butt

The proposed project focusing on "The Science of Edible, Medicinal, and Useful Plants" will develop a pilot program for use in Indian schools. The project will have an emphasis on biology, chemistry, and mathematics in relation to Native American explanations. It will acknowledge and encourage the contributions of the Indian elders to the native ways of plant cultivation, growth, observation, classification, gathering, preserving, and use. Faculty members of Lewis-Clark State College and Nez Perce Tribal School will engage in curriculum writing workshops, lessons involving investigations and discussions, and other interactions with students.



INSTITUTIONS: Ames Senior High School, Ames, Iowa  
Iowa State University, Ames, Iowa  
PROJECT: Ames Senior High School Cooperatives Program  
AMOUNT REQUESTED: \$9,676  
AMOUNT RECOMMENDED: \$9,676  
DURATION: June 1984 - May 1985  
CONTACT PERSON: Don Payne  
ADDRESS: Department of English, 203 Ross Hall, Iowa State University  
Ames, Iowa 50011  
TELEPHONE: (515) 294-2180  
FOUNDATION STAFF: Martha G. Butt

The proposed project will use microcomputers to link an Iowa State University class in the teaching of writing with a sophomore English class at Ames Senior High School. The high school students will use the computer to write specific assignments, such as journals, and transmit them to the student teachers, who will provide written evaluations. The university students will also create computer-assisted lessons and work with the high school students in refining them.

INSTITUTIONS: Iowa Area Education Agency 4, Sioux Center, Iowa  
Northwestern College, Orange City, Iowa  
PROJECT: Consultation in Physics, Chemistry, and Physical Science  
AMOUNT REQUESTED: \$9,200  
AMOUNT RECOMMENDED: \$9,200  
DURATION: March 1984 - August 1986  
CONTACT PERSON: G. Henry Veldhuis  
ADDRESS: Northwestern College, Physics Department, Orange City, Iowa 51041  
TELEPHONE: (712) 737-4821  
FOUNDATION STAFF: Martha G. Butt

The proposed project will bring together a secondary science teacher (physics and/or chemistry and/or physical science teacher), a college professor in the subject area, an undergraduate college student in a relevant discipline, and the project director for the design and the implementation of work that enables the secondary teacher to bring about the needed classroom/laboratory changes. The goal of the project is to initiate and sustain six consultations, each one of which is to meet specific objectives.

INSTITUTIONS: Cotter High School, Winona, Minnesota  
Saint Mary's College, Winona, Minnesota  
PROJECT: Cooperative Consulting in Science Education  
AMOUNT REQUESTED: \$10,000  
AMOUNT RECOMMENDED: \$10,000  
DURATION: March 1, 1984 - February 28, 1985  
CONTACT PERSON: Brother Peter Clifford, F.S. C., President  
ADDRESS: Saint Mary's College, P.O. Box 30, Winona, Minnesota 55987  
TELEPHONE: (507) 452-4430  
FOUNDATION STAFF: Judith K. Healey

The program is designed to accomplish the two main objectives of the project:  
1. To increase professional interaction among junior high and secondary science teachers at Cotter and post-secondary science, computer science, and education professors at Saint Mary's College with a series of Foundation-funded incentive mini-grants for consultantships, curriculum development, in-service workshops, and college mentor vouchers. 2. To develop cooperatively a list of specific recommendations for enhancing science education at Saint Mary's College.

INSTITUTIONS: Moorhead Public Schools, Moorhead, Minnesota  
Concordia College, Moorhead, Minnesota  
PROJECT: GLOBE (Greater Language Opportunity Begins in Elementary  
AMOUNT REQUESTED: \$9,992  
AMOUNT RECOMMENDED: \$9,992  
DURATION: March 1984 - January 1985  
CONTACT PERSON: Robert Jernberg  
ADDRESS: Moorhead Public Schools, 810 4th Avenue South,  
Moorhead, Minnesota 56560  
TELEPHONE: (218) 236-6400  
FOUNDATION STAFF: Martha G. Butt

Concordia College and the Moorhead Public Schools will develop a comprehensive language program entitled "GLOBE" (Greater Language Opportunity Begins in Elementary). The goals of the project are to: develop a comprehensive foreign language curriculum which begins with significant experiences in the elementary school; develop junior high offerings in grades seven and eight in French, German, and Spanish; develop advanced language programs for grades 9-12; develop schoolwide experiences in languages in which students of all levels can participate; increase community involvement in and awareness of second language instruction; provide training for current language staff and newly employed elementary language teachers to provide for quality teaching and for meeting Minnesota elementary foreign language licensure requirements; 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; 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; and provide a model for other schools for a comprehensive language program beginning in the elementary school and making extensive use of community resources.

INSTITUTIONS: Northfield School District 659, Northfield, Minnesota  
Saint Olaf College, Northfield, Minnesota  
PROJECT: Teaching Writing Skills Across the Curriculum  
AMOUNT REQUESTED: \$9,923  
AMOUNT RECOMMENDED: \$9,923  
DURATION: March 1984 - February 1985  
CONTACT PERSON: Lydia Queanbeck, Director, Continuing Education  
ADDRESS: St. Olaf College, Continuing Education Office,  
St. Olaf College, Northfield, Minnesota 55057  
TELEPHONE: (507) 663-3066  
FOUNDATION STAFF: Martha G. Butt

The goal of this project is to effect an improvement in the writing of pupils in Northfield School District 659. Its immediate objective is to prepare Northfield District teachers in subjects other than English to teach their students to write better prose in the course of teaching their respective disciplines. To implement this goal and objective, a weeklong workshop on teaching writing across the curriculum is proposed from June 18-23, 1984 for Northfield public schoolteachers of grades K-12. Follow-up will occur through the school year.

INSTITUTIONS: Saint Paul Public Schools, Saint Paul, Minnesota  
Macalester College, Saint Paul, Minnesota  
PROJECT: Improving Teaching Through Professional Growth of Teachers  
AMOUNT REQUESTED: \$10,000  
AMOUNT RECOMMENDED: \$10,000  
DURATION: June 1984 - May 1985  
CONTACT PERSON: Dr. John S. Knapp  
ADDRESS: Macalester College, 1600 Grand Avenue, Saint Paul, Minnesota  
55105  
TELEPHONE: (612) 696-6209  
FOUNDATION STAFF: Martha G. Butt

Macalester College and the Saint Paul Public Schools wish to establish a number of college faculty/public school teacher teams that would explore the application of new knowledge in particular fields to improvements in elementary/secondary school teaching. The team projects will provide schoolteachers with opportunities for professional growth through significant collaboration with college faculty while at the same time addressing the problem of translating new knowledge into classroom innovations. Teams will be formed on the basis of requests from teachers who desire to work on a particular project with a Macalester College faculty member.



INSTITUTIONS: Gallatin County Schools, Bozeman, Montana  
College of Education, Montana State University, Bozeman, Montana  
PROJECT: Rural Schools Integrated Curricula  
AMOUNT REQUESTED: \$10,000  
AMOUNT RECOMMENDED: \$10,000  
DURATION: August 1984 - July 1985  
CONTACT PERSON: Dr. William D. Hall, Project Director  
ADDRESS: Teachers' Resource Center, Montana State University,  
126 Reid Hall, Bozeman, Montana 59717  
TELEPHONE: (406) 994-5948  
FOUNDATION STAFF: Judith K. Healey

The overall goals of the proposed project are to identify and formalize the basic concepts and skills in science, language, art, and mathematics curricula so that multi-age or single-grade integrated subject instructional units can be developed for use in county rural schools. The project will be initiated with a review of basic concepts in teaching conducted by the MSU faculty for the 15 participating teachers from elementary/secondary rural schools. The elementary/secondary participants then will learn and refine a process for developing experience-based instructional units in science, language, arts, and mathematics. They will apply this process with the assistance of the MSU faculty to carry out delivery of the units. Finally, these units will be introduced into the schools with college faculty involved in team teaching with the public schools.

INSTITUTIONS: Livingston School District, Livingston, Montana  
Montana State University, Bozeman, Montana  
PROJECT: Training Instructors, Coaches and Supervisory Support Personnel  
AMOUNT REQUESTED: \$10,000  
AMOUNT RECOMMENDED: \$10,000  
DURATION: August 1984 - June 1985  
CONTACT PERSON: Gaylord Lasher, Superintendent  
ADDRESS: Livingston School District, 132 S. B Street,  
Livingston, Montana 59047  
TELEPHONE: (406) 222-0861  
FOUNDATION STAFF: Martha G. Butt

The project will address the improvement of elementary mathematics instruction and learning. The project will include a three-day workshop for elementary teachers, university personnel, and principals on models of teaching and the collaborative change process taught by Dr. Bruce Joyce, Professor of Education, University of Oregon. Teachers will be introduced to several models of teaching and supervisors will be assisted to develop skills for providing practice, feedback, and coaching.

INSTITUTIONS: Fargo Public Schools, Fargo, North Dakota  
Concordia College, Moorhead, Minnesota  
PROJECT: Cooperative for Improving the Teaching of Science  
AMOUNT REQUESTED: \$9,585  
AMOUNT RECOMMENDED: \$9,585  
DURATION: March 1984 - June 1985  
CONTACT PERSON: Robert C. Glock  
ADDRESS: Fargo Public Schools, 1104 2nd Avenue South,  
Fargo, North Dakota 58103  
TELEPHONE: (701) 241-4841  
FOUNDATION STAFF: Judith K. Healey

It is the intent of this proposal to increase the level of skills in science for elementary teachers, providing them with auxiliary and supplemental training activities that would give them the confidence they need to program innovative science courses for their students. Representatives from each grade level in the 12 elementary schools as well as the Concordia College Science and Education Departments will be involved in this project. The proposed activities of the project will be based on teacher participation and peer reviews.

INSTITUTIONS: 30 Oregon Secondary Schools, Rural Western Oregon  
Willamette University, Salem, Oregon  
PROJECT: Cooperative for Quality Science Education  
AMOUNT REQUESTED: \$10,000  
AMOUNT RECOMMENDED: \$10,000  
DURATION: March 1984 - October 1984  
CONTACT PERSON: Dr. William G. Berberet, Dean, College of Liberal Arts  
ADDRESS: Willamette University, 900 State Street, Salem, Oregon 97330  
TELEPHONE: (503) 370-6285  
FOUNDATION STAFF: Martha G. Butt

The basic goal of the project is to design a partnership in which Willamette assists the professional growth and renewal of secondary science faculty while expanding the horizons of secondary science students and strengthening the university's teacher preparation program in science. The project is intended to develop a model with application in other liberal arts subject areas as well, which would be the basis for a broad continuing partnership between Willamette University and the secondary schools in Oregon.

INSTITUTIONS: University of Washington, Seattle, Washington  
North Seattle Community College, Seattle, Washington  
Nathan Hale High School, Seattle, Washington  
PROJECT: Writing About Shakespeare in High School  
AMOUNT REQUESTED: \$9,680  
AMOUNT RECOMMENDED: \$8,880  
DURATION: April 1984 - November 1984  
CONTACT PERSON: Michael Kishner  
ADDRESS: North Seattle Community College, Seattle, Washington 98103  
TELEPHONE: (206) 634-4513  
FOUNDATION STAFF: Judith K. Healey

Program goals are to bring together three teachers of English from different secondary and post-secondary institutions to focus on one subject taught by all three (in this case Shakespearean drama) and to explore the mutual benefits of cooperation from the various perspectives of the three participants. The project will produce materials through which other teachers may benefit from the work of the original three, and will include presenting a workshop in which 20 selected area teachers will receive intensive training in the use of such materials.

INSTITUTIONS: North Thurston High School, Olympia, Washington  
Tumwater High School, Olympia, Washington  
Capital High School, Olympia, Washington  
Evergreen State College, Olympia, Washington  
PROJECT: Evergreen-Thurston County Cooperative Program  
AMOUNT REQUESTED: \$9,900  
AMOUNT RECOMMENDED: \$9,900  
DURATION: September 1, 1984 - June 1, 1985  
CONTACT PERSON: Barbara Leigh Smith, Academic Dean,  
ADDRESS: The Evergreen State College, Olympia, Washington 98505  
TELEPHONE: (206) 866-6000  
FOUNDATION STAFF: Judith K. Healey

The goal of this program is to improve the quality of teaching in all the participating schools through a series of faculty development activities aimed at initiating dialogue about effective methods of teaching. An effort will be made to build faculty skills on methods for using writing in all subjects, and substantive instruction in the sciences and humanities will be explored. Collaborative opportunities for faculty in different fields and from different schools to explore interdisciplinary connections will be provided. A positive factor is the experience of the Evergreen State College with "Writing Across the Curriculum" methods and interdisciplinary collaborative approaches to education.



Please distribute to other members of school board and superintendent - only one copy mailed per district.  
Please refer to MSBA Loggers for explanation of Senate-House File Numbers (bills).

2/17/84

MINNESOTA SCHOOL BOARDS ASSOCIATION - 1984 LEGISLATIVE PRIORITIES

MSBA LEGISLATIVE POLICY POSITION

MSBA POSITION ON BILLS INTRODUCED ON SUBJECT - SUPPORT OR OPPOSE & STATUS  
Support Bill or Concept

I. SCHOOL FINANCE

1. Foundation Aid

A. Education Funding as Highest State Priority.

Rationale: Planning, finance and future needs of state.

B. Support 70% State Share of Funding.

Rationale: Balanced local-state tax effort.

C. Repeal Aid Recapture Provision.

Rationale: Bring districts back onto formula.

Bill to be introduced soon. Senate has had one hearing on aid recapture.

D. Stabilize Funding.

- (1) Improve district cash flow. Option included increasing aid payments to 90% in year from 85%, improved metering aid payment schedule & shift reduction.

Issue being discussed in both House & Senate.

- (2) Exclude referendum levy proceeds from shift revenue reduction.

Amendment removing local referendum revenues from "shift aid reductions" has been adopted by House Ed. Aid Committee.

E. Analyze & Improve Staff Training & Experience Tier Allowance in Formula.

Rationale: Revenue for cost differentials.

Support allowance with continued review & analysis. Issue being discussed in both House & Senate. MSBA position supports continued use of staff training and experience in determining statutory authority for foundation revenue & continued review & analysis of the cost differential between districts.

F. Full State Funding for Mandated Programs.

Rationale: Funding necessary or regular programs reduced.

Appendix F-1  
page 1 of 2

2. Oppose Increased Public Aids for Non-Public Schools-Students.  
Rationale: Public school finance needs and constitutionality.

3. Allow Use of Capital Outlay Funds for Textbook Purchase.  
Rationale: Need for updated educational materials.

4. Change Levy Certification Date from October 10 to October 30.  
Rationale: Adequate planning time.

5. Adequate Support for Regional Data Centers. (MIS)  
Rationale: Local participation mandated.

## II. COLLECTIVE BARGAINING - EMPLOYEE RELATIONS.

1. Change Employee Strike Right Procedure - Require Impasse Certification by Mediator.  
Rationale: Requires good faith local negotiations.

2. Placement on Unrequested Leave of Absence.

A. Allow other factors with seniority.

B. Change date to August 1.

3. Oppose Legalizing Sympathy Strike by Employees.  
Rationale: Inability to provide educational services.

4. Oppose Mandated Statewide or Regional Bargaining & Binding Arbitration.  
Rationale: Local governance and relations.

## Support Bill or Concept

Bill introduction in process.

Bill introduction in process.

Being discussed but no bill introduced to date.

Bill introduction in process.

Bill introduction in process.

## Oppose Bill or Concept

H.F. 404 (Osthoff), S.F. 718 (Jude) increases tax deduction amt. for education related expenses.  
H.F. 1072 (Brandl), S.F. 1310 (Dieterich) would allow tax dollars (voucher) to be given to students of certain low income families to be used for tuition in non-public or public school of their choice.

5. Oppose Mandated Statewide or Regional Insurance Program.  
Rationale: Cost and local governance.

6. Support Three Year Probationary Period.  
Rationale: Provide adequate evaluation period.

Support Bill or Concept

1984 revised support position - bill introduction in process.

Oppose Bill or Concept

H.F. 1326 (Simoneau), S.F. 1145 (Nelson) establishes statewide employee fringe benefit program. Funding appears to be partially equalized.

III. GOVERNANCE - PUBLIC SCHOOL ADMINISTRATION.

1. School Consolidation or Mandated Larger Administrative Units Should Be Local Decision.  
Rationale: Local control and needs.

2. AVTI Governance Should Remain With Local School Boards.  
Rationale: Community needs and support.

3. Oppose Mandated November School Boards Elections.  
Rationale: Visibility and option permitted now.

4. Support Establishment of Minimum Standards for Non-Public Schools.  
Rationale: Compulsory attendance requirements and definition needed.

5. Educational Improvement - Testing.  
A. Support student testing with local board choice on tests & methods.

S.F. 1030 (Dicklich), H.F. 1142 (Minne) would require school districts & municipalities to have uniform Nov. election day.

Much discussion in both House & Senate.  
S.F. 1223 (Taylor), H.F. 1289 (Levi) has not received a hearing. MSBA bill to be introduced soon.

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REMINDER

The Board of Directors of the Minnesota School Boards Association has designated THURSDAY, MARCH 8, 1984 as SCHOOL BOARD MEMBER DAY AT THE STATE CAPITOL. School board members and superintendents will meet at the Holiday Inn Capitol, St. Paul, for a briefing prior to meeting with your local area legislators. Senator Roger Moe, Marjority Leader of the Senate, and Representative Harry Sieben, Speaker of the House, will be speaking to us at 9:30, sharing with us their thoughts relative to the session. The 1984 Legislative session is scheduled to begin on March 6 and conclude in mid-April. We had an excellent turnout last year, and the MSBA board sincerely hopes that you and other members of your board will again this year partake in this most important opportunity to discuss education related legislative issues with your area legislators.

(over)



HOUSE & SENATE MEETING SCHEDULE

HOUSE: All meetings in State Office Building.

Education Committee will meet Wednesday, February 22nd at 8:00 a.m., Room 81. Post secondary issues will be discussed, including AVTI and Community College Plan for Inter-system cooperation.

Education Finance Division will meet February 20th at 2:00 p.m., Room 57. Several bills will be discussed including some state department technical changes, Community Education instructor membership in bargaining units, & cash management proposals.

Education Finance Division will meet February 22nd at 2:00 p.m., Room 57. There will be a discussion of the Governor's education finance budget proposals.

State & Local Fiscal Affairs Division will meet February 23rd at 12:00 noon, Room 83. There will be a discussion about H.F. 1302 (Clawson) dealing with the publication of legal notices.

House Agriculture Subcommittee on Dairy & Livestock will meet February 22nd at 12:00 noon, Room 22. They will discuss three bills, one of which deals with milk in schools.

SENATE: All meetings in Capitol Building.

Education Committee will meet February 21st at 8:30 a.m., Room 112. They will hear two Department of Education reports as well as a report by Senator Pehler on the activities of the new Commission on Public Education.

Education Aids Committee will meet February 22nd at 1:00 p.m., Room 112. They will discuss various department bills & adult vocational education funding.

Education Committee will meet February 28th at 8:30 a.m., Room 112. Agenda to be announced.

Education Aids Committee will meet February 29th at 1:00 p.m., Room 112. They will consider formula options for FY '86 and the Governor's recommendations.

MINUTES  
Region I - ESV  
810 - 4th Avenue South  
Moorhead, MN 56560

The Region I - ESV Executive Board Meeting was held in Thief River Falls, January 24, 1984. The meeting was called to order by Chairman Paul Hoff. Roll call was taken by Harry Sjulson, Acting Clerk. Board Members present: Gordon Borsvold, Karen Fossell, Paul Hoff, Robert Larson, Harry Sjulson, Bernie Solberg and Executive Director, Burdette V. Clifford, Dave Berg, East Grand Forks and Gene Kjellberg, Advisory Superintendent were also present.

Gordon Borsvold moved, Harry Sjulson seconded, motion carried unanimously to approve the agenda.

Bernie Solberg moved, Karen Fossell seconded, motion carried unanimously to approve the minutes of December 16, 1983.

Robert Larson moved, Gordon Borsvold seconded, motion carried unanimously to approve the bills as presented in the amount of \$86,631.93.

|                           |                                                                        |          |
|---------------------------|------------------------------------------------------------------------|----------|
| American Family Life Assu | Payroll deduction                                                      | 45.70    |
| Reliance Standard Life In | LTD insurance                                                          | 251.05   |
| Safeco Insurance Co.      | Health insurance                                                       | 1363.27  |
| Public Service Dept.      | Utilities                                                              | 1812.69  |
| Hartford Insurance        | Dental insurance                                                       | 528.16   |
| Northern School Supply    | Office supplies                                                        | 21.12    |
| Quill                     | Office supplies                                                        | 204.46   |
| The Forum                 | Printing of minutes                                                    | 65.21    |
| NDSU Business Office      | Keypunching                                                            | 57.74    |
| Burroughs Corp            | Schools CRT maintenance                                                | 1273/00  |
| Michael Kunde             | Travel                                                                 | 108.44   |
| Kathleen Ward             | Travel                                                                 | 5.00     |
| Willis Frazee             | Travel                                                                 | 127.70   |
| Best Western              | Finance meeting expense                                                | 19.36    |
| American Business Forms   | Payroll forms                                                          | 1093.64  |
| Burdette V. Clifford      | Travel                                                                 | 376.71   |
| AID                       | Payroll deduction                                                      | 500.00   |
| Amoco Oil Co.             | Lease car expense                                                      | 107.68   |
| Burroughs                 | Equipment maintenance, software,<br>contracts payable, ribbons,, tapes | 35492.80 |
| Byte Subscriptions        | Periodical                                                             | 21.00    |
| Computer Services         | Ribbons                                                                | 120.00   |
| John Corbid               | Legislative consultant                                                 | 1000.00  |
| Data Center Systems       | Air conditioning maintenance                                           | 528.40   |
| Diercks Printing Co.      | Supplies                                                               | 656.45   |
| Duro-Test Corporation     | Supplies                                                               | 116.94   |
| Fargo Paper Co.           | Office supplies                                                        | 522.23   |
| FBS                       | Finance & payroll fiche                                                | 940.50   |
| Karen Fossell             | Board travel                                                           | 63.28    |
| Paul Hoff                 | Board travel                                                           | 43.50    |
| Hutchinson Public School  | Refund for mini tapes                                                  | 434.00   |

|                             |                                                            |          |
|-----------------------------|------------------------------------------------------------|----------|
| IBM                         | Keypunch lease                                             | 323.00   |
| Imprest checking            | Reimburse to \$500                                         | 110.94   |
| Jims Parcel Delivery        | Delivery service                                           | 18.00    |
| Gene Kjellberg              | Board travel                                               | 122.66   |
| James Lamont                | Board travel                                               | 36.60    |
| Allen Larson                | Board travel                                               | 71.10    |
| Robert Larson               | Board travel                                               | 64.20    |
| Metro Claims                | Self-insured medical insur                                 | 535.49   |
| Moorhead Dist. 152          | Lease                                                      | 3077.66  |
| Moorhead Post Office        | Postage for meter                                          | 500.00   |
| NCR Corporation             | Student Services supplies                                  | 628.29   |
| Carroll Nelson              | Board travel                                               | 30.62    |
| Northern School Supply      | Office supplies                                            | 9.18     |
| Petty Cash                  | Reimburse to \$200                                         | 57.40    |
| Burnham J. Philbrook        | Legislative consultant                                     | 1000.00  |
| Pitney Bowes                | Maintenance for postal machine                             | 59.25    |
| Reardons                    | Office supplies                                            | 33.12    |
| Robert Gibb & Sons          | Air conditioning maintenance                               | 93.00    |
| Thomas Sczepanski           | Board travel                                               | 66.50    |
| Servicemaster               | Carpet cleaning                                            | 61.40    |
| Harry Sjulson               | Board travel                                               | 58.22    |
| Bernie Solberg              | Board travel                                               | 61.90    |
| SW & WC ECSU                | Data comm lines and RJE operator<br>expense - SW & WC ECSU | 15031.16 |
| Wright Line, Inc.           | Tape racks                                                 | 250.00   |
| Donn Hanson                 | Travel                                                     | 72.09    |
| Mark VandeVelde             | Travel                                                     | 25.00    |
| Wayne Miller                | Travel                                                     | 225.73   |
| The Forum                   | Advertising for programmer                                 | 66.96    |
| Curtis Hotel                | Travel                                                     | 85.69    |
| Quill                       | Office supplies                                            | 250.80   |
| Kvamme Travel Agency        | Travel expense                                             | 120.00   |
| Dan Riley                   | Travel                                                     | 303.16   |
| Northwestern Bell Telephone | Telecommunications                                         | 8310.82  |
|                             | Communications telephone                                   | 1313.39  |
| Burroughs Corporation       | Equipment maintenance                                      | 210.70   |
| Public Service Dept.        | Utilities                                                  | 2146.53  |

The financial report was approved as presented.

Gene Kjellberg reported on the initial meeting of a Regional Subsidy Committee that he has been appointed to by the ESV Computer Council. The committee is composed of five members from the state level and five members from school districts. Also participating with the committee, but not as decision makers, are four legislative staff people. Mr. Kjellberg stated that the purpose of the committee is to develop a methodology or rationale for determining the appropriate level of state support for ESV Regions and to use that methodology in identifying a specific funding recommendation for FY 85. This method could then also be applied for future funding.

Robert Larson moved, Karen Fossell seconded, motion carried unanimously to approve a request for a Maternity Leave of Absence for Cheryl Solum from February 15, 1984 through June 30, 1984.



Harry Sjulson moved, Bernie Solberg seconded, motion carried unanimously to authorize Burdette V. Clifford to attend the Association for Educational Data Systems convention in Washington D. C. May 7-11, 1984.

The Director's report included the following:

- 1) An update on meetings with the legislative consultants was given.
- 2) The State Department of Education has ruled on the dispute between Ortonville and Region IV in regard to fees and they have said the fees to Ortonville must be lowered.
- 3) A briefing was also given on new users of one or more of the systems.

The next meeting will be held February 23, 1984 in Moorhead at 7:00 p.m.

Chairman Paul Hoff declared the meeting adjourned at 8:30 p.m.

Respectfully submitted,

Harry Sjulson  
Acting Clerk

506/805  
MIN  
2/28/84

Regular Meeting  
Board of Education  
Independent School District #152  
February 28, 1984

Members Present: Joyce Sutter, Mike Hulett, Dean Guida, Richard Pemble, and Ben Trochlil

The meeting was called to order by Acting Chairperson, Richard Pemble.

PREVIEW - Ben Trochlil previewed the agenda and noted that a motion was needed to appoint two of the present Board members to sign the 1983-85 Teachers' Contract in the absence of Curt Borgen, Chairman, and Karen Koentopf, Clerk.

REVIEW BASIC SKILLS REPORT - Joyce Sutter moved, seconded by Mike Hulett, to accept the Basic Skills Report. Motion carried.

ACCEPTANCE OF GRANT - SCIENCE - Dean Guida moved, seconded by Richard Pemble, to accept the Teacher Improvement Project Grant "Clay County Improves Learning in Science", subject to the approval of the other participating districts. Motion carried.

Dean Guida moved, seconded by Joyce Sutter, to transfer the fiscal responsibility for the "Clay County Improves Learning in Science" to the Clay County Vocational Center subject to approval by their Board of Education and authorization by the Minnesota State Department of Education. Motion carried.

ACCEPTANCE OF GRANT - FOREIGN LANGUAGE - Joyce Sutter moved, seconded by Mike Hulett, to accept the Northwest Area Foundation grant in the amount of \$9,992.00. Motion carried.

TEMPORARY CHAIRPERSON AND CLERK APPOINTED FOR THE BOARD - Joyce Sutter moved, seconded by Richard Pemble, to appoint ~~Mike Hulett~~ as temporary Chairperson and Dean Guida as temporary Clerk of the Board in the absence of the original officers. Motion carried.

CONSIDER 1983-85 TEACHER'S CONTRACT - The 1983-85 Teachers' Contract was accepted. The Board agreed to add March 16 as a make-up day, which will be a Teachers' Workshop. The contract was signed by Howard Anderson, Aaron Longtine, Richard Pemble and Dean Guida.

MAVTI SCHOOL CALENDAR - Joyce Sutter, moved, seconded by Mike Hulett, to accept the revised MAVTI calendar with make-up days set for March 15 and April 19. Motion carried.

Regular Meeting  
Board of Education  
Independent School District #152  
February 28, 1984  
Page 2

ATHLETIC IMPREST CASH ACCOUNT - Joyce Sutter moved, seconded by Dean Guida, to approve reimbursement of the Athletic Imprest Cash Account for \$3,610.07 and increasing the authorized amount in the Athletic Imprest Cash Account to \$5,500.00 from \$4,000.00 to be increased only temporarily during high activity periods with approval of the administration. Motion carried.

ARMORY PROPOSED SITE - Mike Hulett moved, seconded by Joyce Sutter, to appoint a committee consisting of Wayne Puppe, Joyce Sutter and Karen Koentopf, to work with the City and the Armory Commission in regard to the possible location of a new Armory on school district property east of the Sports Center. Motion carried. Dean Guida abstained from voting.

SENIOR HIGH COURSE DESCRIPTION BOOKLET - Joyce Sutter, moved, seconded by Dean Guida, to accept the course description booklet as presented and to allow Senior High to proceed with registration of students in courses as outlined. Motion carried.

ACCEPTANCE OF GIFT - Dean Guida moved, seconded by Richard Pemble, to accept the gift of video tapes from Northwestern Bell Telephone Company and direct a letter of thank-you be sent. Motion carried.

MSBA LEGISLATIVE PROGRAM - Ben Trochlil reviewed the MSBA's Legislative Priorities and noted that March 8 will be School Board Member Day At The State Capitol.

PLANNING FOR THE FUTURE - Ben Trochlil discussed objectives to be used in assisting the district getting community involvement in planning for the future.

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Karen Koentopf, Clerk