



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

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S. 119.1305
1-23-90

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 23, 1990, at 7:00 p.m. in the Board Room at Townsite Centre.

Bennett Trochlil
Bennett Trochlil, Superintendent

MISSION STATEMENT

To maximize the talents of every student in Independent School District Number 152.

ATTENDANCE:

Wayne Alexander _____	Anton Hastad _____
A. C. (Curt) Borgen _____	Allen Lund _____
James Cummings _____	Jeanne Seigel _____
Douglas Fagerlie _____	Bennett Trochlil _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent
- IV. CONSENT AGENDA (Items: XI - 5, 6 & 7)

All items listed with an asterisk () are considered to be routine by the School Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be considered in its normal sequence on the agenda.

Recommendation: Move to approve the items on the consent agenda.

Moved by _____ Seconded by _____
Comments _____

- V. COMMUNICATIONS
- VI. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

VII. "WE ARE PROUD"

1. Darvin Miller, recipient of the IBM Teacher of the Year award, will be presented his personal plaque and a plaque to be displayed at the Senior High.
2. At the Minnesota Council of Teachers of Mathematics annual fall conference; Howard Anderson, Junior High Math Teacher, presented a program - Math Counts: A Coaches Training Session.

FOR YOUR INFORMATION

Class II Math Management - Lynn Day and Del Larson will review the Holt Class II Math Management Program that we currently utilize in Grades 3-6.

VIII. MOORHEAD TECHNICAL COLLEGE AGENDA

- A. UNFINISHED BUSINESS
- B. NEW BUSINESS

X. COMMITTEE REPORTS

Policy Review - Seigel (Jan. 8)

Student Activities - Seigel/Borgen (Jan. 9)

Title IX - Hastad (Jan. 11)

Transportation - Bergen (Jan. 11)

PER - Cummings (Jan. 18)

Long Range Planning - Alexander/Trochlil (Jan. 23)

XI. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION

- A. UNFINISHED BUSINESS

B. NEW BUSINESS

1. Consider Removal of Policies from Policy Books (Trochlil) Appendix A

Explanation: The Policy Review Committee recommends the removal of the following policies from the district's Policy Book because the topics are included in the bargaining unit agreements:

- * Grievance Procedure (GBM)
- * Technical Institute Instructor Qualifications (GC)
- * Military Leave Policy
- * Credit for Outside Experience (GCBDD)
- * Early Retirement (GCPC-2)

Recommendation: Move to approve the removal of the above policies from the district Policy Book.

Moved by _____ Seconded by _____
Comments _____

2. Review of Policies (Trochlil) Appendix B

Explanation: The Policy Review Committee recommends the approval of the following policies:

- * Equal Employment Opportunity Policy Statement (GBAA)
- * Planning, Evaluating, Reporting Policy Statement (AFE)
- * Immunization Policy (JHCB)
- * Chemical Use Philosophy & Policy (JECI)
- * Policy Governing Comparability (IHA)

Since this is the first reading, discussion will be on all policies listed. At the next meeting, the agenda will address each policy separately.

Recommendation: For Review Only

3. Consider Resolution (Bergen) Appendix C
for Reductions in
Programs and Positions

Explanation: Appendix C-1 is the resolution directing the administration to make recommendations for reductions in programs, positions, and the reasons. This is done each year as it is part of the planning process for the next school year.

Recommendation: Move to approve the resolution as presented in Appendix C-1.

Moved by _____ Seconded by _____
Comments _____

4. Consider Personnel (Bergen) Appendix D

New Employee

Brenda Hoyer - Early Childhood Paraprofessional,
Riverside, 3.5 hours per day, \$7.06 per hour,
effective January 15, 1990

Patricia Babolian - Migrant Tutor, Robert Asp,
effective January 10, 1990

Beatriz Castillo - Home/School Liaison - Migrant
Students, effective January 11, 1990

Early Retirement

Gerald Bandy - Sixth Grade Teacher, Robert Asp,
effective the end of the 1989-90 school year

Maternity Leave

Karen Schiele - Related Math, MTC, approximately
the first half of April for four to five weeks

Kelly Dubois-Gerchak - EBD Teacher, Washington,
effective March 1, 1990 for six weeks

Extension of Leave

Pat Fullerton - Early Childhood Teacher,
Riverside, to continue through February 23, 1990

Recommendation: Move to approve the personnel
changes as presented.

Moved by _____ Seconded by _____
Comments _____

- *5. Consider Non-Resident Agreements (Jernberg) Appendix E

Explanation: The following nonresident agreements are being recommended, subject to board action of the appropriate school districts.

To Attend Moorhead Public Schools:

Jamie Hanson - 10 5th St. NW #101, Dilworth, MN, Grade 7
Coleman J. Perkins - Rt. 1, Moorhead, MN, Grade 1
Justin W. Perkins - Rt. 1, Moorhead, MN, Grade 10

To Attend Dilworth Public Schools:

Brandon Soukup - 809 9th Ave. NE, Dilworth, MN, Grade 10
Amy J. Bouncy - 5809 1st St. NW, Moorhead MN, Grade 11

Recommendation: Move to approve the nonresident agreements as presented, subject to board action of the appropriate school districts.

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- *6. Consider Open Enrollment Options (Jernberg) Appendix F

Explanation: The following students have applied under the Minnesota Enrollment Options Program to attend Moorhead Public Schools for the 1990-91 school year: Shanna Anderson, Dilworth; David Boe, Dilworth; Adam Burnham, Glyndon-Felton; Andrew Burnham, Glyndon-Felton; Ross Burnham, Glyndon-Felton; Jeremy Gregoire, Dilworth; Evan Hughes, Glyndon-Felton; Jared Hughes, Glyndon-Felton; Sara Mandsager, Glyndon-Felton; Steven Mandsager, Glyndon-Felton; Adam Possehl, Barnesville; Rachel Roman, Glyndon-Felton; David Schultz, Breckenridge; Elizabeth Speer, Glyndon-Felton; Matthew Speer, Glyndon-Felton; Thomas Speer, Glyndon-Felton; Tara Waller, Barnesville.

Recommendation: Move to approve the students listed above for the Minnesota Enrollment Options Program to attend Moorhead Public Schools for the 1990-91 school year.

*7. Consider Gift

(Jernberg)

Appendix G

Explanation: Moorhead Schools has obtained two (2) more gifts from Nash-Finch in the amount of \$3,000 for computers under the SunMart Computers for Kids program. One (1) computer will go to Washington and one (1) to Edison.

Recommendation: Move to accept the gift of \$3,000 from Nash-Finch and direct a letter of thanks to be sent.

XI. FOR YOUR INFORMATION

Appendix Z

1. Futures Article: Z-1

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Policy Review	Mon., Jan. 22	7:00 p.m.	Townsite
Long Range Planning	Tues., Jan. 23	4:30 - 6:00 p.m.	Townsite
Learning Bank	Thurs., Jan. 25	7:15 a.m.	West Fargo
Superintendent's Advisory Council	Thurs., Jan. 25	7:00 p.m.	Trochlil's
Intergovernmental Retreat	Fri., Jan. 26 (1:00) & Sat., Jan. 27		Detroit Lakes
Super Bowl	Sun., Jan. 28	4:00 p.m.	
Wake Up to Moorhead (RUDAT)	Tues., Jan. 30	7:30 a.m.	Hjemkomst Center
Emerging Technology Conference	Wed., Jan. 31	8:30 - 3:30 p.m.	Detroit Lakes
Transportation Committee	Thurs., Feb. 1	7:00 p.m.	Townsite
Joint Powers	Thurs., Feb. 1	8:00 a.m.	Townsite
Communiversitry (Garrison Keillor)	Sun., Feb. 4	2:00 p.m.	Ivers Cntr. Concordia
Business After Hours	Tues., Feb. 6	4:30 - 6:30 p.m.	Fgo. Civic Center

Communiversy (Valley Gifted/ Talented Program)	Sun., Feb. 11	2:00 p.m.	Ivers Cntr. Concordia
MSBA Training (Building A High Performance Board)	Mon., Feb. 12	6:30 - 9:45 p.m.	Cloquet High School
MSBA Training (Building A High Performance Board)	Tues., Feb. 13	6:30 - 9:45 p.m.	St. Cloud Tech High School
Student Activities Committee	Tues., Feb. 13	7:00 a.m.	Townsite
MSBA Training (Building A High Performance Board)	Wed., Feb. 14	6:30 - 9:45 p.m.	Richfield Community Ed Center
MSBA Training (Building A High Performance Board)	Thurs., Feb. 15	6:30 - 9:45 p.m.	Rochester John Marshall High School
Chamber of Commerce Luncheon - James K. Baker	Wed., Feb. 21	12:00 - 1:30 p.m.	Doublewood Inn, Fargo

KEY SPRING ELECTION DATES TO REMEMBER

Tuesday, Feb. 20...Last day to publish notice of spring filing dates
 Friday, Feb. 23....Last day to post notice of spring filing period
 Tuesday, Mar. 6....First day to file
 Tuesday, Mar. 20...Last day to file
 Friday, Apr. 13....Deadline for absentee ballots prepared and available
 Friday, Apr. 20....Last day to appoint certified election judges
 Tuesday, May 1.....Last day to publish first notice of election
 Friday, May 4.....Last day to post notice of election
 Tuesday, May 8.....Last day to publish second notice of election
 Friday, May 11.....Last day to post sample ballot
 Monday, May 14.....Last day to apply for absentee ballot
 Tuesday, May 15....Election Day
 Thursday, May 17...Last day to canvass returns and declare results

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, February 13, 1990 7:00 p.m.

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: GBM DATE ADOPTED: 4-7-70
	7-20-77 (R)

GRIEVANCE PROCEDURE

A. Expanded Definition: A dispute or disagreement unrelated to this contract which arises and for which a claim is made by the teacher that there has been a violation, misinterpretation, or misapplication of the terms of the district personnel policies or employment contracts (other than grievances) and any violation of state or federal law or an unfair or arbitrary administrative decision shall be a grievance. The grievance shall be resolved in the following way:

B. Time Limit: All time limits herein shall consist of school days except that when a grievance is submitted on or after June 1, time limits shall consist of all weekdays so that the matter may be resolved before the close of the school term or as soon as possible thereafter. Such time limitations may be extended only by mutual consent. The number of days indicated at each level should be considered a maximum, and every effort should be made to expedite the process.

C. Teacher Representation: The School Board shall recognize a teachers' Grievance Committee of five (5) members to be selected by the Exclusive Representative. It is the responsibility of the Exclusive Representative to inform the Board who would be the committed by October 15 of each year.

D. Procedure: The parties acknowledge that it is usually most desirable for an employee and his supervisor to resolve problems through free and informal communications; however, should such informal processes fail to satisfy the teacher, then a grievance may be processed as follows:

Step 1: If the complaint is not resolved in the initial meeting between the grievant and his supervisor, the grievant or the Teachers' Grievance Committee must present the grievance in writing within five (5) days to the principal or director who must arrange a meeting within five (5) days. The Teacher's Grievance Committee's representative, the principal or director, and the aggrieved teacher shall be present for the meeting. The principal or director must provide the aggrieved teacher and the Teachers' Grievance Committee with a written answer on the grievance within five (5) days.

GBM (continued)

Step 2: If the grievance is not resolved in Step 1, then the Teachers' Committee shall refer the grievance to the Superintendent or his designated representative within five (5) days of the receipt of the principal's written decision. He shall arrange for a meeting between the Teachers' Grievance Committee and the Superintendent to take place within five (5) days of his receipt of the appeal. Each party shall have the right to include in its representation appropriate witnesses and counselors to develop facts pertinent to the grievance. Upon conclusion of the hearing, the Superintendent will have five (5) days in which to provide his written decision to the Teachers' Grievance Committee.

Step 3: If the grievance is not resolved in Step 1 and/or Step 2, then the Teachers' Grievance Committee shall refer the grievance to the School Board within five (5) days. The Board shall arrange for a meeting between the Teachers' Grievance Committee and the Board to take place within ten (10) days of its receipt of the appeal or at the next scheduled Board meeting. Each party shall have the right to include in its representation appropriate witnesses and counselors to develop facts pertinent to the grievance. Upon conclusion of the hearing, the Board will have five (5) days in which to provide its written decision to the Teachers' Grievance Committee.

E. The Board acknowledges the right of the Teachers' Grievance Committee representatives to participate in the processing of a grievance at any level.

F. Provided the aggrieved and aggrieved agree, Step 1 and/or Step 2 of the Grievance Procedure may be by passed and the grievance brought directly to the next step.

G. No reprisals of any kind will be taken by the Board of Education or the school administration against any teacher because of his participation in this Grievance Procedure.

H. All documents, communications, and records dealing with the processing of a grievance will be filed separately from the personnel files of the participants.

CONTRACT GRIEVANCE:

Definition: A dispute or disagreement as to interpretation or application of any term or terms of this contract but can be initiated only by the Exclusive Representative.

GBM (continued)

Procedure: The parties acknowledge that it is usually most desirable for the Exclusive Representative and the appropriate management department to resolve problems through free and informal communication. However, should such informal process fail to satisfy the Exclusive Representative, the grievance may be processed as follows:

Step 1: If the complaint is not resolved in the initial meeting between the appropriate management department and the Exclusive Representative, and no more than thirty (30) days have elapsed since the occurrence prompting the complaint, then the Exclusive Representative must present the grievance in writing within five (5) days to the superintendent of schools who will arrange a meeting in ten (10) days. The Exclusive Representative, the appropriate management department official and the superintendent, or his agent, will be present for the meeting. The superintendent must provide the Exclusive Representative with a written answer on the grievance within ten days. Provided aggrieved and aggrieved agree, Step 1 may be bypassed and brought to the next step.

Step 2: If the grievance is not resolved in Step 1, then the superintendent must refer the grievance to the School Board who will meet with the Exclusive Representative at a regular or special called meeting, but in no case shall this period of time extend beyond thirty (30) days. Unlimited number of meetings may be held on the grievance, but when either party requests a formal answer, it shall be given in writing within ten (10) days of the request.

Step 3: If the response in Step 2 does not satisfy either of the parties and no further meetings are agreed upon, then the parties acknowledge the right to submit the grievance to arbitration and if the School Board does not agree to arbitrate a specific issue, then the grievance shall terminate at Step 3.

Step 4: If the Exclusive Representative is not satisfied with the disposition of the grievance by the Board, or if no disposition has been made within the period above provided, the grievance may be submitted to arbitration before an impartial arbitrator. If the parties cannot agree as to the arbitrator within ten (10) working days from the notification date that the arbitration will be pursued, he shall be selected by the P.E.L.P. Board in accord with its rules, which shall likewise govern the arbitration proceeding.

The fees and expenses of the arbitrator shall be shared equally by both parties.

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: GC DATE ADOPTED: 2-10-70
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VOCATIONAL TECHNICAL INSTITUTE
INSTRUCTOR QUALIFICATIONS

- A. All instructors must meet the requirements of the State of Minnesota with regard to trade experience and education.
- B. In teaching positions not requiring a degree, a minimum of six (6) years trade experience will be required. In positions requiring a degree, state plan minimum trade experience requirements will be met or exceeded.
- C. For those entering teaching without a degree, their six (6) years of trade experience will qualify them for the BA Step 1. For each additional two (2) years of trade experience beyond the six-year minimum, one additional step on the salary schedule will be granted. Maximum entry step will be Step 7.
- D. Those instructors possessing a degree which qualifies them for a vocational teaching position will enter on the salary schedule step appropriate for their teaching experience. Instructors possessing both the qualifying degree (including teaching experience) and the trades experience may be put on the salary schedule according to the qualification which benefits him/her most. Both trade experience and teaching experience may not be used in ascertaining the entry step.
- E. After the instructor has been certified and starts teaching, he/she will advance on the salary schedule at one step for every year of teaching experience. The instructor will progress horizontally, and vertically, on the schedule by complying with the State Plan for Vocational Education and local salary lane qualifications. This shall include either the earning of college credits in approved courses or other courses related to subject being taught by the instructor. He/she shall receive training courses, trade-organized training sessions or schools. This type of training must be related to instruction being taught by the instructor and must receive the approval of the director or his/her designated representative.

Certified copies of the individual's attendance record at these activities shall be submitted to the director. All "non-credit" type of training hours shall be credited to the individual on the salary schedule at the ratio of ten (10) hours per quarter credit.

Vocational Technical Institute

Instructor Qualifications

GC (continued)

- F. All training expense incurred by the instructor while attending schools, workshops, etc., shall be the instructor's own expense. The time spent in school shall be evenings, weekends, vacation, or off-duty time.
- G. Credits (or clock hours) may be either undergraduate or graduate credits.

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: GCBDD DATE ADOPTED: 4-7-70
	7-20-77 (R)

REVISION OF MILITARY LEAVE POLICY
CREDIT FOR OUTSIDE EXPERIENCE

Teachers entering the system from other school systems shall be given full credit for previous teacher experience up to a maximum of seven (7) years. Experience will be computed to the nearest half year.

A maximum of two years credit on the salary schedule shall be granted to any teacher whose teaching service has been interrupted by military service. A maximum of two years credit on the salary schedule may be granted at the discretion of the superintendent to individuals who have served honorably in the Peace Corp., Vista, Job Corps, National Teacher Corps, or military service (if in the opinion of the superintendent and upon recommendation of the teacher's immediate supervisor this experience is considered to be of sufficient value to the district and to the teacher in the performance of his or her work to be at least equal to the benefit received for the additional step or steps.)

This policy will be retroactive concerning present staff, but will concern only those teachers who have not reached the seventh (7th) step. The maximum step that teachers may be placed on as a result of the retroactive provisions of this policy is the seventh (7th).

The maximum credit for previous teaching service and military service, Peace Corps, Vista, Job Corps, or National Teacher Corps shall be seven (7) years. An applicant who has had military service must be informed of this policy in advance of his employment.

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: GCPC-2 DATE ADOPTED: 1-26-76 7-20-77
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EARLY RETIREMENT POLICY

SEVERANCE PAY

Eligibility: All full-time teachers resigning at or after 55, but prior to age 65 will receive severance pay which will be based on years of service and accumulated sick leave pursuant to the provisions of this article upon submission of a written resignation accepted by the School Board. Severance pay shall not be granted to any teacher who is discharged by the School District. This article shall apply only to teachers who retire at the conclusion of the 1975-76 school year or thereafter and shall not be retroactive to any teacher who has retired prior to September 1, 1975.

Basis of Pay: The amount of severance pay shall be up to one-hundred (100) days of the teacher's final salary as of September 1 of the last full year of teaching. Salary shall be defined as contract salary amount and shall not include any additional compensation for extra-curricular activities, extended employment or other extra curricular activities. A maximum of seventy-five days may be accumulated for years of service. A maximum of thirty (30) days may be accumulated for unused sick leave.

Years of Service: Three (3) days of severance pay will be paid for each full year of service as a teacher in the school district. One (1) day of severance pay will be paid for each full year of service credit.

Accumulated Sick Leave: One-half ($\frac{1}{2}$) day of severance pay will be paid for each full day of accumulated sick leave, not to exceed thirty (30) days. For severance pay purposes, sick leave shall accumulate each year.

Amount of Pay: Days accumulated toward severance pay shall be multiplied by the percentage noted below as they related to the teacher's age at time of retirement. The product of this multiplication will be the number of days severance pay to be paid to the teacher upon retirement.

Age 55-60: 100%
Age 63: 45%

Age 61: 80%
Age 64: 30%

Age 62: 62.60%

Time of Payment: Severance pay shall be in one lump sum at time of retirement or in equal annual installments over a time period not to exceed five (5) years. In case of the teacher's death, undrawn severance pay shall be paid to the beneficiary.

Resignations must be approved by the Board of Education prior to March 1.

Severance Penalty: A teacher eligible for early retirement under Article 47, Policy 4147 of this agreement, but who does not properly apply under that article shall incur a penalty of 50% of the calculated loss of state reimbursement against any severance funds due under this article. Said penalty shall be effective for all severances after school year 1977-78.

Combined Incentive Program: A teacher applying for and receiving early retirement under Article 47, Policy 4147 of this agreement, shall be eligible to receive the larger amount due under either the retirement or severance policies, but in no event shall be eligible for both or shall the payment exceed 100 days. Payments received under the combined incentive program shall be made as specified under each article except that the funds earned under the early retirement policy shall be paid on the date specified.

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: GBAA DATE ADOPTED:
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EQUAL EMPLOYMENT OPPORTUNITY
POLICY STATEMENT

This is to affirm Independent School District No. 152's policy of providing equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity/Affirmative Action laws, directives and regulations of Federal, State and Local governing bodies or agencies thereof, specifically Minnesota Statutes 363.

It is the policy of Independent School District No. 152 to recruit, hire, train, and promote persons in all job titles, without regard to race, color, creed, religion, sex, national origin, marital status, status with regard to public assistance, disability, limited english proficiency or age except where such status is a bona fide occupational qualification.

It is the policy of Independent School District No. 152 to make employment decisions in a manner which will further the principles of equal employment opportunities.

It is the policy of Independent School District No. 152 to ensure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, company-sponsored training, education, tuition assistance, and social and recreation programs will be administered without regard to race, color, creed, religion, sex, national origin, marital status, status with regard to public assistance, disability, limited english proficiency or age.

Independent School District No. 152 has appointed the Assistant Superintendent - Personnel to manage the Equal Employment Opportunity Program. His/Her responsibilities and authority will include monitoring all Equal Employment Opportunity activities and reporting the effectiveness of this Affirmative Action Program. The School Board will receive and review reports of the progress of the program. If any employee or applicant for employment believes he/she has been discriminated against, please contact the Assistant Superintendent - Personnel, or call 218/236-6400.

Revised:

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: AFE DATE ADOPTED:
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PLANNING, EVALUATING, REPORTING
POLICY STATEMENT

The Moorhead Public Schools are dedicated to offering quality education to all students. School personnel and community members are working together to refine and maintain the high standards of the educational programs in our district. As part of this refinement, the district will yearly evaluate areas of its curricular program to assess how well the students are doing in moving toward accomplishment of the district's broad educational goals. A process for Planning, Evaluating, and Reporting (PER) has been adopted which includes the following components:

1. District Goals- Goals have been adopted by the board which provide broad direction for district curriculum and instruction.
2. Curriculum Review Cycle- A six year curriculum review cycle has been adopted to guide district curriculum development and evaluation.
3. Learner Outcomes- For each subject area in the curriculum, student learner outcomes will be prepared. Development of learner outcomes will follow the curriculum review cycle. These learner outcomes shall include State adopted essential learner outcomes when they become available.
4. Student and Program Evaluation- Ongoing evaluation of student performance will be conducted as well as program evaluations following the district curriculum review cycle.
5. PER Committee- A district-wide PER Committee will be established to advise the board and staff on matters relating to curriculum review and evaluation.
6. Improvement Plans- District staff will prepare curriculum improvement plans on an annual basis to address areas of weaknesses identified through program evaluation activities.
7. Assurance of Mastery (AOM)- An AOM program has been established which identifies students who are not making sufficient progress in communications or math. Remedial action will be planned for these students.
8. PER Report- A draft PER will be prepared annually by district staff with input from the PER Committee. The report will be approved by the board prior to October 1 each year and disseminated to district residents and the State Department of Education.
9. Program Linkage- District programs such as North Central Accreditation, educational effectiveness (MEEP), technology, long range planning, and staff development will be integrated with the PER process whenever possible to maximize resources.
10. PER AID- Financial aid received by the district under the PER law will be for PER related activities only.
11. Multicultural, Gender and Handicapped Fair - Each curriculum adopted will be reviewed as to multicultural, gender and handicapped fair and will include the accomplishments of members of these groups as a part of the curriculum.
12. PER Roles and Responsibilities - The administration shall develop policies and procedures relating to the roles and responsibilities of the PER Committee, district staff and others involved in the PER process.

Revised:

POLICY OF THE MOORHEAD, MN
BOARD OF EDUCATION

DISTRICT CODE: JHCB
DATE ADOPTED:

IMMUNIZATION POLICY

The School Immunization Law, Minnesota Statute Section 123.70, governs students enrolled in elementary and secondary schools and day care facility attendees. In order to enroll or remain enrolled in any elementary or secondary school or day care facility, the parent/guardian of a child/student who is two months of age or older must submit a statement to the school/facility administrator that shows that the child/student is either:

- a. completely immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, or
- b. immunized against measles, mumps and rubella and has begun but not yet completed a schedule of immunizations against diphtheria, tetanus, pertussis, and/or polio, or
- c. legally exempt to one or more of the required immunizations.

A student who has begun but not completed the primary series of immunizations will be excluded from attendance until additional doses are received.

SCHEDULE OF EXCLUSION DATES

For Students 6 Years of Age and Younger Not Complete for DTP

Number of Doses Recorded at Time of Enrollment	Maximum Time Interval Allowable Before Student Must be Excluded		
	Dose #2	Dose #3	Dose #4
One	5 mos after Dose #1	6 mos after Dose #1 but no sooner than 4 wks after Dose #2	18 mos after Dose #1 but no sooner than 12 mos after Dose #3
Two	N/A	6 mos after Dose #2	18 mos after Dose #2 but no sooner than 12 mos after Dose #3
Three	N/A	N/A	18 mos after Dose #3

For Students 6 Years of Age and Younger Not Complete for Polio

One	12 mos after Dose #1	18 mos after Dose #1 but no sooner than 6 mos after Dose #2	N/A
Two	N/A	18 mos after Dose #2	N/A

For Students 7 Years of Age and Older Not Complete for DTP &/or Polio

One	12 mos after Dose #1	18 mos after Dose #1 but no sooner than 6 mos after Dose #2	N/A
Two	N/A	18 mos after Dose #2	N/A

Revised:

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: JECI DATE ADOPTED: 02-12-80
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CHEMICAL USE PHILOSOPHY & POLICY

It is the goal of Moorhead Public Schools to create a caring atmosphere for each student within the system. It is recognized that it is this caring environment that is the first step in preventing an individual from becoming harmfully involved with chemicals. This prevention is instituted by nurturing interpersonal relationships, promoting skills in decision making and problem solving, while providing for a student's academic growth.

In spite of such efforts, the district understands that a student may become harmfully involved with some chemical. This involvement would create pain for themselves and/or others. At this juncture, the school must continue to operate as a caring rather than a punitive community, through the provision of ongoing support. The harmfully involved individual will be assisted in seeking supportive and rehabilitative services. If treatment becomes necessary outside the school setting, every effort must be exerted to affect a successful continuation in/or re-entry into the school setting.

The Board of Education for Independent School District #152 endorses this philosophy built upon prevention, identification of the harmfully involved, appropriate intervention with provision for support services and the continuation of staff training.

The administration of Moorhead Public Schools is charged to implement this policy through procedures to provide for the following:

- I. Staff Training
- II. Prevention
- III. Procedures in the helping process
 - a. Identification of harmfully involved students
 - b. Determination of the problem, utilizing crisis management, preassessment teams which include chemical use facilitators
- IV. Immediate Intervention
- V. Support Services

Revised: 02-12-80

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: IHA DATE ADOPTED: 01-01-89
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POLICY GOVERNING COMPARABILITY

Recognizing that school districts which accept Federal funds for Chapter I programs are required under law to have on file a policy which assures comparability of education supplies, material expenditures, and staffing for project schools will be comparable to that of non-project areas, and other project schools the following policy is adopted:

It shall be the policy of District #152 to assure that textbooks, materials and supplies, and staffing costs are provided for each school serving a project area on a basis that is comparable to that for non-project areas and other project schools.

Comparability as it relates to staff shall include equivalence among schools in teachers, administrators and auxiliary instructional personnel. The average number of children enrolled per instructional FTE (Full-Time Equivalents) for each project school shall not be more than 110 percent of the average number of children enrolled per instructional FTE in other non-project areas and other project schools.

Revised: 01-01-89

**MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota**

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE
RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND
POSITIONS AND REASONS THEREFOR.**

WHEREAS, the financial condition of the school district #152 dictates that the School Board must reduce expenditures, and,

WHEREAS, there is a fluctuating student enrollment, and,

WHEREAS, this reduction in expenditures and fluctuating enrollment must include discontinuance of positions and discontinuance or curtailment of programs, and,

WHEREAS, a determination must be made as to which teachers contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 152, as follows

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions to effectuate economics in the school district and reduce expenditures and, as a result of fluctuating enrollments, make recommendations to the School Board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by member _____ and upon vote

thereon, the following voted in favor thereof


and the following voted against

Whereupon said resolution was declared duly passed and adopted.

Chairperson

Date

JAN 12 1990

 Minnesota Department of Education	District Data Unit 737 Capitol Square - 550 Cedar St. Paul, MN 55101	NONRESIDENT STUDENT ATTENDANCE AGREEMENT	ED-01564-05

GENERAL INFORMATION AND INSTRUCTIONS: This form is used to notify the Minnesota Department of Education (MDE) of the enrollment or subsequent withdrawal/graduation of an eligible nonresident student pursuant to Minnesota Statutes (M.S.), Sec. 120.0752, Subd. 1-3 or Sec. 126.22. The serving district is responsible for sending this signed agreement to the above address within ten days of the enrollment or withdrawal/graduation of the student. Provide all requested data and signatures as directed. Use one notification per student or family. The serving district should also notify the resident district of the student's enrollment, even if the resident district's permission to transfer is not required.


IDENTIFICATION INFORMATION	Serving (nonresident) District Name <i>moorhead</i>		District Number <i>152</i>		
	Student Resident District Name <i>Dilworth</i>		District Number <i>147</i>		
	Student Name (last, first, M.I.) <i>HANSON Jamie</i>		Handicapped [] Yes [] No	Grade Level <i>7</i>	
	Student Address <i>10 5th ST NW #101</i>		City <i>Dilworth</i>	Telephone Number <i>(218) 236-7932</i>	

ENROLLMENT STATUS	For enrollment notices, check item 1, 2 or 3 and report the Effective Date. When the student withdraws or graduates, copy the original notice, check item 4 or 5 and report the Withdrawal/Graduation Date.
<input type="checkbox"/> 1. M.S., Sec. 120.0752, Subds. 1 and 2: Agreements Between School Boards; Enrollment Exceptions. The school boards of two districts may agree to transfer a student from the resident district to another district by completion of this report. NOTE: Signatures of superintendents of both the serving (nonresident) and resident districts are required in verification items A and B, respectively.	EFFECTIVE DATE: <i>1/22/90</i>
<input type="checkbox"/> 2. M.S., Sec. 126.22: High School Graduation Incentives Program. This statute provides for the transfer of eligible students to a nonresident district. Refer to the statute for a definition of eligible students. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	EFFECTIVE DATE:
<input type="checkbox"/> 3. M.S., Sec. 120.0752, Subd. 3: Continued Enrollment of 11th and 12th Grade Students. An eleventh or twelfth grade student who has been enrolled in a district and whose parent(s)/guardian(s) has moved to another district may continue in enrollment in the district. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	EFFECTIVE DATE:
<input type="checkbox"/> 4. Withdrawal of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	WITHDRAWAL DATE:
<input type="checkbox"/> 5. Graduation of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	DATE OF GRADUATION:

A. SERVING (NONRESIDENT) DISTRICT VERIFICATION	
The school board of district number _____ approved on (date) _____ the enrollment of the above named student in schools of the district pursuant to the Minnesota Statute identified above.	
Signature - Superintendent / Responsible Authority, Serving District	Date

B. RESIDENT DISTRICT VERIFICATION	
The school board of district number <i>147</i> approved on (date) <i>1/8/90</i> the enrollment of the above named resident student in the nonresident (serving) district named above pursuant to Minnesota Statute 120.0752, Subds. 1 and 2.	
Signature - Superintendent / Responsible Authority, Resident District	Date <i>1/9/1990</i>

C. VERIFICATION OF GRADUATION / WITHDRAWAL	
I hereby verify that the above named student is no longer enrolled in district number _____	
Signature - Superintendent / Responsible Authority, Serving District	Date

 Minnesota Department of Education	District Data Unit 737 Capitol Square - 550 Cedar St. Paul, MN 55101	NONRESIDENT STUDENT ATTENDANCE AGREEMENT	ED-01564-05
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GENERAL INFORMATION AND INSTRUCTIONS: This form is used to notify the Minnesota Department of Education (MDE) of the enrollment or subsequent withdrawal/graduation of an eligible nonresident student pursuant to Minnesota Statutes (M.S.), Sec. 120.0752, Subd. 1-3 or Sec. 126.22. The serving district is responsible for sending this signed agreement to the above address within ten days of the enrollment or withdrawal/graduation of the student. Provide all requested data and signatures as directed. Use one notification per student or family. The serving district should also notify the resident district of the student's enrollment, even if the resident district's permission to transfer is not required.


IDENTIFICATION INFORMATION	Serving (nonresident) District Name <u>Moorhead Public School</u>		District Number <u>152</u>		
	Student Resident District Name <u>Glyndon-Felton Public School</u>		District Number		
	Student Name (last, first, M.I.) <u>Perkins Coleman J.</u>		Handicapped [] Yes <input checked="" type="checkbox"/> No	Grade Level <u>1</u>	
	Student Address <u>RR1</u>	City <u>Moorhead</u>	Telephone Number <u>(218) 233-0490</u>		
	Mailing Address - <u>P.O. Box 293 Moorhead, MN 56566-0293</u>				

ENROLLMENT STATUS	For enrollment notices, check item 1, 2 or 3 and report the Effective Date. When the student withdraws or graduates, copy the original notice, check item 4 or 5 and report the Withdrawal/Graduation Date.	
<input checked="" type="checkbox"/> 1. M.S., Sec. 120.0752, Subds. 1 and 2: Agreements Between School Boards; Enrollment Exceptions. The school boards of two districts may agree to transfer a student from the resident district to another district by completion of this report. NOTE: Signatures of superintendents of both the serving (nonresident) and resident districts are required in verification items A and B, respectively.	EFFECTIVE DATE: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	<input type="checkbox"/> 2. M.S., Sec. 126.22: High School Graduation Incentives Program. This statute provides for the transfer of eligible students to a nonresident district. Refer to the statute for a definition of eligible students. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	
	<input type="checkbox"/> 3. M.S., Sec. 120.0752, Subd. 3: Continued Enrollment of 11th and 12th Grade Students. An eleventh or twelfth grade student who has been enrolled in a district and whose parent(s)/guardian(s) has moved to another district may continue in enrollment in the district. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	
	<input type="checkbox"/> 4. Withdrawal of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	
	<input type="checkbox"/> 5. Graduation of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	

A. SERVING (NONRESIDENT) DISTRICT VERIFICATION	
The school board of district number _____ approved on (date) _____ the enrollment of the above named student in schools of the district pursuant to the Minnesota Statute identified above. <div style="display: flex; justify-content: space-between;"> <div>Signature - Superintendent / Responsible Authority, Serving District</div> <div>Date</div> </div>	

B. RESIDENT DISTRICT VERIFICATION	
The school board of district number _____ approved on (date) _____ the enrollment of the above named resident student in the nonresident (serving) district named above pursuant to Minnesota Statute 120.0752, Subds. 1 and 2. <div style="display: flex; justify-content: space-between;"> <div>Signature - Superintendent / Responsible Authority, Resident District</div> <div>Date</div> </div>	

C. VERIFICATION OF GRADUATION / WITHDRAWAL	
I hereby verify that the above named student is no longer enrolled in district number _____ <div style="display: flex; justify-content: space-between;"> <div>Signature - Superintendent / Responsible Authority, Serving District</div> <div>Date</div> </div>	

 Minnesota Department of Education	District Data Unit 737 Capitol Square - 550 Cedar St. Paul, MN 55101	NONRESIDENT STUDENT ATTENDANCE AGREEMENT	ED-01564-05

GENERAL INFORMATION AND INSTRUCTIONS: This form is used to notify the Minnesota Department of Education (MDE) of the enrollment or subsequent withdrawal/graduation of an eligible nonresident student pursuant to Minnesota Statutes (M.S.), Sec. 120.0752, Subd. 1-3 or Sec. 126.22. The serving district is responsible for sending this signed agreement to the above address within ten days of the enrollment or withdrawal/graduation of the student. Provide all requested data and signatures as directed. Use one notification per student or family. The serving district should also notify the resident district of the student's enrollment, even if the resident district's permission to transfer is not required.

IDENTIFICATION INFORMATION	Serving (nonresident) District Name		District Number	
	Moorhead Public School		152	
	Student Resident District Name		District Number	
	Glyndon-Felton Public School			
	Student Name (last, first, M.I.)		Handicapped	Grade Level
	Perkins Justin W.		[] Yes [X] No	10
	Student Address	City	Telephone Number	
	RR 1	Moorhead	(218) 233-0490	

Mailing Address - P.O. Box 293 Moorhead, MN 56561-0293

ENROLLMENT STATUS	For enrollment notices, check item 1, 2 or 3 and report the Effective Date. When the student withdraws or graduates, copy the original notice, check item 4 or 5 and report the Withdrawal/Graduation Date.
<input checked="" type="checkbox"/> 1. M.S., Sec. 120.0752, Subds. 1 and 2: Agreements Between School Boards; Enrollment Exceptions. The school boards of two districts may agree to transfer a student from the resident district to another district by completion of this report. NOTE: Signatures of superintendents of both the serving (nonresident) and resident districts are required in verification items A and B, respectively.	EFFECTIVE DATE: _____
<input type="checkbox"/> 2. M.S., Sec. 126.22: High School Graduation Incentives Program. This statute provides for the transfer of eligible students to a nonresident district. Refer to the statute for a definition of eligible students. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	EFFECTIVE DATE: " "
<input type="checkbox"/> 3. M.S., Sec. 120.0752, Subd. 3: Continued Enrollment of 11th and 12th Grade Students. An eleventh or twelfth grade student who has been enrolled in a district and whose parent(s)/guardian(s) has moved to another district may continue in enrollment in the district. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	EFFECTIVE DATE: _____
<input type="checkbox"/> 4. Withdrawal of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	WITHDRAWAL DATE: _____
<input type="checkbox"/> 5. Graduation of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	DATE OF GRADUATION: _____

A. SERVING (NONRESIDENT) DISTRICT VERIFICATION

The school board of district number _____ approved on (date) _____ the enrollment of the above named student in schools of the district pursuant to the Minnesota Statute identified above.

Signature - Superintendent / Responsible Authority, Serving District

Date

B. RESIDENT DISTRICT VERIFICATION

The school board of district number _____ approved on (date) _____ the enrollment of the above named resident student in the nonresident (serving) district named above pursuant to Minnesota Statute 120.0752, Subds. 1 and 2.

Signature - Superintendent / Responsible Authority, Resident District

Date


C. VERIFICATION OF GRADUATION / WITHDRAWAL

I hereby verify that the above named student is no longer enrolled in district number _____

Signature - Superintendent / Responsible Authority, Serving District

Date

JAN 12 1990

 Minnesota Department of Education	District Data Unit 737 Capitol Square - 550 Cedar St. Paul, MN - 55101	NONRESIDENT STUDENT ATTENDANCE AGREEMENT	ED-01564-05
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GENERAL INFORMATION AND INSTRUCTIONS: This form is used to notify the Minnesota Department of Education (MDE) of the enrollment or subsequent withdrawal/graduation of an eligible nonresident student pursuant to Minnesota Statutes (M.S.), Sec. 120.0752, Subd. 1-3 or Sec. 126.22. The serving district is responsible for sending this signed agreement to the above address within ten days of the enrollment or withdrawal/graduation of the student. Provide all requested data and signatures as directed. Use one notification per student or family. The serving district should also notify the resident district of the student's enrollment, even if the resident district's permission to transfer is not required.

IDENTIFICATION INFORMATION	Serving (nonresident) District Name <u>Dilworth</u>		District Number <u>147</u>		
	Student Resident District Name <u>Moorhead</u>		District Number <u>152</u>		
	Student Name (last, first, M.I.) <u>Soukup Brandon</u>		Handicapped <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Grade Level <u>10</u>	
	Student Address <u>806 G AVE N.E.</u>	City <u>Dilworth</u>	Telephone Number <u>(218) 232-8649</u>		


ENROLLMENT STATUS	For enrollment notices, check item 1, 2 or 3 and report the Effective Date. When the student withdraws or graduates, copy the original notice, check item 4 or 5 and report the Withdrawal/Graduation Date.	
<input type="checkbox"/> 1. M.S., Sec. 120.0752, Subds. 1 and 2: Agreements Between School Boards; Enrollment Exceptions. The school boards of two districts may agree to transfer a student from the resident district to another district by completion of this report. NOTE: Signatures of superintendents of both the serving (nonresident) and resident districts are required in verification items A and B, respectively.	EFFECTIVE DATE: <u>1/3/90</u>	
	<input type="checkbox"/> 2. M.S., Sec. 126.22: High School Graduation Incentives Program. This statute provides for the transfer of eligible students to a nonresident district. Refer to the statute for a definition of eligible students. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	
	<input type="checkbox"/> 3. M.S., Sec. 120.0752, Subd. 3: Continued Enrollment of 11th and 12th Grade Students. An eleventh or twelfth grade student who has been enrolled in a district and whose parent(s)/guardian(s) has moved to another district may continue in enrollment in the district. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	
	<input type="checkbox"/> 4. Withdrawal of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	
	<input type="checkbox"/> 5. Graduation of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	

A. SERVING (NONRESIDENT) DISTRICT VERIFICATION	
The school board of district number <u>147</u> approved on (date) <u>1/8/90</u> the enrollment of the above named student in schools of the district pursuant to the Minnesota Statute identified above.	
<u>[Signature]</u> Signature - Superintendent / Responsible Authority, Serving District	<u>1/9/90</u> Date

B. RESIDENT DISTRICT VERIFICATION	
The school board of district number _____ approved on (date) _____ the enrollment of the above named resident student in the nonresident (serving) district named above pursuant to Minnesota Statute 120.0752, Subds. 1 and 2.	
_____ Signature - Superintendent / Responsible Authority, Resident District	_____ Date

C. VERIFICATION OF GRADUATION / WITHDRAWAL	
I hereby verify that the above named student is no longer enrolled in district number _____.	
_____ Signature - Superintendent / Responsible Authority, Serving District	_____ Date

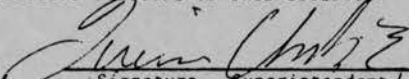
JAN 09 1990

 Minnesota Department of Education	District Data/Hgm't Information 737 Capitol Square - 550 Cedar St. Paul, MN 55101	NONRESIDENT STUDENT ATTENDANCE AGREEMENT	ED-01564-04
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GENERAL INFORMATION AND INSTRUCTIONS: This form is used to notify the Minnesota Department of Education (MDE) of the enrollment or subsequent withdrawal/graduation of an eligible nonresident student pursuant to Minnesota Statutes (M.S.), Sec. 120.0752, Subd. 1-3 or Sec. 126.22. The serving district is responsible for sending this signed agreement to the above address within ten days of the enrollment or withdrawal/graduation of the student. Provide all requested data and signatures as directed. Use one notification per student or family.

IDENTIFICATION INFORMATION	Serving (nonresident) District Name <u>Dilworth</u>		District Number <u>147</u>
	Student Resident District Name <u>moonhead</u>		District Number <u>192</u>
	Student Name (last, first, M.I.) <u>Bourney, Amy J</u>		Grade Level <u>11</u>
	Student Address <u>5809-1st NW</u>	City <u>Moonhead</u>	Telephone Number <u>(218) 2369105</u>

ENROLLMENT STATUS	For enrollment notices, check item 1, 2 or 3 and report the Effective Date. When the student withdraws or graduates, copy the original notice, check item 4 or 5 and report the Withdrawal/Graduation Date.	
<input checked="" type="checkbox"/> 1. M.S., Sec. 120.0752, Subds. 1 and 2: Agreements Between School Boards; Enrollment Exceptions. The school boards of two districts may agree to transfer a student from the resident district to another district by completion of this report. NOTE: Signatures of superintendents of both the serving (nonresident) and resident districts are required in verification items A and B, respectively. <input type="checkbox"/> 2. M.S., Sec. 126.22: High School Graduation Incentives Program. This statute provides for the transfer of eligible students to a nonresident district. Refer to the statute for a definition of eligible students. The superintendent of the serving (nonresident) district must complete and sign verification statement A below. <input type="checkbox"/> 3. M.S., Sec. 120.0752, Subd. 3: Continued Enrollment of 11th and 12th Grade Students. An eleventh or twelfth grade student who has been enrolled in a district and whose parent(s)/guardian(s) has moved to another district may continue in enrollment in the district. The superintendent of the serving (nonresident) district must complete and sign verification statement A below. <input type="checkbox"/> 4. Withdrawal of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below. <input type="checkbox"/> 5. Graduation of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	EFFECTIVE DATE: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	EFFECTIVE DATE: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	EFFECTIVE DATE: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	WITHDRAWAL DATE: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	DATE OF GRADUATION: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

A. SERVING (NONRESIDENT) DISTRICT VERIFICATION	
The school board of district number <u>147</u> approved on (date) <u>11/6/89</u> the enrollment of the above named student in schools of the district. Pursuant to the Minnesota Statute identified above, the student will be considered a resident of this district.	
 Signature - Superintendent / Responsible Authority, Serving District	<u>11/6/89</u> Date

B. RESIDENT DISTRICT VERIFICATION	
The school board of district number _____ approved on (date) _____ the enrollment of the above named resident student in the nonresident (serving) district named above. Pursuant to Minnesota Statute 120.0752, Subds. 1 and 2, the student will be considered a resident of the serving district named above.	
Signature - Superintendent / Responsible Authority, Resident District	Date

C. VERIFICATION OF GRADUATION / WITHDRAWAL	
I hereby verify that the above named student is no longer enrolled in district number _____.	
Signature - Superintendent / Responsible Authority, Serving District	Date

THE FUTURIST Quiz

Questions

Circle true or false:

1. Less than 1% of U.S. adults are considered clinically obese.

T F

2. Decisions whether to initiate, withhold, or withdraw life-sustaining treatments, such as cardiopulmonary resuscitation, are made on an ad hoc basis.

T F

3. Earthquakes as deadly as the one that struck Soviet Armenia will become increasingly common.

T F

4. New methods of detecting disease and latent disease as well as predicting disease in healthy persons are being developed.

T F

5. The United States has one of the worst commercial aviation safety records in all of the industrialized world.

T F

Answers

1. False. Thirty-two million people, or 20% of the adult population, are clinically obese. More people are trying to control their weight through exercise, behavior modification, calorie intake, health management, etc. More people will be

health conscious in the decade ahead.

2. True. This approach results in different critical considerations for patients even within a single health-care institution. People involved in these decisions often have serious doubts not only about the decision and inconsistencies, but about how the decision should be reached in the most equitable manner. Adoption of decision-making protocols can encourage fairness and consistency. Protocols may also reduce the growing risk of litigation. In the near future, many more hospitals and nursing homes will probably be required to adopt standard policies for life-sustaining treatments.

3. True. Twelve years from now, 250 million people will live in quake-prone cities. Eighty percent of these are in the developing world. Roger Bilham, a seismologist at the University of Colorado, recommends that urban planners give more consideration to the likelihood of earthquakes. In the near future, there will probably be more monitoring of earthquake faults.

4. True. Recombinant DNA technology is helping doctors

identify potential genetic-based diseases. The use of such tests by private insurers may make health insurance unavailable or too expensive to a number of currently insurable persons and their dependents. The possibility of greater numbers of uninsurable persons will put more pressure on the public sector for health-care spending.

5. False. The United States has a commercial aviation safety record that ranks among the best in the world and that has continued to improve over time. Human performance, weather, aircraft-component failure, and air-traffic environment are major factors in commercial-aviation accidents. Continued strong traffic growth and increased traffic densities for longer periods of time at more airports could outstrip the capabilities of today's and tomorrow's air-traffic system. Strategies to improve safety and management are being initiated to meet these challenges both for today and the 1990s.

— S. Norman Feingold

S. Norman Feingold is president of the National Career & Counseling Services, 1511 K Street, N.W., Suite 541, Washington, D.C. 20005.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

5. 119. 1305
2.13.90
Notice is hereby given that a Regular meeting of the Moorhead Board of Education will be held on February 13, 1990, at 7:00 p.m. in the Board Room at Townsite Centre.

Bennett Trochlil
Bennett Trochlil, Superintendent

MISSION STATEMENT

To maximize the talents of every student in Independent School District Number 152.

ATTENDANCE:

Wayne Alexander _____	Anton Hastad _____
A. C. (Curt) Borgen _____	Allen Lund _____
James Cummings _____	Jeanne Seigel _____
Douglas Fagerlie _____	Bennett Trochlil _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent
- IV. APPROVAL OF MINUTES Appendix A

Recommendation: Move to approve the minutes of January 9 and January 23, 1990.

Moved by _____ Seconded by _____
Comments _____

- *V. CONSENT AGENDA (Items: XI - 10 through 18)

All items listed with an asterisk () are considered to be routine by the School Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be considered in the normal sequence on the agenda.

Recommendation: Move to approve the items on the consent agenda.

Moved by _____ Seconded by _____
Comments _____

- *VI. CONSIDERATION OF CLAIMS Appendix B
- VII. COMMUNICATIONS
- VIII. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

IX. "WE ARE PROUD"

1. The Moorhead hockey team has submitted an entry form in pursuing the title of 1990 Minnesota Hockey Academic State Champions. The team's composite grade point average score is 3.633.
2. Congratulations to Althea Wirth for being chosen Moorhead Teacher of the Year. And, to the following staff members for being chosen Teacher of the Year in their building: Millie Skugrud - Robert Asp; Sandee Rasmussen - Probstfield; Jan Geston - Senior High; Darrel Tomlinson - Junior High; and, Lee Bruchhof - Moorhead Technical College.
3. Dina Sorenson, senior at Moorhead High, attended the 1990 National Young Leaders Conference in Washington, D.C. She was one of 400 high school students from across the nation to attend.
4. Congratulations to Jessica Anderson, Heidi McDonald and Erin Hewitt, the three finalists of the Moorhead Spelling Bee. Twenty-four students competed with the three finalists to attend the regions competition in Fergus Falls on March 3.
5. Congratulations to Moorhead High's Knowledge Bowl teams who finished 1, 3 & 4 at Fergus Falls.
6. The Moorhead Youth Reaching Out To Help Others projects now total \$66,522 (started in 1967). The program coordinator is the 'retiring' Bob Hellem.

X. COMMITTEE/MEETING REPORTS

Learning Bank - Seigel (Jan. 25)

Superintendent's Advisory Council - (Jan. 25)

Joint Powers - Seigel (Feb. 1)

Election Laws - Trochlil (MSBA Feb. 5)
(refer to Appendix Y)

Boundary Configuration - Cummings (Feb. 5)

Moorhead Education Foundation - Trochlil (Feb. 6)

Student Activities - Seigel (Feb. 15)

XI. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION

A. UNFINISHED BUSINESS

1. Consider Equal (Seigel) Appendix C
Employment Opportunity
Policy (Code: GBAA)

Explanation: This is proposed to replace the
Affirmative Action policy which is currently in use.

Recommendation: Move to adopt the Equal Employment
Opportunity policy as presented at the January 23,
1990, school board meeting.

Moved by _____ Seconded by _____
Comments _____

-
2. Consider Planning, (Seigel) Appendix D
Evaluating, Reporting
Policy Statement (Code: AFE)

Explanation: This policy was reviewed at the January
23, 1990, school board meeting.

Recommendation: Move to adopt the Planning,
Evaluating, Reporting Policy Statement as presented
at the January 23, 1990, school board meeting.

Moved by _____ Seconded by _____
Comments _____

-
3. Consider Immunization (Seigel) Appendix E
Policy (Code: JHCB)

Explanation: This is a new policy to govern that all
students have a complete series of immunizations
before attendance is approved.

Recommendation: Move to adopt the Immunization
Policy as presented at the January 23, 1990, school
board meeting.

Moved by _____ Seconded by _____
Comments _____

4. Consider Chemical (Seigel)
Use Policy (Code: JECI)

Appendix F

Explanation: This policy was reviewed at the January 23, 1990, school board meeting.

Recommendation: Move to adopt the Chemical Use policy as presented at the January 23, 1990, school board meeting.

Moved by _____ Seconded by _____
Comments _____

5. Consider Policy (Seigel)
Governing Comparability
(Code: IHA)

Appendix G

Explanation: This policy was reviewed at the January 23, 1990, school board meeting.

Recommendation: Move to adopt the Policy Governing Comparability as presented at the January 23, 1990, school board meeting.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Consider Senior High (Harter)
1990-91 Registration
Guide and Curriculum
Changes

Appendix H

Explanation: The Board has received a copy of this earlier. This guide includes the following curriculum changes which have been presented to the PER Committee.

Curriculum changes include the following: 1) addition of Health II as an elective course; 2) addition of a foreign foods course as a home economics offering; and, 3) social studies revisions including the following: Grade 10 - change from one credit of United States history to one semester of United States history and one semester of either global education or geography; addition of sociology as a Junior/Senior High elective; addition of economics as a Junior/Senior High required course; and, the social studies requirements have been revised and meet the new state department of education requirements.

Recommendation: Move to accept the Senior High School Registration Guide and approve the course offerings for 1990-91.

Moved by _____ Seconded by _____
Comments _____

2. Consider Special Education Staff Requests (Swedberg) Appendix I

Explanation: Appendix I contains the following:

- 1) Proposal for increased EBD staffing at the Junior High School. District cost is \$1,142.06 (.1 FTE)
- 2) Additional EBD paraprofessional at Edison Elementary School for 3 hours per day. District cost is \$792.44.
- 3) Addition of a 1/2 time physical and other health impaired student assistant at Probstfield Elementary School. District cost is \$883.00.
- 4) Additional severely/profoundly mentally handicapped paraprofessional for 4 1/2 hour per day at the Junior High School. District cost is \$1,189.00

Total district cost: \$4,006.50.

Recommendation: Move to approve the staff additions as requested.

Moved by _____ Seconded by _____
Comments _____

-
3. Consider MTC-FY90 Budget Revision (Molick) Appendix J

Explanation: Appendix J contains the proposed revisions to the fiscal year, 1989-90 budget of Moorhead Technical College.

Recommendation: Move to approve the revised fiscal year, 1989-90 Moorhead Technical College budget.

Moved by _____ Seconded by _____
Comments _____

-
4. Consider Title IV Indian Education Project (Owens) Appendix K

Explanation: Lois Owens, Title IV Indian Education Coordinator, will review the project to be submitted for 1990-91.

Recommendation: Move to approve the Title IV Project as presented.

Moved by _____ Seconded by _____
Comments _____

5. Consider Audit
Services

(Trochlil)

Appendix L

Explanation: Appendix L is a proposal from Eide Helmeke and Company for audit services for the next three (3) years.

The following is a summary of the fees from 1988-89 through 1991-92:

	<u>COST</u>	<u>\$ INCREASE</u>	<u>%INCREASE</u>
1988-89:	\$22,950		
1989-90:	\$23,600	650	2.83
1990-91:	\$24,300	700	2.97
1991-92:	\$24,950	650	2.67

Recommendation: Move to approve the proposal for audit services for 1990, 1991 and 1992 fiscal years with Eide Helmeke and Company.

Moved by _____ Seconded by _____
Comments _____

6. Consider Resolution (Trochlil)
Establishing Dates for
Filing Affidavits of
Candidacy

Appendix M

Explanation: Appendix M is the resolution.

Recommendation: Move to approve the resolution to establish dates for filing affidavits of candidacy for the school board.

Moved by _____ Seconded by _____
Comments _____

7. Consider Meeting
Date Change

(Trochlil)

Appendix N

Explanation: According to Minnesota law, no school board meetings or student activities are to be held after 6:00 p.m. on a caucus day. Therefore, the recommendation is to change the Tuesday, February 27, 1990, meeting date to : Monday, February 26 or Thursday, March 1 - 7:00 p.m..

March 1 is preferred as Policy Review is scheduled for February 26 and the Superintendent will be out of the district.

Recommendation: Move to approve Thursday, March 1 as the new meeting date in place of Tuesday, February 27.

Moved by _____ Seconded by _____
Comments _____

8. Consider Time Change (Trochlil)
for March 13
Meeting

Appendix Q

Explanation: According to Minnesota law, school boards cannot meet on township election day between 6:00 - 8:00 p.m.

Recommendation: Move to approve the starting time of the March 13th meeting to 8:00 p.m.

Moved by _____ Seconded by _____
Comments _____

9. Consider Personnel (Bergen)

Appendix P

New Employee

Alvin Azure - Custodian, Washington/Edison, A12,
\$6.49 per hour, effective January 15, 1990

Richard Rauenhurst - Early Childhood
Paraprofessional, Lincoln, B21, \$7.06 per hour,
3.5 hours per day, effective January 22, 1990

Mary Thompson - Writing to Read Lab Paraprofessional,
Lincoln, B21, \$7.06 per hour, 3.5 hours per day,
effective January 22, 1990

Barbara Martin - ESL Tutor, Probstfield/Riverside,
\$7.75 per hour, 12.5 hours per week, effective
January 22, 1990

Candy Thompson - Evening Secretary-Adult Education,
MTC, A13, \$6.77 per hour, 18 hours per week,
effective January 15, 1990

Extension of Contract

Jan Welken - full-time Senior High, second semester,
BA+15 (7), \$11,474.00 (\$22,948)

Resignation

Roxanne Rasmussen - Evening Secretary-Adult
Education, effective February 16, 1990

Early Retirement

Robert Hellem - Social Studies Teacher, Junior High,
effective the end of the 1989-90 school year

Robert Hagen - Accounting Teacher, MTC, effective
May 24, 1990

Recommendation: Move to approve the personnel
changes as presented above.

Moved by _____ Seconded by _____
Comments _____

- *10. Consider School (Trochlil) Appendix Q
District Errors
and Omissions
Insurance

Explanation: Appendix Q is a letter from Mr. Munighan regarding the coverage. Renewal cost is \$3,959, the same cost as last year.

Administration recommends adding the two (2) additional items at a cost of \$600.

Recommendation: Move to approve the errors and omissions insurance renewal and include the two (2) additional items noted in the letter. The premium totals \$4,559.

Moved by _____ Seconded by _____
Comments _____

-
- *11. Consider Office (Andersen) Appendix R
Space Rental -
Fergus Falls

Explanation: In October, the Adult Basic Education Program hired a Customized Training representative in cooperation with Staples Technical College. The representative is Cathy Newman. Office space was needed. Appendix R is the lease agreement.

Recommendation: Move to approve the lease agreement for office space at West Central ECSU in the amount of \$750.00 per month.

Moved by _____ Seconded by _____
Comments _____

-
- *12. Consider Workers' (Trochlil) Appendix S
Compensation
Insurance

Explanation: Appendix S is the renewal notifications for the school district's workers' compensation coverage through the Minnesota School Boards Association Insurance Trust.

The increase in premium is approximately 12 percent.

Recommendation: Move to approve the workers' compensations insurance renewal as presented above.

Moved by _____ Seconded by _____
Comments _____

- *13. Consider NonResident (Trochlil) Appendix T
Agreement

Explanation: The following is a nonresident agreement being recommended, subject to board action of the appropriate school district.

To Attend Moorhead Public Schools:
Ben Quintero - 202 1st Avenue SW, Dilworth, MN,
Grade 7

Recommendation: Move to approve the nonresident agreement as presented, subject to board action of the appropriate school districts.

-
- *14. Consider Investments (Trochlil) Appendix U
and Trust Transfers

Explanation: Appendix U is a list of the investments and trust transfers.

Recommendation: Move to approve the investments and trust transfers as presented.

-
- *15. Consider Uncollected (Trochlil) Appendix V
(NSF) Checks

Explanation: Approval is requested to write off several uncollectible checks as listed:

Norwest Bank -	Fund 11: 2 checks = \$ 16.49
	Fund 02: 1 check = \$ 10.00
Moorhead State Bank -	5 checks = \$129.44
TOTAL	\$155.93

These checks will be turned over for collection.

Recommendation: Move to approve the writing off of the checks listed.

-
- *16. Consider MTC (Molick) Appendix W
Change Order -
Child Care Center

Explanation: A change order to approve an additional \$212.00 for the following has been submitted:

"Tie-in the new 1-1/2" cold water line to the 2-1/2" main, 24 feet south from where the plan showed the tie-in. Cost includes piping and insulation work."

Recommendation: Move to approve the change order as presented.

*17. Consider 1989-90 (Johnson) Appendix X
Student Senate
Budget

Explanation: Approval is requested for the 1989-90
Student Senate budget (Appendix X).

Recommendation: Move to approve the 1989-90 MTC
Student Senate budget as presented.

*18. Consider Gifts (Trochlil) Appendix Y

Explanation: Moorhead Public Schools has received
the following gifts:

- 1) \$50.00 from the Washington PTO for the 4th
Grade musical
- 2) \$4,500 from Nash-Finch under the SunMart
Computers for Kids Program for computers to
these buildings: Senior High - one; Probstfield
- one; and, Robert Asp - two.
- 3) In a speical drawing, Riverside School has
received an Apple II-C computer from SunMart
Foods. A Moorhead resident, Lillian Landmark,
registered asking that the computer be
designated for that building.

Recommendation: Move to accept the gifts listed
above and direct letters of thanks to be sent.

XI. FOR YOUR INFORMATION

Appendix Z

1. Channel 1 Tape - Fran Laske

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Communiversy (Valley Gifted/ Talented Program)	Sun., Feb. 11	2:00 p.m.	Ivers Cntr. Concordia
Student Activities Committee	Tues., Feb. 13	7:00 a.m.	Townsite
Public Issues Committee - (Mhd CC)	Tues., Feb. 13	7:30 a.m.	Chamber Office
MTC Open House	Tues., Feb. 13	10:00 - 6:00 p.m.	MTC
Supts. Advisory Council	Thurs., Feb. 15	7:00 p.m.	Trochlil's
Academic Excellence League	Thurs., Feb. 15	9:00 - 2:30 p.m.	Fergus Falls
President's Day (no classes for students/teachers)	Mon., Feb. 19		
Long Range Planning Committee	Tues., Feb. 20	4:30 - 6:00 p.m.	Townsite
Chamber of Commerce Luncheon - James K. Baker	Wed., Feb. 21	12:00 - 1:30 p.m.	Doublewood Inn, Fargo
Special Education Integration Workshop	Wed., Feb. 21	1:00 - 3:30 p.m.	Townsite
Policy Review Committee	Mon., Feb. 26	7:00 p.m.	Townsite
Wake Up to Moorhead (Topic: Education)	Tues., Feb. 27	7:30 a.m.	Days Inn
Uniform Precinct Caucus Day (no school events/ meetings after 6:00 p.m.)	Tues., Feb. 27	6:00 p.m. and after	
Earth Day	Sun., Apr. 22		Community

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING (to be determined at this meeting)

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 9, 1990
PAGE 1

MEMBERS PRESENT: Wayne Alexander, Curt Borgen, James Cummings, Doug Fagerlie, Anton Hastad, Al Lund, Jeanne Seigel and Bennett Trochlil.

PLEDGE OF ALLEGIANCE: Chairperson Lund led the Board, audience and administration in the Pledge of Allegiance.

PREVIEW OF AGENDA: Trochlil previewed the agenda adding: "We Are Proud"; Personnel; MTC Change Order; Donations and deleting: Meeting Date with the City, Park Board.

APPROVAL OF MINUTES: Hastad moved, seconded by Alexander, to approve the minutes of December 12, 1989. Motion carried unanimously.

CONSIDERATION OF CLAIMS: As part of the consent agenda, the Board approved the following claims, subject to audit, in the amount of \$1,165,223.56:

General Fund:	\$140,177.65
Food Service:	33,620.66
Transportation:	122,148.48
Community Services:	5,622.24
Capital Expenditures:	177,416.82
Debt Redemption:	518,687.50
MTC-General Fund:	75,450.53
MTC-Adult Education:	2,776.65
MTC-Equipment Fund:	12,358.90
MTC-Building Fund:	47,761.82
MTC-Repair & Replacement:	3,877.50
Federal Financial Aid:	16,084.34
Student Funds:	5,861.06
Townsite:	3,379.41
TOTAL	\$1,165,223.56

CONSENT AGENDA: Borgen moved, seconded by Seigel, to approve the following items as part of the consent agenda: Consideration of Claims; Donations; Gifts; Twister Gymnastics Rental Agreement; Property, Liability and Boiler Insurance; Migrant Grant. Motion carried unanimously.

COMMITTEE REPORTS

Policy Review - Seigel reported the committee is continuing the task of reviewing policies in a three to four year cycle.

PER - Cummings reported the committee had a presentation of the Drug Abuse Resistance Education (DARE) program and reviewed the responsibilities and mandates of the state to the PER committee.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 9, 1990
PAGE 2

Title IX - Hastad reported discussion on locker room equity and swimming classes for physical education.

Joint Powers - Seigel reported Moorhead Schools will host the meetings starting February 1, 1990, with Seigel as Chair.

Transportation - Lacher and Bacon reported that to transport K-6 students that live one-half mile or more from the building would cost \$37,000 for 1989-90. Monies to cover this cost would need to be transferred from the general fund.

K - 12 BUILDING PROGRAM: Hastad moved, seconded by Cummings, to accept the K-12 building program as follows:

Kindergarten through Grade 4

- * The K-4 grades to remain in their present buildings. It will be necessary to change boundary lines to accommodate the shifting of the student population in the city limits. The administration will request the Boundary Configuration Committee to reconvene for the purpose of recommending options as to new boundary lines for each attendance area.

Grades 5 and 6

- * Robert Asp, Washington and 9th Avenue North will be utilized for grades 5 and 6. The assumption is that a lease can be agreed upon by the school district and St. Francis.

Grades 7 and 8

- * Continue to formulate the design development phase for the junior high as outlined by Foss Associates, November 14, 1989. The stages of construction will be decided at a later date.

Grades 9 through 12

- * Proceed with Foss Associates to design a five year development phase for addition and remodeling of the senior high. This would include handicap accessibility, meeting program needs and potential joint utilization with the city of Moorhead.

Management Plan (Goal 3 - Objective 1 - page 5)

- * An Education Facilities Planning Process will be implemented. The purpose is to assess the district-wide facility needs as to: enrollment projections; educational programming; existing facilities; additional facilities; maintenance; life expectancy; operating costs; dollars available; multiple building usage; temporary classrooms; renovation priorities; year-around programs. This will be a new task force.

Motion carried by majority roll call vote: Seigel-no; Fagerlie-no; Cummings-yes; Alexander-no; Hastad-yes; Lund-yes; Borgen-yes.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 9, 1990
PAGE 3

TEACHER AGREEMENT 1989-90 AND 1990-91: Fagerlie moved, seconded by Alexander, to approve the teacher agreement for 1989-90 and 1990-91 at a total cost of \$1,808,031 or 5.83 and 5.17 percent, respectively. (Seventeen percent of the cost is charged to the Moorhead Technical College.) Motion carried unanimously.

PROFESSIONAL GROWTH PLANS - LICENSED, NON-LICENSED AND PRINCIPAL STAFF: Hastad moved, seconded by Seigel, to approve the professional growth plans for licensed, non-licensed and principal staff. Motion carried unanimously.

PERSONNEL: Fagerlie requested the position of EMH Paraprofessional at Washington Elementary be removed from the first motion and acted on as a separate motion.

Borgen moved, seconded by Seigel, to approve the following personnel changes:

Transfer

Doris Babler - from Paraprofessional to Secretary, Edison, B21 to A13, effective January 2, 1990

Resignation

Ray Bisek - Farm Management teacher, MTC, effective January 16, 1990

Dawn Gunnufson - Evening Secretary, MTC, effective December 28, 1989

Sherry Boyle - Food Service, Robert Asp, effective December 20, 1989

Motion carried unanimously.

Alexander moved, seconded by Lund, to approve the following personnel change:

New Employee

Carol Quam - EMH Paraprofessional, Washington, B21, \$7.06 per hour, effective October 30, 1989

Motion carried by majority roll call vote:

Fagerlie-abstain; Cummings-yes; Alexander-yes; Hastad-yes; Lund-yes; Borgen-yes; Seigel-yes.

ADDITIONAL PARAPROFESSIONAL - EARLY EDUCATION - LINCOLN:

Hastad moved, seconded by Cummings, to approve the position of Paraprofessional - Early Education at Lincoln School at a net cost to the district of \$950. Motion carried by majority roll call vote: Cummings-yes; Alexander-yes; Hastad-yes; Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-abstain.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 9, 1990
PAGE 4

REVIEW SENIOR HIGH ASBESTOS REMOVAL - NORTH WING: Lacher reviewed with the Board the plans to remove asbestos from the senior high's north wing.

REVIEW SENIOR HIGH ASBESTOS REMOVAL AND SWIMMING POOL REMODELING: Lacher reviewed with the Board the plans for asbestos removal in the auditorium area and the swimming pool remodeling plans for the summer of 1990.

DONATIONS: As part of the consent agenda, the Board accepted the donation of \$75.00 from the Sunrise Lions of Moorhead club to the preschool screening program and directed a letter of thanks to be sent.

As part of the consent agenda, the Board accepted a donation from Keith Togstad, Moorhead Technical College, of a software package valued at \$650.00 to the accounting department at the college and directed a letter of thanks to be sent.

As part of the consent agenda, the Board accepted the donation of a 1979 Jeep station wagon from Lee Peterson to the auto mechanics department at Moorhead Technical College and directed a letter of thanks be sent.

GIFTS: As part of the consent agenda, the Board accepted the gift of \$1,500 from Nash-Finch for a computer at Probstfield under the Computers for Kids program and directed a letter of thanks to be sent.

TWISTER GYMNASTICS RENTAL AGREEMENT: As part of the consent agenda, the Board approved the rental agreement in the amount of \$2,000 and additional rental fee of \$200 per meet for the 1989-90 school year to Twister Gymnastics.

PROPERTY, LIABILITY AND BOILER INSURANCE: As part of the consent agenda, the Board approved the renewal to Cigna/Kemper for the property, liability and boiler insurance in the amount of \$89,212.

MIGRANT PROGRAM GRANT: As part of the consent agenda, the Board accepted the grant for migrant services in the amount of \$24,969 and authorized the employment of a home/school liaison, a tutor at Robert Asp and tutorial personnel for migrant students who arrive in the spring.

MTC CHANGE ORDER: As part of the consent agenda, the Board approved the change order for construction costs in the amount of \$805.00 for the addition at Moorhead Technical College.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 9, 1990
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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The school board retreat scheduled for February 9 & 10, 1990 has been cancelled.

The Board discussed the Superintendent's 1989-90 contract.

ADJOURNMENT: The meeting was adjourned.

Curt Borgen, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 23, 1990
PAGE 1

MEMBERS PRESENT: Wayne Alexander, Curt Borgen, Jim Cummings, Doug Fagerlie, Anton Hastad, Allen Lund, Jeanne Seigel and Ben Trochlil.

PLEDGE OF ALLEGIANCE: Chairperson Lund led the Board, administration and audience in the Pledge of Allegiance.

CONSENT AGENDA: Borgen moved, seconded by Seigel, to approve the following items on the consent agenda: Nonresident Agreements, Open Enrollment Options and Gifts. Motion carried unanimously.

PRESENTATION: Chairperson Lund presented Darvin Miller, IBM Teacher of the Year, a personal plaque for this honor and a plaque for the senior high to display.

REVIEW OF CLASS II MATH MANAGEMENT PROGRAM: Lynn Day and Del Larson made a presentation of the Class II Math Management Program which is being used in the elementary schools. This program helps the student master the learner outcomes.

COMMITTEE REPORTS

Policy Review - Seigel reported the committee has reviewed many policies this year. The goal is to review all policies that are three to four years old.

Clay County Senior High Task Force - Seigel reported this is a newly formed committee which includes all five school districts in the county. Representing Moorhead Public Schools will be Al Swedberg and Corrine Pestes.

Title IX: Hastad reported discussion on locker room equity and the proposed construction to include Title IX requirements.

Transportation: Bergen reported Mr. Lacher will be in attendance to explain the financial implications of changing the current administrative policy. The charges of the committee will be reviewed.

PER: Cummings reported the committee reviewed the state board course offerings.

Long Range Planning: Alexander reported the committee will be examining the beliefs of the plan and simplify it. A sub-committee was developed to review other plans from different school districts in the state.

Boundary Configuration: Cummings reported the committee is working on redrawing the attendance areas for all elementary schools.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 23, 1990
PAGE 2

REMOVAL OF POLICIES FROM POLICY BOOK: Hastad moved, seconded by Seigel, to remove the following policies from the policy book because all are addressed in bargaining unit agreements: Grievance Procedure - GBM; Technical Institute Instructor Qualifications - GC; Military Leave-Credit for Outside Experience - GCBDD; and, Early Retirement - CGPC-2. Motion carried unanimously.

REVIEW OF POLICIES: The Board reviewed and conducted a first reading on the following policies to be considered for adoption at the February 13th board meeting: Equal Employment Opportunity Policy Statement - GBAA; Planning, Evaluating, Reporting Policy Statement - AFE; Immunization Policy - JHCB; Chemical Use Philosophy and Policy - JECI; and, Policy Governing Comparability - IHA.

RESOLUTION FOR REDUCTIONS IN PROGRAMS AND POSITIONS: Borgen moved, seconded by Fagerlie, to approve the resolution directing the administration to make recommendations for reductions in programs, positions and the reasons. This is done each year as a part of the planning process for the next school year. Motion carried 6-0 with Alexander absent.

PERSONNEL: Hastad moved, seconded by Lund, to approve the personnel changes as follows:

New Employee

Brenda Hoyer - Early Childhood Paraprofessional, Riverside, 3.5 hours per day, \$7.06 per hour, effective January 15, 1990
Patricia Babolian - Migrant Tutor, Robert Asp, effective January 10, 1990
Beatriz Castillo - Home/School Liaison - Migrant Students, effective January 11, 1990

Early Retirement

Gerald Bandy - Sixth Grade Teacher, Robert Asp, effective the end of the 1989-90 school year

Maternity Leave

Karen Schiele - Related Math, MTC, approximately the first half of April for four to five weeks
Kelly Dubois-Gerchak - EBD Teacher, Washington, effective March 1, 1990 for six weeks

Extension of Leave

Pat Fullerton - Early Childhood Teacher, Riverside, to continue through February 23, 1990

Motion carried by majority roll call vote: Cummings-yes; Hastad-yes; Alexander-absent; Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-abstain.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
JANUARY 23, 1990
PAGE 3**

NONRESIDENT AGREEMENTS: As part of the consent agenda, the Board approved the following nonresident agreements, subject to board action of the appropriate school districts:

To Attend Moorhead Public Schools:

Jamie Hanson - 10 5th St. NW #101, Dilworth, MN, Grade 7
Coleman J. Perkins - Rt. 1, Moorhead, MN, Grade 1
Justin W. Perkins - Rt. 1, Moorhead, MN, Grade 10

To Attend Dilworth Public Schools:

Brandon Soukup - 809 9th Ave. NE, Dilworth, MN, Grade 10
Amy J. Bouncy - 5809 1st St. NW, Moorhead MN, Grade 11

OPEN ENROLLMENT OPTIONS: As part of the consent agenda, the Board approved the following students for participation in the Minnesota Enrollment Options Program to attend Moorhead Public Schools for the 1990-91 school year: Shanna Anderson, Dilworth; David Boe, Dilworth; Adam Burnham, Glyndon-Felton; Andrew Burnham, Glyndon-Felton; Ross Burnham, Glyndon-Felton; Jeremy Gregoire, Dilworth; Evan Hughes, Glyndon-Felton; Jared Hughes, Glyndon-Felton; Sara Mandsager, Glyndon-Felton; Steven Mandsager, Glyndon-Felton; Adam Possehl, Barnesville; Rachel Roman, Glyndon-Felton; David Schultz, Breckenridge; Elizabeth Speer, Glyndon-Felton; Matthew Speer, Glyndon-Felton; Thomas Speer, Glyndon-Felton; Tara Waller, Barnesville.

GIFTS: As part of the consent agenda, the Board accepted two (2) more gifts from Nash-Finch in the amount of \$3,000.00 for computers under the SunMart Computers for Kids program and directed a letter of thanks to be sent.

DESIGN DEVELOPMENT PHASE OF THE JUNIOR HIGH: The Board discussed Memo S-90-81 regarding the proposed phases of construction, including completion, dates to be done at the junior high. The project should have four (4) to six (6) classrooms added to the front-south side of the building by the fall of 1990.

ADJOURNMENT: Borgen moved, seconded by Hastad, to adjourn the meeting. Motion carried unanimously.

Curt Borgen, Clerk

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: GBAA DATE ADOPTED: REVIEWED/REVISED:
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EQUAL EMPLOYMENT OPPORTUNITY
POLICY STATEMENT

This is to affirm Independent School District No. 152's policy of providing equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity/Affirmative Action laws, directives and regulations of Federal, State and Local governing bodies or agencies thereof, specifically Minnesota Statutes 363.

It is the policy of Independent School District No. 152 to recruit, hire, train, and promote persons in all job titles, without regard to race, color, creed, religion, sex, national origin, marital status, status with regard to public assistance, disability, limited english proficiency or age except where such status is a bona fide occupational qualification.

It is the policy of Independent School District No. 152 to make employment decisions in a manner which will further the principles of equal employment opportunities.

It is the policy of Independent School District No. 152 to ensure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, company-sponsored training, education, tuition assistance, and social and recreation programs will be administered without regard to race, color, creed, religion, sex, national origin, marital status, status with regard to public assistance, disability, limited english proficiency or age.

Independent School District No. 152 has appointed the Assistant Superintendent - Personnel to manage the Equal Employment Opportunity Program. His/Her responsibilities and authority will include monitoring all Equal Employment Opportunity activities and reporting the effectiveness of this Affirmative Action Program. The School Board will receive and review reports of the progress of the program. If any employee or applicant for employment believes he/she has been discriminated against, please contact the Assistant Superintendent - Personnel, or call 218/236-6400.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: AFE DATE ADOPTED: REVIEWED/REVISED:
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PLANNING, EVALUATING, REPORTING
POLICY STATEMENT

The Moorhead Public Schools are dedicated to offering quality education to all students. School personnel and community members are working together to refine and maintain the high standards of the educational programs in our district. As part of this refinement, the district will yearly evaluate areas of its curricular program to assess how well the students are doing in moving toward accomplishment of the district's broad educational goals. A process for Planning, Evaluating, and Reporting (PER) has been adopted which includes the following components:

1. District Goals- Goals have been adopted by the board which provide broad direction for district curriculum and instruction.
2. Curriculum Review Cycle- A six year curriculum review cycle has been adopted to guide district curriculum development and evaluation.
3. Learner Outcomes- For each subject area in the curriculum, student learner outcomes will be prepared. Development of learner outcomes will follow the curriculum review cycle. These learner outcomes shall include State adopted essential learner outcomes when they become available.
4. Student and Program Evaluation- Ongoing evaluation of student performance will be conducted as well as program evaluations following the district curriculum review cycle.
5. PER Committee- A district-wide PER Committee will be established to advise the board and staff on matters relating to curriculum review and evaluation.
6. Improvement Plans- District staff will prepare curriculum improvement plans on an annual basis to address areas of weaknesses identified through program evaluation activities.
7. Assurance of Mastery (AOM)- An AOM program has been established which identifies students who are not making sufficient progress in communications or math. Remedial action will be planned for these students.
8. PER Report- A draft PER will be prepared annually by district staff with input from the PER Committee. The report will be approved by the board prior to October 1 each year and disseminated to district residents and the State Department of Education.
9. Program Linkage- District programs such as North Central Accreditation, educational effectiveness (MEEP), technology, long range planning, and staff development will be integrated with the PER process whenever possible to maximize resources.
10. PER AID- Financial aid received by the district under the PER law will be for PER related activities only.
11. Multicultural, Gender and Handicapped Fair - Each curriculum adopted will be reviewed as to multicultural, gender and handicapped fair and will include the accomplishments of members of these groups as a part of the curriculum.
12. PER Roles and Responsibilities - The administration shall develop policies and procedures relating to the roles and responsibilities of the PER Committee, district staff and others involved in the PER process.

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: JHCB
DATE ADOPTED:
REVIEWED/REVISED:

IMMUNIZATION POLICY

The School Immunization Law, Minnesota Statute Section 123.70, governs students enrolled in elementary and secondary schools and day care facility attendees. In order to enroll or remain enrolled in any elementary or secondary school or day care facility, the parent/guardian of a child/student who is two months of age or older must submit a statement to the school/facility administrator that shows that the child/student is either:

- a. completely immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, or
- b. immunized against measles, mumps and rubella and has begun but not yet completed a schedule of immunizations against diphtheria, tetanus, pertussis, and/or polio, or
- c. legally exempt to one or more of the required immunizations.

A student who has begun but not completed the primary series of immunizations will be excluded from attendance until additional doses are received.

SCHEDULE OF EXCLUSION DATES

For Students 6 Years of Age and Younger Not Complete for DTP

Number of Doses Recorded at Time of Enrollment	Maximum Time Interval Allowable Before Student Must be Excluded		
	Dose #2	Dose #3	Dose #4
One	5 mos after Dose #1	6 mos after Dose #1 but no sooner than 4 wks after Dose #2	18 mos after Dose #1 but no sooner than 12 mos after Dose #3
Two	N/A	6 mos after Dose #2	18 mos after Dose #2 but no sooner than 12 mos after Dose #3
Three	N/A	N/A	18 mos after Dose #3

For Students 6 Years of Age and Younger Not Complete for Polio

One	12 mos after Dose #1	18 mos after Dose #1 but no sooner than 6 mos after Dose #2	N/A
Two	N/A	18 mos after Dose #2	N/A

For Students 7 Years of Age and Older Not Complete for DTP &/or Polio

One	12 mos after Dose #1	18 mos after Dose #1 but no sooner than 6 mos after Dose #2	N/A
Two	N/A	18 mos after Dose #2	N/A

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JECI DATE ADOPTED: 02-12-80 REVIEWED/REVISED:
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CHEMICAL USE

It is the goal of Moorhead Public Schools to create a caring atmosphere for each student within the system. It is recognized that it is this caring environment that is the first step in preventing an individual from becoming harmfully involved with chemicals. This prevention is instituted by nurturing interpersonal relationships, promoting skills in decision making and problem solving, while providing for a student's academic growth.

In spite of such efforts, the district understands that a student may become harmfully involved with some chemical. This involvement would create pain for themselves and/or others. At this juncture, the school must continue to operate as a caring rather than a punitive community, through the provision of ongoing support. The harmfully involved individual will be assisted in seeking supportive and rehabilitative services. If treatment becomes necessary outside the school setting, every effort must be exerted to affect a successful continuation in/or re-entry into the school setting.

The Board of Education for Independent School District #152 endorses this philosophy built upon prevention, identification of the harmfully involved, appropriate intervention with provision for support services and the continuation of staff training.

The administration of Moorhead Public Schools is charged to implement this policy through procedures to provide for the following:

- I. Staff Training
- II. Prevention
- III. Procedures in the helping process
 - a. Identification of harmfully involved students
 - b. Determination of the problem, utilizing crisis management, preassessment teams which include chemical use facilitators
- IV. Immediate Intervention
- V. Support Services

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IHA DATE ADOPTED: REVIEWED/REVISED: 01-01-89
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POLICY GOVERNING COMPARABILITY

Recognizing that school districts which accept Federal funds for Chapter I programs are required under law to have on file a policy which assures comparability of education supplies, material expenditures, and staffing for project schools will be comparable to that of non-project areas, and other project schools the following policy is adopted:

It shall be the policy of District #152 to assure that textbooks, materials and supplies, and staffing costs are provided for each school serving a project area on a basis that is comparable to that for non-project areas and other project schools.

Comparability as it relates to staff shall include equivalence among schools in teachers, administrators and auxiliary instructional personnel. The average number of children enrolled per instructional FTE (Full-Time Equivalents) for each project school shall not be more than 110 percent of the average number of children enrolled per instructional FTE in other non-project areas and other project schools.

December, 1989

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

889-90 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Moorhead Junior High

TOPICS OF PROPOSAL: Increased LD/EBD Time

SUBMITTED BY: R. Jones/J. Ortega DATE: 2/6/90

SUBMITTED TO: Mr. Jernberg DATE TO BE IMPLEMENTED:
As soon as possible

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Mr. Jernberg

Recommendation (by person responsible):

Approve X Disapprove _____ Hold _____ Refer to Cabinet _____

Date 2/6/90

DISTRICT MISSION STATEMENT: To maximize to talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

This proposal is for the increase in Eva Riendeau's position from 90% to 100% so as to accomodate the increase in the number of students she is currently serving. Eva is a resource teacher who works with students considered learning disabled and/or emotionally disturbed.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.)

In the beginning of the school year, Eva began her teaching duties (90% position) serving (2) level 4 LD students and (7) level 3 E/BD students. Currently the numbers have increased in the LD from (2) level 4 LD to (2) level 4 LD and (1) level 3 LD. However, there are 5 students currently being assessed and indications from the results thus far are that at least (3) will qualify for the E/BD program. There are also students who have moved from Texas and referrals are in the process of being developed so that assessments may begin.

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

Regular education teachers are not able to receive the frequent follow-up from the special teacher regarding special students in their mainstream classes. This leads to chaos on the mainstreamed student's part and frustration on the regular teacher's part.

There is also an increase in the time to complete assessments, reassessments, periodic reviews and annual reviews for each student in the program.

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

A substitute teacher may be hired to teach while Eva does observations, assessments and collaborations with the regular education teachers.

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers	.1 FTE	2186.60	01.200.493.740.00140.	1311.96	874.64
Clerical					
Paraprofessional					
No. & Hrs/Day					
Teacher Para					
Noon Para					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0043 =				567.42
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>2754.02</u> ~ NET DISTRICT COST <u>1442.06</u>					
Comments on budgetary items: Teacher will increase from .9 FTE to 1.0 FTE					

1. F.T.E. (Full-time equivalent)
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

6. Space implications (short/long range).

Adequate space is currently available.

7. Equity implications.

Eva will have approximately the same caseload as the other special teachers in her building.

8. Technology implications.

This proposal will not have a direct positive or negative effect on current technology.

9. Suggested timelines for implementation.

February 12, 1990

10. Who has been involved in this decision?

Mr. Jones, Mr. Swedberg, Mr. Ortega, Mrs. Pederson,
Mrs. Riendeau

11. Other comments:

Demographic data is attached to substantiate the increase.

8-20-85

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1989-90 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Thomas Edison Elementary
TOPIC OF PROPOSAL: Aide for pupil in self-contained E/BD Classroom
SUBMITTED BY: . Kevin Kopperud/Kent Karch DATE: 2-5-90
SUBMITTED TO: Al Swedberg DATE TO BE IMPLEMENTED:
Director of Sp. Ed.
February 12, 1990

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: _____

Recommendation (by person responsible):

Approve _____ Disapprove _____ Hold _____ Refer to Cabinet _____

Date _____

Complete a description of your program proposal. All eight (8) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy. (What's your marketing strategy...Who will make it work?)

1. Describe the proposal for funding.

This proposal is for an Aide to be placed in the self-contained E/BD room. Primary purpose is to work with one E/BD student whose needs are not able to be met at this time due to lack of impulse control/psychotic disorder. The aide position is for 3 hrs. per day (12:20-3:20).

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible, your rationale to the previously identified high priority problems of your school.)

- I. Class size is at 10 students. This is over the state recommendation for EBD self-contained classrooms. (recommended is 8) We cannot provide for this student's safety. He needs one on one. (EX: last Thursday he was working at the back of the room alone with the teacher in the room. He stuck his finger in a light socket.)
- II. We cannot meet stated IEP goals without the assistance of a classroom aide.
- III. Lakeland Mental Health and the IEP team recommend the use of an aide in the classroom.

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

- I. Will not meet stated IEP objectives.
- II. Cannot provide for the safety of the child.

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

None

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional					
No. & Hrs/Day					
Teacher Para	219 hrs	1511.10	01.200.493.740.00141.	951.99	559/11
Noon Para					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0043 =				233.33
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>1744.43</u> - NET DISTRICT COST <u>792.44</u>					
Comments on budgetary items: Cost figured on 3 hours per day X 73 days					

1. F.T.E. (Full-time equivalent)
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

6. Space implications (short/long range).

7. Equity implications.

8. Suggested timeline for implementation.

Should be effective immediately. Would terminate at the end of the school year.

9. Other comments:

This student is scheduled to go to the U of M in late May for placement and diagnostic work. The results of this diagnostic work may indicate a need for further use of a classroom aide.

December, 1989

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1989-90 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Probstfield

TOPICS OF PROPOSAL: Addition of half-time POHI student assistant

SUBMITTED BY: H. Murray/L. Fogelson DATE: December 5, 1989

SUBMITTED TO: Board of Education DATE TO BE IMPLEMENTED:
Robert Jernberg
Ben Trochlil

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: _____

Recommendation (by person responsible):

Approve ____ Disapprove ____ Hold ____ Refer to Cabinet ____

Date _____

DISTRICT MISSION STATEMENT: To maximize to talents of every
student in Independent School District #152.

Complete a description of your program proposal. All ten (10)
areas must be addressed. Information in support of your proposal
should be as comprehensive as possible and must support the
district philosophy.

1. Describe the proposal for funding.

Employ a pupil assistant from 12:00 noon to 3:15 p.m. for a
first grade student with Physical and Other Health
Impairments

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.)

This student's needs cannot be met without adult supervision. Due to the nature of this child's health condition, he was hospitalized for a large part of his life. Medical involvement is ongoing as he is in remission presently (acute lymphoblastic leukemia). He needs assistance in learning skills (behavioral and self care) so that he may build a strong foundation for his education. Early intervention is very important for him so that he may be successful in school. He has developmental delays which present frequent difficulties, a need for adult assistance and monitoring, and corrective instruction. This student also experiences difficulties in compliant and attending behaviors. His impulsive behaviors pose a safety risk while waiting for the bus or in situations where he is not directly supervised (i.e., bathroom, hallway). His attending skills interfere with his ability to successfully complete required school tasks and attend music class in the afternoon. He exhibits difficulties in self care (i.e., getting dressed to go outside for recess or home and bathroom skills). Adult supervision in these instances may provide the student with the necessary interventions so that he may be successful in the school environment. This was considered by the Child Study Team, in order to meet his educational needs, to be the least restrictive alternative for this student.

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

Safety is a concern in reference to his impulsive behavior. If direct adult supervision is not provided, these impulsive behaviors may result in injury not only to the student but also to those around him.

This student would also have limited opportunities to participate in classes with his peers (i.e., music in the afternoon). This student may be placed in a more restrictive setting within the school system.

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

Alternatives have been implemented for this student. Consultation regarding medication with his oncologist has been done. Additional medication has been prescribed. Improvement has been noted, but not on a consistent basis. The medication is not designed to enhance or improve developmental delays which handicaps this child with several

of the above mentioned concerns. Adult supervisions are necessary to assist this student in task completion and improvement of compliant behaviors. If this is not provided on a consistent basis, this student may be placed in a more restrictive setting within the school system.

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

PROPOSAL BUDGET

PERSONNEL	*1 Number Re-quested	Total Cost	Code to be Charged	Reimburse-ment (Fed/State)	Net District Cost
Administrators					
Teachers					
Clerical					
Aides:					
No. & Hrs/Day	230.75 hrs	1698		1019	679
Teacher Aides					
Noon Aides					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0043 =				204
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>1,902</u>					Net District Cost <u>883</u>
Comments on budgetary items:					

- 1 F.T.E. (Full-time equivalent)
- 2 Equipment, remodeling, site improvement, etc.
- 3 Review by Business Office before Superintendent's Approval

November, 1988

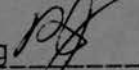
MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

Budget
(Year)

PROPOSAL FORMNAME OF BUILDING: ~~Senior~~ Junior HighTOPIC OF PROPOSAL: More Hours for ParaprofessionalSUBMITTED BY: Victoria J. Vorachek DATE: 2-5-90

SUBMITTED TO: Mr. Richard Jones DATE TO BE IMPLEMENTED:
Alan Swedberg
Robert Jernberg 2-6-90

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
 TO SUPERINTENDENT: Alan K. Swedberg/Robert Jernberg 

Recommendation (by person responsible):

Approve X Disapprove Hold Refer to Cabinet

Date 2/5/90

DISTRICT MISSION STATEMENT: To maximize the talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

Paraprofessional time needs to be increased to meet the current needs of the students as they are scheduled into the mainstream of junior high classes. The paraprofessional hours need to be four and one-half hours. This is necessary to insure success of mainstreaming and to meet individual Educational Plans as written for each child.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible, your rationale to the previously identified high priority problems of your school.)

The students who are integrated into regular classes need an adult for them to meet success in their new classes.

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

Individual Educational Plans are not currently being met and further delay puts us in non-compliance with P.L. 94-142.

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

A variety of schedules have been explored but none of the alternatives were feasible since they interfered with the support services on I.E.P.'s for the students.

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

PROPOSAL BUDGET

PERSONNEL	*1 Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net District Cost
Administrators					
Teachers					
Clerical					
Aides:					
No. & Hrs/Day	81 x 4.5	2,288		1,373	915
Teacher Aides					
Noon Aides					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0043 =				274
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>2,562</u>					Net District Cost <u>1,189</u>
Comments on budgetary items:					

- 1 F.T.E. (Full-time equivalent)
- 2 Equipment, remodeling, site improvement, etc.
- 3 Review by Business Office before Superintendent's Approval

6. Space implications (short/long range).

None

7. Equity implications.

None

8. Technology implication.

None

9. Suggested timeline for implementation.

February 6, 1990

10. Who has been involved in this decision?

Mr. Richard Jones

Ms. Victoria J. Vorachek

11. Other comments:

We have been holding the students back from their classes waiting for a reply on a request made verbally by Mr. Jones to Mr. Swedberg. Now that the proper channels have been used, we would like your promptest reply.

MTC BUDGET REVISION
February, 1990

	1989 Audited Actual	1990 Original Budget	January Adjust- ments	1990 Revised Budget	% over/ under 89 actuals
REVENUES					
Local property taxes:					
Unemployment levy	\$14,782	\$22,806		22,806	
	\$14,782	\$22,806	\$0	\$22,806	54%
Other local and county sources:					
Tuition	\$1,246,609	\$1,450,104	(\$127,298)	\$1,322,806	
Interest	40,642	22,500	(10,000)	12,500	
Miscellaneous Income	21,830	4,000		4,000	
Rental		13,850		13,850	
Restructuring carry-over		26,460		26,460	
	\$1,309,081	\$1,516,914	(\$137,298)	\$1,379,616	5%
State & Federal sources:					
Instructional aids	\$3,144,814	\$2,968,336		\$2,968,336	
Special Needs		144,475	\$27,170	171,645	
Restructuring		59,757		59,757	
Tuition Subsidy	0	14,256		14,256	
Homestead Ag Credits	7,368			0	
Disadvantaged Programs	45,290	55,132		55,132	
Fed Vocational Handicap		10,481		10,481	
Emergency employment	61,797				
Other Grants					
Internship			\$17,414	\$17,414	
New Program Research			4,498	4,498	
Accelerated Learning			11,174	11,174	
Electronics		\$7,000		7,000	
Sex Equity		5,400		5,400	
Women's Issues		49,835		49,835	
Administrator Team Development			2,443	2,443	
Total State & Federal	\$3,259,269	\$3,314,672	\$62,699	\$3,377,371	4%
Sales & other Conversion of assets:					
Curricular sales	\$277,240	\$309,319	(\$7,724)	\$301,595	
Bookstore sales	300,677	273,865		273,865	
Insurance recovery	3,759			0	
	\$581,676	\$583,184	(\$7,724)	\$575,460	-1%
Total revenues	\$5,164,808	\$5,437,576	(\$82,323)	\$5,355,253	4%

Appendix J-1

EXPENDITURES	1989 Audited Actual	1990 Original Budget	January Adjust- ments	1990 Revised Budget	% over/ under 89 actuals'
District and school admin.:					
Salaries and wages	\$162,523	\$166,044	\$3,930	\$169,974	5%
Employee benefits	37,611	38,424	3,985	42,409	13%
Purchased services	17,358	23,329	(7,605)	15,724	-9%
Supplies and materials	15,212	1,835		1,835	-88%
Other expenditures	10,014	3,152	500	3,652	-64%
	\$242,718	\$232,784	\$810	\$233,594	-4%
District support services:					
Salaries and wages	\$199,848	\$170,852	(\$9,920)	\$160,932	-19%
Employee benefits	32,959	31,233	2,037	33,270	1%
Purchased services	161,788	237,858	4,243	242,101	50%
Supplies and materials	66,814	47,526	(3,425)	44,101	-34%
Other expenditures	7,269	5,092	100	5,192	-29%
	\$468,678	\$492,561	(\$6,965)	\$485,596	4%
Vocational instruction					
Salaries and wages	\$2,254,373	\$2,302,103	\$59,160	\$2,361,263	5%
Employee benefits	523,872	524,641	9,087	533,728	2%
Purchased services	111,035	137,014	(12,281)	124,733	12%
Supplies and materials	732,468	748,358	(7,700)	740,658	1%
Other expenditures	49,691	40,734	(4,640)	36,094	-27%
	\$3,671,439	\$3,752,850	\$43,626	\$3,796,476	3%
Instructional support services:					
Salaries and wages	\$154,029	\$103,096	(\$11,242)	\$91,854	-40%
Employee benefits	32,454	25,286	(2,126)	23,160	-29%
Purchased services	45,763	5,623		5,623	-88%
Supplies and materials	3,763	8,014	(4,000)	4,014	7%
Other expenditures	654	5,523	(3,000)	2,523	286%
	\$236,663	\$147,542	(\$20,368)	\$127,174	-46%
Pupil support services:					
Salaries and wages	\$259,901	\$259,666	(\$1,957)	\$257,709	-1%
Employee benefits	51,695	53,810	4,721	58,531	13%
Purchased services	17,582	45,112	2,000	47,112	168%
Supplies and materials	19,867	14,329		14,329	-28%
Other expenditures	423	1,836		1,836	334%
	\$349,468	\$374,753	\$4,764	\$379,517	9%
Site, buildings and equipment:					
Salaries and wages	\$109,161	\$125,130	(\$8,000)	\$117,130	7%
Employee benefits	19,092	20,947		20,947	10%
Electricity	70,638	68,651	8,349	77,000	9%
Other purchased services	78,873	66,048	0	66,048	-16%
Fuel for buildings	41,875	45,322		45,322	8%
Other supplies & materials	32,725	37,604	(5,500)	32,104	-2%
	\$352,364	\$363,702	(\$5,151)	\$358,551	2%

Appendix J-1

	1989 Audited Actual	1990 Original Budget	January Adjust- ments	1990 Revised Budget	% over/ under 89 actuals
Other programs:					
Salaries	\$25,427	\$1,288		\$1,288	-95%
Employee benefits	20,127	40,322		40,322	100%
Insurance	31,189	31,462		31,462	1%
	<hr/> \$76,743	<hr/> \$73,072	<hr/> \$0	<hr/> \$73,072	<hr/> -5%
Total Revenue	\$5,164,808	\$5,437,576	(\$82,323)	\$5,355,253	
Total expenditures	\$5,398,073	\$5,437,264	\$16,716	\$5,453,980	1%
Revenues over/(under)					
Expenditures	(\$233,265)	\$312	(\$99,039)	(\$98,727)	-58%
Fund balance, beginning of y	\$243,602	\$10,337		\$10,337	-96%
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Fund balance, end of year	\$10,337	\$10,649		(\$88,390)	-955%

Eide Helmeke & Co.

Certified Public Accountants & Consultants

January 31, 1990

The Board of Education
Independent School District No. 152
810 4th Avenue South
Moorhead, Minnesota 56560

This letter is to explain our understanding of the arrangements for the services we are to perform for Independent School District No. 152 for the years ending June 30, 1990, 1991 and 1992. We ask that you either confirm or amend that understanding.

Audit of Financial Statements

Our audits will be made for the purpose of forming a qualified opinion on the fairness of the presentation of the district's financial statements as of June 30, 1990, 1991 and 1992 in conformity with generally accepted accounting principles. We anticipate that our opinion will be qualified because we will be unable to make an audit of the balance sheet of the general fixed assets account group. If, during the course of our audit, information should come to our attention which would require or permit us to issue a significantly different type of report, we will discuss the reasons with you.

We direct your attention to the fact that management has the primary responsibility for properly recording transactions in the records, for safeguarding assets and for preparing reliable financial statements. Our basic audit function is to add reliability to those financial statements.

Our audit will be conducted in accordance with generally accepted auditing standards; Government Auditing Standards, issued by the Comptroller General of the United States; the Single Audit Act of 1984; and the provisions of OMB Circular A-128, Audits of State and Local Governments. We will plan and perform the audit to obtain reasonable assurance that the financial statements are free of material misstatement. We will examine, on a test basis, evidence supporting the amounts and disclosures in the financial statements. We will assess and evaluate the accounting principles used, significant estimates made by management and the overall financial statement presentation. Our procedures will not include a detailed audit of all transactions and is not designed to discover all defalcations, irregularities or illegal acts, should any exist. If the district desires that we expand the scope of our services in this regard, this letter of understanding will require revision.

As a result of our audit, we will report to you any material weaknesses in the system of internal accounting control that we observe.

We will try to initiate ideas or observations that we believe will help achieve the objectives of the district. We will also be pleased to respond to inquiries you might have about financial or other business matters.

The assistance to be supplied by your personnel, including the preparation of schedules and analyses of accounts, will be discussed and coordinated with your accountant. The timely completion of this work will assist us in performing our work efficiently.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm name, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Charges for Services

Our fees for these services will be based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs such as report production, typing, postage, etc. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. We estimate the work will be completed at a total cost of fees and expenses as follows:

For year ended June 30, 1990	\$ 23,600
For year ended June 30, 1991	24,300
For year ended June 30, 1992	24,950

Our fees are based, in part, on the expectation that your personnel will: (1) prepare various required account analyses, schedules and other worksheets, and (2) make invoices, contracts and other documents readily available for us upon request. If your personnel do not provide these services in an accurate, complete and timely fashion, we will bring the matter to your attention. If we are required to perform additional work as a result of these deficiencies, we will bill you for the additional work based on our standard hourly rates and the time required, plus expenses.

It is further understood that additional charges other than those described above may be incurred in the process of conducting the engagement. Eide Helmeke & Co. may provide a "change order" providing for such changes and charges incurred thereby. Change orders are payable upon receipt of the billing. Any change order shall be approved by you in advance.

All other services, such as business consultation, etc., will be billed separately as the charges are incurred for these services.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A finance charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

If this letter defines the arrangements as you understand them, please sign and date the enclosed copy and return it to us. Thank you for this opportunity to be of assistance to you. We appreciate your business.

EIDE HELMEKE & CO.

By McClark, Partner

ACCEPTED:

Name

Title

Date

Eide Helmeke & Co.

**RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Independent School District No. 152, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on March 6, 1990, and shall close on March 20, 1990. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 p.m. on March 20, 1990.
2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in The Forum, the official newspaper of the district, at least two weeks prior to the first day to file affidavits of candidacy.
3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten days prior to the first day to file affidavits of candidacy.
4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on March 6, 1990, and shall close at 5:00 p.m. on March 20, 1990.

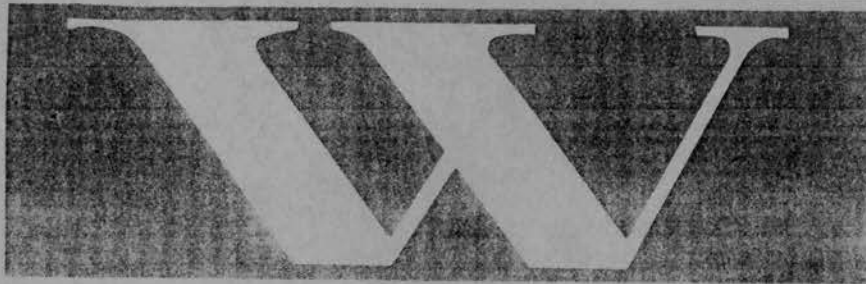
The general election shall be held on Tuesday, May 15, 1990. At the election, two members will be elected to the School Board for terms of three years each.

Affidavits of Candidacy are available from the school district clerk, 810 Fourth Avenue South. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district form which the candidate seeks election for 30 days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 p.m. on March 20, 1990.

Dated: _____ BY ORDER OF THE SCHOOL BOARD

School District Clerk



Warner and Company

318 Broadway Box 1470 Fargo, North Dakota 58107

January 15, 1990

Mr. Robert Lacher
Assistant Superintendent/Business
Independent School District No. 152
810 4th Avenue South
Moorhead, MN 56560

RE: School District Errors & Omissions Coverage

Dear Mr. Lacher:

This is to confirm that we have ordered the 1/15/90 renewal of the School District Errors & Omissions coverage. The premium for this renewal remains at \$3,959 from the same terms and conditions. An alternate quote from Tri-State was \$5,581 and did not include prior acts.

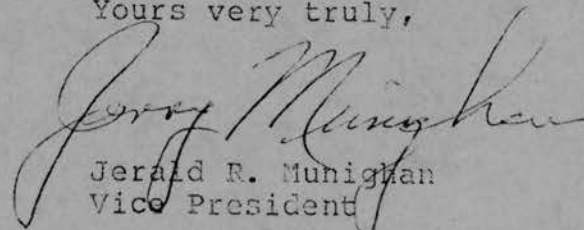
Since the premium must be sent to bind the coverage, we have forwarded our agency check. We will provide you with an invoice shortly.

There are two additional provisions available at an additional cost which you may wish to consider.

1. There is presently an exclusion "to any claim arising out of breach of fiduciary duty, responsibility or obligation in connection with any employee benefit or pension plan;" this exclusion can be deleted at a cost of \$350. I would strongly recommend that.
2. Auxiliary bodies such as Foundations, booster clubs, etc., not directly controlled by the School District can now be added to the policy as additional insured's at a cost of \$250 per additional insured.

Please let me know if we should be making either of these amendments.

Yours very truly,


Jerald R. Munighan
Vice President

JRM:sjh

LEASE AGREEMENT

THIS AGREEMENT is made by and between West Central ECSU, hereinafter referred to as "LESSOR", and Moorhead and Staples Technical Colleges, 1900 28th Ave. S., Moorhead, MN 56560 hereinafter referred to as "LESSEE".

WITNESSETH: The LESSOR and the LESSEE, in consideration of the rents, covenants, and considerations hereinafter specified, do hereby agree with the other as follows:

1. The LESSOR grants and the LESSEE accepts a lease of the following described premises located at 1001 East Mount Faith, Fergus Falls, MN, to-wit:

132 sq. ft. of office space located in the lower level.

commencing on January 11, 1990 and continuing until June 30, 1990 or until rescinded by either party with a sixty day written notice.

2. LESSOR represents and warrants that it is solely entitled to all rents payable under the terms of this AGREEMENT and that LESSEE shall have the quiet enjoyment of the premises during the full term of this AGREEMENT and any extension or renewal thereof.

3. As rent for the above described premises, and in consideration for all covenants, representations, and conditions of this agreement, LESSEE agrees to pay to the LESSOR the sum of \$50 per month for office space rent; \$25 per month for telephone rent; plus actual useage costs for telephone, postage, and .03 per copy such amount to be paid in the following manner: to be billed on a monthly basis by LESSOR, payment net 30 days.

4. LESSOR covents that it will deliver the premises to LESSEE in clean and sanitary condition, with all services and appurtenances included within the scope of this AGREEMENT in effect and in good running order.

5. LESSEE covenants that at the termination of this LEASE by lapse of time or otherwise, it shall remove its personal property and vacate and surrender possession of the leased premises to LESSOR in as good condition as when LESSEE took possession ordinary wear by the elements excepted. Alterations or fixtures attached to the leased premises shall remain a part thereof and shall not be removed unless LESSOR elects to permit removal.

6. If the premises shall be destroyed or damaged by fire, tornado, flood, civil disorder, or any cause whatsoever, so that the premises become untenable, the rent shall be abated from the time of such damage and the LESSEE shall have the option of terminating this AGREEMENT immediately or allowing the LESSOR such amount of time as the LESSEE deems reasonable to restore the damaged premises to tenantable condition.

7. Duties of the LESSOR:

7.1 LESSOR shall provide parking plus there is city public parking for the use of the LESSEE, its invitees, licensees and guests.

8. Duties of the LESSEE:

8.1 LESSEE shall allow access to the premises by LESSOR or his authorized representatives at any reasonable time during the life of this AGREEMENT for any purpose within the scope of this AGREEMENT.

- 8.2 LESSEE shall not use the premises at any time for any purpose forbidden by law.
 - 8.3 LESSEE shall not assign, sublet, or otherwise transfer his interest in this AGREEMENT without the prior written consent of LESSOR.
 - 8.4 LESSEE shall not make any repair, alteration and addition without the prior written consent of LESSOR.
 - 8.5 LESSEE shall at tenant's expense obtain and keep in force during the term of this Lease a policy of comprehensive public liability insurance insuring landlord and tenant against liability arising out of the occupancy and use of tenant's Lease Area and all areas appurtenant thereto.
 - 8.6 LESSEE shall indemnify and hold harmless landlord against and from any claims arising from tenant's use of the premises for the conducting of its' business or any activity, work, or other thing done.
9. Insurance:
- 9.1 It shall be the duty of the LESSOR to insure the building for damage from fire, tornado, civil disorder, or any cause whatsoever.
 - 9.2 LESSEE agrees that LESSOR assumes by this Agreement no liability for loss of LESSEE'S personal property resulting from fire, tornado, civil disorder, theft or any cause whatsoever except as maybe attributed to LESSOR'S negligence by a court of law.
10. Maintenance and Repairs
- 10.1 It shall be the duty of the LESSOR to maintain at its own expense, in working condition, all appurtenances within the scope of the AGREEMENT, including the maintenance of property plumbing, wiring, heating, (and, where applicable, cooling) devices and ductwork.
 - 10.2 LESSOR, shall, at his own expense, make such necessary repairs, so as to continue to provide all such service appurtenances as are required by this AGREEMENT, provided, however, that LESSOR shall not be responsible for repairs upon implements or articles which are the personal property of LESSEE, nor shall the LESSOR bear the expense of repairs to the leased premises necessitated by damage caused by LESSEE beyond normal wear and tear.
11. Utilities
- 11.1 LESSOR shall bear the cost of sewer, water, and garbage.
 - 11.2 LESSOR shall bear the cost of electricity for heat, lights and office use.
12. Other Conditions
- 12.1 All approved signs or lettering on doors shall be printed, painted, affixed or inscribed at the expense of Tenant by a person approved of by Landlord.
 - 12.2 Tenant shall not alter any lock or install any new additional locks or any bolts on any doors or windows of the premises.

- 12.3 Landlord will direct electricians as to where and how telephone and telegraph wirers are to be introduced. No boring or cutting for wires will be allowed without the consent of the Landlord. The location of telephones, call boxes and other office equipment affixed to the premises shall be subject to the approval of Landlord.
- 12.4 Landlord shall have the right to control and operate the public portions of the building, and the public facilities and heating and air conditioning, as well as facilities furnished for the common use of the tenants, in such manner as it deems best for the benefit of the tenants generally.
- 12.5 All entrance doors in the premises shall be left locked when the premises are not in use, and all door opening to public corridors shall be kept closed except for normal ingress and egress for the premises.

IN WITNESS WHEREOF, the parties have set their hand on the date (s) indicated below intending to be bound thereby:

LESSEE

BY: _____

TITLE: _____

ADDRESS: _____

DATE: _____

LESSOR

BY: _____

TITLE: _____

ADDRESS: _____

DATE: _____

Minnesota School Boards Association Insurance Trust
Group Self-Insured Workers' Compensation Plan

Appendix S-1

ADMINISTRATOR

EMPLOYEE BENEFIT ADMINISTRATION CO.

8441 Wayzata Blvd. Suite 200 Minneapolis, Minnesota 55426-1392 Phone (612) 544-0311

Self-Insured Workers' Compensation Quotation

(RENEWAL of Agreement No. 01-000110-9)

ISD 152-MOORHEAD

810 4TH AVE SO

MOORHEAD MN 56560

POLICY PERIOD, FROM: 02/01/1990 TO 02/01/1991

	CODE	RATE	ESTIMATED PAYROLL	DEPOSIT PREMIUM
PROFESSIONAL, TEACHERS & CLERICAL	8868	0.55	18290000.	100595.
BUS DRIVERS	7382	4.21	191000.	8041.
GARAGE MECHANICS	8385	5.78	24700.	1428.
OTHER (COOKS, CUSTODIANS, ETC)	9101	3.47	1032000.	35810.

Manual Premium	145874.
10% Sick, Holiday, & Vacation Allowance	14587.
Adj. Manual Premium	131287.
Experience Modification 1.23	
Standard Premium	161483.
Premium Discount	16341.
Discounted Standard Premium	145142.
MSBA Insurance Trust Discount 10%	14514.
Net Deposit Premium	130628.

The foregoing quotation is for a deposit premium based on your estimate of payroll. Your final, actual premium will be computed after an audit of payroll subsequent to the close of your policy year and will be subject to revisions in rates, payrolls, or experience modification. While you are a member of the MSBA Insurance Trust Workers' Compensation Plan, you will be eligible to participate in distributions from the Trust based upon claims experience and earnings of the Trust.

Employee Benefit Administration Co.

Minnesota School Boards Association Insurance Trust
Group Self-Insured Workers' Compensation Plan

ADMINISTRATOR

EMPLOYEE BENEFIT ADMINISTRATION CO.

8441 Wayzata Blvd. Suite 200 P.O. Box 59143 Minneapolis, Minnesota 55459-0143 Phone (612) 544-0311

Application for Coverage
(RENEWAL of Agreement No. 01-000110-9)

ISD 152-MOORHEAD

of MOORHEAD

hereby requests coverage under the Minnesota School Boards Association Self-
Insured Workers' Compensation Program for the period 02/01/1990 to
02/01/1991 and agrees to pay a deposit premium of \$130,628.00

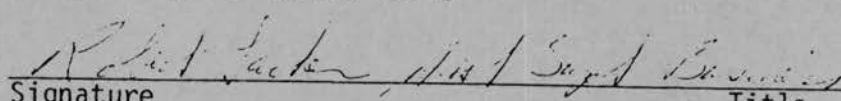
One copy of this application should be signed by an authorized representative of
the school district requesting coverage and returned to:

Employee Benefit Administration Co.

8441 Wayzata Blvd. Suite 200

P.O. Box 59143


Minneapolis, MN 55459-0143


Signature

Title

Date 2/5/91

RETURN THIS COPY
WITH YOUR PAYMENT

 Minnesota Department of Education	District Data Unit 737 Capitol Square - 550 Cedar St. Paul, MN 55101	NONRESIDENT STUDENT ATTENDANCE AGREEMENT	ED-01564-05
	GENERAL INFORMATION AND INSTRUCTIONS: This form is used to notify the Minnesota Department of Education (MDE) of the enrollment or subsequent withdrawal/graduation of an eligible nonresident student pursuant to Minnesota Statutes (M.S.), Sec. 120.0752, Subd. 1-3 or Sec. 126.22. The serving district is responsible for sending this signed agreement to the above address within ten days of the enrollment or withdrawal/graduation of the student. Provide all requested data and signatures as directed. Use one notification per student or family. The serving district should also notify the resident district of the student's enrollment, even if the resident district's permission to transfer is not required.		

IDENTIFICATION INFORMATION	Serving (nonresident) District Name Moorhead Public Schools		District Number 152	
	Student Resident District Name Dilworth Public Schools		District Number 147	
	Student Name (last, first, M.I.) Quintero, Ben		Handicapped [] Yes [X] No	Grade Level 7
	Student Address 202 1st Ave. SW	City Dilworth	Telephone Number (218) 233-7537	

ENROLLMENT STATUS	For enrollment notices, check item 1, 2 or 3 and report the Effective Date. When the student withdraws or graduates, copy the original notice, check item 4 or 5 and report the Withdrawal/Graduation Date.	
<input checked="" type="checkbox"/> 1. M.S., Sec. 120.0752, Subds. 1 and 2: Agreements Between School Boards; Enrollment Exceptions. The school boards of two districts may agree to transfer a student from the resident district to another district by completion of this report. NOTE: Signatures of superintendents of both the serving (nonresident) and resident districts are required in verification items A and B, respectively.	EFFECTIVE DATE: 9/5/89	
<input type="checkbox"/> 2. M.S., Sec. 126.22: High School Graduation Incentives Program. This statute provides for the transfer of eligible students to a nonresident district. Refer to the statute for a definition of eligible students . The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	EFFECTIVE DATE: _____	
<input type="checkbox"/> 3. M.S., Sec. 120.0752, Subd. 3: Continued Enrollment of 11th and 12th Grade Students. An eleventh or twelfth grade student who has been enrolled in a district and whose parent(s)/guardian(s) has moved to another district may continue in enrollment in the district. The superintendent of the serving (nonresident) district must complete and sign verification statement A below.	EFFECTIVE DATE: _____	
<input type="checkbox"/> 4. Withdrawal of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	WITHDRAWAL DATE: _____	
<input type="checkbox"/> 5. Graduation of a student previously reported under item 1, 2 or 3 above. The superintendent of the serving (nonresident) district must complete and sign verification statement C below.	DATE OF GRADUATION: _____	

A. SERVING (NONRESIDENT) DISTRICT VERIFICATION
The school board of district number _____ approved on (date) _____ the enrollment of the above named student in schools of the district pursuant to the Minnesota Statute identified above.
Signature - Superintendent / Responsible Authority, Serving District _____ Date _____

B. RESIDENT DISTRICT VERIFICATION
The school board of district number _____ approved on (date) _____ the enrollment of the above named resident student in the nonresident (serving) district named above pursuant to Minnesota Statute 120.0752, Subds. 1 and 2.
Signature - Superintendent / Responsible Authority, Resident District _____ Date _____

C. VERIFICATION OF GRADUATION / WITHDRAWAL
I hereby verify that the above named student is no longer enrolled in district number _____.
Signature - Superintendent / Responsible Authority, Serving District _____ Date _____

MOORHEAD PUBLIC SCHOOLS

INVESTMENT RECORD

FROM APRIL 19, 1989 TO JANUARY 22, 1990

INVEST NO.	DATE	AMOUNT	MATURITY DATE	INTEREST RATE	ESTIMATED INTEREST (NET)	BANK OR S&L	BROKER
470	10-27-89	98000	03-28-90	8.35	3408	CITIZEN'S SAVINGS BANK	HYM
471	11-10-89	99000	03-28-90	8.35	3191	FIRST FED S & L, ROCHESTER	HYM
472	12-06-89	99000	03-28-90	8.55	2597	COMMONWEALTH S & L	HYM
TOTAL INTEREST					9196		

TRANSFERS TO/FROM TRUST ACCOUNT

From October 17, 1989 to January 22, 1990

DATE	Transfers from checking TO TRUST	Transfers FROM TRUST to checking
10-19-89	\$1,000,000	\$
11-01-89	1,100,000	
11-03-89	500,000	
11-15-89		300,000
11-30-89		500,000
12-01-89		400,000
12-22-89		500,000
12-26-89		900,000

NATE

9-26-87

STUDENT SENATE BUDGET 1989-90

ANTICIPATED REVENUE

Student Activity Fees	\$27,500.00
Receipts - Dances	1,500.00
Receipts - Vending Machines	15,000.00
<u>TOTAL ANTICIPATED REVENUE</u>	<u>\$44,000.00</u>

ANTICIPATED EXPENSESStudent Services

Student Newspaper and Alumni Association	\$ 7,000.00
Club Dues	5,000.00
MVTSA	500.00
Convention Expenses	1,700.00
I.D. Cards	1,500.00
Graduation Expenses	500.00
Convocations	2,000.00
Vending Machines Space Rental	1,200.00
Office Supplies	400.00
Car Starting	400.00
Equipment	2,000.00
Meeting Expenses	300.00
Support Groups	500.00
<u>Total Student Services Expense</u>	<u>\$23,000.00</u>

Social Activities

Sno-Daze	\$ 2,000.00
Dances	5,000.00
Picnics, Meals	5,000.00
Charities	2,000.00
<u>Total Social Activities Expense</u>	<u>\$14,000.00</u>

Recreational Expense

Athletic Director	\$ 900.00
Intramural Sports	
Coaches Salaries	2,000.00
Referees	1,400.00
Gym Rental	200.00
Equipment	1,000.00
<u>Total Recreational Activities Ex.</u>	<u>\$ 5,500.00</u>

Advisor Salary

Student Senate	\$ 1,500.00
<u>Total Advisor Expense</u>	<u>\$ 1,500.00</u>

TOTAL ANTICIPATED EXPENSES\$44,000.00

SCHOOL DISTRICT ELECTION CALENDAR AND CORRESPONDING MANUAL APPENDIX NUMBERS

MAY 1990 ELECTION

- January - Non-metropolitan school districts must certify their general election hours to the County Auditor each year.
- Feb. 20 - Last day for school board to establish a primary election (Appendix 23).
- Feb. 20 - Last day for school district clerk to publish notice of filing dates (Appendix 16).
- Feb. 20 - Last day to conduct a special election prior to annual township election day (where applicable).
- Feb. 23 - Last day for school district clerk to post notice of filing dates (Appendix 16).
- March 6 - First day to file affidavits of candidacy for offices to be elected on May 15, 1990 general school board election (Appendix 17).
- March 20 - Last day to file affidavits of candidacy for offices to be elected on May 15, 1990 general school board election (5:00 p.m. deadline) (Appendix 17).
- March 21 - Last day to file affidavits of withdrawal for the May 15, 1990 general school board election (12:00 noon) (Appendix 19).
- April 13 - Last day to have absentee ballots prepared for May 15, 1990 general school board election (Appendix 25-33).
- April 13 - First day to conduct a special election after annual township election day (where applicable).
- April 13 - Last day to provide notice to county auditor for the May 15, 1990 general school board election (Appendix 1).
- April 13 - Last day for school board to establish combined precincts for May 15, 1990 general school board election (Appendix 1).
- April 20 - Last day to appoint election judges for May 15, 1990 general school board election (Appendix 5).
- April 24 - Last day to pre-register for the May 15, 1990 election.
- May 1 - Last day to publish first notice for the May 15, 1990 election (Appendix 10).
- May 4 - Last day to post notice of the May 15, 1990 election (Appendix 10).
- May 8 - Last day to publish second notice for the May 15, 1990 election.
- May 11 - Last day to post sample ballot for May 15, 1990 election.

(over)

- May 12 - School district clerk's office open for absentee ballot purposes from 1:00 p.m. to 3:00 p.m.
- May 14 - Last day to apply for absentee ballots for May 15, 1990 election.
- May 14 - School district clerk's office open for absentee ballot purposes from 5:00 p.m. to 7:00 p.m.
- May 15 - School Board General Election.
- May 17 - Last day for school district canvassing board to convene for general election (Appendix 51).
- Within 7 days after the election - Last day to certify to the filing office (board clerk) that all reports required by M.S. 211A.02 (campaign financial report) have been submitted (Appendix 61).
- Within 7 days after canvassing is completed - Last day to commence election contests.
- Within 30 days after issuing certificate of election (Appendix 56-58) - Last opportunity for acceptance and filing oath of office (Appendix 59)

- August 21 - Last day to conduct a special election prior to the state primary election.
- October 12 - First day to conduct a special election after the state primary election.
- October 16 - Last day to conduct a special election prior to state general election.
- November 6 - State general election day and special election day for school district excess levy referendum (only day of year that special election for excess levy referendum may be held).
- December 7 - First day to conduct a special election after state general election.

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 Thursday, March 1, 1990, at 7:00 p.m. in the Board Room at Townsize Centre.

Bennett Trochlil
Bennett Trochlil, Superintendent

MISSION STATEMENT

To maximize the talents of every student in Independent School District Number 152.

ATTENDANCE:

Wayne Alexander _____	Anton Hastad _____
A. C. (Curt) Borgen _____	Allen Lund _____
James Cummings _____	Jeanne Seigel _____
Douglas Fagerlie _____	Bennett Trochlil _____

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent

IV. CONSENT AGENDA

All items listed with an asterisk () are considered to be routine by the School Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be considered in the normal sequence on the agenda.

Recommendation: Move to approve the items on the consent agenda.

Moved by _____ Seconded by _____
Comments _____

V. COMMUNICATIONS

VI. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

VII. "WE ARE PROUD"

1. Congratulations to Katie Hunt for being selected to receive this year's Youth Leadership Award from the Moorhead Soroptimists.
2. Marian Halgrimson, Music Teacher, is the author of three (3) articles in the music publication "Gopher Music Notes" on the topic of Cooperative Group Learning.
3. The Science Challenge team placed second in the regional competition which allows the team to compete in the state meet.
4. Jim Thom, Counselor, was a presenter in the Program Sharing Conference at St. Cloud. This conference is related to drug education and services for at-risk students.
5. The Math League students won the West Central Division Championship and will advance to the state competition on March 26.

VIII. MOORHEAD TECHNICAL COLLEGE AGENDA

- A. UNFINISHED BUSINESS
- B. NEW BUSINESS

IX. COMMITTEE/MEETING REPORTS

- PER - Cummings (Feb. 15)
- Supt. Advisory Council - Trochlil (Feb. 15)
- Child Study Procedures - Swedberg (Feb. 20)
- Staff Development Committee - Jernberg (Feb. 20)
- Long Range Planning - Alexander (Feb. 20)
- Special Ed. Integration - Swedberg (Feb. 21)
- IBM Planning - Lacher/Jernberg (Feb. 21)
- Chamber of Commerce - James K. Baker - Lund (Feb. 21)
- Policy Review - Seigel (Feb. 26)
- Joint Powers - Seigel (Mar. 1)

X. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION

A. UNFINISHED BUSINESS

B. NEW BUSINESS

1. Review of Policies (Seigel) Appendix A

Explanation: The Policy Review Committee recommends the approval of the following policies:

- * Tuition Deferment - MTC (JECB-A)
- * Emergency Closing (EBCD)
- * Student Assistance Program - MTC (JH)
- * Credit By Departmental Examination - MTC (IKFA)

This is the first reading of each policy. The agenda will address each policy separately at the March 13 meeting.

Recommendation: For Review

2. Consider (Jernberg) Appendix B
Capital Outlay
Budget

Explanation: Enclosed with the agenda is a copy of the 1990-91 capital outlay budgets. It will be reviewed with the Board. Final action on the entire budget will be delayed until March 27.

However, it is necessary to purchase some items in order for them to be received on a timely basis.

Recommendation: Move to authorize purchase of furniture and equipment items included in the 1990-91 capital outlay budget, which must be ordered at this time to ensure receiving them for the start of the 1991-92 school year.

Moved by _____ Seconded by _____
Comments _____

3. Review Outcome (Jernberg) Appendix C
Based Education
Proposal

Explanation: Appendix C contains a proposal on Outcome Based Education. This will be reviewed by persons who attended the National Outcome Based Education conference. Although final approval will be part of the management plan, it is necessary to have a preliminary indication as to whether or not the proposal will be approved so arrangements can be made before securing consultants.

Recommendation: The Board may or may not decide to take action at this time.

4. Consider Personnel (Bergen) Appendix D

Reduction in Force

Carol Sharrock - Administration Secretary, MTC,
effective February 29, 1990

Return From Leave

Michael Tillman - EMH Teacher, Junior High, to return
for the 1990-91 school year

Resignation

Cathy Brennan - Marketing Representative, MTC,
effective February 23, 1990

Shelly Toratti - Food Service, Robert Asp, effective
February 23, 1990

Sandy Grenier - Food Service, Junior High, effective
March 1, 1990

Early Retirement

Charles Watson - Social Teacher, Senior High,
effective the end of 1989-90 school year

Maida Eldevick - Library Secretary, Senior High,
effective June 1, 1990

Recommendation: Move to approve the personnel
changes as presented above.

Moved by _____ Seconded by _____
Comments _____

5. Consider Special (Jernberg) Appendix E
Education Staff
Requests

Explanation: Appendix E contains the following:

- 1) Proposal for increased EBD staffing at Riverside
Elementary School. District cost is \$1,435.00
(.286 FTE).
- 2) Proposal for an additional EC:SE paraprofessional
at Lincoln Elementary School. District cost is
\$438.00.

The total district cost will be \$1,873.00.

Recommendation: Move to approve the staff additions
as requested.

Moved by _____ Seconded by _____
Comments _____

*6. Consider Change-
Order - Fuel Tank
Replacement

(Lacher)

Appendix F

Explanation: Appendix F is a change order for a deduct of \$350.00.

The original request was dated November 14, 1989, at the time the work was completed.

Because it was a deduct, the assumption was made that it did not have to come before the board for action.

Recommendation: Move to approve the change order for the above project as a deduct of \$350.00 from the contract amount.

*7. Consider Boiler/
Machinery Insurance
Policy Renewal

(Lacher)

Appendix G

Explanation: The boiler and machinery insurance is up for renewal. The policy is handled through Warner and Company of Fargo, North Dakota.

Recommendation: Move to approve the renewal of the boiler and machinery insurance in the amount of \$2,845.00 through Warner and Company of Fargo.

XI. FOR YOUR INFORMATION

Appendix Z

1. There are currently 329 tobacco-free school districts in the state of Minnesota.
2. Futures Article - Appendix Z-1

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

- * Establish Meeting Date with City - Jim Antonen, City Manager, requested we set a meeting between the City Council and the School Board on Tuesday, March 20, 1990, at 7:00 p.m. in the board room of Townsite Centre.

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Policy Review Committee	Mon., Feb. 26	7:00 p.m.	Townsite
Wake Up to Moorhead (Topic: Education)	Tues., Feb. 27	7:30 a.m.	Days Inn
Uniform Precinct Caucus Day (no school events/ meetings after 6:00 p.m.)	Tues., Feb. 27	6:00 p.m. and after	
MTC - Break	Thurs., Mar 1 & Fri., Mar. 2		
Joint Powers	Thurs., Mar. 1	8:00 a.m.	Townsite
"KIDS"	Fri., Mar. 2	6:30 p.m.	Channel 11
Educational Foundation Committee	Mon., Mar. 5	7:00 p.m.	Townsite
First Day to File for School Board	Tues., Mar. 6		
Student Activities Committee	Tues., Mar. 13	7:00 a.m.	Townsite
PER Committee	Thurs., Mar. 15	7:00 a.m.	Townsite
Last Day to File for School Board	Tues., Mar. 20		
End of Third Quarter	Fri., Mar. 23		
The Sports & Science Career Symposium	Fri. & Sat. Mar. 23 - 24 Sun., Mar. 25	9:00 a.m. - 5:00 p.m. 12-5:00 p.m.	Hjemkomst Center
Parent/Teacher Conferences (K-8)	Tues., Mar. 27 - Fri., Mar. 30		
Earth Day	Sun., Apr. 22		Community

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, March 13, 1990 - 8:00 p.m.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JECB-A DATE ADOPTED: REVIEWED/REVISED:
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TUITION DEFERMENT - MTC

This policy is designed for those applicants who must defer tuition and textbook payments and who do not qualify or are not authorized for agency funding, loans and grants.

- I. Each applicant will complete and sign a Deferred Payment Application.
- II. A down payment will be required on all deferments in excess of \$150.00. The amount of down payment will be \$50.00.
- III. No student will be allowed to register for a new quarter if deferred payments are still delinquent from a previous quarter.
- IV. Terms and Steps of the Deferred Payment Process are as follows:
 - A. Identify maximum total amount of books and tuition that may be deferred for the period.
 - B. Identify total down payment amount paid.
 - C. Identify the balance due.
 - D. Identify projected date(s) of payment(s).
 - E. Identify possible funding sources and projected amounts and date of payments, if known.
 - F. Technical College Approval Officer shall identify and review with the student consumer terms and obligations of the Deferred Payment Agreement:
 1. The student understands that quarterly registration will be cancelled if payment is not made on or before the payment date(s).
 2. The student is aware that a down payment is/is not required.
 3. The student understands that he/she is responsible for all costs incurred for the period.
 4. After the 15th day of the period, tuition is charged for the period.
 5. All past due charges will be turned over to a collection agency. Any reasonable attorney fees will be the responsibility of student.
 6. Student cannot re-enroll with outstanding obligations.
 7. That the agreement the student signs is legal and binding.
- V. COLLECTION
Any and all overdue accounts are to be turned over to a collection agency 30 days after a letter of request has been sent to the person with an overdue account.

This policy is in compliance with State Board Policy #3.3.1.0 and will be applied without discrimination in regard to race, religion, creed, national origin, sex, marital status, handicapped status or public assistance procedures.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: EBCD DATE ADOPTED: REVIEWED/REVISED:
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EMERGENCY CLOSINGS

When conditions prevail at the school which a principal considers to be of an emergency nature or hazardous to staff and students, he/she shall attempt to notify the superintendent and will follow individual building action plan.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff.

Examples of the above include, but are not restricted to, bomb threats, weather and utility failures.

Each building principal/supervisor shall develop an individual building action plan for emergencies such as bomb threats.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JH DATE ADOPTED: 5-08-79 REVIEWED/REVISED:
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STUDENT ASSISTANCE PROGRAM - MTC

The Moorhead Technical College recognizes that a wide range of problems not directly associated with one's performance can have an effect on student's performance. In most instances the student will overcome such personal problems independently, and the effect on performance will be negligible. In other instances, normal staff assistance will serve either as motivation or guidance by which such problems can be resolved so the student's performance will return to an acceptable level. In some cases, however, neither the efforts of the student nor staff have the desired effect of resolving the student's problems, and unsatisfactory performance continues over a period of time, either constantly or intermittently.

We believe it is in the interest of the student, the student's family and the school to provide a student service which offers assistance. Therefore, it is the policy of MTC to handle such problems within the following framework:

1. The school recognizes that almost any human problem can be successfully treated provided it is identified in the early stages and referral is made to an appropriate kind of care. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
2. If a student's performance or attendance is unsatisfactory and the student is unable or unwilling to correct the situation either alone or with normal staff assistance, it is an indication that there may be some cause outside of the realm of his or her school responsibilities which is the basis of his or her problem.
3. The purpose of this policy is to assure students that if such personal problems are the cause of unsatisfactory school performance, the student will receive careful consideration to help resolve such problems in a confidential manner.
4. Students who are absent from school for treatment will be allowed to re-enter at an appropriate time.
5. Students who have a problem which they feel may affect performance are encouraged to voluntarily seek counseling and information on a confidential basis by contacting the designated school resource.

over

6. Students referred through the program by the staff may be required by the school to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems if the student wishes to remain in school.
7. It will be the responsibility of the student to comply with the referrals for diagnosis of his or her problem and to cooperate and follow the recommendations of the diagnostician or counseling agent. A student's continued refusal to accept diagnosis and treatment will be handled in the same way that similar refusals or treatment failures are handled for other student problems when the results of such refusals or failures continue to affect school performance or attendance.
8. Since student performance can be affected by the problems of a student's spouse or other family member, the referral service is available to the families of our students as well.

PROCEDURE IN THE HELPING PROCESS

Implementation of this policy reflects the concern of MTC for its students who may be having trouble, whether it be alcohol, drugs, finances, legal, marital, physical emotional problems. The success of this program can only be measured by the cooperative efforts of students and staff to resolve these problems.

Essentially the MTC policy consists of four (4) phases as follows:

1. Identification of a continuous performance problem.
2. Referral of the troubled student to the resource persons or agency professionally competent to diagnose problems.
3. Diagnosis and referral to the proper treatment facility.
4. Counseling, treatment and follow-up as needed to resolve the problem.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IKFA DATE ADOPTED: 12-22-87 REVIEWED/REVISED:
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CREDIT BY DEPARTMENTAL EXAMINATION - MTC

A student may challenge a course at Moorhead Technical College through an examination for credit with the appropriate department of study. Not all courses will be considered appropriate for examination.

The student obtains an "Examination for Credit" form at the Admissions and Records Office and secures approval for such an examination from the department chairperson.

The completed form is presented at the Business Office, where the form is stamped and a receipt issued upon payment of an examination fee of \$10.00 per credit.

The stamped form will be collected as an admission slip by the instructor at the time of examination, which must be held within two weeks of payment.

A grade of "S" (pass) or "No Credit" (failed) will be marked on the form, which is then signed by the instructor.

The form, together with the copy of the final evaluation, is submitted to the Registrar for approval. If the student received an "S" grade, the credit and grade are placed on their permanent record. If the examination is "No Credit" grade, the form is placed in the student's file but not entered on their transcript.

No student may repeat any challenge examination.

No student may earn more than one-third of the credits required of his/her diploma and/or Associate in Applied Science Degree (A.A.S.) through credit by departmental examination.

December, 1989

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1990-91 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: District Wide

TOPICS OF PROPOSAL: Implementation of Outcome Based Education

SUBMITTED BY: Jim Westra, Howard Murray, Bob Olson, Betty Myers, Dick Jones, Bob Jernberg, and Al Swedberg DATE: 2/15/90

SUBMITTED TO: Dr. Trochlil DATE TO BE IMPLEMENTED:
1990-91 Management Plan

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Bob Jernberg

Recommendation (by person responsible):

Approve ____ Disapprove ____ Hold ____ Refer to Cabinet ____

Date _____

DISTRICT MISSION STATEMENT: To maximize to talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

See attached

1. Lynn McDaniel, Principal of Woodbury Elementary School in Minnesota will work with elementary representatives for four days. Her focus will be upon how to integrate mastery learning into an outcome-based education approach. The representatives will then spend an additional eight days developing ways to focus on curricular outcomes, correctives, enrichments, and assessments.

Development in outcome based education will emphasize self-esteem through success and life-long learning. Edison, Probstfield, Washington, and Riverside will each be represented by a principal, a special education representative and five classroom teachers. Robert Asp and Eighth Avenue Schools will be represented by the principals, a team of six classroom teachers and two special education staff.

At the secondary level outcome-based units will be developed utilizing specialist in the areas of science, social studies, English, and math. A priority will be given to these areas. Twenty to thirty teachers will be selected by the principals based upon those expressing interest. These teachers will work with four members of the Glendale, Arizona teaching staff for four days in training and write course level and unit outcomes, correctives, enrichments, and assessments. The writing will continue for an additional eight days. A principal from each building will be involved for at least four days.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.)

The state and district are moving toward outcome based education. The representatives will be trained to assist in the implementation of the outcome based education concept and practices in the Moorhead Schools. There is significant interest in the Moorhead district in restructuring education to better meet the individual needs of students and to ensure that every student is successful. Outcome based education emphasizes success for every student.

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

If the proposal is not approved, we will be attempting to implement a program critical to the success of our students without adequate training for our staff.

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

The district could release staff during the school year for inservice.

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

PROPOSAL FORM

See attached

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional					
No. & Hrs/Day					
Teacher Para					
Noon Para					
	Total Salaries X 20%				
FRINGE BENEFITS	Worker's Compensation X salary X .0043 =				
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST _____ NET DISTRICT COST _____					
Comments on budgetary items:					

1. F.T.E. (Full-time equivalent)
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

BUDGET

46 to 56 teachers for 12 days @ \$76.56

<u>Salary</u>	<u>Fringe Benefits</u> <u>(FICA, TRA, WC) = 17%</u>
46 teachers = \$42,261	\$7,184
to	
56 teachers = \$51,448	\$8,746
11 Special Education Staff = \$10,106 (\$76.56 per teacher)	\$1,718

Consultants = \$10,000

Secretarial = Assign workstudy students - no additional cost.

Regular/General Fund Budget	Low Range	Upper Range
Total Cost	\$69,551	\$82,018
To be funded by General Fund Budget	\$57,727	\$70,194
- delay in curriculum cycle to be		
funded by Federal and/or State		
Special Education funds.	\$11,824	\$11,824

6. Space implications (short/long range).

None

7. Equity implications.

None

8. Technology implications.

Current hardware would be used. Additional software might be purchased to enhance the correctives and enrichments.

9. Suggested timelines for implementation.

August 13-28, 1990

10. Who has been involved in this decision?

Principals
Teachers
Assistant Superintendent
Director of Special Education

11. Other comments:

November, 1988

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota9-90 Budget
(Year)PROPOSAL FORM

NAME OF BUILDING: Riverside Elementary School
TOPIC OF PROPOSAL: E/BD Staff Increase
SUBMITTED BY: Mr. Iverson DATE: 2-8-90
SUBMITTED TO: Al Swedberg DATE TO BE IMPLEMENTED:
Robert Jernberg

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND

TO SUPERINTENDENT: Robert Jernberg

Recommendation (by person responsible):

Approve ___ Disapprove ___ Hold ___ Refer to Cabinet ___

Date _____

DISTRICT MISSION STATEMENT: To maximize the talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

This proposal is for the addition of .286 allocation for an emotional/behavior disorder teacher at Riverside Elementary School. It is proposed that Lynne Kovash's time be increased from 5/7's time to full time due to an increase in the number of students she is presently serving.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible, your rationale to the previously identified high priority problems of your school.)

Presently Lynne Kovash is assigned .714 time at Riverside. There are presently 13 students in the resource program. Mrs. Kovash uses the assigned time working with the students currently in the EBD program. Additional time is needed for direct teaching of students, assessments, observations and consultation with regular teachers. Eleven students are presently receiving level 3 services and two receive level 2 services.

3. State the negative implications if the proposal is not approved.
 - a) No time for collaboration with regular classroom teachers who work with the E/BD students in the mainstream classes.
 - b) Assessments will be delayed and may not meet the 30 day stipulation.
 - c) Decrease in teaching time as stated on the IEP Forms.
4. List alternative actions available if this proposal is not approved. (It is assumed that any alternative listed is less desirable than the proposal.)

A substitute could be hired to teach E/BD classes while Lynne does observations, assessments and consultation with the mainstream teachers.

5: Estimate the cost implications of this proposal on the following chart. Appendix E-1

PROPOSAL BUDGET

PERSONNEL	*1 Number Re-quested	Total Cost	Code to be Charged	Reimburse-ment (Fed/State)	Net District Cost
Administrators					
Teachers	.286	2,375		1,425	950
Clerical					
Aides:					
No. & Hrs/Day					
Teacher Aides					
Noon Aides					
FRINGE BENEFITS	Total Salaries 2,750 X 20% Worker's Compensation X salary X .0043 =				485
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>2,860</u> Net District Cost <u>1,435</u>					
Comments on budgetary items:					

- 1 F.T.E. (Full-time equivalent)
- 2 Equipment, remodeling, site improvement, etc.
- 3 Review by Business Office before Superintendent's Approval

6. Space implications (short/long range).

Presently assigned space will be utilized at Riverside School.

7. Equity implications.

The average number of E/BD students per teacher is 12. Mrs. Kovash is the only E/BD teacher at Riverside and is often involved in consultation of all students in the building regarding behavioral concerns by the teachers. Mrs. Kovash serves 13 students at Riverside and is presently assessing an additional 4 students who are referred for the program.

8. Technology implication.

9. Suggested timeline for implementation.

February 12, 1990

10. Who has been involved in this decision?

Mr. Iverson, Mr. Swedberg, Mr. Jernberg, Dr. Ortega, and Mrs. Lynne Kovash.

11. Other comments:

This proposal was originally submitted on 12/20/89 when it was anticipated there would have been a substantial increase in the E/BD program. However, it was recommended at that time from the administration that the proposal be resubmitted when the actual number of students indicated a need for an increase in Lynne's time.

November, 1988

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota____ Budget
(Year)PROPOSAL FORMNAME OF BUILDING: Lincoln ElementaryTOPIC OF PROPOSAL: Additional Paraprofessional for kindergarten studentSUBMITTED BY: Bonnie Henningson DATE: Feb. 23, 1990SUBMITTED TO: School Board DATE TO BE IMPLEMENTED:As soon as possible

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND

TO SUPERINTENDENT: Mr. Iverson and Mr. Swedberg

Recommendation (by person responsible):

Approve ___ Disapprove ___ Hold ___ Refer to Cabinet ___

Date _____

DISTRICT MISSION STATEMENT: To maximize the talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

The child study team has recommended that a half-time paraprofessional be hired to assist a p.m. Lincoln kindergarten student. Assistance is necessary to meet the goals and objectives as stated on the IEP.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible, your rationale to the previously identified high priority problems of your school.)

This student, of average ability (psychological testing, January, 1990) has a severe language disorder that interferes with his ability to 1) respond to language appropriately, 2) produce intelligible language, 3) interact with adults and peers, 4) develop social-play skills with peers and 5) attain kindergarten curricular goals. The IEP goals and objectives address the above needs. Meeting these needs can best be accomplished by providing a paraprofessional who will 1) rephrase/repeat teacher directions, 2) encourage intelligible language, 3) facilitate interaction and play with peers and 4) assist student in achieving kindergarten goals. The student qualifies for level II Early Childhood Special Education and level III speech services, however, these services alone are not meeting the students present needs.

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

If this proposal is not approved, we would be in noncompliance with the IEP which has been developed to meet the special needs of this student. The student would not receive the chance to meet his maximum talents as is stated in the district policy.

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

We would continue with present program which is not meeting the students needs.

PROPOSAL BUDGET

PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net District Cost
Administrators					
Teachers					
Clerical					
Aides:					
No. & Hrs/Day					
Teacher Aides	.0357	1,094		650	438
Noon Aides					
FRINGE BENEFITS					
		Total Salaries		X 20%	
		Worker's Compensation X salary X .0043 =			17.65
SUPPLIES					
*2					
CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>1,111.65</u>					Net District Cost <u>455.65</u>
Comments on budgetary items:					
Cost is based on 62 days with 2½ hours daily X 7.06 Per Hour					

1 F.T.E. (Full-time equivalent)

2 Equipment, remodeling, site improvement, etc.

3 Review by business office before Superintendent's Approval

6. Space implications (short/long range).

N/A

7. Equity implications.

N/A

8. Technology implication.

N/A

9. Suggested timeline for implementation.

Hiring of a paraprofessional needs to happen as soon as possible taking into account district hiring policies.

10. Who has been involved in this decision?

This proposal has been discussed by the child study team which consisted of speech clinician, early childhood special education teacher, psychologist, principal, parent and child study facilitator. No opposition to the proposal was made.

Comments:

The paraprofessional would work closely with the kindergarten teacher, speech clinician and early education teacher.

The paraprofessional is needed for 2 1/2 hours, 5 days a week in the afternoon.

MANNING

MECHANICAL INC.

2012 GREAT NORTHERN DRIVE • FARGO, NORTH DAKOTA 58102 • (701) 293-9774

NOVEMBER 14, 1989

8607-89

FOSS ASSOCIATES
BOX 2823
FARGO, ND 58103

ATTN: WILLIS

RE: ROBERT ASP SCHOOL
TANK REPLACEMENT

Dear Willis,

Below we have provided a material and labor breakdown to install 1" FOS and FOR in lieu of 2½ specified including Alt M-2.

80'	2½ K soft copper at 5.96 per 1"	477.00
2	2½ cplg at 5.64	11.00
8	2½ 90° at 11.91 each	95.00
6	2½ swt. male 13.27	80.00
1	4x2½ double taped bush at 6.50 each	7.00
1	4x2½ double taped bush at 6.50 each	7.00
1	2½ foot at 95.00	95.00
		<u>772.00</u>
	6% Sales Tax	46.00
	Total Material	818.00
	Total Labor (20 hrs @ 22.00)	440.00
	TOTAL DEDUCT	<u>\$1,258.00</u>

Deduct sod and installation above tank only
DEDUCT 75.00

Deduct cut and patching at Mechanical Room floor
DEDUCT 350.00

40'	1 K soft copper at 1.75 per 1'	70.00
40'	1 L hard copper at 1.70 per 1'	68.00
2	1 swt cplg at .91	2.00
8	1 swt 90° at 1.26	10.00
6	1 swt male at 2.39	14.00
1	2x1 double taped bush at 1.50	2.00
1	2x1 double taped bush at 1.50	2.00
1	1 foot valve at 34.00	34.00
		<u>202.00</u>
6% Sales Tax		12.00
Total Material		<u>214.00</u>
Total Labor (13 hrs. @ 22.00)		286.00
TOTAL ADD		<u>\$500.00</u>

ADD for vent piping removed in demotion		
21'	2 blk pipe at 2.00 per 1'	42.00
2	2 blk 90° at 3.28	7.00
1	2 blk vent cap at 10.20	10.00
Total Material		<u>59.00</u>
6% Sales Tax		4.00
		<u>63.00</u>
Total labor (2 hrs. @ 22.00)		44.00
TOTAL ADD		<u>\$107.00</u>

Add for additional blk dirt 20 yd at 6.50 per yard	130.00
6 % Sales Tax	8.00
ADD	<u>\$138.00</u>

Add for additional clay removed and washed sand backfill due to caving 60 yd.	
60 yd clay removed at 1.50	90.00
60 yd washed sand at 8.50	510.00
	<u>600.00</u>
6% Sales Tax	36.00
ADD	<u>\$636.00</u>

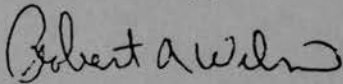
RECAP:

DEDUCTS	1,258.00
	75.00
	<u>350.00</u>
TOTAL DEDUCTS:	<u>\$1,683.00</u>
ADD	500.00
	107.00
	138.00
	<u>636.00</u>
TOTAL ADDS:	<u>\$1,381.00</u>

Total deduct	1,683.00
Total add	1,381.00
TOTAL DEDUCT:	<u>\$ 302.00</u>

If you have any questions, please contact our office.

Yours Truly,



Robert A. Wilm
Project Manager

TOMORROW IN BRIEF



SEVENTH GENERATION

Stackable bins for sorting aluminum, plastic, paper, or glass make recycling simple.

"Green Products" Revolution

Consumer goods that are environmentally benign — such as bathroom tissue, napkins, and stationery made of recycled paper — are gaining popularity. Many such products are now offered by mail order through Seventh Generation of South Burlington, Vermont. The organization claims its products offer the same level of quality and comfort as conventional products, "yet they help reduce acid rain, save trees and water, free up landfill space, and slow global warming." Among the products available are trash bins for sorting and recycling, biodegradable and dioxin-free feminine-hygiene products, low-flow showerheads, biodegradable plastic garbage bags, and organic baby food.

Embarrassment-Free Literacy Training

A computer program developed at the University of Illinois at Urbana-Champaign is helping to solve one of the biggest problems in teaching illiterate adults to read: their embarrassment. Those using the program may do so privately and with minimal participation by an instructor, easing any embarrassment the illiterate individual may feel. The program helps students find their own level and then helps them build skills until they can read at a high-school level.

For more information, see "Sources, Tomorrow in Brief" on page 49 of this issue.

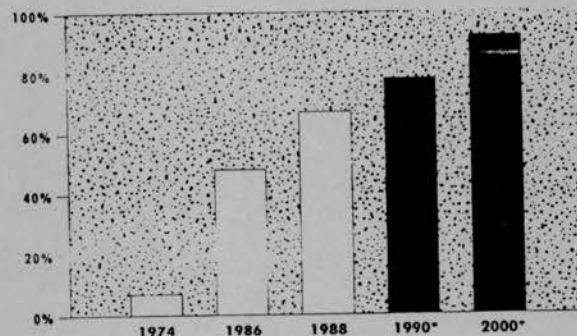
Decline in Farm Population Slows

The U.S. farm population did not change significantly from 1987 to 1988 (approximately 4.9 million), leading the Census Bureau to believe that the long-term decline in farm residents is leveling off. Farm workers represented 2.6% of the labor force in 1988, compared with 38% in 1900. While one-fourth of the nation's population now live in rural areas — where population has grown more rapidly than in urban areas — only 2% reside on farms, the Bureau notes.

Creating a Super Pig

Chinese swine have been brought to the United States so animal researchers can breed them with leaner American varieties in an attempt to create a super pig. Selective breeding could result in a hybrid that produces the large litters of the Chinese varieties but with the lean meat of American pigs. Improving the productivity of American pigs would save money for pork producers, according to David G. McLaren, a University of Illinois animal scientist and geneticist.

PERCENT OF THE WORLD'S CHILDREN IMMUNIZED AGAINST POLIOMYELITIS IN THE FIRST YEAR OF LIFE



Based on data reported to WHO as of July 1989

*Targets

SOURCE: World Health Organization

Percent of the world's children immunized against poliomyelitis in the first year of life.

Progress Against Polio

Worldwide immunization against polio has reached the two-thirds mark (67%), according to the World Health Organization (WHO). China succeeded in increasing its national coverage

for polio vaccine from 74% in 1987 to 96% in 1988. WHO says that the world now stands poised to eradicate the disease by the year 2000.



JANE IBRAHIM

Beeping Boom

Beeping radio pagers aren't just for golf-playing doctors anymore.

Frost & Sullivan, a New York-based market-research firm, reports that people are now finding many new uses for radio-paging devices. For example, parents page their playing children to come home for supper, babysitters faced with emergencies page parents to call home, pregnant women page their husbands when there is a change in condition, and mechanics page customers when their cars are ready. Sophisticated new alphanumeric pagers that display thousands of characters may become "the premier mobile information retrieval terminal of the 1990s," Frost & Sullivan predicts.



REHABILITATION RESEARCH AND DEVELOPMENT CENTER

Mechanical hand Dexter forms the letter "D."

Dexter: An Aid for the Deaf-Blind

A new communication aid helps individuals who are both deaf and blind gain access to computer-based information as well as communicate with other people through their sense of touch. "Dexter" is a mechanical fingerspelling hand that can substitute for a human interpreter. Its finger movements correspond to the one-hand-fingerspelling alphabet that is already in wide use by deaf people. To communicate with a deaf-blind individual, people who aren't familiar with the fingerspelling alphabet can type messages into Dexter's keyboard or use a TDD (Telecommunications Device for the Deaf) connected to telephones. A microprocessor system translates incoming messages into control signals that operate Dexter's motors. To receive a message, the deaf-blind user feels the mechanical hand as it moves and translates the finger positions into letters of the alphabet.

Cars May Shrink

Cars of tomorrow will be considerably smaller than today, predicts Ferry Porsche, head of the Stuttgart sports-car firm. Ninety percent of cars are normally used by no more than two riders at a time, Porsche points out. More two-seaters may thus be built, and engines will be smaller and mounted beneath the chassis. These cars will take up less room on highways and in parking garages, so commuters may have less trouble finding a parking space in the future.

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 March 13, 1990, at 8:00 p.m. in the Board Room of Townsite Centre.

Bennett Trochlil
Bennett Trochlil, Superintendent

MISSION STATEMENT

To maximize the talents of every student in Independent School District Number 152.

ATTENDANCE:

Wayne Alexander _____	Anton Hastad _____
A. C. (Curt) Borgen _____	Allen Lund _____
James Cummings _____	Jeanne Seigel _____
Douglas Fagerlie _____	Bennett Trochlil _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent
- IV. APPROVAL OF MINUTES Appendix A

Recommendation: Move to approve the minutes of February 13, 1990 and March 1, 1990.

Moved by _____ Seconded by _____
Comments _____

- *V. CONSENT AGENDA (Items: VI, XI - 8)

All items listed with an asterisk () are considered to be routine by the School Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be considered in the normal sequence on the agenda.

Recommendation: Move to approve the items on the consent agenda.

Moved by _____ Seconded by _____
Comments _____

- *VI. CONSIDERATION OF CLAIMS Appendix B
- VII. COMMUNICATIONS
- VIII. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

S. 109.805
min
3.13.90

IX. "WE ARE PROUD"

1. The Moorhead Junior High MATHCOUNTS team won the regional competition and will advance to the state competition in Duluth, March 16-17. Team members include: Londa Lesag, Ningning Chen, Ben Tomhave, Mike Oelke and alternates Chris Tremel and Kim Pender.
2. The Moorhead Knowledge Bowl team of Chris Gring, Chris Heimarck, Brandon Roy and Ryan Kallberg placed first in the annual Concordia Academic Tournament. Another team of Moorhead students Jason Babler, Chad Borowicz, Andrew Byrnes and Craig Ness placed third.
3. Joel Ortega, EBD Coordinator, participated in the peer monitoring project through the Minnesota Department of Education.
4. The Moorhead Junior Engineering Technological Society (JETS) team captured top honors in a recent competition. First place finishers were: Nathan Hastad, Math; Craig Ness, Biology; Fernando Alonso, Chemistry. Second and Third Place finishers: Chane Pilon, Adam Thomad, Ryan Kallberg, Jason Babler, Scott Carlson, Monte Helm, Chris Gring, Bryan Kinsella and Chad Borowicz.
5. Senior, Scott Hurner, received the Diver of the Year of Region 8 award and placed second in the Section competition which qualifies him for the State tournament.

X. COMMITTEE/MEETING REPORTS

TITLE IX - Hastad (3/8)

Education Foundation - Trochlil (3/5)

MEEP Day - (K-8) Principals (3/9)

Student Activities - Borgen/Seigel (3/13)

XI. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION

A. UNFINISHED BUSINESS

1. Consider Tuition (Seigel) Appendix C
Deferment-MTC
Policy

Explanation: The Policy Review Committee recommends this policy for adoption.

Recommendation: Move to approve the Tuition Deferment-MTC (JECB-A) policy as presented.

Moved by _____ Seconded by _____
Comments _____

2. Consider Emergency (Seigel) Appendix D
Closing Policy

Explanation: The Policy Review Committee recommends this policy for adoption.

Recommendation: Move to approve the Emergency Closing (EBCD) policy as presented.

Moved by _____ Seconded by _____
Comments _____

3. Consider Student (Seigel) Appendix E
Assistance Program-
MTC Policy

Explanation: The Policy Review Committee recommends this policy for adoption.

Recommendation: Move to approve the Student Assistance Program-MTC (JH) policy as presented.

Moved by _____ Seconded by _____
Comments _____

4. Consider Credit (Seigel) Appendix F
By Departmental
Examination-MTC
Policy

Explanation: The Policy Review Committee recommends this policy for adoption.

Recommendation: Move to approve the Credit By Departmental Examination-MTC (IKFA) as presented.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Review of Policies (Seigel) Appendix G

Explanation: The Policy Review Committee recommends the approval of the following policy:

- * Sale and Disposal of Books, Equipment and Supplies (DN)

This is the first reading of this policy.

Recommendation: For Review

2. Consider Special (Swedberg) Appendix H
Education Staff
Requests

Explanation: Appendix H contains the following:

- 1) Proposal for increased occupational therapy services throughout the district. District cost is \$1,651 for approximately 168 hours.
- 2) Proposal for an additional teacher to serve mildly mentally handicapped students at Washington School. District cost is \$2,938 (.571 FTE).
- 3) Proposal for an additional paraprofessional in the mildly mentally handicapped program at Washington School. District cost is \$1,116 for five hours of services per day.

The total district cost will be \$5,705.00.

Recommendation: Move to approve the staff additions as requested.

Moved by _____ Seconded by _____
Comments _____

3. Consider Junior (Lacher) Appendix I
High Expansion

Explanation: Bill Cowan, Foss and Associates, will review the plans prior to bid.

Recommendation: Move to approve the Junior High building plans for expansion.

Moved by _____ Seconded by _____
Comments _____

4. Consider (Lacher) Appendix J
Construction -
Senior High

Explanation: Bill Cowan, Foss and Associates, will present the plans prior to bid for the following work:

- 1) Auditorium Work
- 2) West Side Elevation
- 3) Middle Building Lift
- 4) East Side Elevator
- 5) Training Room Development

Recommendation: Move to approve the Senior High plans identified above.

Moved by _____ Seconded by _____
Comments _____

5. Consider Boundary/ (Jernberg) Appendix K
Configuration
Committee Report

Explanation: Terry Atherton, Chairman of the Boundary/Configuration Committee, and members of the committee will make a recommendation and discuss the committee's deliberations.

Recommendation: Move to accept the Boundary/Configuration Committee report.

Moved by _____ Seconded by _____
Comments _____

6. Consider Summer (Jernberg) Appendix L
School Program

Explanation: Howard Murray and Darrel Tomlinson will report to the Board of the upcoming plans for summer school.

Recommendation: Move to set the 1989-90 summer school dates as follows:

Secondary Remedial/Summer Music: June 6 - July 13
Elementary Special Education: June 11 - July 13

Moved by _____ Seconded by _____
Comments _____

7. Consider Personnel (Bergen) Appendix M

Early Retirement

Gordon Gilbertson - Custodian, Probstfield,
effective June 30, 1990
John Harrom - Electrical Design Teacher, MTC,
effective the end of the 1989-90 school year
Duane Barnard - Chef Teacher, MTC, effective the
end of the 1989-90 school year

New Employee

Lynn Browowske - Custodian, Senior High, A12,
\$6.49 per hour, effective March 1, 1990
Paula Falk - EBD Teacher, Genesis, BA (3)
\$7,387.52 (\$21,008), effective March 1, 1990 for
the remainder of the 1989-90 school year

Maternity Leave

Michelle Hiltwein - Secretary, MTC, to begin about
April 27, 1990 for six weeks

Recommendation: Move to approve the personnel
changes as presented.

Moved by _____ Seconded by _____
Comments _____

*8. Consider Change (Molick) Appendix N
Order - MTC

Explanation: There is an additional cost to
provide and install 104 coat hooks in children's
coat cubicles (2 per cubicle).

Net change equals \$297.80.

Recommendation: Move to approve the change order
for Moorhead Technical College construction.

XI. FOR YOUR INFORMATION

Appendix Z

1. Futures Article - Z-1
2. AASA Convention - Trochlil
3. Senior High First Period Offerings - Jernberg

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. Superintendent's Evaluation - Trochlil

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Calendar Committee	Mon., Mar. 12	7:00 p.m.	Townsite
Report Card Committee	Mon., Mar. 12	3:30 p.m.	Townsite
Student Activities Committee	Tues., Mar. 13	7:00 a.m.	Townsite
PER Committee	Thurs., Mar. 15	7:00 a.m.	Townsite
Robert Asp Play "Maps of Monotonia"	Thurs., Mar. 15 Fri., Mar. 16	7:00 p.m.	Robert Asp
Last Day to File for School Board	Tues., Mar. 20	5:00 p.m.	Townsite
Business After Hours	Tues., Mar. 20	4:30 p.m.- 6:30 p.m.	Days Inn
City Council/ School Board Meeting	Tues., Mar. 20	7:00 p.m.	Townsite
Supt. Advisory Council	Thurs., Mar. 22	7:00 p.m.	Townsite
End of Third Quarter	Fri., Mar. 23		
The Sports & Science Career Symposium	Fri. & Sat. Mar. 23 - 24 Sun., Mar. 25	9:00 a.m. - 5:00 p.m. 12-5:00 p.m.	Hjemkomst Center
Policy Review	Mon., Mar. 26	7:00 p.m.	Townsite
Wake Up To Moorhead	Tues., Mar. 27	7:30 a.m.	Days Inn
Long Range Planning	Tues., Mar. 27	4:30 p.m. - 6:00 p.m.	Townsite
Parent/Teacher Conferences (K-8)	Tues., Mar. 27 - Fri., Mar. 30		
Sr. High Play "South Pacific"	Thurs., Mar. 29 - Sat., Mar. 30 Thurs., Apr. 5 - Sat., Apr. 7	7:30 p.m.	Senior High
Volunteers: A Resource for Your Community Workshop	Sat., Apr. 7	8:30 a.m.- 2:00 p.m.	Hjemkomst Center
Earth Day	Sun., Apr. 22		Community

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, March 27, 1990 - 7:00 p.m.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
FEBRUARY 13, 1990
PAGE 1

MEMBERS PRESENT: Wayne Alexander, James Cummings, Douglas Fagerlie, Allen Lund, Jeanne Seigel and Bennett Trochilil.

PLEDGE OF ALLEGIANCE: Chairperson Lund led the Board, audience and administration in the Pledge of Allegiance.

APPROVAL OF MINUTES: Fagerlie moved, seconded by Seigel, to approve the minutes of January 9, 1990, as corrected, and January 23, 1990, as presented. Motion carried unanimously.

CONSIDERATION OF CLAIMS: As part of the consent agenda, the Board approved the following claims, subject to audit, in the amount of \$974,888.32:

General Fund:	\$264,720.57
Food Service:	43,480.08
Transportation:	101,566.43
Community Services:	20,505.92
Capital Expenditures:	41,539.30
Debt Redemption:	162.50
MTC-General Fund:	129,179.77
MTC-Adult Education:	15,414.62
MTC-Equipment Fund:	38,511.21
MTC-Building Fund:	62,354.34
MTC-Repair & Replacement:	13,931.10
Federal Financial Aid:	222,721.85
Student Funds:	14,704.16
Townsite:	5,986.47
TOTAL	\$974,888.32

COMMUNICATIONS

Lund received a letter from Father Sullivan, St. Francis Church, regarding the lease proposals between them and the school district. This item will be discussed after further review.

CONSENT AGENDA: Seigel moved, seconded by Fagerlie, to approve the following items on the consent agenda: Consideration of Claims; School District Errors & Omissions Insurance; Office Space Rental-Fergus Falls; Workers' Compensation Insurance; Nonresident Agreement; Investments and Trust Transfers; Uncollected Checks; Change Order-MTC; 1989-90 MTC Student Senate budget; and, Gifts. Motion carried unanimously.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
FEBRUARY 13, 1990
PAGE 2

COMMITTEE/MEETING REPORTS

Learning Bank - Seigel reported educational cuts in North Dakota were discussed.

Superintendent's Advisory Council - Trochlil reported this group discussed the K-12 building program and happenings between all of the buildings.

Election Laws - Trochlil reported on attending a meeting in Fergus Falls regarding the upcoming school board election.

Boundary Configuration - Cummings indicated there may not be boundary changes for 1990-91.

Moorhead Education Foundation - Trochlil reported a steering committee has been organized. 'Dollars for Scholars' and the enhancement of programs are the two components of the organization.

Student Activities - Seigel reported Jim Thom was present to discuss the Activities Assistance program, dealing with prevention/intervention. Emergency Contact persons for travel emergencies when activities are held out of town and the teams are unable to reach home due to bad weather was discussed.

Calendar Committee - Trochlil handed out the roster of the committee and a meeting will be called.

APPROVAL OF POLICIES: The following policies were approved by the Board:

Equal Employment Opportunity (Code: GBAA) - Seigel moved, seconded by Alexander, to adopt the policy which replaces the Affirmative Action policy currently in use. Motion carried unanimously.

Planning, Evaluation, Reporting Statement (Code: AFE) - Seigel moved, seconded by Fagerlie, to adopt the policy which replaces the current one. Motion carried unanimously.

Immunization (Code: JHCB) - Seigel moved, seconded by Alexander, to adopt the policy as presented. Motion carried unanimously.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
FEBRUARY 13, 1990
PAGE 3

Chemical Use (Code: JECI) - Seigel moved, seconded by Cummings, to adopt the policy as presented. Motion carried unanimously.

Policy Governing Comparability (Code: IHA) - Seigel moved, seconded by Fagerlie, to adopt this policy as presented. Motion carried unanimously.

SENIOR HIGH 1990-91 REGISTRATION GUIDE AND CURRICULUM CHANGES: Alexander moved, seconded by Fagerlie, to accept the Senior High School Registration Guide and approve the course offerings for 1990-91. Motion carried unanimously.

Special Education Staff Requests: Alexander moved, seconded by Cummings to approve the additions to the special education staff as follows: 1) Increased EBD staffing at the Junior High School. District cost is \$1,142.06 (.1 FTE); 2) Additional EBD paraprofessional at Edison Elementary School for 3 hours per day. District cost is \$792.44; 3) Addition of a 1/2 time physical and other health impaired student assistant at Probstfield Elementary School. District cost is \$883.00; 4) Additional severely/profoundly mentally handicapped paraprofessional for 4 1/2 hour per day at the Junior High School. District cost is \$1,189.00. The total district cost will be \$4,006.50. Motion carried unanimously.

MOORHEAD TECHNICAL COLLEGE - FY90 BUDGET REVISION: Molick reviewed with the Board the revisions to the budget. Declining enrollments and higher than expected contract settlements are the main reasons for the adjustments.

Alexander moved, seconded by Cummings, to approve the revised fiscal year 1989-90 budget for Moorhead Technical College. Motion carried unanimously.

TITLE IV - INDIAN EDUCATION PROJECT: Cummings moved, seconded by Fagerlie, to approve the Title IV project, in the amount of \$14,651.00 for the 1990-91 school year. Motion carried unanimously.

AUDIT SERVICES: Alexander moved, seconded by Seigel, to approve Eide Helmeke and Company for audit services for school years 1989-90: \$23,600; 1990-91: \$24,300; and, 1991-92: \$24,950. Motion carried unanimously.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
FEBRUARY 13, 1990
PAGE 4

RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF

CANDIDACY: Fagerlie moved, seconded by Lund, to approve the resolution to establish dates for filing affidavits of candidacy for the 1990 school board election. Motion carried unanimously.

MEETING DATE CHANGE: Fagerlie moved, seconded by Lund, to approve Thursday, March 1, 1990, as the meeting date in place of Tuesday, February 27, 1990, due to uniform primary caucus day in the state of Minnesota. Motion carried unanimously.

TIME CHANGE FOR MARCH 13, 1990 MEETING: Alexander moved, seconded by Cummings, to approve changing the starting time of the March 13, 1990 meeting to 8:00 p.m., due to township election day. Motion carried unanimously.

PERSONNEL: Seigel moved, seconded by Fagerlie, to approve the following personnel changes:

New Employee

Alvin Azure - Custodian, Washington/Edison, A12, \$6.49 per hour, effective January 15, 1990

Richard Rauenhorst - Early Childhood Paraprofessional, Lincoln, B21, \$7.06 per hour, 3.5 hours per day, effective January 22, 1990

Mary Thompson - Writing to Read Lab Paraprofessional, Lincoln, B21, \$7.06 per hour, 3.5 hours per day, effective January 22, 1990

Barbara Martin - ESL Tutor, Probstfield/Riverside, \$7.75 per hour, 12.5 hours per week, effective January 22, 1990

Candy Thompson - Evening Secretary-Adult Education, MTC, A13, \$6.77 per hour, 18 hours per week, effective January 15, 1990

Extension of Contract

Jan Welken - full-time Senior High, second semester, BA+15 (7), \$11,474.00 (\$22,948)

Resignation

Roxanne Rasmussen - Evening Secretary-Adult Education, effective February 16, 1990

Early Retirement

Robert Hellem - Social Studies Teacher, Junior High, effective the end of the 1989-90 school year

Robert Hagen - Accounting Teacher, MTC, effective May 24, 1990

Motion carried unanimously.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
FEBRUARY 13, 1990
PAGE 5

ERRORS AND OMISSIONS INSURANCE: As part of the consent agenda, the Board approved the errors and omissions insurance renewal adding two (2) items to the policy in the amount of \$4,559.00.

OFFICE SPACE RENTAL: As part of the consent agenda, the Board approved the lease agreement for office space at West Central ECSU in Fergus Falls, in the amount of \$750.00 per month, for the customized training representative hired by Moorhead Technical College to be located there.

WORKERS' COMPENSATION INSURANCE: As part of the consent agenda, the Board approved the renewal of coverage for workers' compensation insurance through the Minnesota School Boards Association Insurance Trust in the amount of \$130,628.00.

NONRESIDENT AGREEMENT: As part of the consent agenda, the Board approved the following nonresident agreement, subject to Board action of the appropriate school district:

To Attend Moorhead Public Schools:

Ben Quintero - 202-1st Avenue SW, Dilworth, MN, Grade 7

INVESTMENTS AND TRUST TRANSFERS: As part of the consent agenda, the Board approved the investments and trust transfers as presented.

UNCOLLECTED CHECKS: As part of the consent agenda, the Board approved the write-off of uncollected checks, in the amount of \$155.93.

CHANGE ORDER - MTC CHILD CARE CENTER: As part of the consent agenda, the Board approved the change order for an additional \$212.00.

1989-90 MTC STUDENT SENATE BUDGET: As part of the consent agenda, the Board approved the student senate budget, in the amount of \$44,000.000.

ACCEPTANCE OF GIFTS: As part of the consent agenda, the Board accepted the following gifts and directed letters of thanks to be sent: 1) \$50.00 from the Washington PTO for the 4th Grade musical; 2) \$4,500 from Nash-Finch under the SunMart Computers for Kids Program for computers to these buildings: Senior High - one; Probstfield - one; and, Robert Asp - two; 3) In a special drawing, Riverside School received an Apple II-C computer from SunMart Foods. Moorhead resident, Lillian Landmark, registered asking that the computer be designated for that building.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
FEBRUARY 13, 1990
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FOR YOUR INFORMATION: Fran Laske showed the video on Channel 1 from Whittle Communications. This is a 12 minute news video that is programmed for teen age audiences that could be used in the junior and senior high schools.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Alexander reviewed the Outcome Based Education conference he attended.

Fagerlie asked if a Special Education Alternatives/Options Task Force could be created to address the issues of integration of the handicapped into the regular classroom.

Fagerlie questioned if a meeting will be held between the City, Park Board and School Board regarding the Sports Center expansion.

ADJOURNMENT: Alexander moved, seconded by Fagerlie, to adjourn the meeting. Motion carried unanimously.

Curt Borgen, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MARCH 1, 1990

MEMBERS PRESENT: Wayne Alexander, Curt Borgen, James Cummings, Douglas Fagerlie, Anton Hastad, Allen Lund, Jeanne Seigel and Bennett Trochlil.

PLEDGE OF ALLEGIANCE: Chairperson Lund led the Board, audience and administration in the Pledge of Allegiance.

CONSENT AGENDA: Borgen moved, seconded by Lund, to approve the following items on the consent agenda: Change-Order Fuel Tank Replacement; Boiler/Machinery Insurance Renewal; and, Nonresident Agreements. Motion carried unanimously.

COMMUNICATIONS

Lund read a letter from St. Lukes Meritcare thanking the students and staff at the junior high for their participation in the cholesterol screening that took place in the 7th grade health classes.

Hastad raised concerns regarding the registration of students at the high school and having a limited number of first hour classes offered.

COMMITTEE/MEETING REPORTS

PER - Cummings reported the Channel 1 video from Whittle Communications was viewed. A vote by the committee failed, asking the School Board to refrain from acting on the use of Channel 1 without a recommendation from the PER committee.

Superintendent's Advisory Council - Trochlil reported discussions on PEP (Parents Encouraging Parents) group at the high school; the dollars kids are spending on Prom may be to excessive; and, the process on selecting the students who moved to different buildings.

Staff Development - Jernberg indicated MEEP day activities are going well. The budget, St. Francis budget and inservice/workshops were discussed.

Long Range Planning - Alexander reported the meeting was held at the high school where Fran Laske displayed the technology available to teachers for instructional use.

Special Education Integration - Trochlil reported that Toni Jons, Intermediate District 916, White Bear Lake, spent an afternoon with district administration and supervisors reviewing the implications of integration.

Chamber of Commerce Luncheon - James K. Baker, President, United States Chamber of Commerce was the speaker.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MARCH 1, 1990**

IBM Planning - Lacher and Jernberg reported expectations/dreams of the school district and the cost of expanding the computer system were discussed. The district has accomplished much more than expected and are approximately one and one-half years ahead of schedule in the use on the new technology.

Policy Review - Seigel reported the committee reviewed 13 policies at the last meeting. The policies for K-12 and MTC are being reviewed/revised together so as to fit both situations.

Joint Powers - Seigel reported Scott Hutchins, Swede Stelzer and Jerry Sorenson made a presentation on Tax Increment Financing.

Boundary Configuration - Cummings indicated a report will be given at the next board meeting.

REVIEW OF POLICIES: A first reading on the following policies was conducted: Tuition Deferment-MTC (JECB-A); Emergency Closing (EBCD); Student Assistance Program-MTC (JH); and Credit By Departmental Examination-MTC (IKFA). Each will be addressed separately at the March 13 meeting.

CAPITAL OUTLAY BUDGET: Alexander moved, seconded by Borgen, to authorize the purchase of furniture and equipment items included in the 1990-91 capital outlay budget, which must be ordered at this time to ensure receiving them for the start of the 1991-92 school year. Motion carried unanimously.

OUTCOME BASED EDUCATION: Jim Westra and Betty Myers reviewed with the Board the implementation of OBE. A three year implementation process by training 20-30 teachers each year was discussed. This would be a long term commitment, if approved.

PERSONNEL: Borgen moved, seconded by Seigel, to approve the following personnel changes:

Reduction in Force

Carol Sharrock - Administration Secretary, MTC, effective February 29, 1990

Return From Leave

Michael Tillman - EMH Teacher, Junior High, to return for the 1990-91 school year

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MARCH 1, 1990**

Resignation

Cathy Brenan - Marketing Representative, MTC, effective February 23, 1990
Shelly Toratti - Food Service, Robert Asp, effective February 23, 1990
Sandy Grenier - Food Service, Junior High, effective March 1, 1990

Early Retirement

Charles Watson - Social Teacher, Senior High, effective the end of 1989-90 school year
Maida Eldevick - Library Secretary, Senior High, effective June 1, 1990

Motion carried unanimously.

SPECIAL EDUCATION STAFF REQUESTS: Alexander moved, seconded by Cummings, to approve the staff additions as follows:

1) Increased EBD staffing at Riverside Elementary School. District cost is \$1,435.00 (.286 FTE); 2) Additional EC:SE paraprofessional at Lincoln Elementary School. District cost is \$438.00. The total district cost will be \$1,873.00. Motion carried by majority roll call vote: Cummings-yes; Alexander-yes; Hastad-yes; Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-abstain.

CHANGE ORDER - FUEL TANK REPLACEMENT: As part of the consent agenda, the Board approved the change order for a deduct in the amount of \$302.00 in the fuel tank replacement project.

BOILER/MACHINERY INSURANCE POLICY RENEWAL: As part of the consent agenda, the Board approved the renewal of the boiler and machinery insurance in the amount of \$2,845.00 through Warner and Company of Fargo.

LEASE AGREEMENT WITH ST. FRANCIS DE SALES CHURCH: Alexander moved, seconded by Cummings, to approve the preliminary lease agreement with St. Francis de Sales for rental of the St. Francis School and convent. Motion carried unanimously.

NONRESIDENT AGREEMENTS: As part of the consent agenda, the Board approved the following nonresident agreements, subject to Board action of the appropriate school districts: To Attend Moorhead Public Schools: Guadalupe Morin III, 202-1st St. W., Dilworth, MN, Grade 5; Irene Morin, 202-1st St. W., Dilworth, MN, Grade 3; Adela Morin, 202-1st St. W., Dilworth, MN, Grade 4.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MARCH 1, 1990

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The Board set Tuesday, March 20, 1990, 7:00 p.m. at Townsite Centre for a meeting between the Moorhead City Council and the School Board.

Regional bargaining of contracts through the ECSU, fuel oil samples at Robert Asp, divorced parents receiving information on their children, St. Francis renovations and appreciation of volunteers were discussed.

ADJOURNMENT: Fagerlie moved, seconded by Lund, to adjourn the meeting. Motion carried unanimously with Alexander absent.

Curt Borgen, Clerk

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JECB-A DATE ADOPTED: REVIEWED/REVISED:
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TUITION DEFERMENT - MTC

This policy is designed for those applicants who must defer tuition and textbook payments and who do not qualify or are not authorized for agency funding, loans and grants.

- I. Each applicant will complete and sign a Deferred Payment Application.
- II. A down payment will be required on all deferments in excess of \$150.00. The amount of down payment will be \$50.00.
- III. No student will be allowed to register for a new quarter if deferred payments are still delinquent from a previous quarter.
- IV. Terms and Steps of the Deferred Payment Process are as follows:
 - A. Identify maximum total amount of books and tuition that may be deferred for the period.
 - B. Identify total down payment amount paid.
 - C. Identify the balance due.
 - D. Identify projected date(s) of payment(s).
 - E. Identify possible funding sources and projected amounts and date of payments, if known.
 - F. Technical College Approval Officer shall identify and review with the student consumer terms and obligations of the Deferred Payment Agreement:
 1. The student understands that quarterly registration will be cancelled if payment is not made on or before the payment date(s).
 2. The student is aware that a down payment is/is not required.
 3. The student understands that he/she is responsible for all costs incurred for the period.
 4. After the 15th day of the period, tuition is charged for the period.
 5. All past due charges will be turned over to a collection agency. Any reasonable attorney fees will be the responsibility of student.
 6. Student cannot re-enroll with outstanding obligations.
 7. That the agreement the student signs is legal and binding.
- V. COLLECTION
Any and all overdue accounts are to be turned over to a collection agency 30 days after a letter of request has been sent to the person with an overdue account.

This policy is in compliance with State Board Policy #3.3.1.0 and will be applied without discrimination in regard to race, religion, creed, national origin, sex, marital status, handicapped status or public assistance procedures.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: EBCD DATE ADOPTED: REVIEWED/REVISED:
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EMERGENCY CLOSINGS

When conditions prevail at the school which a principal considers to be of an emergency nature or hazardous to staff and students, he/she shall attempt to notify the superintendent and will follow individual building action plan.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff.

Examples of the above include, but are not restricted to, bomb threats, weather and utility failures.

Each building principal/supervisor shall develop an individual building action plan for emergencies such as bomb threats.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JH DATE ADOPTED: 5-08-79 REVIEWED/REVISED:
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STUDENT ASSISTANCE PROGRAM - MTC

The Moorhead Technical College recognizes that a wide range of problems not directly associated with one's performance can have and effect on student's performance. In most instances the student will overcome such personal problems independently, and the effect on performance will be negligible. In other instances, normal staff assistance will serve either as motivation or guidance by which such problems can be resolved so the student's performance will return to an acceptable level. In some cases, however, neither the efforts of the student nor staff have the desired effect of resolving the student's problems, and unsatisfactory performance continues over a period of time, either constantly or intermittently.

We believe it is in the interest of the student, the student's family and the school to provide a student service which offers assistance. Therefore, it is the policy of MTC to handle such problems within the following framework:

1. The school recognizes that almost any human problem can be successfully treated provided it is identified in the early stages and referral is made to an appropriate kind of care. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
2. If a student's performance or attendance is unsatisfactory and the student is unable or unwilling to correct the situation either alone or with normal staff assistance, it is an indication that there may be some cause outside of the realm of his or her school responsibilities which is the basis of his or her problem.
3. The purpose of this policy is to assure students that if such personal problems are the cause of unsatisfactory school performance, the student will receive careful consideration to help resolve such problems in a confidential manner.
4. Students who are absent from school for treatment will be allowed to re-enter at an appropriate time.
5. Students who have a problem which they feel may affect performance are encouraged to voluntarily seek counseling and information on a confidential basis by contacting the designated school resource.

over

6. Students referred through the program by the staff may be required by the school to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems if the student wishes to remain in school.
7. It will be the responsibility of the student to comply with the referrals for diagnosis of his or her problem and to cooperate and follow the recommendations of the diagnostician or counseling agent. A student's continued refusal to accept diagnosis and treatment will be handled in the same way that similar refusals or treatment failures are handled for other student problems when the results of such refusals or failures continue to affect school performance or attendance.
8. Since student performance can be affected by the problems of a student's spouse or other family member, the referral service is available to the families of our students as well.

PROCEDURE IN THE HELPING PROCESS

Implementation of this policy reflects the concern of MTC for its students who may be having trouble, whether it be alcohol, drugs, finances, legal, marital, physical emotional problems. The success of this program can only be measured by the cooperative efforts of students and staff to resolve these problems.

Essentially the MTC policy consists of four (4) phases as follows:

1. Identification of a continuous performance problem.
2. Referral of the troubled student to the resource persons or agency professionally competent to diagnose problems.
3. Diagnosis and referral to the proper treatment facility.
4. Counseling, treatment and follow-up as needed to resolve the problem.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IKFA DATE ADOPTED: 12-22-87 REVIEWED/REVISED:
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CREDIT BY DEPARTMENTAL EXAMINATION - MTC

A student may challenge a course at Moorhead Technical College through an examination for credit with the appropriate department of study. Not all courses will be considered appropriate for examination.

The student obtains an "Examination for Credit" form at the Admissions and Records Office and secures approval for such an examination from the department chairperson.

The completed form is presented at the Business Office, where the form is stamped and a receipt issued upon payment of an examination fee of \$10.00 per credit.

The stamped form will be collected as an admission slip by the instructor at the time of examination, which must be held within two weeks of payment.

A grade of "S" (pass) or "No Credit" (failed) will be marked on the form, which is then signed by the instructor.

The form, together with the copy of the final evaluation, is submitted to the Registrar for approval. If the student received an "S" grade, the credit and grade are placed on their permanent record. If the examination is "No Credit" grade, the form is placed in the student's file but not entered on their transcript.

No student may repeat any challenge examination.

No student may earn more than one-third of the credits required of his/her diploma and/or Associate in Applied Science Degree (A.A.S.) through credit by departmental examination.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: DN DATE ADOPTED: 08-08-78 REVIEWED/REVISED:
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SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES
(School Properties Disposal Procedure)

1. The school district shall be allowed to sell, give away, or destroy media that is no longer useful to the district.
2. the Board shall be governed by the provisions of M.S. 123.36, subd. 2., which reads as follows, "The Board shall purchase, sell, and exchange school apparatus, furniture, stoves, buses, and other equipment as may be deemed necessary by the Board for school purposes."
3. School property which has been released by its user as no longer needed for the school program shall first be offered to school administrators and other personnel for possible use in other phases of the school program.
4. When there is no reasonable use for school property within the school district, it may be offered for sale to school personnel and the general public. The administration shall place a value on the properties consistent with the market for such properties.
5. Where it appears that the sale value of the property will exceed \$500, written sealed bids will be solicited.
6. Proceeds of sale of excess books and supplies shall be deposited in the general fund and proceeds of sale of excess equipment shall be deposited in the capital outlay fund unless otherwise designated by the Board of Education.

December, 1989

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1989-90 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: District wide plus Glyndon/Dilworth

TOPICS OF PROPOSAL: additional Occupational Therapy staff

SUBMITTED BY: Stephanie Henning, Carol DATE: _____
Olson, Pat DuBord

SUBMITTED TO: School Board DATE TO BE IMPLEMENTED: _____
Administration
Principals Immediately

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Al Swedberg

Recommendation (by person responsible):

Approve ____ Disapprove ____ Hold ____ Refer to Cabinet ____

Date _____

DISTRICT MISSION STATEMENT: To maximize to talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

The addition of .4 FTE/week of registered occupational therapy service is needed for the duration of the 89-90 school year to attempt to meet present IEP service times and provide for additional year end assessments and child study meetings.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.)

Currently, 1.8 FTE Occupational Therapists who serve 71 of our students will be unable to meet the demands of end of the year evaluations and child study meetings while currently unable to meet their mandated IEP consultation and direct service times in the 10 buildings they serve. Their current work load breakdown:

	Service Model for 1.8 FTE OTR's Hours/week	Service Model for 71 students Hours/week
Direct Service (IEP)	18	18
Consultation Service (IEP)	12	31
Prep Time		20
Documentation (10 min/week/student)		11.83
Child Study Meetings	8	8.35
Staff Meetings	4	4
Assessment	6	6.26
Travel	10	10
Building Program Meetings	5	5
Total	63.0 hours/week	114.44 hours/week

To meet our service model for 71 students would require 3.3 FTE OTR's which is 1.5 FTE's in excess of the current 1.8 FTE contracted position.

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

The existing IEP service times will not be met and the current 1.8 Occupational Therapy staff members who are already experiencing a workload which is 51.44 hours/week over their contracted workload of 63 hours/week will be additionally burdened by year end transition evaluations and child study meetings.

Supervision and consultation to staff will be severely below state guidelines.

Individual student programming will not keep up with their frequently changing needs.

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

Students put on waiting lists for Occupational Therapy services.

Cancel more student service time to complete evaluations and attend Child Study Meetings while not meeting mandated IEP consultation and service times.

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional					
No. & Hrs/Day					
Teacher Para					
Noon Para					
FRINGE BENEFITS					
SUPPLIES					
*2					
CAPITAL OUTLAY					
OTHER EXPENSES					
<p>*3 TOTAL COST _____ NET DISTRICT COST _____</p> <p>Comments on budgetary items:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>					

1. F.T.E. (Full-time equivalent)
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

6. Space implications (short/long range).

None

7. Equity implications.

NA

8. Technology implications.

NA

9. Suggested timelines for implementation.

As soon as possible

10. Who has been involved in this decision?

11. Other comments:

FEB 26 1990

Appendix H-2
page 1 of 4

December, 1989

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1989-90 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: George Washington

TOPICS OF PROPOSAL: MMh Primary staff increase by 4 hours

SUBMITTED BY: Robert E. Olson DATE: 20 February 1990

SUBMITTED TO: Al Swedberg DATE TO BE IMPLEMENTED:
Bob Jernberg
Rod Bergen March 1st or before
Ben Trochlil

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Al Swedberg/Bob Jernberg

Recommendation (by person responsible):

Approve ☐ Disapprove ☐ Hold ☐ Refer to Cabinet ☐

Date _____

DISTRICT MISSION STATEMENT: To maximize the talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding. The MMH Primary has experienced growth in numbers of children. This increase has provided us children with physical and neurological needs far in excess of the usual MMH profile. They truly need an individualized program. When the teacher provides it, this prevents the remaining children from receiving it. This is the usual pattern in the room. The teacher cannot provide each child or group the benefit of a person either trained as a teacher, or with adequate prescribed program prepared by a teacher. The proposal is to add a four hour MMH teacher until the end of this 1989-90 school year. This would provide the children with a more constant level of instruction prescribed by the licensed staff. Beyond increased teaching time to groups and individuals this will provide observation time in the regular classrooms in the MMH room and other settings where programming for MMH occurs. It will also provide more time for program/curriculum development based on needs of the children and communication time with professional and other licensed staff.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.)

This proposal will attempt to give all children in the MMH program direct instruction by a licensed teacher, the time to observe, and to prescribe appropriately for the paras and other licensed staff working with each child.

Research shows that the most appropriate learning occurs in the tutorial setting with a well-planned flexible program under the direct instruction of a knowledgeable teacher or under the direct supervision of a knowledgeable person capable of prescribing an individualized program.

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

Goals of the IEP will not be met. Curriculum modifications in the regular classrooms will not be made by the MMH staff as promised in the IEP. Paraprofessional will be expected to make many decisions, without adequate foundation work by the licensed staff. When the course direction is loosely prescribed and unmonitored the corrections required are too numerous. This is the current condition which will continue until the staff increase is granted.

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

There is a paraprofessional hired to work directly with two of the children. The students frequently leave their classroom due to behavior needs, toileting (up the hall), etc., which remove them from the direct supervision of the teacher and the remaining children of the class. The day has been rescheduled several times. They do not provide for the need to free a teacher to be with the children to make good prescriptions, time to visit in the regular or special education MMH program.

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

PROPOSAL FORM

PERSONNEL	*1 Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers	4 hours	5,148		3,089	2,059
Clerical					
Paraprofessional					
No. & Hrs/Day					
Teacher Para					
Noon Para					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0043 =				879
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>6,027</u> NET DISTRICT COST <u>2,938</u>					
Comments on budgetary items:					

1. F.T.E. (Full-time equivalent)
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

6. Space implications (short/long range).

We will convert some limited storage space across from the office and near the MMH room to a teaching station where this additional MMH teacher might set up an environment for learning. The space requirements for next year will need to be two regular classrooms. The belief that this space would be adequate for 1 year was incorrect and cannot be repeated. There is a strong indication that there is a need to add another room to the MMH program in the 1990-91 school year. This too will require a regular classroom.

7. Equity implications.

N/A

8. Technology implications.

NOne

9. Suggested timelines for implementation.

by March 1, 1990

10. Who has been involved in this decision?

Al Swedberg - Child Study Team, Deb Freeman/Joanne McCarl, Dr. Trochlil

11. Other comments:

Our teacher of MMH primary has been outstanding in her role of teacher, diagnostician and communicator with parents/staff/children. I give her efforts and her willingness to work very professionally with other support staff, i.e. psychologist, speech, etc., the credit for the success of the current program. Parents are understanding and supportive of the services and the growth their children have experienced. They will be impressed with the growth that this teacher will accomplish with this additional licensed staff.

December, 1989

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

_____ Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: George Washington

TOPICS OF PROPOSAL: Paraprofessional for 5 hours

SUBMITTED BY: Robert Olson DATE: Feb. 21, 1990

SUBMITTED TO: Al Swedberg DATE TO BE IMPLEMENTED:
Bob Jernberg
Ben Trochlil Feb. 21, 1990

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Al Swedberg/Bob Jernberg

Recommendation (by person responsible):

Approve _____ Disapprove _____ Hold _____ Refer to Cabinet _____

Date _____

DISTRICT MISSION STATEMENT: To maximize to talents of every student in Independent School District #152.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

The George Washington Child Study team recommended and wrote into a child's IEP the need for a paraprofessional to be assigned to a student in our MMH Primary. The paraprofessional will be necessary to toilet (toileting is some distance from classroom), feed, assist in walking, dressing, and other appropriate requirements of this child.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.)

The para will free the licensed staff to attend to their mission of helping the children grow by direct teaching, observation, diagnosing and prescribing.

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

Licensed staff will continue to provide to the child's needs; but the professional time required will be directly felt by the programming of all children in the MMH Primary room.

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

The licensed staff can continue to provide for the need. The needs can be overlooked or the child could be placed in another district such as Fargo.

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional					
No. & Hrs/Day	1/5	2,118		1,271	847
Teacher Para					
Noon Para					
FRINGE BENEFITS	Total Salaries X 20% Worker's Compensation X salary X .0043 =				269
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>2,387</u> NET DISTRICT COST <u>1,116</u>					
Comments on budgetary items:					

1. F.T.E. (Full-time equivalent)
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

6. Space implications (short/long range).

The space is an issue for the MMH program. This is augmented when additional staff is required. This program needs a regular classroom for 1990-91 and the indicators are there may be the need for 2 classrooms.

7. Equity implications.

N/A

8. Technology implications.

None

9. Suggested timelines for implementation.

February 21, 1990

10. Who has been involved in this decision?

Child study team (Feb. 15, 1990), Al Swedberg, teacher, principal

11. Other comments:

None

Tomorrow in Brief

Bubble-Boat Saves Fish

Dying rivers and their denizens may now receive artificial respiration. In the past few years, salmon have begun to return to the Thames River in England, largely as a result of the Thames Bubbler — a boat that pumps oxygen into the water. The Thames Bubbler works by taking water from the river, oxygenating it, and then pumping it back

through high-velocity nozzles. The Thames Water Authority ordered the vessel because it was concerned that the river often became polluted and deoxygenated after heavy rainfall had washed sludge into it. The Thames Bubbler continues to improve the water quality of the river, saving its fish life.

The Thames Bubbler brings fish back to the Thames River by oxygenating its waters.

LONDON PICTURES SERVICE



Lifesaving Preservative For Organ Transplants

A chemical solution developed at the University of Wisconsin lengthens the time that human organs can be preserved while awaiting transplantation. The discovery may vastly expand the number of available organs. By increasing the amount of time that organs retrieved from donors can be stored, the solution should enable organs to be procured from farther away — even from other countries — and shipped safely to waiting patients. Surgeons would also be able to work with less rush, making the operation safer for the patient. The total number of transplants performed annually in the United States increased from 5,568 in 1982 to 12,798 in 1988. Nearly 17,000 U.S. patients are currently awaiting vital organs for transplantation, according to The Living Bank in Houston.

For more information, see "Sources, Tomorrow in Brief" on page 49 of this issue.

Fax Flirting

The computer made possible computer-dating services. Now the facsimile machine has opened the way to fax dating — which in turn creates a new way



to tie up fax machines. At SinglesFax, a fax-dating service based in New York, members can exchange flirtatious notes, photographs, and proposals, all via fax. The organization has received faxes from singles as far away as Alaska, Switzerland, and Australia.

Faster Drug and Bomb Detection

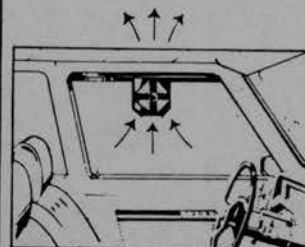
A prototype of a new drug-detection instrument has successfully detected cocaine, heroin, and common terrorist explosives, working faster than conventional techniques and with no false-positive readings. The Ion Mobility Sensing instrument, developed by Barringer Resources, Inc., of New York City, sniffs air samples, ionizes them, passes them through an electrostatically charged tube, and records their travel time, from which the compound can be identified. According to Barringer, the instrument can match sniffer dogs for speed of response, accuracy, and sensitivity, but is cheaper to maintain and could be built into X-ray luggage scanners at airports.

Third World Fertility May Fall

Approximately 45% of Third World couples are now using contraception, reports the Population Division of the United Nations Department of International Economic and Social Affairs. If the recent, rapid increases in contraceptive use in developing countries can be sustained, total fertility rates may decline early in the next century, from 3.7 children currently to as low as 2.4 in 2020-2025. The exception is Africa, where only about 14% of all couples currently use contraception, compared with 50% in Asia, 56% in Latin America, and 70% in the developed world.

Unemployment Drops For U.S. Women

Differences in the unemployment rates of U.S. males and females have virtually disappeared, according to the U.S. Department of Labor's Bureau of Labor Statistics. The unemployment rate of women in 1989, approximately 4.6%, was virtually the same as that of men — a sharp contrast to the situation in the 1960s and 1970s, the Bureau reports in its *Occupational Outlook Quarterly*. Factors contributing to the reduction of unemployment among women include higher educational attainment; increased attachment to year-round, full-time jobs; reduced tendency to leave the labor force to raise children; and strong growth in the service sector of the economy, in which 60% of the jobs are held by women.

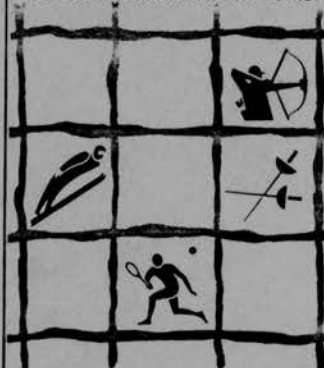


HALOTRON CORPORATION

Ventilation system uses solar power to cool off cars heated in the sun.

Hot Sun Powers Cooling Ventilator

The energy of the sun that bakes a car's interior to as high as 180° F may now be used to power a ventilator that quickly cools the car off. Extreme heat caused by the greenhouse effect inside a car parked in the sun is not only uncomfortable to passengers, but is also harmful to the modern car's sensitive electronic instruments. The Park & Cool™ ventilation system, developed by Halotron Corporation of Chicago, fits in the upper part of a rolled-up window; using solar power, the ventilator circulates and expels heated air, replacing it with fresh air drawn from the car's circulation vents.



World's Strongest Fiber?

A new lightweight fiber that is 10 times as strong as steel may revolutionize tennis and other sports. Dyneema, developed by the Dutch chemical group DSM, is a superstrong polyethylene fiber now being tested in tennis rackets. The fiber concentrates the weight of the racket toward the top and the grip, thus giving it more swing power. Besides the low weight and great strength, Dyneema also dampens the racket's vibration after a ball is struck. In addition to tennis rackets, the new fiber has been tested in such sports equipment as archery bow strings, sails, yacht rigging, skis, hockey sticks, and fencing suits.

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, March 27, 1990, at 7:00 p.m. in the Board Room at Townsite Centre.

Bennett Trochlil
Bennett Trochlil, Superintendent

MISSION STATEMENT

To maximize the talents of every student in Independent School District Number 152.

ATTENDANCE:

Wayne Alexander _____	Anton Hastad _____
A. C. (Curt) Borgen _____	Allen Lund _____
James Cummings _____	Jeanne Seigel _____
Douglas Fagerlie _____	Bennett Trochlil _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent
- IV. CONSENT AGENDA (Items: IX - 2, X - 10, 11, 12, 13, 14)

All items listed with an asterisk () are considered to be routine by the School Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be considered in the normal sequence on the agenda.

Recommendation: Move to approve the items on the consent agenda.

Moved by _____ Seconded by _____
Comments _____

- V. COMMUNICATIONS
- VI. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK
- VII. "WE ARE PROUD"
 - 1. Moorhead High senior automotive students competed in the 1990 Plymouth/AAA Automotive Trouble Shooting contest. Top four finishers were Jim Myrah, Pat Lass, Steve Beattie and Jason Beyerink. They will represent Moorhead in the written part of the state contest to be held at Moorhead State University.

S. mg. Bos
m
3.27.90

2. Congratulations to the Math students who placed in the Tri-College Math Contest. Michael Lin placed 1st. Other top ten finishers were Fernando Alonso, Shane Pilon, Andrew Byrnes and Jenny Behan.
3. Dina Sorenson was selected Student of the Month to receive the Rough-riders Award from Piper/Jaffery.

VIII. COMMITTEE REPORTS

Recycling Project - Jernberg

The Robert Asp Student Council, students from Moorhead Junior High and Moorhead Senior High have implemented a recycling project as an extension of the upcoming Earth Day celebration. Staff members Ruth LePoidevin and Cheryl Fiegum and students will share this project with the Board.

PER - Cummings (3/25)

Teacher Center - Jernberg (3/19)

Interagency - Swedberg (3/21)

Supt. Advisory Council - Jernberg (3/22)

Transportation - Bergen (3/22)

MSHSL Realignment - Trochlil (3/23)

Policy Review - Seigel (3/26)

Long Range Planning - Alexander (3/27)

IX. MOORHEAD TECHNICAL COLLEGE AGENDA

A. UNFINISHED BUSINESS

B. NEW BUSINESS

1. Consider MTC (Johnson) Appendix A
1990-91 Calendar

Explanation: Appendix A is a memo of explanation and the proposed 1990-91 school year calendar for Moorhead Technical College.

Recommendation: Move to approve the 1990-91 MTC calendar, as presented.

Moved by _____ Seconded by _____
Comments _____

*2. Consider Donation (Molick) Appendix B

Explanation: The Diesel Department at Moorhead Tech has received an engine performance auditor as a donation from Gray Automotive Products.

Recommendation: Move to accept the donation to the Diesel department at Moorhead Tech.

X. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION

A. UNFINISHED BUSINESS

1. Consider Policy (Seigel) Appendix C

Explanation: The Policy Review Committee recommends the following policy for approval:

- * Sale and Disposal of Books, Equipment and Supplies (DN)

Recommendation: Move to approve the Sale and Disposal of Books, Equipment and Supplies (DN) policy, as presented.

Moved by _____ Seconded by _____
Comments _____

2. Review Senior High Construction Plans (Trochlil) Appendix D

Explanation: Bill Cowman, Foss and Associates, will be available to review the plans that were submitted for:

- 1) Auditorium Work
- 2) West Side Elevator
- 3) Middle Building Lift
- 4) East Side Elevator
- 5) Training Room Development

Recommendation: The Board may or may not take action at this time.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Consider School (Jones) Appendix E
Calendar for K-12

Explanation: Appendix E contains a Pre-School - 12 calendar as proposed by the Calendar Committee for 1990-91 and a draft proposal of calendars for 1991-92. The Board will have an opportunity to review and discuss the calendars.

Action to approve the 1990-91 calendar will be delayed until the April 10th meeting.

Recommendation: For Information Only

-
2. Consider Adult/ (Jernberg) Appendix G
Community Education
Grant

Explanation: Darla Roy and Lauri Winterfeldt-Shanks, Adult/Community Education staff, and Lynn Thompson, Community Preschool Program, are submitting a proposal for an Even Start Grant from the U.S. Department of Education. The mission of the grant is to provide a cooperative family centered educational project which will assist margin families with children at risk to become full partners in their education process and to allow these children to reach their full potential as learners. The grant will provide an educational program in literacy, parenting and daily living for the parents.

Recommendation: Move to approve the submission of the grant, as outlined above.

Moved by _____ Seconded by _____
Comments _____

3. Consider Early Learning Developmental Aid

(Jernberg)

Appendix H

Explanation: Appendix H contains an application for Early Learning Developmental Aid, in the amount of \$62.25 per student, for kindergarten and grade 1. In order to qualify, the school district must have in place Individual Learning Plans and an average student teacher ratio which is recommended by the district's PER committee. The PER committee has reviewed the plans and ratio and recommends board approval.

Recommendation: Move to approve the application of Early Learning Developmental Aid and to authorize the use of the funds, as requested, subject to approval of the Minnesota Department of Education.

Moved by _____ Seconded by _____
Comments _____

4. Consider 1989-90 and 1990-91 Transportation Budgets

Appendix I

Explanation: After the review of actual transportation being provided for the 1989-90 school year and conferring with the state department, the transportation department is correcting assumptions used in developing the 1989-90 preliminary budget.

Rather than reducing the fund deficit to \$.00, it now appears the deficit will grow to \$198,063.

Revenues should increase over the next two (2) years to help eliminate the fund deficit.

Recommendation: Move to approve the final 1989-90 budget for the transportation fund as follows:

	<u>REVENUE</u>	<u>EXPENDITURES</u>	<u>SURPLUS/ (DEFICIT)</u>
1989-90:	\$1,341,600	\$1,380,792	(\$39,182)
1990-91: (prelim.)	\$1,457,989	\$1,425,140	\$32,849

1989-90 Fund Balance = (\$198,063)

1990-91 Fund Balance = (\$165,213)

Moved by _____ Seconded by _____
Comments _____

5. Consider Resolution (Bergen) Appendix J
Discontinuing and
Reducing Educational
Programs and Positions

Explanation: Refer to Appendix J.

Recommendation: Move to approve the Resolution
Discontinuing and Reducing Educational Programs
and Positions, as presented.

Moved by _____ Seconded by _____
Comments _____

-
6. Consider Personnel (Bergen) Appendix K

New Employees

Gwen Moore - EBD Paraprofessional, Edison, B21,
3 hours per day, \$7.06 per hour, effective
March 12, 1990

Coleen Roller - EC:SE Paraprofessional, Riverside,
B21, \$7.06 per hour, effective March 12, 1990

Sherry Dennis - TMH Paraprofessional, Junior High,
B21, \$7.06 per hour, effective March 12, 1990

Early Retirement

Ivy Redfield - Cook, Senior High, effective
May 31, 1990

Resignation

Dorothy Hanson - Bookstore, MTC, effective
April 1, 1990

Maternity Leave

Paula Frazee-Sperling - Grade 3 Teacher, Edison,
effective approximately April 28, 1990 for the
remainder of the 1989-90 school year

Moved by _____ Seconded by _____
Comments _____

-
7. Review 1990-91 (Trochlil) Appendix L
Management Plan
(2nd Draft)

Explanation: The second draft of the 1990-91
Management Plan will be available on or before the
board meeting. This meeting is an opportunity for
the Board to give their input as to their
needs/wants/dreams.

Recommendation: For Your Information

8. Review Energy Grant (Lacher) Appendix M

Explanation: The district has received a grant for \$18,600 from the U.S. Department of Energy as part of the Institutional Building Grants Program - Cycle 12. This money was a partial offset of the cost of insulation at the high school this past summer.

Recommendation: For Your Information

9. Review Asbestos Class (Lacher) Appendix N
Action Suit

Explanation: The district has been awarded \$349,830 as a result of our participation in a class action suit against John Manville. (Refer to Appendix N.)

Recommendation: For Your Information

*10. Consider Business (Lacher) Appendix O
Auto Policy

Explanation: Appendix O is renewal notice for the current coverage purchased from Hartford Insurance through Warner and Company of Fargo.

Recommendation: Move to approve the business auto policy renewal from Hartford Insurance through Warner and Company of Fargo.

*11. Consider Indian (Swedberg) Appendix P
Education Grant
Proposal

Explanation: The district's Indian Parent Advisory Committee is interested in submitting a grant application to the Minnesota Department of Education to initiate an American Indian Language and Cultural Education Program for students and their parents in cooperation with Community Education. The application would provide the opportunity to learn the Ojibway and Dakota languages as well as the two cultures.

Recommendation: Move to allow the grant application to be submitted.

- *12. Consider Gift (Jernberg) Appendix Q

Explanation: The Moorhead Public Schools Art Department has received a gift of \$300.00 from the Minnesota Alliance for Arts in Education. Funding for this gift was a part of a grant to the Minnesota Alliance for Arts in Education from American Crystal Sugar Company.

Recommendation: Move to accept the gift listed above and to direct letters of thanks to be sent.

- *13. Consider Donation (Swedberg) Appendix R

Explanation: The Association for Retarded Citizens of Clay County is donating \$75.00 to the district honoring their teachers of the month(s).

December - Marlene Olson, MMH Teacher
January - Dale Johnson, MMH Teacher
February - Ron Drechsel, Adaptive P.E.

The money will be used by the above staff to purchase additional supplies and materials.

Recommendation: Move to accept the donation of \$75.00 from Association for Retarded Citizens and direct a letter of thanks to be sent.

- *14. Consider Tuition Contract (Swedberg) Appendix S

Explanation: Appendix S is the contract from Beach Public School District #3, Beach, North Dakota. This contract, in the amount of \$1,671.54, covers all costs of educating a secondary student placed by the courts in a residential treatment facility. It is anticipated the cost to Moorhead Schools after foundation aids have been received will be approximately \$280.

Recommendation: Move to approve the tuition contract with the Beach School District.

XI. FOR YOUR INFORMATION

Appendix Z

1. Senior High 1st Period Offerings - Harter
2. AASA Convention - Trochlil
3. Migrant Interstate Council - Trochlil
4. Legislative Update - Trochlil
5. Futures Article - Appendix Z-1

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. Superintendent's Evaluation - Alexander

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
The Sports & Science Career Symposium	Fri. & Sat. Mar. 23 - 24 Sun., Mar. 25	9:00 a.m. - 5:00 p.m. 12-5:00 p.m.	Hjemkomst Center
Policy Review	Mon., Mar. 26	7:00 p.m.	Townsite
Wake Up To Moorhead	Tues., Mar. 27	7:30 a.m.	Days Inn
Long Range Planning	Tues., Mar. 27	4:30 p.m. - 6:00 p.m.	Townsite
Parent/Teacher Conferences (Kindergarten)	Tues., Mar. 27 - Fri., Mar. 30		
(1-8)	Thurs., Mar. 29 - Fri., Mar. 30		
(K-8)	Comp. Day P.M.		
Sr. High Play "South Pacific"	Thurs., Mar. 29 - Sat., Mar. 30 Thurs., Apr. 5 - Sat., Apr. 7	7:30 p.m.	Senior High
Education Foundation	Mon., Apr. 2	7:00 p.m.	Townsite
Community Newsletter Article Due	Tues., Apr. 3		
Joint Powers	Thurs., Apr. 5	8:00 a.m.	Townsite
Volunteers: A Resource for Your Community Workshop	Sat., Apr. 7	8:30 a.m.- 2:00 p.m.	Hjemkomst Center
Student Activities	Tues., Apr. 10	7:00 a.m.	Townsite
Spring Break	Fri., Apr. 13 - Mon., Apr. 16		
NSBA Convention	Fri., Apr. 20 - Tues., Apr. 24		New Orleans
Earth Day	Sun., Apr. 22		Community
Prom	Sat., Apr. 28		Sr. High

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, April 10, 1990 - 7:00 p.m.

S. 119.1305
mms
4.24.90

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, April 24, 1990, at 7:00 p.m. in the Board Room at Townsite Centre

Bennett Trochlil
Bennett Trochlil, Superintendent

MISSION STATEMENT

To maximize the talents of every student in Independent School District Number 152.

ATTENDANCE:

Wayne Alexander _____	Anton Hastad _____
A. C. (Curt) Borgen _____	Allen Lund _____
James Cummings _____	Jeanne Seigel _____
Douglas Fagerlie _____	Bennett Trochlil _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent
- IV. CONSENT AGENDA (ITEMS: VIII - 1, XI - 4 & 5)

All items listed with an asterisk () are considered to be routine by the School Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be considered in the normal sequence on the agenda.

Recommendation: Move to approve the items on the consent agenda.

Moved by _____ Seconded by _____
Comments _____

- V. COMMUNICATIONS
- VI. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

VII. "WE ARE PROUD"

1. Carey McWilliams, Moorhead High student, is the only blind student in the United States chosen to attend an International Computer Training Camp in Ontario, Canada. This camp is limited to thirty students: one from the U.S., two from France, two from Australia and 25 from Canada. Students will be involved in access technology, martial arts, and team sports.
2. Congratulations to Craig Ness, Andrew Byrnes, Jason Babler, Bryan Kinsella, Shane Pilon and Chad Borowicz who will compete nationally on the JETS team. Six of the 12 on the state team are from Moorhead High.
3. All the musical organizations at Moorhead High School received superior ratings, the highest level of excellence, at State/Region 8AA Large Group Music contest on April 10th in Moorhead. Each ensemble received unanimous superior ratings from their respective panels of judges: Wind Ensemble-Doug Engstrom, director; Symphony Orchestra-Leigh Ledford, director; A Cappella Choir and Concert Choir-Rod Rothlisberger, director.
4. Moorhead High School placed second in the MN High School Listening contest held at the U of MN. Team members include: Jenny Childs, Evangeline Erickson and Nathan Hastad.
5. Fran Laske was profiled in an article in Media & Methods magazine. The article highlights the influence and impact of the media specialist on the math and science curricula and the exciting projects they are creating with teachers and students to stimulate learning experiences.
6. Jim Ellingson, Elementary Teacher, has been asked to serve on a Commissioner's Leadership Council by the Minnesota Department of Education. He was also a member of the steering committee to develop changes in the minimum graduation requirements, and the committee to develop learner outcomes for K-12 science.
7. Congratulations to Andrew Byrnes for being selected to to receive the Piper-Jaffery Student of the Month award.

VIII. MOORHEAD TECHNICAL COLLEGE AGENDA

B. NEW BUSINESS

- *1. Off-Campus Clinical (Molick) Appendix A
Dental Sites

Explanation: Appendix A-1 is information concerning off-campus internship sites for MTC Dental Assistant students.

Recommendation: Move to approve the off-campus internships for Dental Assistant students at Moorhead Technical College.

X. COMMITTEE/MEETING REPORTS

Capital for a Day - Trochlil (4/17)

Business Education Exchange - Jernberg (4/18)
(refer to Appendix Z-1)

9th Avenue Street Closing - Lacher (4/18)

Sabbatical Leave - Fagerlie (4/19)

Interagency Education Center - Swedberg (4/20)

Policy Review - Seigel (4/23)

XI. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION

A. UNFINISHED BUSINESS

1. Consider MTC- (Seigel) Appendix B
Graduation Policy

Explanation: Appendix B-1 is the policy.

Recommendation: Move to approve the MTC-Graduation (IKFF) policy as presented.

Moved by _____ Seconded by _____
Comments _____

2. Consider Senior High (Seigel)
Graduation Policy

Appendix C

Explanation: This is an administrative policy. The Policy Review Committee recommends changing it to a board policy at this time.

Recommendation: Move to approve the Senior High Graduation (IKF-A) policy as a board policy and code appropriately.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Consider Community (Jernberg)
Education Youth
Service Program

Appendix F

Explanation: Anne Larson will review the Community Education Youth Service Program with the Board. The proposed program includes a Youth Service Mini-Grant Program. This program has been reviewed favorably by the Community Education Advisory Committee and the PER Committee. Information regarding the Youth Service Program is found in Appendix F-1.

Recommendation: Move to approve the Youth Service Mini-Grant Program, as presented.

Moved by _____ Seconded by _____
Comments _____

-
2. Consider Capital (Jernberg)
Outlay Budgets

Appendix G

Explanation: Appendix G-1 contains the capital outlay budget for 1990-91. Preliminary approval for purchase of certain items was previously granted by the Board. The major concern at this time is the issue of the AS/400 upgrade. The Board will receive input regarding this item at the meeting.

Recommendation: Move to approve the capital outlay budgets for 1990-91, as presented, with the exception of the AS/400 upgrade.

Moved by _____ Seconded by _____
Comments _____

3. Consider Personnel (Bergen) Appendix H

Early Retirement

Bonnie Held - Accounts Payable Secretary,
Townsite, effective June 15, 1990
Ronnie Reiersgord - Special Services Secretary,
Townsite, effective June 29, 1990

Recommendation: Move to approve the personnel changes above.

Moved by _____ Seconded by _____
Comments _____

*4. Consider Assurance (Jernberg) Appendix I
of Mastery Proposal

Explanation: Appendix I-1 contains a proposal and assurance necessary to apply for Assurance of Mastery funding. The district will receive an additional \$92,025 for Assurance of Mastery/Chapter I without district matching funds. The program will need to include services in the classroom of the regular teachers for eligible students and will have to meet the requirements for Chapter I for the portion of the program matched by Chapter I funding.

Recommendation: Move to approve the Assurance of Mastery Proposal for Participation, as presented.

*5. Acceptance of Gifts (Jernberg) Appendix J

Explanation: The following gifts have been received for the school patrol to travel to a Minnesota Twins baseball game which will be on Friday, May 11, 1990:

Moorhead VFW - \$1,000
George Washington PTO - \$300

Recommendation: Move to accept the gifts and direct letters of thank you to be written.

A. UNFINISHED BUSINESS (cont.)

3. Review 1990-91 (Trochlil) Appendix D
Management Plan
(4th Draft)

Explanation: The 4th and final draft has been completed.

Administrative priorities will be available before the Tuesday meeting.

Recommendation: For Review

XI. FOR YOUR INFORMATION

Appendix Z

1. ECSU Board of Directors - Appendix Z-2
2. Temporary Right of Way Easement - Appendix Z-3
3. CIMS-USA -
Comment: Bob Lacher has been appointed as the representative for the state of Minnesota to the Comprehensive Information Management for Schools -USA (CIMS) Board of Directors.

CIMS-USA is an international group of users of National Computer Systems (NCS) software for school management that operates on IBM mid-range and mini hardware.

4. Futures Article - Appendix Z-4

XII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. Legislative Update - Trochlil

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
NSBA Convention	Fri., Apr. 20 - Tues., Apr. 24		New Orleans
Earth Day	Sun., Apr. 22		Community
Policy Review	Mon., Apr. 23	7:00 p.m.	Townsite
Long Range Planning	Tues., Apr. 24	4:30 p.m. - 6:00 p.m.	Townsite
Potential On Parade	Tues., Apr. 24	7:00 p.m.	Jr. High
CIMS User Group Meeting	Thurs., Apr. 26 - Fri., Apr. 27		Mpls.
Supt. Advisory Council	Thurs., Apr. 26	7:00 p.m.	Trochlil's
Prom	Sat., Apr. 28		Sr. High
Long Range Planning	Tues., May 1	4:00 p.m.	Townsite
Senior High Retirement Tea	Wed., May 2	3:00 - 4:30 p.m.	Sr. High Library
Joint Powers	Thurs., May 3	8:00 a.m.	Townsite
Honors Banquet	Sun., May 6	6:00 p.m.	O'Kelly's Fargo
Student Activities	Tues., May 8	7:00 a.m.	Townsite
MEA Teacher	Thurs., May 10	6:00 p.m.	Concordia
Orchestra Spring Concert	Thurs., May 10	7:30 p.m.	Sr. High
Band Spring Concert	Mon., May 14	7:30 p.m.	Sr. High
Capitol For A Day	Tues., May 15	7:00 a.m.	Sr. High
Robert Asp Retirement Tea	Tues., May 15	3:00 - 5:00 p.m.	Robert Asp
City Council/ School Board Meeting	Tues., May 15	8:00 p.m.	Townsite

Townsite Retirement Tea	Wed., May 16	3:00 - 5:00 p.m.	Townsite
Washington Retirement Tea	Thurs., May 17	3:00 - 5:00 p.m.	Washington
Choir Spring Concert	Tues., May 22	7:30 p.m.	Sr. High
Townsite Retirement Tea	Wed., May 23	3:00 - 5:00 p.m.	Townsite
"Restructuring to Promote Learning in America's Schools" Workshop	Thurs., May 24	11:30 a.m.	MSU
Choir Concert	Sat. May 26		Carnegie Hall
Skill Building for 21st Century School Boards Workshop	Fri., June 8 - Sat., June 9		Hyatt Mpls.

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, May 8, 1990 - 7:00 p.m.

DENT1882 - CLINICAL PRACTICE I
Student Intern Assignment Roster
Spring Quarter 1990

STUDENT INTERN

Abtin, Darla

Blanchard, Marcia

Cristescu, Ica

Hedlund, Kristie

Hedlund, Tanya

Love, Kimberly

McKenzie, Melanie

McManus, Mary

CLINICAL SITE

Dr. Wayne Christianson
 1616 30th Avenue South
 Moorhead, MN 56560
 (233-4267)

Dr. David Dobmeier
 1213 Prairie Parkway
 West Fargo, ND 58078
 (282-5250)

Dr. Gerooge L. Humphrey
 5 Professional Center
 Holiday Mall
 Moorhead, MN 56560
 (233-6482)

VA Dental Clinic
 North Elm & 21st Ave.
 Fargo, ND 58102
 (232-3241, Ext. 3371)

Dr. Steven Hoiium
 212 South 8th Street
 Moorhead, MN 56560
 (233-6508)

Dr. Tom Anderson
 1032 Center Avenue
 Moorhead, MN 56560
 (236-7076)

Dr. Roger Coffey
 1790 32nd Avenue South
 Fargo, ND 58103
 (232-0774) / T, W, TH

Dr. George Humphrey
 5 Professional Center
 Holiday Mall
 Moorhead, MN 56560
 (233-6482) / M, W

Dr. Geoffrey Bentley
 6th & Hartford
 Hawley, MN 56549
 (483-3311)

Page 2.

Schock, Melissa

Dr. Michael Joyce
3101-A North Broadway
Fargo, ND 58102
(293-0006)

OUTLYING AREA ASSIGNMENTS

Broers, Linda

Dr. Phil Salberg
&
Dr. John Schoeneberger
200 East Main
Ada, MN 56510
(1-784-2573)

Eidenschink, Vonda

Dr. Beth McCauley
1136 South Washington
Detroit Lakes, MN 56501
(1-847-2624)

Moll, Del Raye

Dr. Lynn Wentz
43 1st Avenue SE
Garrison, ND 58540
(701-463-2884)

Paulson, Holly

Dr. Tom Fritz
1136 South Washington
Detroit Lakes, MN 56501
(1-847-2624)

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IKFF DATE ADOPTED: 04-10-79 REVIEWED/REVISED:
--	--

MOORHEAD TECHNICAL COLLEGE GRADUATION

The graduation policy at Moorhead Technical College grants students formal recognition for completion of programs of study in which they are enrolled, in accordance with requirements listed below.

A diploma of occupational proficiency or Associated of Applied Science Degree will be awarded to any student who has completed a prescribed curriculum, and who has earned a 2.0 cumulative grade point average. In addition, the student must:

- 1) Have satisfied the number of credits and courses required by the curriculum pursued.
- 2) Have satisfied the residency requirements by (a) earning at least one-third of the total curriculum credits in residence and (b) earning at least 8 of the last 12 curriculum credits in residence.
- 3) Have satisfied all financial obligations to the school.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN	DISTRICT CODE: IKF-A DATE ADOPTED: 07-30-85 REVISED: 02/90
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GRADUATION - MOORHEAD SENIOR HIGH

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

Students who have attended Moorhead Senior High School for the final semester and complete all the requirements for graduation may be issued a high school diploma and participate in graduation exercises.

Modification in graduation requirements may be made by the principal for specific students in compliance with state statute and State Board of Education rules.

Twenty-one units of credit are required for graduation from Moorhead Senior High School shall include the following:

<u>Units of Credit</u>	<u>Subject</u>
4	English
2	Math
2	Science
4	*Social Studies (must include American Govt., Economics, American History, World History)
1	Physical Education
.5	Health

13.5 required

7.5 electives

21.0 minimum required for graduation

* Economics requirement is effective for students graduating in 1992 and beyond.

(over)

GRADUATION GUIDELINES

1. Each student in grade 9 must enroll in six units of credit. Juniors and seniors must enroll in a minimum of five credits.
2. A registration guide for grades 9-12 listing all courses offered to students is printed and distributed to students as a basis for course selection.
3. Students will generally make their selections in March of the preceding year. Selections will be placed on the course selection card and approved by a parent and the student's counselor.
4. Students new to the district will make their selections at the time of registration.
5. Changes in course selection must have the approval of the student's parents and a school administrator or counselor.
6. A full course which meets one period five times a week or its equivalent for a full year, yields one unit of credit.
7. Credits earned through correspondence study, the Youth Educational Services Program, post secondary options, and performance basis may be used toward meeting high school graduation requirements providing the courses have been approved in advance by the school principal or his/her designee. An examination may be required before awarding credit on a performance basis.
8. Each student must complete an application for graduation form no later than the semester preceding graduation.
9. Students who elect to participate in graduation exercises must wear the appropriate cap and gown.
10. Competency tests in the areas of reading and mathematics will be given in grade 10. Students failing to pass the tests will be provided with mastery objectives and given remediation. Students who do not pass after repeated opportunities will be given a certificate of attendance rather than a diploma upon the completion of minimum course requirements. Students new to the district for whom this policy applies will be required to pass the appropriate test prior to receiving a diploma.
11. Moorhead students who complete graduation requirements through the youth Education Services Program may attend graduation exercises as a part of the Moorhead Senior High School.
12. Students who have attended school 12 or more years and are enrolled in approved programs for special education for high school age youth shall receive recognition and an appropriate diploma upon satisfactory completion of the required work in such a program. Modifications from the regular program shall be approved by child study teams and the school principal or his/her designee.

MOORHEAD COMMUNITY EDUCATION±

 (Year) Budget

NAME OF BUILDING OR ORGANIZATION _____

SUBMITTED BY _____ DATE _____

DATE TO BE IMPLEMENTED _____

PRINCIPAL'S OR DIRECTOR'S REVIEW WITH COMMENTS ATTACHED _____

Complete a description of your Youth Service Learning Project. All areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the "Basic Principles of Combining Service and Learning." Grants are available from \$50-\$500. Attach extra sheets if necessary.

1. Describe the proposal for Youth Service Learning Project.
 What are the learning and service goals, number of participants, time frame for accomplishment, etc.
2. How will students be actively involved in planning, implementing and participating in a responsible and challenging part of this project?
3. Describe how students will be provided an opportunity to reflect critically on their service experience.
4. In what ways will the project meet actual needs of the community?
5. Define the components of training, monitoring, support, recognition and evaluation for the project.

BUDGET PROPOSAL

ITEM	PER UNIT COST	NUMBER OF UNITS	EXPLANATION
Materials & Supp.			
Transport.			
Training			
Other Expenses			
			TOTAL COST

1 active citizenship and addressing to address community needs
2 through youth service. The school board may award up to one
3 credit, or the equivalent, toward graduation for a pupil who
4 completes the youth service requirements of the district. The
5 community education advisory council shall design the service
6 program in cooperation with the district planning, evaluating
7 and reporting committee and local organizations that train
8 volunteers or need volunteers' services. Programs must include:

- 9 (1) preliminary training for pupil volunteers conducted,
10 when possible, by organizations experienced in such training;
- 11 (2) supervision of the pupil volunteers to ensure
12 appropriate placement and adequate learning opportunity;
- 13 (3) sufficient opportunity, in a positive setting for human
14 development, for pupil volunteers to develop general skills in
15 preparation for employment, to enhance self esteem and self
16 worth, and to give genuine service to their community; and
- 17 (4) integration of academic learning with the service
18 experience.

19 ~~Examples of appropriate pupil service placements include:~~
20 ~~child-care, Head-Start, early childhood education, and extended~~
21 ~~day programs, tutoring programs involving older pupils, tutoring~~
22 ~~younger pupils, environmental beautification projects, and~~
23 ~~regular visits for shut-in senior citizens.~~

24 Youth service projects include, but are not limited to, the
25 following:

- 26 (1) human services for the elderly, including home care and
27 related services;
- 28 (2) tutoring and mentoring;
- 29 (3) training for and providing emergency services;
- 30 (4) services at extended day programs; and
- 31 (5) environmental services.

32 The commissioner shall maintain a list of acceptable
33 projects with a description of each project. A project that is
34 not on the list must be approved by the commissioner.

35 A youth service project must have a community sponsor that
36 may be a governmental unit or nonprofit organization. To assure

YOUTH SERVICE PROGRAMS
ADDED TO
YOUTH DEVELOPMENT
LEGISLATION
1989 SESSION

ARTICLE 4

COMMUNITY AND ADULT EDUCATION

Section 1. Minnesota Statutes 1988, section 121.88,
subdivision 8, is amended to read:

Subd. 8. [YOUTH DEVELOPMENT PLANS.] A district advisory
council may prepare a youth development plan. The council is
encouraged to use the state model plan developed under section
121.87, subdivision 1a, when developing the local plan. ~~if~~ The
school board approves may approve the youth development plan and
~~the-district-makes-a-community-education-levy-the-district-is~~
~~eligible-for-additional-community-education-revenue-under~~
~~section-124-2717-subdivision-2b.~~

Sec. 2. Minnesota Statutes 1988, section 121.88,
subdivision 9, is amended to read:

Subd. 9. [COMMUNITY YOUTH SERVICE PROGRAMS.] A school
board may offer, as part of a community education program with a
youth development program, a community youth service program for
public-school pupils for-the-purpose-of-promoting to promote

- 1 that pupils provide additional services, each sponsor must
2 assure that pupil services do not displace employees or reduce
3 the workload of any employee.
4 The commissioner must assist districts in planning youth
5 service programs, implementing programs, and developing
6 recommendations for obtaining community sponsors.

R E V E N U E

S E C T I O N

- 10 Subd. 4. [YOUTH DEVELOPMENT PLAN REVENUE.] Youth
11 development plan revenue for a district with a plan approved by
12 the school board equals 50 cents times the greater of 1,335 or
13 the population of the district.
14 Subd. 5. [YOUTH SERVICE REVENUE.] Youth service program
15 revenue is available to a district that has implemented a youth
16 development plan and a youth service program. Youth service
17 revenue equals 25 cents times the greater of 1,335 or the
18 population of the district.

- o **Environmental Research:** Conduct environmental research in such areas as acid rain and water quality.
- o **Environmental Cleanup:** Clean up rivers, lakes and parks and otherwise beautify the environment.
- o **Fund Raising:** Raise funds for charities or to fund service projects.
- o **Garden:** Develop and help maintain community gardens.
- o **Health and Fitness:** Work with younger children on health and fitness campaigns, including alcohol and drug prevention programs.
- o **Helping Handicapped :** Provide personalized help for handicapped children or adults.
- o **Home Bound:** Regularly check in on home bound people to make sure they are all right and run errands for them.
- o **Home Chores:** Paint houses, check and/or replace smoke detectors, put up storm windows, rake leaves, move heavy items and other work for senior citizens or disabled people who live alone.
- o **Homeless Children:** Tutor homeless children to keep up with their schoolwork.
- o **Hot Lines:** Staff youth hot lines or other public information lines.
- o **Hunger Project:** Work on hunger prevention campaigns.
- o **Meals on Wheels:** Deliver Meals on Wheels or distribute government commodities, toys or other goods to people in need.
- o **Mediators:** Learn mediation skills and serve as mediators of conflicts at Park and Recreations Centers or other Youth Centers.
- o **National or international volunteers:** Participate in a program that trains youth volunteers for national or international projects; some Minnesota youth groups and colleges have developed connections for such projects.
- o **Paint-a-thons or Other Fix Up Projects:** Organize large scale community service projects possibly with pledges to raise money for charity.
- o **Peer Helpers:** After training in communications, referral and other necessary skills:
 - Orient new students to the school.
 - On referral from the school counselor, talk with troubled students.
 - Pair up as "big buddies" with special education students.
 - Tutor peers who are having trouble with their classes.
 - Listen to youth with personal problems; know when to refer.

INITIAL LIST OF YOUTH SERVICE PROJECTSProjects Cited in the 1989 Youth Service Legislation M.S. 121.88

- (1) human services for the elderly, including home care and related services;
- (2) tutoring and mentoring;
- (3) training for and providing emergency services;
- (4) services at extended day programs; and
- (5) environmental services.

Other projects could include:*

- o **Big Buddies:** Act as "big buddies" to children who are new to the school or community or who need support or guidance.
- o **Blood Drive:** Help run blood drives for the Red Cross.
- o **Board Membership:** Serve on non-profit and governmental advisory and decision making boards.
- o **Building:** Assist in building public facilities, parks, playgrounds, school materials or other structures. Put up snow fences, bleachers and other temporary structures. Rehabilitate houses.
- o **Clothes Collection:** Collect clothes, food, toys and other goods for public food shelves and other organizations.
- o **Community Education Classes:** Assist in classes for the public in subjects such as computers, performing arts, etc.
- o **Community History:** Research oral history or other local history projects for communities. The researchers could also present the information to the community through books and videos or by acting out historical events.
- o **Cook Meals:** Cook meals at soup kitchens or for community dinners.
- o **Coordinators:** Coordinate Youth Service projects or summer jobs programs.
- o **Crisis Centers:** Support the staff of battered women's shelters and emergency shelters.
- o **Child Care:** Care for young children in child care centers, pre-schools and other facilities; organize activities for school age child care programs.
- o **Emergency Services:** With appropriate training: Give medical aid as Emergency Medical Technicians on Volunteer Ambulance Services. Fight forest fires. Build dikes and sandbag to prevent flooding.


- o **Visual Arts:** Design posters for non-profit organizations or for public information. Design parks or other public spaces. Paint murals in downtown areas. Create cards or gifts for senior citizens.
- o **Voter Education:** Distribute voter registration information. Help register voters.
- o **Youth Agencies:** Youth participate in service-leadership activities in Camp Fire, YMCA, YWCA, 4-H, Boy Scouts, Girl Scouts, Junior Achievement, Jack and Jill, ethnic leadership groups, and others.
- o **Youth Leadership:** Organize youth leadership training events.
- o **Youth Sports:** Coach younger athletes in their sport.

* Adapted from a Youth Service Project List proposed by the National Youth Leadership Council, 1910 West County Road B, Roseville, Minnesota 55113, and suggestions from "Turning Points," report of the Carnegie Council on Adolescent Development, 11 Dupont Circle N.W., Washington, D.C. 20036.

- o **Performing Arts:** Become involved in community music, theater, dance, puppetry and other arts performances.
- o **Plant Trees:** Plant trees, shrubs, flowers and other plants.
- o **Public Awareness:** Convey information about health issues, current events, public safety, social and environmental issues, academic or other subjects to young people and to the public through the arts, videos, lectures, written works or experiential activities.
- o **Public Media:** Produce newsletters, newspapers, cable TV programs or contribute to other public information sources or community issues.
- o **Read for the Blind:** Read written materials for blind people. Assist others with disabilities.
- o **Recreation Programs:** Run recreation or outdoor education programs for younger youth.
- o **Recycling:** Increase public awareness about and then collect and process recyclables.
- o **Research:** Research information for non-profit organizations or public agencies. Examples include: surveying household about their solid waste disposal; counting wild birds; collecting local crime statistics; interviewing youth, senior or other groups about their need for services.
- o **Safety Officers:** Serve as school safety officers.
- o **School or Youth Boards:** Serve as members on school governmental committees or community youth boards.
- o **Special Equipment:** Construct special equipment such as wheelchair ramps for disabled people.
- o **Special Olympics:** Run Special Olympics or other events for mentally or physically handicapped youth.
- o **Teaching or Lab Assistants:** Work with teachers in particular areas of expertise.
- o **Tutoring:** Work with teaching staff to help peers or younger students in need of extra tutoring in reading, math or other subjects.
- o **Victim Aid:** Follow through with crime or accident victims to assist with their recovery.
- o **Visit or Write Institutionalized People:** Provide companionship for hospital patients, prisoners or residents in nursing homes or institutions for mentally or physically handicapped. Individual youth may pair up with individual people through Adopt a Grand-parent or similar programs. Younger children may want to establish a pen pal relationship with the elderly.

BASIC PRINCIPLES FOR COMBINING SERVICE AND LEARNING

- I. Participants in Service projects should actively partake in tasks that they and society view as IMPORTANT.
- II. Students should be actively involved in PLANNING, IMPLEMENTING and PARTICIPATING in a responsible and challenging way on each project.
- III. ORIENTATION and TRAINING for all participants should be included as part of the project.
- IV. The program should provide structured opportunities for participants to REFLECT on their experience and what they have learned. Participants can develop a better sense of social responsibility, advocacy and active citizenship through discussions with others or individual reflection. This reflection component is most valuable when it is intentional and continuous. Ideally feedback would also come from persons being served.

 Minnesota Department of Education	Assessment & Program Evaluation 733 Capitol Square - 550 Cedar St. Paul, MN 55101	ASSURANCE OF MASTERY PROPOSAL FOR PARTICIPATION	ED-01974-01
			DUE: 4/27/90

GENERAL INFORMATION & INSTRUCTIONS: School districts planning to apply for State matching Assurance of Mastery revenues under M.S. Section 124.311 must complete this proposal and submit it to the above address by April 20, 1990. Maximum district eligibility for State revenues is \$22.50 per Kindergarten through Grade 8 Actual Pupil Units of resident students for school year 1990-1991.

NOTE: Actual Pupil Units means the weighted average daily membership (ADM) of resident students. The weighting factors are as follows: Nonhandicapped Kindergarten = 0.5, Kindergarten Handicapped and Grades 1-6 = 1.0, and Grades 7-8 = 1.35.

IDENTIFICATION INFORMATION			
District Name INDEPENDENT SCHOOL DISTRICT 152		District Number 152	
Name of District Contact Person Robert Jernberg		Title Assistant Superintendent	Telephone Number (218) 236-6400
District Contact Person Address IDS 152 810 4th Ave. South		City Moorhead	State MN
			Zip Code 56560

ASSURANCE OF MASTERY PROGRAM INFORMATION					
ESTIMATED 1990 - 1991 WADM FOR GRADES KINDERGARTEN - 8	PROPOSED DISTRICT PROGRAM REVENUE PER WADM (Maximum = \$ 22.50)	PROPOSED TOTAL DISTRICT PROGRAM EXPENDITURES	SOURCES OF LOCAL REVENUE		
			GENERAL FUND	CHAPTER 1	OTHER *
4090	(X) \$ 22.50	(=) \$ 92,025	\$ 40,000	\$ 52,025	\$

* Other Sources (specify): _____

STATEMENT OF ASSURANCES
<p>On behalf of the school district identified above, I assure the Minnesota Department of Education that instruction under this proposal for state matching Assurance of Mastery funds:</p> <ul style="list-style-type: none"> - is based on assessments of educational need in mathematics and communication which identify assurance of mastery students at least once during each of grades Kindergarten through 3, 4 through 6, 7 through 9, and 10 through 12; - is supervised by the student's regular classroom teacher and conducted in the student's regular classroom; - is provided to eligible students in grades Kindergarten through 8; - is based upon the learner outcomes and evaluation process adopted by the school board under M.S. Section 126.666, Subd. 1, Clauses (2) and (3) for the subjects and grade level at which the district uses the revenue; - will not be provided by a special education teacher for whom the district is claiming aid under M.S. Section 124.32 during that period of time; - is different than the initial instruction the student received in the regular classroom; - is planned in consultation with the student's parent(s) or guardian(s); - is provided in accordance with a school district policy which was adopted in accordance with M.S. Section 126.67, Subd. 3a, that identifies the direct instructional services to be used to assure that individual students master the learner outcomes in communications and mathematics. <p>The district also assures that it will include in its report as required under M.S. Section 124.311, Subdivision 7:</p> <ol style="list-style-type: none"> a summary of initial assessment results used to determine student eligibility to receive instructional services. That summary will include: <ol style="list-style-type: none"> 1) a description of the assessment device used; 2) the number of students who were assessed; and 3) the number of students determined eligible to receive services. a description of the services provided to eligible students. a summary of assessment results for eligible students obtained after providing the services. <p>The district also assures that if Chapter 1 funds are used for the district matching revenue, the district will comply with Chapter 1 regulations.</p>

CERTIFICATION STATEMENT
<p>I hereby certify that the program information provided in this proposal for participation is complete and accurate, that the district identified above will abide by the statement of assurances, and that records will be maintained at the district to verify program participation, staffing and expenditures.</p>
<p>Signature - Superintendent / Responsible Authority _____ Date _____</p>

ASSURANCE OF MASTERY
UFARS CODING INFORMATION

Program Code - 4 1 1

Matching EXPENDITURES using CHAPTER 1 FUNDS are coded:

01 - XXX - 411 - 401 - XXX - XXX

EXPENDITURES using OTHER LOCAL and STATE FUNDS are coded:

01 - XXX - 411 - 000 - XXX - XXX

NOTE: State Revenue will be coded to the Assurance of Mastery
SOURCE CODE: (This code has not been determined at the
time this form was issued.)

SCHOOL VISIT & EXCHANGE PROGRAM
April 18, 1990

George Washington School - 910 14th St. N.

Teacher: Gary Schuler - grade 4

Chamber Rep: Marlys Ziegler, Heritage Villa
Ph: 236-1367

Teacher: Althea Wirth - grade 4

Chamber Rep: Jeff Kemink, Norwest Bank, NA
Ph: 236-6183

Principal: Bob Olson

Riverside School - 310 14th Ave. S.

Teacher: Shirley Knatterud - grade 2

Chamber Rep: Tom Heller, Moorhead Public Service
Ph: 299-5400

Teacher: Judy Wallace - TMH (handicapped) class

Chamber Rep: Kevin Stein, Stein's Inc.
Ph: 233-2727

Principal: Don Iverson

Probstfield School - 2410 14th St. S.

Teacher: Su Botner, Kindergarten

Chamber Rep: Becky Orvik, American Bank & Trust
Ph: 236-6100

Principal: Howard Murray

Thomas Edison School - 1110 14th St. S.

Teacher: Jim Nigg - grade 4

Chamber Rep: Dave Stene, Eide Helmeke Co.
Ph: 236-9100

Principal: Kevin Kopperud

Robert Asp School - 910 11th St. N.

Teachers: Millie Skugrud - grade 5

Ruth Lepoidevin - grade 6

Chamber Rep: Bob Engelstad, The Trash Depot
Ph: 233-7417

Teacher: Dean Mollerud - grade 2

Chamber Rep: Herman Holland,
Holland's Landscaping & Garden
Ph: 233-6131

Principal: Dr. Betty Myers

Moorhead Senior High School - 2300 4th Ave. S.

Teacher: Charlene Schwert - Calculus
Chamber Rep: Kathy Iverson, Dakota Safe of Minnesota, Inc.
Ph: 233-1064

Teacher: Denita Clapp - Business Education
Chamber Rep: Mary Johnson, American Crystal Sugar Research
Ph: 236-4788

Teacher: Bill Quenette - Physical Education
Chamber Rep: Kenley Just, Norwest Bank, NA
Ph: 233-6183

Teacher: Linda Smith - Mentally Handicapped
Chamber Rep: Chuck Chadwick, K-Mart
Ph: 236-5112
Principal: Don Dulski

Moorhead Junior High School - 2020 11th St. S.

Teacher: Doyle Dotson - Science
Chamber Rep: Ron Leiseth, Viking Bank
Ph: 233-2371

Teacher: Beth Thorpe - Social Science
Chamber Rep: Willis Stelter, Foss Associates
Ph: 236-1202
Principal: Richard Jones

Education representatives may be reached at 236-6400.

WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

March 30, 1990

ELECTION

3 year term July 1, 1990 - June 30, 1993

Members whose terms are ending:

Arnold Boehmlehner - Wheaton

Linda Krabbenhoft - Glyndon-Felton

Garnet Muehlhausen - Fergus Falls

March 30, 1990	Nomination notices with petitions sent to school districts
April 12, 1990	Canvassing Board appointed
May 24, 1990	Nomination papers returned (Nomination shall be by petition signed by majority of board members; shall identify the candidate and district; <u>RESUME</u> of candidate's background and experiences)
May 29, 1990	Ballots and resumes sent to each school board (These are sent to the board through the superintendent)
June 1, 1990	Election held (Election should occur after third Tuesday in May, but not later than June 15)
June 19, 1990	Ballots returned
June 20, 1990	Canvassing board will count ballots
June 27, 1990	Results will be announced and sent to all member boards and elected members will be notified
July 1, 1990	Elected members' terms begin
July 12, 1990	Board of Directors' organizational meeting

RIGHT OF WAY PARCEL LAYOUT



MINNESOTA DEPARTMENT OF TRANSPORTATION

Topographic information required: Proposed R/W line & access taking.

Lot lines & dimensions.

Show north arrow.

Outline & location of buildings & improvements. Streets or highway frontage.

S.P. 1409-109 (I94) COUNTY Clay PARCEL NO. 1
 OWNER Moorhead Independent School District #152 Scale 1" = 200 ft.

24th Avenue South

Preliminary

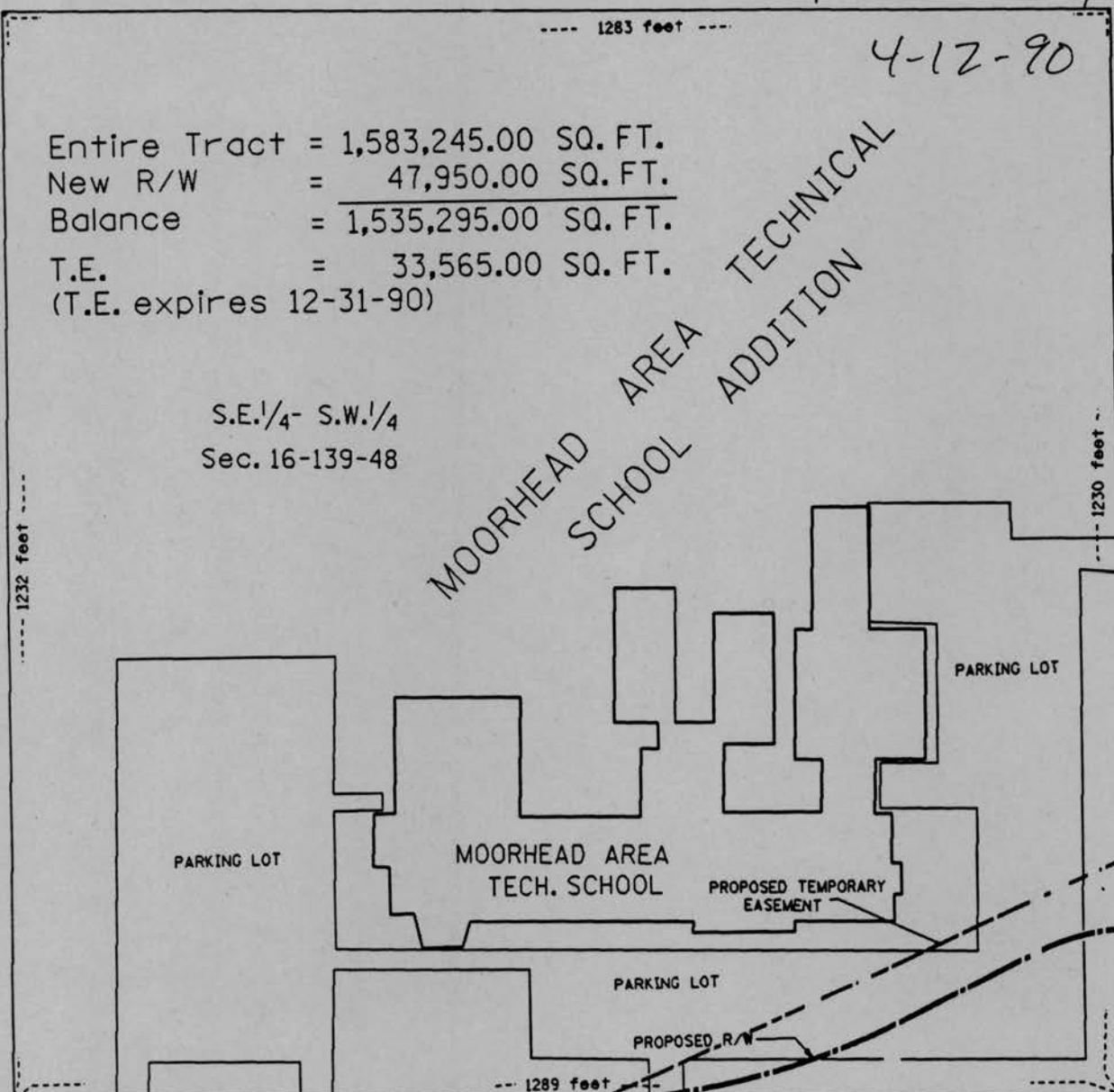
---- 1283 feet ----

4-12-90

Entire Tract = 1,583,245.00 SQ. FT.
 New R/W = 47,950.00 SQ. FT.
 Balance = 1,535,295.00 SQ. FT.
 T.E. = 33,565.00 SQ. FT.
 (T.E. expires 12-31-90)

S.E. 1/4 - S.W. 1/4
 Sec. 16-139-48

MOORHEAD AREA
 SCHOOL
 TECHNICAL
 ADDITION



28th Avenue South

370

375

380

I-94

370

375

380

Laser-Powered Spacecraft

Smaller, cheaper craft may travel from New York to Singapore in 45 minutes

Laser-powered spacecraft may someday send travelers into orbit and halfway around the world in less than 45 minutes, says a Rensselaer Polytechnic Institute researcher.

Leik N. Myrabo, assistant professor of mechanical engineering, predicts that an unmanned lasercraft will be put into orbit within six years and that a manned craft could be tested between 2000 and 2015.

Working with NASA support, Myrabo and Rensselaer students have designed a craft that would reach space in three steps: an initial shot out of a compressed-air cannon; a boost through the atmosphere by an air-breathing laser engine; and final thrust from a rocket driven by a laser-heated liquid propellant, probably nitrogen.

Because the craft would be powered by a laser power station on Earth, it would not have to carry much propellant, thus permitting smaller and cheaper spacecraft. Myrabo suggests that laser propulsion technology will provide the most efficient form of flight transportation for the twenty-first century.

Source: Rensselaer Polytechnic Institute, Office of News and Communications, Pittsburgh Building, Troy, New York 12180-3590.

Understanding Risks

Health and environmental hazards raise value questions

Better understanding of the risks presented by a particular technology will not necessarily lead to acceptance of those risks by the general public, suggests a National Research Council study entitled *Improving Risk Communication*.

"Conflicts about risks . . . are often about values, not facts," says John F. Ahearne, chairman of the NRC committee that prepared the report. "People do not agree about which harms are most worth avoiding and which benefits are most worth seeking." For example, citizens may oppose the siting of a hazardous-waste facility in their community if they believe — rightly or wrongly — that the environmental threats outweigh the possibility of economic growth.

Communication about health and environmental hazards among government, industry, and the public should include both expert and nonexpert opinion, says the report, and discussions should not avoid emotionally charged issues.

Source: *Improving Risk Communication*, National Research Council. National Academy Press, 2101 Constitution Avenue, N.W., Washington, D.C. 20418. 1989. 332 pages. Paperback. \$29.95.

Genetically Engineered Weapons

More-lethal biological weapons could include "super bacteria" containing several different toxins

Biological weapons of the future may be made more deadly through genetic engineering, writes an expert on infectious disease in a new book entitled *International Terrorism: The Decade Ahead*.

Recombinant DNA technology allows scientists to insert a particular gene into a carrier, such as a bacterial virus. "It is possible to make these germs stable in the environment, make them resistant to antibiotics, and even make them produce the proteins of the AIDS virus that make one susceptible to infection," according to Stanley L. Wiener of the University of Illinois College of Medicine at Chicago.

A strain of "super bacteria" might also be produced, says Wiener. Several different toxins could be put into one strain of bacteria, which could then infect people. The resulting disease would be worse than any now known.

Source: "Biological Weapons and Defense: New Developments" by Stanley L. Wiener, in *International Terrorism: The Decade Ahead*, edited by Jane Rae Buckwalter. Office of International Criminal Justice, The University of Illinois at Chicago, 1333 South Wabash Avenue, Box 55, Chicago, Illinois 60605. 1989. 137 pages. Paperback. \$10 postpaid.

Innovative Solutions to Local Problems

Automated taxpayer service, tire-recycling program among award-winning ideas

Local governments are finding innovative technological solutions for problems in their communities. Cities and counties that have developed cutting-edge programs were recently honored with Technology Achievement Awards, sponsored by Public Technology, Inc., the technical arm of the National League of Cities.

Among the award-winning ideas are:

- An automated taxpayer service in Arlington County, Virginia, which helps homeowners avoid penalties of late payment while giving the treasurer's office immediate access to funds.

- A tire-recycling program in Newark, New Jersey, which produces a more-durable road-surfacing material.

- A monthly cable-television show produced by the police department of Fort Collins, Colorado, which features personal-safety tips and crime-prevention measures for home and business.

Source: Public Technology, Inc., 1301 Pennsylvania Avenue, N.W., Washington, D.C. 20004.