



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

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INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a Regular meeting of the Moorhead Board of Education will be held on Tuesday, May 8, 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 April 10 and April 24, 1990.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- V. CONSENT AGENDA (Items: VI, X - 7, 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



IX. "WE ARE PROUD"

1. Mick Dunn, Art teacher, received the Artist Award in North Dakota for his picture of a muskrat.
2. A team of Moorhead High students placed 12th out of 1,549 schools in the National knowledge Master Open. The Moorhead students received a score of 1,675 points. A team from Long Island, New York, won the event with 1,771 points. Members of Moorhead's team are seniors Jason Babler, Andrew Byrnes, Greg Carlson, Sarah Deist, Steph Fergle, Chris Gring, Chad Halverson, Chris Heimarck, Shane Pilon, Brandon Roy and Jim Urzedowski; juniors Chad Borowicz, Monte Helm and T.J. Schmitt; sophomores John Murphy, Ryan Kallberg, Eric Clamber, Eric Siegel, Adam Thomas, Scott Carlson and Ute Larson; and freshmen Mike Behan, Seth Kovash, Jason Steussey and Becky Tkachuk. The team was coached by Ken Tangen.
3. First place winner in the Minnesota State International Computer Contest was the Moorhead Junior High team. Team members are seniors Tony Lin and James Bandy; and junior Michael Lin. This was the first time Moorhead entered this competition.
4. Tony Kinsella, Industrial Arts teacher, was selected the 1990 Minnesota state winner in the Teacher of the Year program sponsored by IBM.

X. COMMITTEE/MEETING REPORTS

NSBA Convention - Cummings/Hastad (4/20-24)

Policy Review - Seigel (4/23)

Long Range Planning - Alexander (4/24, 5/1))

Superintendent's Advisory Council - Trochlil (4/26)

CIMS-User Group - Lacher (4/26-27)

Transportation - Bergen (4/30)

Interagency Education Center - Swedberg (5/1)

Joint Powers - Seigel (5/3)

Capital For A Day - Anderson (5/4)

Student Activities - Borgen (5/8)

AASA/MEA Leadership Conference - Trochlil (5/2-6)

FOR YOUR INFORMATION

On behalf of the Moorhead School District, Grace Fridgen will receive from the Veterans of Foreign Wars a print of the painting "Silent Wings" by D.E. Krech. The painting is a mark of respect to the memory of the Challenger Crew. The print will be displayed at Washington School.  
(Appendix Z-1)

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

B. NEW BUSINESS

1. Consider Sabbatical (Bergen) Appendix D  
Leaves for 1990-91

Explanation: The Sabbatical Leave Committee recommends leaves be granted for the following teachers:

1. Jon Enderle - Sr. High Special Ed., full year
2. Carol Johnson - Asp Library, 1/3 time
3. Marlene Deist - Sr. High Special Ed.,  
1/3 time
4. John Murphy - MTC Electrical Construction,  
1/3 time
5. Leslie Walkin - Jr. High, Foreign Language,  
1/2 time
6. Dean Johnson - MTC, Electronics, 1/3 time

The recommendation was based on these stipulations of the committee: (1) teachers will provide a list of courses/lessons completed; (2) on return to the district, the teachers will present a tentative plan to their departments and the Sabbatical Leave Committee as to implementation; and, (3) to encourage teachers to apply for sabbatical leave, recipients will make presentations to the staff.

Recommendation: Move to approve the sabbatical leaves with the conditions as recommended by the committee.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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2. Consider Multi- (Jernberg) Appendix E  
cultural Gender  
Fair Disability  
Sensitive Plan

Explanation: Appendix E-1 contains a copy of the plan. This plan has been reviewed by the PER committee. It is required by statute that a plan be developed, authorized by the School Board and submitted to the Department of Education before June 1, 1990.

Robin Oestreich, Task Force chair, will review the plan with the board.

Recommendation: Move to approve the Multicultural Gender Fair Disability Sensitive Plan, as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

3. Review Policies (Seigel) Appendix F

Explanation: This is considered the first reading of the following policies proposed for board adoption:

- \* Sexual Harassment/Sexual Violence (JFCFA)
- \* Policy Adoption (BFC)
- \* Gifts (KH)
- \* Student Activities Accounting (DICA)
- \* Cashing Checks Out of Cash Deposits (DMA-A)
- \* Interruption of Instruction (INH)
- \* Health Examination (GBE)

Recommendation: For Review

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4. Consider Placement (Bergen) Appendix G  
of Tenured Teachers  
on Unrequested Leave  
of Absence

Explanation: Appendix G-1 is the Resolution Relating to the Placement of Tenured Teachers on Unrequested Leave of Absence. The list of names are attached.

Recommendation: Move to place the individuals named in Appendix G-1 on Unrequested Leave of Absence at the end of the 1989-90 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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5. Consider Personnel (Bergen) Appendix H

Early Retirement

Doreen Taber - English Teacher, Junior High,  
effective at the end of the 1989-90 school year

Retirement

Dorothy Salter - Social Teacher, Junior High,  
effective at the end of the 1989-90 school year

Resignation

Doug Sperling - EBD Teacher, Senior High,  
effective at the end of the 1989-90 school year

One Year Leave of Absence

Jean Schlossman - Occupational Therapist,  
district-wide, effective for the 1990-91 school  
year

Recommendation: Move to approve the personnel changes as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_



6. Establish Special (Trochlil) Appendix I  
Board Meeting - 5/15  
(Election Day)

Recommendation: Move to approve the establishment of a special school board meeting on Tuesday, May 15, 8:00 or 9:00 p.m. for the purpose of certifying election results and other business that may be pertinent.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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- \*7. Acceptance of Gifts (Jernberg) Appendix J

Explanation: The following gifts of money were recieved for the school patrol to travel to a Minnesota Twins baseball game: Moorhead Auto Club Trust Fund-\$350; MEA-\$50; Clay County Safety Council-\$400; Catholic Daughters of America-\$100; and Vikingland Kiwanis Club-\$100.

Recommendation: Move to accept the gift and direct a letter of thank you to be sent.

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- \*8. Consider Resolutions (Swedberg) Appendix K  
for Chapter I and  
Title VI

Explanation: Appendix K are the resolutions.

The Chapter VI resolution authorizes the school district to apply for financial assistance under P.L. 94-142 for the Moorhead, Dilworth and Glyndon school districts.

The Chapter I resolution for Reading and Math Improvements authorizes Moorhead Schools to apply for P.L. (Chapter I) funds for the school district. The resolution names Dr. Bennett Trochlil, Superintendent of Schools, as local agency representative to direct, execute and file applications and otherwise act as authorized representative of said district in all activities related to P.L. 97-35.

The Chapter I Detention Center resolution authorizes Moorhead Schools to apply for P.L. 97-35 Title V, (Chapter I) federal funds to provide supplementary services to neglected and/or delinquent students housed in the Clay County Regional Juvenile Detention Center.

Recommendation: Move to approve the resolutions relating to Chapter I - Reading and Math Improvement and Chapter I - Detention Center and Title V, as presented.

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

A. UNFINISHED BUSINESS

1. Consider Management (Trochlil) Appendix C  
Plan for 1990-91

Explanation: Appendix C is the background information.

Expectations of the board at this meeting would be:

- (1) understand the process used to reach the recommended management plan for 1990-91
- (2) understand the priorities the superintendent has identified (refer to Appendix C-4)
- (3) support, challenge and/or revise the superintendent's recommendations
- (4) understand budget implications of the recommendations

Recommendation: Since the board meets on May 15, you may wish to delay adoption of the plan.

(or)

Move to approve the 1990-91 Management Plan (with or without changes).

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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XI. FOR YOUR INFORMATION

Appendix Z

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. City Council/School Board Meeting - May 15, 1990  
Note: This meeting has been postponed until Tuesday, May 22, 1990, 9:30 p.m. and will be part of the second half of the regular school board agenda.

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Honors Banquet	Sun., May 6	6:00 p.m.	O'Kelly's Fargo
Probstfield Retirement Tea	Mon., May 7	3:15 - 4:30 p.m.	Probstfield
Student Activities	Tues., May 8	7:00 a.m.	Townsite



Meet the Candidates	Tues., May 8	6:00 p.m.	Townsite
8th Avenue Parents Meeting	Wed., May 9	7:00 p.m.	St. Francis
MEA Teacher Recognition Dinner	Thurs., May 10	6:00 p.m.	Concordia
Orchestra Spring Concert	Thurs., May 10	7:30 p.m.	Sr. High
Policy Review	Mon., May 14	7:00 p.m.	Townsite
Band Spring Concert	Mon., May 14	7:30 p.m.	Sr. High
School Board Election (no activities 6:00-8:00 p.m.)	Tues., May 15	7:00 a.m.- 8:00 p.m.	District Wide
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
Special 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
Academic Awards	Sun., May 20	4:00 p.m.	Sr. High
Baccalaureate	Sun., May 20	7:30 p.m.	Sr. High
Athletic Awards	Tues., May 21	7:30 p.m.	Sr. High
Long Range Planning	Tues., May 22	4:30 p.m.	Townsite
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
Riverside Retirement Tea	Thurs., May 24	3:00 - 4:30 p.m.	Riverside
Choir Concert	Sat. May 26		Carnegie Hall

Memorial Day	Mon., May 28		
Last Day for Students	Thurs., May 31		
Last Day for Staff	Fri., June 1		
Graduation	Sun., June 3	2:00 p.m.	MSU
Joint Powers	Thurs., June 7	8:00 a.m.	Townsite
Skill Building for 21st Century School Boards Workshop	Fri., June 8 - Sat., June 9		Hyatt Mpls.
Celebrate Family (Community Ed.)	Thurs., Aug. 30 - Fri., Aug. 31		

#### XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, May 22, 1990 - 7:00 p.m.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
APRIL 10, 1990  
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**PRESENT:** Wayne Alexander, Curt Borgen, James Cummings, Douglas Fagerlie, Anton Hastad, Allen Lund, Jeannes 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 D.A.R.E. meeting.

**APPROVAL OF MINUTES:** Hastad moved, seconded by Alexander, to approve the minutes of March 13 and 27, 1990, as presented. Motion carried unanimously.

**CONSENT AGENDA:** Alexander moved, seconded by Cummings, to approve the following items on the consent agenda: Consideration of Claims, Preschool Contractual Agreement, and Donations/Gifts. 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 \$665,658.69:

General Fund:	\$251,926.20
Food Service:	47,891.37
Transportation:	123,069.51
Community Services:	17,843.91
Capital Expenditures:	46,329.73
Debt Redemption:	289.00
MTC-General Fund:	123,046.59
MTC-Adult Education:	9,035.08
MTC-Equipment Fund:	8,989.95
MTC-Building Fund:	4,545.68
Federal Financial Aid:	15,692.80
Student Funds:	4,761.39
Townsite Centre:	<u>12,237.48</u>
TOTAL	665,658.69

**OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK:** Robert Fagerstrom, Warren, MN., parent of Jeff Fagerstrom, MTC student, addressed the Board regarding the theft of his son's carpentry tools while attending Moorhead Technical College. Another student's carpentry tools were stolen along with Fagerstrom's. The approximate value of the tools were \$770 for Fagerstrom's and \$856 for the other student's. The Board was asked to pay the deductible amount of the parent's homeowners insurance. The Board directed the administration to respond to the request.



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ODYSSEY OF THE MIND: Moorhead teacher, Marilyn Green and Sandy Dangerfield, team coach, introduced members of the Odyssey of the Mind team who participated in state competition. The competition consists of a spontaneous and a long term problem the team must solve. A video of the teams long term problem was viewed. Members of the team are: Ryan Kallberg, Ann Barden, Eric Seigel, Becky Tkachuk and Jason Steussy.

COMMITTEE/MEETING REPORTS

Joint Powers - Seigel reported the committee reviewed some policies which will be brought to the Board at a later date.

Joint Powers - Seigel reported this meeting concluded the workshop on tax increment financing but it will be discussed again after the current legislative session. The 1990 census was discussed.

Long Range Planning - Alexander reported the committee is meeting every week in April to complete the project.

Title IV/Indian Education - Swedberg reported the committee meets once a month. The last meeting reviewed the by-laws of the Title IV and Johnson O'Malley programs.

Limited English Proficiency - Jernberg reported the need for a LEP teacher at Moorhead Junior High, activities at the buildings and Community Education/Adult Basic Education programs were discussed. Bea Costillo, Migrant Liaison, was commended on the excellent job she is doing.

Sabbatical Leave - Fagerlie reported the committee has eight (8) requests for leave this year.

Early Childhood Interagency Center - Swedberg reported meetings with Clay county superintendents and the ECSU focused on creating an educational center for children (birth - 7) throughout Clay county. Clay County Coordinated Preschool, Head Start, and the Youth Educational Services Program are a few of the agencies interested having space in a center.

Multi-Cultural Gender Fair - Jernberg reported a committee has been formed to ensure curriculum is addressed to all cultures.

Education Foundation - Trochlil introduced Foundation members R.E. Utke and Lloyd Paulson. They discussed the reason for establishing an education foundation and the uses of the monies.

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D.A.R.E. - Cummings reported he attended a dinner with guest speaker Lt. Gobal, Los Angeles Police Department held in Moorhead.

1990-91 SCHOOL CALENDAR (K - 12): Alexander moved, seconded by Fagerlie, to approve calendar A for the 1990-91 school year. Motion carried unanimously.

NATIONAL TOURNAMENT OF ACADEMIC EXCELLENCE: Alexander moved, seconded by Borgen, to approve the Knowledge Bowl team attendance at the National Tournament of Academic Excellence in Florida. Motion carried unanimously.

1989-90 FINAL BUDGETS: Hastad moved, seconded by Borgen, to approve the 1989-90 final budgets as follows:

GENERAL FUND:	Revenues.....	\$21,649,503
	Expenditures.....	20,967,643
FOOD SERVICE:	Revenues.....	795,590
	Expenditures.....	818,848
COMMUNITY ED:	Revenues.....	614,262
	Expenditures.....	621,449
CAPITAL FUND:	Revenues.....	2,996,760
	Expenditures.....	1,548,513
DEBT REDMPTN:	Revenues.....	496,000
	Expenditures.....	459,995

1990-91 PRELIMINARY BUDGETS: Alexander moved, seconded by Seigel, to approve the 1990-91 preliminary budgets, as presented, and authorize the staff to begin purchasing based on these budgets. Motion carried unanimously.

REVIEW POLICIES: The Board reviewed the policies Moorhead Technical College Graduation (IKFF) and Graduation - Moorhead Senior High (IKF-A), for adoption at a later date.

RESOLUTION CHANGING PRECINCT LINES: According to state statute 205A.11, the school district may have different precincts and polling places than the city but, when combining city precincts for school district elections, the school district precinct lines must follow city precinct lines.

Alexander moved, seconded by Seigel, to approve the Resolution Establishing Combined Precincts, Designating Polling Places and Designating Hours During Which the Polling Places Will Remain Open for Voting for School District Elections Not Held on the Day of a Statewide Election. Motion carried unanimously.



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DRIVERS' EDUCATION FEES: Seigel moved, seconded by Cummings, to approve the revision of the drivers' education fees, effective June 1, 1990, as follows: Classroom - \$30 and Behind-the-Wheel - \$120. Motion carried unanimously.

YMCA/SCHOOL DISTRICT COOPERATIVE SWIMMING PROGRAM: Borgen moved, seconded by Seigel, to approve the cooperative YMCA/School District swimming lessons. Motion carried unanimously.

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION: Alexander moved, seconded by Hastad, to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election. Motion carried unanimously.

PLACEMENT OF TENURED TEACHERS ON UNREQUESTED LEAVE OF ABSENCE:

Alexander moved, seconded by Hastad, to approve the resolution proposing to place Keith Togstad on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Cummings-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Alexander-yes; Hastad-yes.

Cummings moved, seconded by Alexander, to approve the resolution proposing to place Mel Nygaard on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes, Hastad-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes.

Fagerlie moved, seconded by Cummings, to approve the resolution proposing to place Karen Schiele on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Borgen-yes; Seigel-yes, Alexander-yes; Fagerlie-yes; Cummings-yes.

Seigel moved, seconded by Fagerlie, to approve the resolution proposing to place Bruce Leitch on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Borgen-yes; Alexander-yes; Cummings-yes; Seigel-yes; Fagerlie-yes.

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Borgen moved, seconded by Seigel, to approve the resolution proposing to place Harriet Tufte on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Cummings-yes; Alexander-yes; Fagerlie-yes; Borgen-yes; Seigel-yes.

Lund moved, seconded by Borgen, to approve the resolution proposing to place Edward Devries on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Hastad-yes; Cummings-yes; Fagerlie-yes; Seigel-yes; Alexander-yes; Lund-yes; Borgen-yes.

Hastad moved, seconded by Lund, to approve the resolution proposing to place Susan Hinsperger on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Cummings-yes; Borgen-yes; Seigel-yes; Alexander-yes; Fagerlie-yes; Hastad-yes; Lund-yes.

Alexander moved, seconded by Hastad, to approve the resolution proposing to place Mary Flesberg on unrequested leave of absence, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Cummings-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Alexander-yes; Hastad-yes.

TERMINATION/NON-RENEWAL OF PROBATIONARY TEACHERS:

Borgen moved, seconded by Seigel, to approve the resolution relating to the termination and non-renewal of the teaching contract of Jan Welken, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Cummings-yes; Alexander-yes; Fagerlie-yes; Borgen-yes; Seigel-yes.

Seigel moved, seconded by Fagerlie, to approve the resolution relating to the termination and non-renewal of the teaching contract of David Marso, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Cummings-yes; Borgen-yes; Alexander-yes; Seigel-yes; Fagerlie-yes.

Fagerlie moved, seconded by Cummings, to approve the resolution relating to the termination and non-renewal of the teaching contract of Randi Stutsrud, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Borgen-yes; Seigel-yes; Alexander-yes; Fagerlie-yes; Cummings-yes.

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Cummings moved, seconded by Alexander, to approve the resolution relating to the termination and non-renewal of the teaching contract of Steve Timmer, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Hastad-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes.

Alexander moved, seconded by Hastad, to approve the resolution relating to the termination and non-renewal of the teaching contract of Flora West, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Cummings-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Alexander-yes; Hastad-yes.

Hastad moved, seconded by Lund, to approve the resolution relating to the termination and non-renewal of the teaching contract of Jackie Cox, effective at the end of the 1989-90 school year. Motion carried by majority roll call vote: Cummings-yes; Borgen-yes; Seigel-yes; Alexander-yes; Fagerlie-yes; Hastad-yes; Lund-yes.

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

New Employees

Shirley Tufton - MMH Paraprofessional, Washington, B21,  
\$7.06 per hour, 5 hours per day, effective March 21, 1990  
Eva Shoemake - Food Server, Robert Asp, \$4.61 per hour,  
2.25 hours per day, effective April 2, 1990  
Elaine Halverson - Food Server, Washington, \$4.61 per hour,  
2.25 hours per day, effective April 2, 1990

Resignation

Voni Jo McCleary - Food Service, Junior High, effective  
April 6, 1990  
Caroline Owens - Food Service, Riverside, effective April  
20, 1990

Early Retirement

Follard Thurn - Industrial Arts Teacher, Senior High,  
effective the end of the 1989-90 school year  
Virginia Robertsdahl - 2nd Grade Teacher, Washington,  
effective the end of the 1989-90 school year  
Cecil Hanson - Custodian, Riverside, effective June 29, 1990

Motion carried unanimously.



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MINNESOTA SCHOOL BOARDS ASSOCIATION DEVELOPMENT & ASSESSMENT PROGRAM: Hastad moved, seconded by Alexander, to adopt the resolution for the Board to participate in the MSBA development and assessment program. Motion carried unanimously.

PRESCHOOL CONTRACTUAL AGREEMENT: As part of the consent agenda, the Board approved the contract agreement with Wonder Years Preschool, as presented.

DONATIONS/GIFTS: As part of the consent agenda, the Board accepted the gift from IBM, in the amount of \$435, to cover expenses associated with Odyssey of the Mind and directed a letter of thanks be sent.

1990-91 MANAGEMENT PLAN: Trochlil will review the third draft with each board member. The administration will be presenting priorities, for board action, at the April 24th meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Capital For A Day - Governor Perpich's office has designated Moorhead 'Capital For A Day' May 15, 1990. Moorhead Schools will host a breakfast and building visits for Governor Perpich and Commission of Education, Tom Nelson. Gloria Anderson will be coordinator for the district.

Teacher Exchange - Bergen mentioned the possibility of a teacher or administrative exchange with the McAllen Public Schools.

National Competition - Some board members requested the development of a policy on out-of-state travel for students. National competition on the academic level is possible in the future.

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

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Curt Borgen, Clerk

REGULAR MEETING  
BOARD OF EDUCATION  
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**PRESENT:** Wayne Alexander, Curt Borgen, Allen Lund, Jeanne Seigel and Ben Trochlil.

**PLEDGE OF ALLEGIANCE:** Chairperson Lund led the Board, audience and administration in the pledge of allegiance.

**PREVIEW OF AGENDA:** Trochlil previewed the agenda removing Management Plan 1990-91 and adding Asbestos Removal Senior High and Donations.

**CONSENT AGENDA:** Seigel moved, seconded by Alexander, to approve the following items on the consent agenda: Off-Campus Clinical Dental Sites; Assurance of Mastery Proposal; and, Gifts/Donations. Motion carried unanimously.

**COMMITTEE/MEETING REPORTS**

**Capital For A Day** - Gloria Anderson updated the Board on the activities planned.

**Business Education Exchange** - Jernberg reported this meeting is a good interaction between the business community and school district.

**9th Avenue Closure** - Lacher reported approximately 25 people attended. Property values were the main concern of the citizens.

**Sabbatical Leave** - Bergen reported eight (8) candidates were interviewed and a decision will be made at the next meeting.

**Interagency Education Center** - Trochlil reported needs must be determined by interested parties.

**POLICIES:** Seigel moved, seconded by Borgen, to approve the policy Moorhead Technical College Graduation (IKFF), as presented. Motion carried unanimously.

Seigel moved, seconded by Alexander, to approve the Senior High Graduation (IKF-A) policy and code appropriately. Motion carried unanimously.

**COMMUNITY EDUCATION YOUTH SERVICE PROGRAM:** Alexander moved, seconded by Borgen, to approve the Youth Service Mini-Grant Program. Motion carried unanimously.

**CAPITAL OUTLAY BUDGETS:** Borgen moved, seconded by Alexander, to approve the capital outlay budgets for 1990-91, as presented, with the exception of the AS/400 upgrade. Motion carried unanimously.



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INDEPENDENT SCHOOL DISTRICT #152  
APRIL 24, 1990  
PAGE 2

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

Early Retirement

Bonnie Held - Accounts Payable Secretary, Townsite, effective June 15, 1990

Ronnie Reiersgord - Special Services Secretary, Townsite, effective June 29, 1990

Motion carried unanimously.

**ASSURANCE OF MASTERY:** As part of the consent agenda, the Board approved the Assurance of Mastery Proposal for Participation, as presented.

**ACCEPTANCE OF GIFTS/ DONATIONS:** As part of the consent agenda, the Board accepted gifts from Moorhead VFW, in the amount of \$1,000, and George Washington PTO, in the amount of \$300, for the school patrol to travel to a Minnesota Twins baseball game.

A donation to Moorhead Public Schools from the Gerald Koenig family as a memorial to his mother, in the amount of \$50.00, was accepted. The memorial will be used for summer camp tuition for Moorhead students.

**ASBESTOS REMOVAL - SENIOR HIGH:** Lund moved, seconded by Borgen, to approve authorization to rebid the asbestos removal and accept the bid bond of \$4,585.40 from M.A.A.C., Inc. of Montevideo, Minnesota, to help defray additional costs for rebidding. Motion carried unanimously.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Swedberg informed the Board an EBD paraprofessional must be hired for the remainder of the 1989-90 school year. A special education position proposal form will be presented at a later date.

**ADJOURNMENT:** Alexander moved, seconded by Borgen, to adjourn. Motion carried unanimously.

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Curt Borgen, Clerk

# PRELIMINARY AND TENTATIVE

MANAGEMENT PLAN 1990-91  
TIER FORMAT  
MAY 1, 1990

Date 5/3/90

THEME FOR 1990-91: 'The learner is at the top of the agenda.'

MINNESOTA EDUCATION MISSION: The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society. (Adopted by the Legislative Commission on Public Education and enacted into law, Chapter 40, Laws of 1985.)

MINNESOTA STATE BOARD OF EDUCATION MISSION: The purpose of the Minnesota State Board of Education is to provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

MOORHEAD PUBLIC SCHOOLS MISSION: (recommended by Long Range Planning)  
To develop the potential of every learner to thrive in a changing world.

THE PHILOSOPHY OF EDUCATION IN INDEPENDENT SCHOOL DISTRICT #152  
(recommended by Long Range Planning - refer to attachment)

GOAL #1 - (PERSONNEL) THE STAFFING PATTERNS IN THE DISTRICT WILL ATTEMPT TO COMPLIMENT THE NEEDS OF THE STUDENTS.

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments (if necessary)</u>
1. The elementary teacher ratio of 25:1 will be maintained	+ 224,000	Refer to Memo S-90-98
2. The secondary teacher/ratio of 27:1 will be maintained		Preliminary enrollment projections do not indicate a need for additional staff
3. Support staff will be employed to accommodate mandated programs and board priorities (licensed and non-licensed staff)		Refer to Memo S-90-98

GOAL #2 - (CURRICULUM & INSTRUCTION) THE DISTRICT'S CURRICULUM AND INSTRUCTION WILL ENCOURAGE LEARNING AND PREPARE INDIVIDUALS TO BE ABLE TO READ, WRITE, COMPUTE, SOLVE PROBLEMS, THINK CRITICALLY AND CREATIVELY AND ACT RESPONSIBLY.

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments (if necessary)</u>
1. The teacher effectiveness program will continue to be an integral part of the staff development program	6,400	*Elements of Instr. *Clinical Supervision *Addition of 0.2 FTE
2. A plan will be developed for special education integration that includes the leadership of building administration supporting integration; use of technology to support staff and staff development		
3. (ILP) Individual Learning Plans will be be utilized in kindergarten, grade one and STEP (elementary)	57,000	Financed by the State
4. North Central follow-up on the visitation of December, 1989, in the areas of social studies and music		
5. North Central follow-up on the visitation of December, 1989, in the student services (i.e. guidance/admissions and orientation; food services; transportation; nursing services; social services; social work services; psychological services)		
6. North Central self-study and visitation in world languages		
7. Outcome Based Education summer writing program will be implemented (OBE is programs designed and implemented in a manner that assures alignment of three basic elements: Learner Outcomes, Assessment and Feedback Process and Instructional Process)	70,000	*1991-92 - \$70,000 *1992-93 - \$70,000
8. The issues regarding students at-risk will continually be studied and recommendations will be offered (e.g. child care: curriculum options; cultural diversity)		*AOM funding will be obtaining and utilizing elementary summer funds & the Chapter I program
*migrant (ESL) English as a Second Language..... -tutors program will continue	34,600	*Migrant funds will be pursued
*(AOM) Assurance of Mastery..... *Chapter I..... *Child care and parent education for pregnant girls and teen age parents.	40,000	*District has received significant monies for AFDC students



**DEFINITION OF THE AT-RISK STUDENT:**

At-risk individuals are those who are still school age, but whose continued education is in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning or are impacted by others factors which impede education and social development.

- |                                                                                                                                                                                                                                                                                                                                                                            |        |                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------|
| 9. A position paper on technology plan that assists curriculum committees recognizing possibilities for the use of technology in curriculum adoption to provide better integration of technology into the curriculum (e.g. expand pilot program (ToolChest) from four third grade classrooms to district wide {use of word processing and data-base, other tool software}) |        | Impacts number of computers and comprehensive staff training |
| 10. Elementary reporting (report cards) will be in a transition period (moving towards OBE reporting)                                                                                                                                                                                                                                                                      |        | A committee has been appointed                               |
| 11. Supply budgets will be increased due to increased enrollments                                                                                                                                                                                                                                                                                                          | 70,000 | 10% plus 5.4%                                                |
| 12. Provide extra material/textbooks for possible influx of students and special education staff                                                                                                                                                                                                                                                                           |        | Part of supply budget                                        |
| 13. Collaboration with Perham, Detroit Lakes and Pelican Rapids in language arts and library media curriculum writing                                                                                                                                                                                                                                                      |        | Part of staff development and curriculum writing             |
| 14. Writing to Read for all buildings will be determined during the school year                                                                                                                                                                                                                                                                                            |        | 1991-92 budget                                               |
| 15. The EBD task force recommendations will be considered for action                                                                                                                                                                                                                                                                                                       |        |                                                              |
| 16. Design a plan for the implementation of instructional management as it relates to outcome based education including the role of administration as an instructional leader                                                                                                                                                                                              |        |                                                              |
| 17. Resources for staff development/travel budget will focus on areas of targeted curriculum and instruction areas<br>*a priority on staff development will be at the 8th Avenue building                                                                                                                                                                                  |        |                                                              |

GOAL #3 - (FINANCIAL) THE DISTRICT WILL MATCH FINANCIAL RESOURCES TO PROGRAM NEEDS

<u>Objectives</u>	<u>C. O. Budget 1990-91</u>	<u>Comments</u>	<u>Anticipated Fund Balance 6-30-91</u>
1. General Fund:			
*Revenues.....	23,497,704	surplus of	
*Expenditures.....	22,167,374	\$1,330,330	+ 4,547,092
2. Food Service:			
*Revenues.....	789,139	deficit of	
*Expenditures.....	852,223	\$ 54,083	+ 27,996
3. Transportation:			
*Revenues.....	1,377,850	surplus of	
*Expenditures.....	1,355,140	\$ 22,710	- 195,514
Note: Due to the deficit in the budget, the administration will continue to make the necessary changes			
4. Community Service:			
*Revenues.....	629,146	deficit of	
*Expenditures.....	652,634	\$ 7,187	+ 73,917
5. Debt Service:			
*Revenues.....	434,000	surplus of	
*Expenditures.....	400,560	\$ 33,440	+ 242,168
6. A five year capital outlay plan with financial implications will be adopted by the school board. A hearing will be held to update the plan:			
*equipment		deficit of	
revenues.....	382,428	\$ 246,601	- 264,764
expenditures.....	629,029		
*facilities		deficit of	
revenues.....	890,855	\$ 24,766	- 988,785
expenditures.....	915,621		
*health & safety		deficit of	
revenues.....	1,351,761	\$ 253,269	- 684,861
expenditures.....	1,605,030		
7. Develop a long range plan for kitchens (i.e. health/safety and sanitation codes)		\$ 25,000	Capital Outlay budget
8. Design a plan for reduction of the deficit in the capitol outlay fund			



GOAL #4 - (FACILITIES) DISTRICT FACILITIES WILL BE DESIGNED OR REMODELED TO MEET IMMEDIATE AND FUTURE NEEDS.

<u>Objectives</u>	C. O. Budget <u>1990-91</u>	<u>Comments</u>
1. Implement an Education Facilities Planning Process	\$15,000	*request a RFP *community Task Force
A. data collection		
B. develop options: grade levels; split shifts; class size; temporary classrooms; other facilities; year 'round school; renovation; additions; new schools		
C. evaluate and refine: educational support; environment; maintenance		
D. estimate costs/priorities: life expectancy; operation costs; total annual dollar value		

GOAL #5 - (MARKETING) MARKETING AND COMMUNICATION BETWEEN DISTRICT, LEARNERS, PARENTS/FAMILIES, STAFF AND COMMUNITY WILL BE HEIGHTENED

<u>Objectives</u>	Gen Fund Budget <u>1990-91</u>	<u>Comments</u>
1. A school district marketing plan will be developed	\$ 25,000	

GOAL #6 - (COMMUNITY EDUCATION) COMMUNITY EDUCATION WILL BRING TOGETHER SCHOOL AND  
COMMUNITY RESOURCES TO FOSTER LIFELONG LEARNING

<u>Objectives</u>	<u>Com Ed Budget 1990-91</u>	<u>Comments</u>
1. Design a plan that demonstrates objectives are to cooperate and have visibility with the K-12 programs		
2. Develop the Youth Development and Youth Services projects		
3. Investigate facilities in apartments or other neighborhood locations for Adult Basic Education and ECFE classes		
4. Plan and have a 'Celebrate Family' event		
5. Programs will be designed to meet the needs of the special population		
6. Investigate/design alternative methods of delivery to the adult population		
7. Design multicultural programs		
8. Design development opportunities for non-licensed staff		

GOAL #7 - (PARTNERSHIPS) PARTNERSHIPS WILL BE DEVELOPED TO EXPAND ALL AREAS OF DISTRICT RESOURCES

<u>Objectives</u>	Gen Fund Budget <u>1990-91</u>	<u>Comments</u>
1. Continue to support the Leadership Moorhead Program		
2. The educational foundation program will set a goal of \$_____		
3. Cooperation with other districts that will serve the needs of both identities		
4. Teacher exchange program with MSU will continue		
5. The Center of Parents and Children and the Probstfield program will be evaluated as to the effectiveness and possible replication in the district	\$1,000	



GOAL #8 -- (ORGANIZATIONAL CLIMATE AND RESOURCES) THE DISTRICT'S HUMAN RESOURCES AND ORGANIZATIONAL CLIMATE WILL ENHANCE EDUCATION AND AUGMENT WORK PERFORMANCE

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments</u>
1. Create a culture as to the importance of wellness to the employee		
2. The comparable worth program will involve all classification of employees so that it will be state approved by 1991		
3. Job descriptions will be updated		
4. The employee assistance program (district policy) will be analyzed to better meet the needs of the employee		
5. Staff development for non-licensed employees will be given higher priority		
6. A plan will be designed and implemented as to personnel disability adjustment positions		
7. Establish/communicate responsibilities of administrative positions, central office and building level, as to implementing site based management		
8. Administrative effective program will address teacher perceiver training, writing skills; staff evaluation and special education integration	\$12,000	

GOAL #9 - (PLANNING AND EVALUATION) THE DISTRICT PLANNING AND EVALUATION PROCESS WILL INCLUDE MEASURABLE GOALS, OBJECTIVES AND IMPLEMENTATION STRATEGIES

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments</u>
1. The district's long range plan will be reviewed and revised as needed		
2. Develop a student assessment program that meets the needs of the Moorhead schools and is consistent with the state statute		
3. District policies will be placed into a new word processing format		
4. The district's PER committee will continue its effect in curriculum and instructional improvements (refer to goal #2)		
5. Each administrator and supervisor will have a plan that includes goals and objectives		

THE PHILOSOPHY OF EDUCATION  
IN INDEPENDENT  
SCHOOL DISTRICT #152

WE BELIEVE:

Our democratic society depends upon citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world require that education work in partnership with the rest of society to promote excellence, accountability, life-long learning, and receptiveness to change. Each individual has inherent value and dignity, and every individual has the right to a public education throughout life.

THE LEARNERS NEED:

- to know all students can learn and achieve;
- to know that learning is more important than mere possession of knowledge;
- to have a positive attitude toward learning;
- to have successful experiences and recognition;
- to be partners with parents/families, school staff members, and community in providing a caring, secure climate and supportive environment in which to learn;
- to have feelings of selfworth;
- to strive for physical and emotional well-being;
- to learn the importance of critical thinking, communication, computation, and an appreciation for cultural diversity;
- to possess human relation and decision-making skills;
- to be responsible for his/her actions;
- to become productive and contributing citizens of society;
- to recognize that learning is life-long.

THE PARENTS/FAMILIES NEED:

- to provide a positive, supportive home environment where the importance of learning is emphasized;
- to be an informed partner in their child's learning process and progress;
- to be involved in schools and be knowledgeable about the decisions that affect their children's education;
- to appreciate and understand the benefits of cultural diversity;
- to have educational opportunities to grow as parents, families, and individuals.

THE SCHOOL STAFF MEMBERS NEED:

- to be qualified, committed, and effective people participating in an educational partnership;
- to know they have an impact on self-esteem, growth, and success of the learner;
- to know positive expectations influence performance;
- to recognize that excellence and success increase if they are identified and rewarded;



- to utilize various experiences, skills, styles of teaching, time management, choice of materials, assesment and evaluation.
- to be responsible for communicating with learner, parent/family, other school staff members, and community;
- to use their leadership, integrity, and flexibility to grow personally and professionally.
- to exercise opportunities for growth, wellness needs, and recognition.

#### THE COMMUNITY NEEDS:

- to accept that education is the backbone for a strong economic society;
- to view education as an investment in the future;
- to work in partnership with the educational system realizing the value and mutual benefits;
- to appreciate the cultural impact provided by education;
- to provide the necessary resources to meet the needs of learners;
- to provide a safe, supporting environment for learning.

#### THE EDUCATIONAL SYSTEM NEEDS:

- to design and follow programs to enhance abilities, interests, goals, and needs of all students;
  - to require fiscal responsibility and accountability;
  - to be receptive and accomodating to change that is in the best interest of learners, parents/family, staff and community;
  - to provide a nurturing environment in which to learn;
  - to communicate effectively and work in partnership with learners, parents/family, staff and community;
  - to meet physical, academic, social, and emotional needs of learners through programs designed to maximize individual growth in:
- A. SELF-CONCEPT-to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.
  - B. HUMAN UNDERSTANDING-to develop a global persective and the ability to interact, understand, and appreciate individual differences in order to become effective citizens of the world.
  - C. ESSENTIAL SKILLS-to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences, and the arts; and to demonstrate skills in citizenship, community service, and human relations.
  - D. CREATIVE DEVELOPMENT-to have the opportunity and encouragement to be creative and visionary.

- E. ENVIRONMENTAL AWARENESS-to exemplify and implant the obligation to protect and preserve the planet on which we live.
- F. JOY OF LEARNING-to acquire an eagerness for learning, and a positive attitude toward work.
- G. PHYSICAL AND EMOTIONAL WELL-BEING-to procure beneficial health habits and concern for good physical and emotional stability.
- H. SELF-SUFFICIENCY-to prepare for a productive, honorable and enriched self-sufficient life.

Our philosophy of education recognizes the inevitability of change. As knowledge expands, society will continue to be challenged in its ability to comprehend new information and deal with its implications. It is our belief that the principles outlined in this statement of philosophy are compatible with society as we anticipate it to be in the future, and a prerequisite for a future of which we can be proud.

Adopted by the Long-Range Planning Committee  
March 27, 1990

MEMO S-90-98

TO: School Board  
Cabinet

FROM: B. Trochlil

RE: 1990-91 Budget Priorities for Personnel

DATE: May 2, 1990

I. TIER #1 - Personnel (federal/state mandated programs; board established ratios; and, terms and conditions of contracts)

	<u>FTE</u>	<u>COST</u>	<u>GENERAL FUND COSTS</u>	<u>SUB- TOTAL</u>
A. ELEMENTARY (K-6).....	+7.0		\$224,000*	\$224,000
B. SECONDARY (7-12).....	NO CHANGE			-0-
C. LICENSED SPECIALISTS				
a. elementary				
1. music.....	+0.5	16,000	16,000*	
2. physical education.....	+0.5	16,000	16,000*	
3. art.....	+0.2	6,400	6,400*	
4. special education.....				
4.1 MH (mod/sev).....	+0.5	16,000	6,400*	
4.2 MH (mildly).....	+1.0	32,000	12,400*	
4.3 Speech.....	+0.1	3,200	1,300*	
(serving 4 yr. olds)				
b. secondary				
1. special education				
1.1 learning disability.....	+0.5	16,000	6,400*	
1.2 speech.....	+0.4	12,800	5,200*	
c. district				
1. special education				
1.1 occ. therapy.....	+1.0	32,000	12,800*	
2. ESL.....	+0.5	16,000	9,600*	
Licensed Staffing Costs.....			92,500*	
Reductions in Special Ed.....			-18,800	
TOTAL			73,700*	73,700
D. NON-LICENSED SPECIALISTS				
a. physical & other				
health impaired.....	+2.0	(24,000)	13,000*	13,000
TIER I TOTAL COSTS.....			\$310,700	●*

● = assumption: all costs are reoccurring in 1991-92

\* = First Level Funding (recommendation)



## II. TIER #2

	<u>FTE</u>	<u>GENERAL FUND COSTS</u>	<u>G.F. SUB- TOTAL</u>
A. Staffing K-12 (Teachers)			
a. staff development for district.....	+0.2	6,400*	
b. budget entry for Spec. Ed..		38,000*	44,400
B. Licensed Specialists			
a. Counselor (elementary).....	+1.0	32,000*	
b. Media/Lib Spec (8th Ave)....	+0.5	16,000*	
c. Nurse (elementary).....	+1.0	32,000*	80,000
C. Non-Licensed Specialists			
a. Secretary (8th Ave).....	+1.0	15,000*	
b. Secretary (Jr. High/Couns). +1.0		15,000*	
c. Secretary (extended contract K-8).....		18,000*	
d. Secretary (trans/bldg grd). +1.0		15,000*#	
e. Secretary (food service)... +1.0		15,000*##	
f. Migrant Liaison.....	+1.0	grant monies*	
g. Migrant Tutors.....		25,000*	
h. Lib/AV/Health Techs (8th Av)+1.0		12,000*	
i. Computer Systems Operator.. +1.0		18,000*	
j. Marketing/Comm Relations... +1.0		25,000*	
k. Insurance Clerk.....	+1.0	15,000*	173,000
Reductions in Staffing.....			-21,400
(spec. ed. {2.5 FTE} and Sr. High lib {.5})			
SUB-TOTAL			151,600
D. Administration			
a. 8th Ave Building.....	+1.0	45,000*	
b. 5th & 6th Grade (Asp).....	+1.0	35,000*	
(assistance to principal)			
c. Junior High.....	+1.0	35,000*	115,000
(assistance to principal)			
TOTAL TIER II COST.....			391,000
			-7,500#
			-15,000##
			368,500

\* - First Level Funding (recommended)

# - budget transportation - 1/2 \$7,500 - 1/2 \$7,500 Gen. Fund

## - budget/food service

III. TIER #3

	<u>FTE</u>	<u>GENERAL FUND COSTS</u>	<u>G.F. SUB- TOTAL</u>
A. Staffing K-12 (Teachers)			
a. Teacher on Spec Assignmt...	+1.0	25,000**	
b. School W/I School.....	+1.3	39,000**	64,000
B. Licensed Specialists			
a. Counselor (elementary).....	+1.0	32,000**	
b. Social Worker.....	+1.0	12,400**	44,400
C. Non-Licensed Specialists			
a. Auditorium Coordinator.....		6,000**	6,000
D. Administration			
a. Probstfield.....	+1.0	35,000**	35,000
(assistance to principal)			
b. Washington.....	+1.0	35,000**	35,000
(or)			
c. Probstfield & Washington...	+1.0	35,000**	35,000
TOTAL TIER III COSTS. (range).....		149,400 to 184,400	

V. TIER #4

A. Licensed Specialists			
a. Counselors (elementary)....	+2.0	64,000***	
b. Counselor (7th & 8th).....	+1.0	32,000***	
c. Nurses (district-wide).....	+6.0	192,000***	
d. EBD Task Force Recommendation.....		TBD	288,000
B. Non-Licensed Specialists			
a. Fine Arts Coordinator.....	+0.5	15,000***	
b. Custodian (Washington).....	+0.3	6,000***	
c. Attendance (Sr. High).....	+1.0	12,000***	33,000
C. Administration			
a. Curriculum Coord (K-12)....	+1.0	40,000***	40,000
D. Miscellaneous			
a. Class Advisors..... (payment to administration)		2,000***	2,000
TOTAL TIER IV COSTS.....			363,000

SUMMARY OF COSTS (G.F.)

TIER I.....	310,700*
TIER II.....	368,500*
TIER III.....	184,400**
TIER VI.....	363,000***
TOTAL.....	\$1,226,600

\* First Level Funding (recommendation)

\*\* Second Level Funding

\*\*\* Third Level Funding

MEMO S-90-99

Appendix C-3

TO: School Board  
Cabinet

FROM: B. Trochlil

RE: 1990-91 Budget

DATE: May 2, 1990

	Expenditures (memo S-90-98)	Effect General Fund Expenditures
<u>GOAL #1 - (Personnel)</u>		
A. Tier I.....	\$310,700	310,700
B. Tier II.....	368,500	368,500
C. Tier III.....	-0-	
D. Tier IV.....	-0-	

GOAL #2 - (Curriculum and Instruction)

A. (ILP) Individualized Learning Plans.....	57,000	
B. Child Care for Teen Age Parents.....	40,000	40,000
C. Supply Budget Increase.....	70,000	70,000
D. Outcome Based Education..... (part of present staff development and curriculum budgets)	70,000	
E. Migrant Tutors..... (part of Tier II budget)	25,000	
F. Elementary School Activities..... (8th Ave school and video)	5,000	5,000

GOAL #3 - (Finance)

●A. Food Service..... (capital outlay budget)	25,000	
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GOAL #4 - (Facilities)

A. Refer to Capital Outlay Budget

GOAL #5 - (Marketing)

A. Marketing & Community Relations..... (part of Tier II)	25,000	
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GOAL #8 - (Organizational Climate)

A. Employee Assistance Program.....	TBD	
B. Personnel Disability Adjustment Position.....	TBD	
C. Administrative Effectiveness Program.....	12,000	12,000

TOTAL INCREASE IN G.F. BUDGET.... \$806,200  
(% increase = 3.4%)  
●TOTAL INCREASE IN C.O. BUDGET.... 25,000



SUPERINTENDENT'S PRIORITIES1990-91 MANAGEMENT PLAN

- A. Successful opening of 8th Avenue School
- B. Construction completed of Junior High additions
- C. Planning by the district/building/staff
  - a. vision, goals, objectives
  - b. commitment to long range planning
- D. Staff development (licensed & non-licensed)
- E. Special education integration - K-12
- F. Outcome Based Education initiative
- G. At-risk students (e.g. Early Childhood; Migrant; pregnant girls and teen age parents, disenchanted; drugs/alcohol; etc.)
- H. Facilities planning process
  - a. lease arrangements
  - b. 5th & 6th grade placement
  - c. early education center
  - d. needs of all buildings
- I. Technology planning for instruction and administration
- J. Capitol outlay budget plan the for reduction of the deficit
- K. Organizational Climate/Culture
- L. Partnerships (i.e. parents; city; county; business; community)
- M. Marketing (external/internal)
- N. Restructured School District
  - a. vision
  - b. site based management
  - c. effective school research
- O. Assessment
  - a. instructional program
  - b. staff
  - c. school board
  - d. student/multiple indicators

MULTICULTURAL, GENDER-FAIR AND DISABILITY SENSITIVE  
EDUCATION PLAN

INDEPENDENT SCHOOL DISTRICT #152  
MOORHEAD, MINNESOTA

INTRODUCTION

This plan has been prepared by the Multicultural, Gender-Fair and Disability Sensitive Task Force with input from the staff and community. The plan has been reviewed by the Planning, Evaluating and Reporting Committee, the administrative cabinet, and has been approved by the Board of Education in addressing Minnesota Department of Education Rules 3500.0550. This comprehensive district-wide Multicultural, Gender-Fair and Disability Sensitive Education Plan is designed to ensure the education and success of each Moorhead Public School student.

This plan will promote cultural, gender and disability fairness by insuring an inclusive educational program which employs curriculum and instruction that are developed and delivered so that students and staff gain an understanding and appreciation of:

- A. the cultural diversity of the United States and the world. Our educational program will reflect the wide range of contributions by and roles open to Americans of all races and cultures, with special emphasis on minorities.
- B. the historical and contemporary contribution of women and men to society. Special emphasis will be placed on the contributions of women. The program will reflect the wide range of contributions by and roles open to American women and men.
- C. the historical and contemporary contributions to society by disabled persons. The program will reflect the wide range of contributions by and roles open to disabled Americans.

The Board expresses appreciation to the Multicultural, Gender-Fair and Disability Sensitive Task Force members which included the following:

Robin Oestreich, Chair - representing Title IX  
Barbara Mulder - representing Media Staff  
Bob Jernberg - representing Administration  
Bea Castillo - representing the Hispanic Community  
Lois Owens - representing the American Indian Community  
Joel Ortega - representing Special Education and the Black Community  
Cynthia Sillers - representing the Community

Bea Arett - representing the PER Committee and Parents  
of Disabled Children  
Sylvia Oie - representing English as a Second Language  
Mary Davies - representing Community Education

## I. Philosophical Statement

The Moorhead Board of Education is committed to maximizing the talents of every student in Independent School District #152. No challenge is more urgent to the leadership role of this Board and administration than the necessity of assuring the fullest possible education for all students regardless of their sex, race, disability or social-economic background.

The Board believes that public education must be philosophically committed to gender-fairness, have respect for cultural and racial plurality, and demonstrate sensitivity to people with disabilities, as significant values in our American way of life. It is not enough to have such a commitment in theory. It must be accompanied by a greater commitment in practice. This Board proposes to develop and implement a multicultural, gender-fair and disability sensitive educational program designed to assist students in the development of respect and appreciation for diversity, gender-fairness and disability sensitivity which our cultural and racial groups represent.

## II. Rationale

**We believe:** that the stability of our nation depends, in large measure, on the understanding and respect which is derived from a common educational experience for both men and women and among diverse racial, socio-economic and disability groups.

**We believe:** that one of our responsibilities in public education is to prepare young people to live and work in a multi-racial, multi-ethnic, gender-fair, and disability-sensitive society. This Board and administration recognize that a program in multicultural and gender-fair education is important for all students regardless of race or gender.

**We believe:** that education must provide the kind of opportunities, encouragement and role modeling necessary to ensure the full participation of male and female students in the society into which they will graduate.

**Therefore:** we accept the responsibility of preparing students to live and function in a multi-racial, multi-ethnic, gender-fair and disability-sensitive society.



### III. Determination of Needs

#### A. Geographic Description

Independent School District #152 lies in the western portion of Clay County. The district is 34 miles long and 5 to 7 miles wide with the Red River, the North Dakota/Minnesota border, as its western boundary. The district includes Moorhead with a population of approximately 32,000, as well as the communities of Georgetown and Sabin. The district serves 5,200 preschool through grade 12 students, an additional 1,000 students who attend the Moorhead Technical College, and an extensive community education program.

The City of Moorhead, along with Fargo and West Fargo in North Dakota and Dilworth, Minnesota, comprise a metropolitan area of nearly 150,000 people. The community is dependent on agriculture, commerce, education, and medicine. Moorhead is the home of three post-secondary institutions, Moorhead Technical College, Moorhead State University and Concordia College.

The district's student population includes approximately four percent Hispanic, two percent American Indian, one percent Asian American, and 0.2 percent Black American. The sugar beet industry draws a large number of seasonal migrant farm workers, many of whom have settled in our community. The economic conditions, medical facilities and availability of other services have led to the district being a magnet for providing services to persons with disabilities.

The district building configuration includes four elementary schools with K-4; two elementary schools with grades 5 and 6; one junior high with grades 7 and 8; a high school with grades 9-12; and the Moorhead Technical College. The district also operates a summer Migrant Education Program with approximately 700 students.

#### B. Student Preparedness in Multicultural, Gender-Fair and Disability Sensitive Education.

Although Independent School District #152 strives to ensure student preparedness in multicultural, gender-fair and disability sensitive education, there are further needs. The community does have role

models from a variety of cultures and some women role models in important positions. The number of persons with disabilities in our educational system and in our community provides an understanding and appreciation of their contributions and needs.

Currently the district has a Title IX Officer who reviews the curriculum for gender fairness. Our Planning, Evaluating and Reporting policy requires that "each curriculum adopted will be reviewed as to multicultural, gender and disability sensitivity and will include the accomplishments of members of these groups as a part of the curriculum." Our media specialists continually review materials which can be integrated into the curriculum which will make students aware of the contributions of minorities, women and disabled whenever possible. The district employs a home/school liaison for migrant families and a home/school liaison for Indian education. The Moorhead Technical College actively recruits minorities and non-traditional students and provides for guidance to minority students. Our district hosts foreign exchange students each year which helps us to understand cultural differences. The Community Education's Community Resource Program provides classroom resources when requested. The Community Arts Program schedules multicultural arts events. Moorhead has an extensive program in world language including GLOBE (Greater Language Opportunities Begin in Elementary) which provides French, Spanish and German languages and cultures to all fourth, fifth and sixth graders. We also have a junior high language program, and over 50 percent of our high school students are enrolled in a world language program.

Moorhead Senior High graduates often remain in the community. Seventy-five percent of our graduates attend post-secondary educational institutions, most attending in our geographic area. Approximately five percent of the graduates go into the military. Although we have had an increase in Hispanic and American Indian populations, our students are not familiar with a pluralistic society which often awaits them when they enter the world of work.

#### C. Identified Needs

Surveys and discussions with various segments of the Moorhead Public Schools and the community population indicate the following:

- o Currently over half the adults enrolled in Adult Basic Education are minorities: 31 percent Hispanic, 3 percent Black, 8 percent Asian and 9 percent Indian American.
- o The City of Moorhead, Moorhead School District #152 and Clay County have jointly established a community task force and employed a coordinator to address issues such as housing, education, communications, public information, delivery of welfare services, public safety, and employment as the issues relate to Migrant farm workers. The task force has found a need for improved community understanding of cultural differences.
- o The district is continually working to develop its Limited English Proficiency Programs. Through this process, we have seen a need for a better understanding of cultural differences throughout the school district. There is also need for: more bilingual staff, interpreters to assist in the areas of testing and evaluation of LEP students, development of the LEP Special Education Program, more opportunities for staff development, and interaction with staff at the Minnesota Department of Education and other school districts.
- o Review of our student registration patterns indicates progress in many areas but still small percentages of non-traditional students in Home Economics, Industrial Education and some Business Education courses.
- o Some students feel that they get few opportunities to learn about racial minorities and gender-fairness in school.
- o The community recognizes a need to be more sensitive to cultural differences.
- o Some school staff believe there is a need to do more in the area of multicultural, gender-fair and disability sensitive education, but lack of competence prevents the staff from doing what is necessary to implement a better program. Staff indicate a need to have time made available to develop outcomes in this area as a part of their units and lessons.
- o Additional instructional materials are needed to represent minorities, women and persons with disabilities in a more positive and realistic presentation.



- o Community members, staff and students indicate a need for more activities which emphasize contributions of minorities, women and persons with disabilities.
- o There are requests to have more community members and outside speakers who can present information which will enhance multicultural, gender-fair and disability sensitive education.
- o Surveys of present staffing reveal a need for the inclusion of more women in administrative positions.
- o There is a lack of minorities and persons with disabilities in all district positions.

#### IV. Program

##### A. Program Narrative

This program is based upon the belief that the public schools are responsible for providing every student with educational opportunities that will assure individual progress toward each person's full potential and self-respect. There must be full commitment by the Moorhead Schools to design a system of learning experiences that will assist youth to develop the competencies and abilities needed in the areas of inter-group relations to promote a multicultural, gender-fair and disability sensitive society.

Multicultural, gender-fair and disability sensitive education is the shared and unending responsibility of all professionals in education and involves input from, and relationship to, all subject matter disciplines and all educational support services. The responsibility is also shared by the Board of Education, parents, business leaders, community members, and the students themselves.

Based upon the needs of our community, the district's parents, staff, and administration must be responsive to the needs of all students regardless of gender, race, cultural differences or disabling condition. We must also ensure that all students are sensitive to societal problems and the needs and wishes of others.

##### B. Multicultural, Gender-Fair and Disability Sensitive Education -- Its Characteristics

1. Enhances rather than supplants the traditional subject matter disciplines.

2. Is accommodated within the present structures of the public schools.
  3. Is a continuum that begins at birth and extends through adult life.
  4. Promotes wholesome attitudes towards self, persons with disabilities, women and racial groups.
- C. Multicultural, Gender-Fair and Disability Sensitive Education -- Its Component Levels

1. At the preschool-kindergarten level, multicultural, gender-fair and disability sensitive education will include working with parents in the formation of positive attitudes.
2. At the elementary level (K-6), multicultural, gender-fair and disability sensitive education will involve the formation of positive attitudes, thus laying the foundation for substantial and comprehensive knowledge in the area of inter-group relations and interpersonal experiences. Students at this level will be made aware of and begin to appreciate differences and similarities in individuals, families, groups, and cultures and the significance to their development as American citizens.

The focus of the learning experiences will be in the areas of:

Activities built around: "The Family" and "What the Family Does" - similarities and differences; Gender Fairness - positive role models; Development of Awareness and Capabilities of Persons with Disabilities; Races of People - similarities and differences; Interpersonal Relationships - awareness, self-confidence, and inter-comprehension; Development of Self-concept; Lifestyles of Different Groups - respect for and appreciation of differences; Concept of Cooperation; Meaning of Prejudice and Discrimination; Stereotyping - how it affects our relations with others.

Learning activities will permeate the entire curriculum and include role-playing, field trips, community resources, films, classroom activities, student exchange program with minority group students, inter-cultural experiences, and simulation games. Activities will be directed mainly by the classroom teachers with assistance and supportive service from curriculum specialists

where available.

3. In secondary levels (7-12), students will continue to refine and improve their inter-group relations skills and to acquire knowledge about group cultures and lifestyles.

The focus of the learning experiences will be in the areas of:

- a. The history, culture and lifestyles of the following groups: (as it relates to them in the United States)
  - 1) Black Americans
  - 2) American Indians/Alaskan Natives
  - 3) Hispanic Americans
  - 4) Asian Americans/Pacific Islanders
  - 5) Women
  - 6) Persons with disabilities
- b. Racism and sexism (institutional, attitudinal, or individual).

The learning experience will provide for the examination of the effects of racism, sexism and disability-phobia as it affects individuals and groups sociologically, economically, politically, and emotionally.

- c. Identifying and coping with prejudice and discrimination.

The learning experience will provide for the examination of the effects of discrimination on those that discriminate and those that are discriminated against.

- d. Women and a changing society.
  - 1) Women in history and their contributions to society.
  - 2) Historical role of women in careers, education, work force, politics, science, literature.
  - 3) The changing role of women in society.
  - 4) Women and equal opportunity.

Learning activities will permeate the total curriculum and include role-playing, field trips, films, guest speakers such as women in non-traditional roles, classroom activities, exchange programs with students of different races and disabilities, interpersonal experiences and



simulation games. Activities will be directed mainly by classroom teachers. Students will become active participants in the learning process.

D. Goals

The Independent School District #152 program for multicultural, gender-fair and disability sensitive education is comprehensive in that:

- a. It is a complete kindergarten through post-secondary planned effort.
- b. There is a total district commitment to a complete restructuring of the district's curriculum to ensure the success of this program. This will be an integral part of the existing PER process.
  1. To restructure the curriculum in each part of the PER process. The curriculum development cycle with learner outcomes and instructional experiences will promote and extend the district's multicultural, gender-fair and disability sensitive program. The existing staff must provide impetus for this restructuring.
  2. The Multicultural, Gender-Fair and Disability Sensitive Education Program will provide an awareness of persons of other cultures and/or disabilities. The knowledge of these cultures will help students to eliminate negative feelings of function in a multicultural society.
  3. To provide students with MCGFDS information in order to establish the broadest possible base for relating to people who may be different from themselves.
  4. To ensure that wise course choices and career possibilities are promoted for minorities and persons with disabilities and to expand existing multicultural, gender-fair and disability sensitive information and guidance services to staff and students.
  5. To make the Multicultural, Gender-Fair and Disability Sensitive Education Task Force an ongoing committee that reports annually to the PER Committee and interacts with all curriculum committees.

6. To fully utilize the Community Education Programs in providing for Adult Education, using the Community Arts Program to help add enriching experiences as they relate to this policy, using the Community Resource Program to promote the use of appropriate speakers and to bring presenters into the kindergarten through post-secondary classrooms.
7. To confer with other school districts, colleges, the State Department of Education and other agencies to ensure program input and a comprehensive effort.
8. To develop and implement an inservice program that will assure that all district personnel will be multicultural, gender-fair and disability sensitive literate.
9. To ensure that Migrant Education, ESL, Indian Education, and Title IX programs as well as other related committees are served and consulted in a manner which will result in enhancing the sensitivity, knowledge and attitudes of all students toward mutual understanding as it relates to a multicultural, gender-fair and disability sensitive society.

#### E. Objectives and Timelines

1. To restructure the curriculum in each part of the PER process. The curriculum development cycle with learner outcomes and instructional experiences will promote and extend the district's multicultural, gender-fair and disability sensitive program. The existing staff must provide impetus for this restructuring.

<u>Objective</u>	<u>Timeline</u>	<u>Persons Responsible</u>
a. Charge each curriculum committee to review this plan and determine how to restructure to meet its intent and spirit.	Annually as a part of the PER cycle of development	Curriculum Committees/ PER Com./ Asst. Supt. Instruction

<u>Objective</u>	<u>Timeline</u>	<u>Persons Responsible</u>
b. Have a member of each curriculum committee meet with the Multicultural Gender-Fair and Disability Sensitive Committee to present a status report to the PER Committee.	Annually as a part of the PER cycle of development	Curriculum Committees/ MCGFDS* Com./PER Com.
c. Have the curriculum committees develop desired student outcomes for each grade level and secondary course.	Annually as a part of the PER cycle of development	Curriculum Committees/ PER Com./ Asst. Supt. Instruction
d. Have each curriculum committee select proper teaching materials and inservice staff.	Annually as a part of the PER cycle of development	Curriculum Committees/ PER Com./ Asst. Supt. Instruction
e. Have each curriculum committee include an emphasis on multicultural, gender-fair and disability sensitive education as part of its assessment, revision and implementation process.	Annually as a part of the PER cycle of development	Curriculum Committees/ PER Com./ Asst. Supt. Instruction
2. The Multicultural, Gender-Fair and Disability Sensitive Education Program will provide an awareness of persons of other cultures and/or disabilities. The knowledge of these cultures will help students to eliminate negative feelings of function in a multicultural society.		
a. Through curriculum experiences and pupil activities, create early pupil self-awareness and self-appraisal.	October 1990 and ongoing	Classroom teachers
b. Provide activities that enhance the exploration of new behaviors in interpersonal relationships.	October 1990 and ongoing	Classroom teachers/ Guidance staff
c. Arrange cooperative exchange of students of different racial groups with other schools where possible.	January 1991	Building principals
* Multicultural, Gender-Fair and Disability Sensitive		



<u>Objective</u>	<u>Timeline</u>	<u>Persons Responsible</u>
d. Provide instructional materials that reinforce positive attitudes toward minorities, women and persons with disabilities.	Ongoing	Media Specialists/ Curr. Com./ MCGFDS Com.
e. Teachers and students develop expected outcomes.	January 1991 as a part of curriculum review cycle	Asst. Supt. Instruction/ Principals/ Teachers/ PER Com.
f. Structure laboratory learning, application, reinforcement and maintenance of skills, and competence through activities.	Ongoing as a part of curriculum review cycle	Asst. Supt. Instruction/ Curr. Com./ PER Com.
3. To provide students with MCGFDS information in order to establish the broadest possible base for relating to people who may be different than themselves.		
a. Select and use related instructional materials that are positive and representative.	Immediately and ongoing	Media Specialists/ Curr. Com./ MCGFDS Com.
b. Use teacher-developed materials to supplement the regular teaching materials.	Immediately and ongoing	Media Specialists/ Curr. Com./ MCGFDS Com.
c. Assign related reading materials that have been written by and about these groups.	Ongoing	All teachers
d. Make related materials and information readily available to students and teachers.	January 1991	Media Centers/ Title IX Office
e. Provide related opportunities for personal contact and interaction between these groups.	October 1990 and ongoing	Community Resource Program/ MCGFDS Com.
f. Encourage MCGFDS employment.	April 1990 and ongoing	Asst. Supt. Personnel

<u>Objective</u>	<u>Timeline</u>	<u>Persons Responsible</u>
g. Ensure that all district administration and staff continue to seek out and examine curriculum, books, films, and other resources which will promote a multicultural, gender-fair and disability sensitive society.	Annually	Media Specialist/ Curr. Com./ PER Com.
4. To ensure that wise course choices and career possibilities are promoted for minorities and persons with disabilities and to expand existing multicultural, gender-fair and disability sensitive information and guidance services to staff and students.		
a. Make an assessment of present status to determine where and how much multicultural, gender-fair and disability sensitive information is available to students and staff. Determine how guidance services are used.	October 1991	MCGFDS Committee
b. Establish materials related to multicultural, gender-fair and disability sensitive education as a guidance resource collection.	January 1991	Media Centers/ Title IX Office
c. Use the resource collection, including student research projects, as resources for staff and students.	Ongoing	Media Centers/ Title IX Office
5. To make the Multicultural, Gender-Fair and Disability Sensitive Education Task Force an ongoing committee that reports annually to the PER Committee and interacts with all curriculum committees.		
a. Establish a Multicultural, Gender-Fair and Disability Sensitive Curriculum Advisory Committee that will report to the PER Committee.	April 1990	PER Com.
b. Use the Multicultural, Gender-Fair and Disability Sensitive Curriculum Advisory Committee members as resource persons in the planning, development, and implementation of the	1990-91 school year and ongoing	PER Com.

<u>Objective</u>	<u>Timeline</u>	<u>Persons Responsible</u>
multicultural, gender-fair and disability sensitive education program.		
c. Make maximum use of available women, minorities and people with disabilities as consultants and/or resource persons.	Ongoing	Admin., Teachers, Community Resource Coord.
6. To fully utilize the Community Education Programs in providing for Adult Education, using the Community Arts Program to help add enriching experiences as they relate to this policy, using the Community Resource Program to promote the use of appropriate speakers and to bring presenters into the kindergarten through post-secondary classrooms.		
a. Have the Community Education staff meet with the Multicultural, Gender-Fair and Disability Sensitive Advisory Committee to review this plan and assess the current contributions of Community Education to the objective.	February 1991	MCGFDS Committee
b. Have the Community Education Coordinators prepare plans and submit them to the Multicultural, Gender-Fair and Disability Sensitive Committee.	February 1991	MCGFDS Committee
c. Request reports and discussions between the MCGFDS Committee and Community Education to ensure continued efforts.	Annually	MCGFDS Committee
7. To confer with other school districts, colleges, the State Department of Education and other agencies to ensure program input and a comprehensive effort.		
a. The MCGFDS standing committee will meet with appropriate staff from Moorhead Technical College, Moorhead State University and Concordia College to explore cooperative possibilities for the implementation of this plan.	March 1991	MCGFDS Committee/ Asst. Supt. Instruction



<u>Objective</u>	<u>Timeline</u>	<u>Persons Responsible</u>
b. All appropriate materials sent to the district by MSDE will be routed to the Committee for its use and dissemination.	Ongoing	Asst. Supt. Instruction/ Principals/ Media Spec.
c. Members of the MCGFDS committee will meet when possible with other school districts and coordinate through the West Central Educational Service Unit as appropriate.	Ongoing	Asst. Supt. Instruction/ Chair of MCGFDS Com.
8. To develop and implement an inservice program that will assure that all district personnel will be multicultural, gender-fair and disability sensitive literate.		
a. Inservice all staff on cultural diversity, gender equity and disability awareness to include dissemination of this plan.	October 1, 1990	Asst. Supt. Instruction/ MCGFDS Com./ Staff Dev. Trainers
b. A comprehensive staff inservice program will be designed to ensure inservice participation of staff in the following areas:	April 1991 and annually	Staff Dev. Trainers/ Staff Dev. Committee
1) Subject area content which is culture-specific.		
2) Instructional strategies for diverse populations which are current and proven.		
3) Current knowledge of multi-cultural, gender-fair and disability sensitive research.		
4) Opportunities for ongoing curriculum development.		

A comprehensive staff inservice will prepare staff personnel with some or all of the following personality characteristics, skills and abilities:

Personality

- independent
- possessing ego strength and security
- courageous
- non-punitive
- respectful to self and others
- open and able to entertain new ideas.

### Abilities

- to understand and handle anxiety and hostility;
- to take a firm stand on value issues;
- to challenge stereotypes, injustice, discrimination, and gaps between words and deeds;
- to recognize and deal with conflict situations involving values and/or rights;
- to see and/or propose alternatives;
- to envision consequences of alternative behaviors and to make decisions in the light of those consequences;
- to see and admit to inconsistencies between words and deeds;
- to be tentative in judgment and resist early closure in discussion;
- to accept human differences as positive values.

### Informed About

- the nature and genesis of prejudice;
- how people act out their preferences, biases, and the complex of negative attitudes called prejudice;
- the institutions of discrimination in American society;
- cultures of minority groups: stereotypes, values, behavior and family patterns, restrictions, segregation.
- women's experiences: discrimination, values, approaches, work, interpersonal, and family issues.
- persons with disabilities: discrimination, values, approaches, work, interpersonal, and family issues.

- c. Performance reviews in each building will be designed to address expected multicultural, gender-fair and disability sensitive outcomes of the staff inservice program. May 1991 and Ongoing Principals
9. To ensure that Migrant Education, ESL, Indian Education, and Title IX programs as well as other related committees are served and consulted in a manner which will result in enhancing the sensitivity, knowledge and attitudes of all students toward mutual understanding as it relates to a multicultural, gender-fair, disability sensitive society.
- a. Members of the MCGFDS committee will meet with staff and committees for each of the above programs to review the efforts and needs of these programs. Annually MCGFDS Committee
- b. Representatives of each of the above programs will be members of the MCGFDS Committee. Annually Programs named

F. Monitoring

1. The Multicultural, Gender-Fair and Disability Sensitive Committee will bring a report with recommendations to the PER Committee. These recommendations will be utilized as a part of the district's improvement plan. Recommendations will include review of each curriculum committee, staff development actions, an annual review of goals and objectives and, when necessary, plan recommendations to modify and revise this plan. Any recommendations for modification of this plan will, upon recommendation of the PER committee, be instituted by Board action.

G. Evaluation

1. Evaluation of the multicultural, gender-fair and disability sensitive education program will be done internally by staff, students, parents, and community persons.
2. It is the purpose of this evaluation to establish whether desirable changes have occurred in programs and people resulting from this plan.

The evaluation system proposes:

- a. evaluation of the process objectives, in order to assure that process objectives are being carried out by personnel assigned to implement the program,
  - b. evaluation of the product objectives (desired student outcomes) to enable the examination of the results of behavioral changes produced,
  - c. evaluation results at the process and product levels provide the feedback information upon which decision-makers can recommend changes at decision points.
3. The broad goals of multicultural, gender-fair and disability sensitive education, current educational methodology, the structure of society and the attributes of the individual are combined into five principal components:
    - a. The goals of the program, which are a manifestation of the combined mix of the values, the multi-racial, multi-ethnic structure of society, changing roles of women, inclusion of persons with disabilities and the attributes of the individual, are manifested



in the intent of the Minnesota State Board of Education's Multicultural and Gender-Fair Curriculum Rule and local board policies.

- b. The objectives of the program.
  - c. The operational procedures, the methods, techniques, emphases, and efforts being utilized to attain the objectives.
  - d. The resources ... both material (including facilities, equipment, and materials) and human (including teaching, administrative, supervisory, service and special staff) ... provided to facilitate the attainment of the objectives.
  - e. The actual outcome or products of the program, as defined in terms stated in the product objectives (desired student outcomes) of the program.
4. Evaluation may be directed toward an appraisal of the processes of a project; that is, to an appraisal of the operational procedures and the resources available to operate the program and to attain the objectives. Evaluation may also be directed toward an assessment of the actual outcomes or products of the program. Traditionally, the major emphasis of evaluation has been on process evaluation. The product of educational programs is often overlooked.
5. The prime function of this evaluation program is to produce the information necessary to determine the extent to which both process and product objectives have been met.
6. Evaluation of this plan will be a part of the six year cycle of curriculum development.

MOORHEAD PUBLIC SCHOOLS  
CYCLE OF CURRICULUM DEVELOPMENT

<u>ACTION TO UTILIZED</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Review and Revise Mission Statement and Identify Research Information Needed	Reading Spelling	Social Studies Music	Foreign Language Science Art	Language/English (including Hand- writing) Special Ed. Library/Media Skills	Home Economics Industrial Arts Physical Education Health and Family Life Ed. Early Education	Mathematics including Computer Applications Business Education
Research Conducted PER Data Reporting Identifying Program Strength & Weakness N. Central Self Study (May include prepara- tion to pilot pro- grams)	Business Education Mathematics including Computer Applications Educational Program	Reading Spelling Student Activities Program	Social Studies Music Student Services	Foreign Language Science Art School Facilities	Language/English (including Hand- writing) Special Ed. Library/Media Skills School Staff & Administration	Home Economics Industrial Arts Physical Education Health and Family Life Ed. Early Education The Philosophy of Education
North Central Audit (by October 30) Review Learner Expectations Develop Improvement Plan Purchase or Prepare Curriculum Materials	Home Economics Industrial Arts Physical Education Health and Family Life Ed. Early Education The Philosophy of Education	Business Education Mathematics including Computer Applications Educational Program	Reading Spelling Student Activities Program	Social Studies Music Student Services Multicultural, Gender-Fair and Disability Sensitive Educ.	Foreign Language Science Art School Facilities	Language/English (including Hand- writing) Special Ed. Library/Media Skills School Staff & Administration
Inservice Staff Implement Improvement Plan	Language/English (including Hand- writing) Special Ed. Library/Media Skills School Staff & Administration	Home Economics Industrial Arts Physical Education Health and Family Life Ed. Early Education The Philosophy of Education	Business Education Mathematics including Computer Applications Educational Program	Reading Spelling Student Activities Program	Social Studies Music Student Services Multicultural, Gender-Fair and Disability Sensitive Educ.	Foreign Language Science Art School Facilities
Monitor Improvement Plan - Review Data for Strengths and Weaknesses	Foreign Language Science Art	Language/English (including Hand- writing) Special Ed. Library/Media Skills	Home Economics Industrial Arts Physical Education Health and Family Life Ed. Early Education	Business Education Mathematics including Computer Applications	Reading Spelling	Social Studies Music Multicultural, Gender-Fair and Disability Sensitive Educ.
	Social Studies Music	Foreign Language Science Art	Language/English (including Hand- writing) Special Ed. Library/Media Skills	Home Economics Industrial Arts Physical Education Health and Family Life Ed. Early Education	Business Education Mathematics including Computer Applications	Reading Spelling

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JFCFA DATE ADOPTED: 05-27-86 REVIEWED/REVISED:
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## SEXUAL HARASSMENT/SEXUAL VIOLENCE

### I. General Statement of Policy

Sexual harassment is a form of sexual discrimination which is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended, of MN. Stat. Chapter 363, The Minnesota Human Rights Act and Title IX of the Education Amendments of 1972. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

Independent School District No. 152 strongly disapproves of any form of sexual harassment or sexual violence. The district will deal appropriately with employees or students found guilty of sexually harassing or performing acts of sexual violence to other employees or students.

Independent School District No. 152 will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the School District.

### II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

#### Section A.

Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature constitutes sexual harassment when:

- 1) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education;
- 2) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- 3) That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.



Section B.

Sexual harassment may include but is not limited to:

- 1) verbal harassment or abuse;
- 2) subtle pressure for sexual activity;
- 3) inappropriate patting or pinching;
- 4) intentional brushing against a student's or an employee's body;
- 5) demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or education status;
- 6) demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
- 7) any sexually motivated unwelcome touching; or
- 8) sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the building administration of each building or available from the School District office.
- B. In Each School Building: The building administrator is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the building administrator must notify the District Human Rights Officer immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Human Rights Officer. If the report was given verbally, the building administrator shall reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building administrator, the complaint shall be filed directly with the District Human Rights Officer.

- C. District-wide: The School Board hereby designates the Title IX Officer as the School District Human Rights Officer to receive reports or complaints of sexual harassment and sexual violence from any individual, employee or victim of sexual harassment or sexual violence and also from the building administrator as outlined above. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.

The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades or work assignments.

Use of formal reporting forms is not mandatory.

The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION:

By authority of the School Board, the District Human Rights Officer shall, upon receiving any report alleging sexual harassment or sexual violence, conduct an investigation and make a written recommendation within 30 days to the Superintendent of Schools, or if necessary, directly to the School Board. In determining whether alleged conduct constitutes sexual harassment or sexual violence, the District Human Rights Officer should look at the record as a whole and the totality of circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred.

V. REPRISAL:

Consistent with the terms of any applicable collective bargaining agreement and any applicable statutes, the school district will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence, or who testifies, assists or participates in any manner in any investigation, proceeding or hearing relating to the report alleging sexual harassment or sexual violence. A retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. SCHOOL DISTRICT ACTION:

- A. Upon receipt of a recommendation from the District Human Rights Officer that probable cause exists to credit the allegations of sexual harassment or sexual violence, the School Board may take action based on the report and recommendation of the District Human Rights Officer or it may conduct its own investigation into the charges.
- B. Such investigations must be completed within 30 days of receipt by the Superintendent or School Board of the recommendation from the District Human Rights Officer.
- C. Pending such investigation, the School Board may, in its discretion, take any action necessary to protect the alleged victim, other employees or students consistent with requirements of applicable collective bargaining agreements and statutes, if any.

VII. DISCIPLINE:

Any school district action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota statutes and School District policies. The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.



POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: BFC DATE ADOPTED: REVIEWED/REVISED:
------------------------------------------------------	----------------------------------------------------------

### POLICY ADOPTION

Adoption of new policies, the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board will adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final action:

1. First meeting -- the proposal shall be presented as an information item.
2. Second meeting -- the proposal shall be presented for a second reading, discussion and final vote.

During discussion of a policy proposal, the views of the stakeholders will be considered. Amendments may be proposed by Board members. An amendment will not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency condition; however, the above procedure is required before the policy will be considered permanent.

### ADMINISTRATIVE POLICIES

Administrative policies are developed by school district administration. This type of policy does not require school board approval to be enforced and may be adopted by the administration at any point in the school year.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: KH DATE ADOPTED: 02-13-79 REVIEWED: 4/23/90
------------------------------------------------------	------------------------------------------------------------------

GIFTS  
(Public Gifts to the Schools)

Gifts, Grants & Bequests

The Board may accept, on behalf of and for the School District, any bequest or gift of money or property for a purpose deemed by the Board to be suitable.

The Superintendent of School shall set up criteria for accepting gifts, and the procedure for examining and evaluating offers of gifts to the district.

To be acceptable, a gift shall satisfy the following criteria, as set by the Superintendent:

1. Have a purpose consistent with those of the school.
2. Will not add to staff load.
3. Will not begin a program that the Board would be willing to take over when gift or grant funds are exhausted.
4. Would not bring undesirable or hidden costs to the school system.
5. Place no restrictions on the school program.
6. Will not be inappropriate or harmful to the best education of pupils.
7. Will not imply endorsement of any business or product.
8. Will not be in conflict with any provision of school policy or public law.
9. Shall become school district property.

A letter of appreciation, signed by the Chairperson of the Board shall be sent to the donor(s).

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: DICA DATE ADOPTED: REVIEWED/REVISED:
------------------------------------------------------	-----------------------------------------------------------

STUDENT ACTIVITIES ACCOUNTING

Independent School District #152 will refer to the "Manual of Instruction for Uniform Student Activities Accounting for Minnesota School Districts and Area-Vocational Technical Institutes". The manual, written by the Minnesota Department of Education, enforces this policy.

Further information can be obtained from the business office.



ADMINISTRATIVE POLICY OF THE MOORHEAD PUBLIC SCHOOLS	DISTRICT CODE: DMA-A DATE ADOPTED: N/A REVIEWED/REVISED:
------------------------------------------------------------	----------------------------------------------------------------

CASHING CHECKS OUT OF CASH DEPOSITS

As district policy, NO CHECKS, including third party checks are to be cashed for anyone (STAFF OR STUDENTS) out of cash deposits (food service, tuition & fees or any other cash deposits) for the following reasons:

1. All school district deposits, by statute, are to be made intact.
2. If such checks are returned for any reason, we have a difficult time collection them since they are not checks in payment for goods or services.
3. Checks that are not related to the purpose of the deposit make it more difficult to trace deposit information when necessary.

Further information can be received from the accounting office.

Reference: Minnesota Statute 123.335  
Eide Helmeke Letter Dated 3/15/90

MAD 20 1000

To: Dr. THORNE

# Eide Helmeke & Co.

Certified Public Accountants

Melroy C. Clark, C.P.A.  
Partner

March 15, 1990

Mr. Robert Lacher  
Assistant Superintendent of Business  
Independent School District No. 152  
Townsite Centre - 810 South 4th Avenue  
Moorhead, Minnesota 56560

Dear Bob:

This letter is in response to your letter dated February 28, 1990, relative to the Moorhead Technical College cashing checks for students.

As your letter states, our management letters in the past and the State Auditor's comments have emphasized a significant internal control factor over cash receipts is that "receipts be deposited intact on a timely basis." Thus, taken literally, there should be no cashing of checks from such receipts.

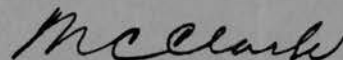
We understand there has been some discussion as to establishing an imprest fund to accomodate cashing of such checks. Although state statutes do not specifically prohibit such, they do not provide for establishing such a fund either. Specifically, Section 123.335, Imprest Cash funds, states in part, "the board may establish one or more imprest funds for the payment in cash of any proper claim against the district which it is impractical to pay in any other manner....." Clearly, cashing a check is not a claim against the district.

I also discussed this matter with the state auditor's office recently and, along with the fact there is no authority for establishing such a fund, it was their opinion, and we agree, that it is generally just not a good practice to provide for the cashing of such checks.

If you have any questions, please call.

Sincerely,

EIDE HELMEKE & CO.

  
Melroy C. Clark, CPA

mkj

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: INH DATE ADOPTED: 09-28-82 REVIEWED/REVISED:
------------------------------------------------------	-------------------------------------------------------------------

INTERRUPTION OF INSTRUCTION

The Moorhead Technical College calendar is subject to modification or interruption due to occurrences such as fire, flood, hazardous weather, labor disputes, interruption of utility services, natural disaster, bomb threats, civil disorder, and war. In the event of such occurrences, Moorhead Technical College will attempt to accommodate its students. It does not, however, guarantee that courses of instruction, extra-curricular activities, or other MTC events will be completed or rescheduled. Refunds will be made to eligible students in accordance with the State Board of Vocational Technical Education policies.



POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: GBE DATE ADOPTED: REVIEWED/REVISED: 12-11-89
------------------------------------------------------	-------------------------------------------------------------------

HEALTH EXAMINATION

The Board reserves the right to require a physical examination of any employee. This will be paid for by the district.

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

RESOLUTION PLACING \_\_\_\_\_ ON UNREQUESTED LEAVE OF ABSENCE

WHEREAS, the School Board of Independent School District #152 adopted a resolution proposing placement of \_\_\_\_\_ on unrequested leave of absence on \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_,

WHEREAS, said written notice of the proposed placement on unrequested leave was received by \_\_\_\_\_ by certified mail or personal service on \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_,

WHEREAS, said written notice of proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement as well as a statement that he/she was entitled to a hearing before the School Board provided he/she make a request in writing within fourteen days of receipt of said notice, and that if no hearing was requested within said fourteen day period it constituted acquiescence by \_\_\_\_\_ to the School Board's proposed action and,

WHEREAS, said failure to make written request for a hearing within fourteen days after receipt of notice of proposed placement on unrequested leave constitutes acquiescence by \_\_\_\_\_ to his/her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District #152 that \_\_\_\_\_ be and hereby is placed on unrequested leave of absence as a teacher of Independent School District #152 effective at the end of the 1989-90 school year on \_\_\_\_\_, \_\_\_\_\_, pursuant to M.S. 125.12, subd. 6a and the negotiated leave (Article XXII) of District #152, without pay and fringe benefits.

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution be forwarded to said teacher by certified mail or personally and that as affidavit of same be placed in his/her file, together with a copy of the notice and resolution.

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

and the following voted against the same:

Whereupon the resolution was declared duly passed and adopted.

MOORHEAD PUBLIC SCHOOLS

TENURED TEACHERS

April 10, 1990

7-12 Positions

.786 Business

Mary Flesberg

Moorhead Tech College

.53 Dental Assistant  
1.00 Carpentry  
1.00 Curr/Restructuring  
1.20 Diesel  
1.30 Related Math

Susan Hinsberger  
Edward DeVries  
Harriet Tufte  
Bruce Leitch  
Karen Schiele

I move the foregoing resolution but substitute the name\_\_\_\_\_



## CHAPTER I (TITLE I) RESOLUTION

1990-91

## Reading and Math

WHEREAS, the Congress of the United States has, "In recognition of the special education needs of children of low-income families and the impact that concentrations of low-income families have on the ability of educational agencies to support adequate educational programs, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentration of children from low-income families to expand and improve the educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children", and,

WHEREAS, School District #152 declares its intention to carry out the policy of the Congress of the United States by developing projects in concert with current State and Federal Chapter I Regulations and Guidelines to expand and improve the educational programs by various means which contribute particularly to meeting the special educational needs of the educationally deprived children that attend school in the district.

NOW, THEREFORE, BE IT RESOLVED, that School District #152 apply for financial assistance available under E.S.E.A. Title I as amended (P.L. 97-35, Title V, Subtitle D, Chapter I), and that Dr. Bennett Trochlil, Superintendent of Schools, be named as the Local Agency Representative and be directed to execute and file application(s) for and in behalf of the School District and otherwise act as authorized representative of the School District in all activities related to E.S.E.A., Title I, as amended (P.L. 97-35, Title V, Subtitle D, Chapter I) for the school year 1990-91.

---

Clerk

---

Date

CHAPTER I (Title I) - DETENTION CENTER

WHEREAS, the Congress of the United States has, "In recognition of the special education needs that neglected and delinquent children programs have on the ability of educational agencies to support adequate educational services, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving this population for the purpose to improve the educational programs by various means which contribute particularly to meeting the special educational needs of neglected and delinquent children."

WHEREAS, School District #152 declares its intention to carry out the policy of the Congress of the United States by developing projects in concert with current state and Federal Chapter I Regulations and Guidelines to expand and improve the educational programs by various means which contribute particularly to meeting the special educational needs of the neglected and delinquent children that attend school in the district.

NOW, THEREFORE, BE IT RESOLVED, that School District #152 apply for financial assistance available under E.S.E.A. Title I as amended (P.L. 97-35, Title V, Subtitle D, Chapter I), and that Dr. Bennett Trochlil, Superintendent of Schools, be named as the Local Agency Representative and be directed to execute and file application(s) for and in behalf of the School District in all activities related to E.S.E.A. Title I as amended (P.L. 97-35, Title V, Subtitle D, Chapter I) for the school year 1990-91.

---

Clerk

---

Date

TITLE VI RESOLUTION

School Year 1990-91

WHEREAS, School District #152 has declared its intention to carry out the policy of Congress of the United States and State of Minnesota Legislation by developing projects in connection with current State and Federal 94-142 Regulations and Guidelines to expand and improve the educational programs by various means which contribute particularly to meeting the special education needs of handicapped children.

BE IT RESOLVED, That School District #152 apply for financial assistance under P.L. 94-142 for the School Districts of Moorhead, Dilworth and Glyndon-Felton and that Dr. Bennett Trochlil, Superintendent of Schools of Moorhead, be named as the Local Agency Representative and be directed to execute and file applications on behalf of the School Districts and otherwise act as an authorized representative of the School Districts in all activities related to P.L. 94-142 for the 1990-91 school year.

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date



# *Silent Wings*

Appendix Z-1

*We will never forget watching  
them arch their wings and then "slip the  
surly bonds of earth" to "touch the face of God".*

**A**s a mark of respect to the memory of the seven astronauts, Michael J. Smith, Francis R. Scobee, Ronald E. McNair, Ellison S. Onizuka, Sharon Christa McAuliffe, Gregory B. Jarvis, and Judith A. Resnik, who gave their lives during the mission of the space shuttle Challenger on Jan 28, 1986, that this visual reference was created to help all of us in the explanation and understanding of such a moment in time. A creation that would invite all of us to experience the passion and spirit of such an event, yet encourage each of us to grow to the dimension of exploration and discovery.

The tragedy that was felt around the world, holds a special place in this heart, found its way to canvas, taking 137 days, 10 hours a day, sometimes working 18 to 20 hours straight to create the 4 foot by 8 foot oil painting, which has been accepted by the Challenger Center for Space Science Education in Washington, D.C., as its final home for all to see.

To create a meaningful visual tribute that would express a strong emotional statement beyond the tragedy of the day, the seven eagle spirits were chosen to represent the seven crew members. Each was given an individual personality through their eyes and placement. The eagle in the upper left-hand corner was given a ruffled, dominant look to exemplify Commanding Officer **Francis R. Scobee**. The features of the two eagles directly below *Scobee* were softened to depict teacher **Christa McAuliffe** and Mission Specialist **Judith Resnik**. Across and slightly below *Scobee's* eagle is **Smith**, the pilot of Challenger Seven. Clockwise from **Smith's** eagle are crew members **Ellison Onizuka**, **Ronald McNair** and **Gregory Jarvis**. The ocean and the purple mountains represent the country that continues the potential of dreams. The large bald eagle represents the nation's spirit as one, which shall always soar with them. The three concepts collectively become one in the heavens called "**Silent Wings**".

These seven brave pioneers had a dream and a mission. They were on their way. Though they will not return, their spirit will always be with us. May each of us feel the presence of their special spirit and become challenged to reach our own potential and completion of dreams.



DEKRECH

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Challenger Center  
for Space Science  
Education

Office of the Chairman  
Suite 190, 1101 King Street  
Alexandria, Virginia 22314  
703 683-9740

Appendix Z-1

**MISSION STATEMENT:** The Challenger Center strives, through innovative teaching and learning experiences, to inspire and prepare our nation's youth for the technological demands of the future.

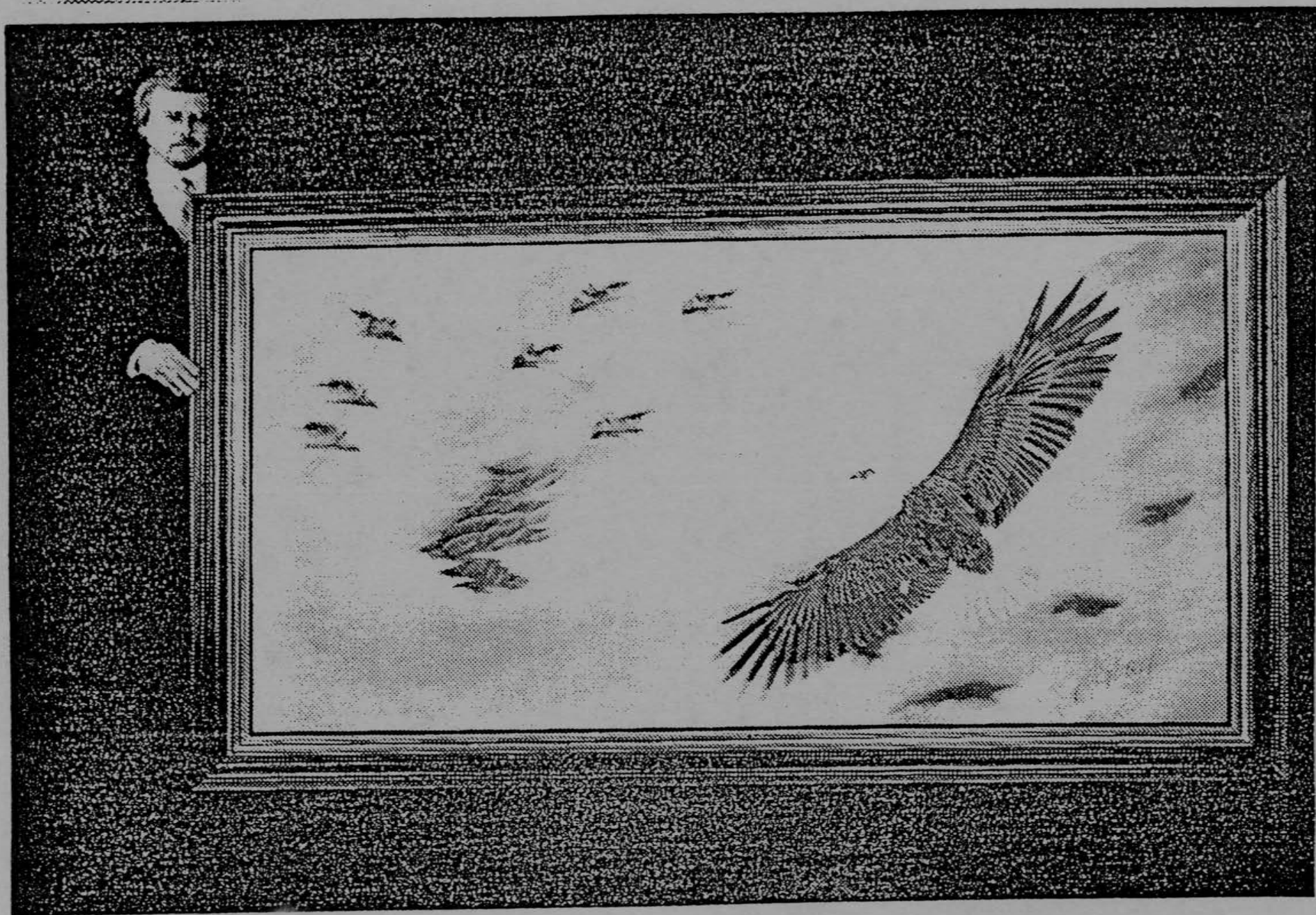
Challenger Center is the manifestation of a vision held by the families of the shuttle Challenger astronauts -- that the educational mission their loved ones valued so highly would continue, that it would serve the nation as they did. That mission is to teach and to inspire our youngsters to pursue paths of discovery and to explore new frontiers.

Challenger Center designs state-of-the-art programs to help invigorate the interactive learning process between teachers and students and to increase the effectiveness of technology-oriented education for a world increasingly dependent on those studies.

Challenger Center emphasizes the pursuit of individual excellence within a cooperative team environment; its programs provide approaches to problem solving that will stay with children into their adult life.

Challenger Center aims to reach as many students as possible -- at an age when they are most receptive. The Center reaches them physically, through its grassroots programs, and emotionally, by using the human fascination with space as a way to spark their interest.

2/15/90





## WHAT DOES CHALLENGER CENTER DO?

Inspire grade school students through various educational programs targeted directly at students and at teachers. Over 400,000 students and 5,000 teachers will benefit from Challenger Center programs during 1990.

Conduct regional teacher workshops and conferences across the country to provide teachers with stimulating tools and methods that will energize the learning process. Over 100 workshops are scheduled during 1990.

Manage a network of hands-on educational facilities called Learning Sites, where children learn about math, science, technology, communications, teamwork and problem solving through realistic space flight simulations. Three are in operation with seven more due to open in 1990.

Assist outstanding teachers through an annual fellowship program, helping them initiate innovative projects, sending a signal to educators that their work makes a difference.

Conduct educational classroom teleconferences that operate on a grassroots level to allow children across the country to participate in exciting, high-technology learning activities. The January 26, 1990 broadcast reached over 175,000 children in more than 900 schools.

For further information or to send contributions:

**CHALLENGER CENTER FOR SPACE SCIENCE EDUCATION**  
1101 KING STREET, SUITE 120  
ALEXANDRIA, VIRGINIA 22314  
(703) 683-9740





# STATE OF MINNESOTA

OFFICE OF THE GOVERNOR

ST. PAUL 55155

RUDY PERPICH  
GOVERNOR

March 2, 1990

Grace D. Fridgen  
1316 13th Street North  
Moorhead, Minnesota 56560

Dear Grace:

Tuesday, March 13 will be "Challenger Math Science Awareness Day" in Minnesota. I know that you are a vital link in turning awareness into learning, that is why I would like you to join me and family members of the Challenger space shuttle crew for a breakfast beginning at 6:45 a.m. that day, at the St. Paul Technical College, 235 Marshall Avenue in St. Paul. Time will be allocated at the breakfast for comments and concerns about science and math education in Minnesota. I look forward to your participation.

"Challenger Math Science Awareness Day" will: (1) emphasize the importance of mathematics, science and technology education in Minnesota, (2) recognize the efforts of the Challenger shuttle crew's family to promote math and science education, and (3) discuss the possibilities of locating a Challenger Learning Center in Minnesota.

A key component of the day will be student-professional interviews. Students in the sixth, seventh and eighth grades, who have been chosen by various school districts, will interview professionals in the science and math fields. Through this education-employment link, we hope to increase awareness of the need for more math and science education.

All participants in the day's activities are also invited to the Forum on Math Science Education at 3:30 p.m. in the Minnesota Science Museum.

Please R.S.V.P. to Mickey Ojard at (612) 296-0015 by March 7.

Sincerely,

A handwritten signature in cursive script that reads "Rudy Perpich".

RUDY PERPICH  
Governor

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a Special meeting of the Moorhead Board of Education will be held on Tuesday, May 15, 1990, at 8:00 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. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK
- V. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION
  - A. UNFINISHED BUSINESS
    1. Consider 1990-91 (Trochlil) Appendix A  
Management Plan  
Explanation: Refer to Appendix A-1.  
Recommendation: Move to approve the adoption of the 1990-91 Management Plan.  
Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_
  - B. NEW BUSINESS
    1. Consider Personnel (Trochlil) Appendix B  
Explanation: 8th Avenue Prinicipalship.  
Recommendation: A recommendation will be presented at the meeting.  
Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

2. Consider Election Results

Appendix C

Explanation: Action necessary: The motion will  
read: \_\_\_\_\_ moved, seconded by \_\_\_\_\_  
to accept the election results as follows:

Curt Borgen \_\_\_\_\_  
Ken Lucier \_\_\_\_\_  
Allen Lund \_\_\_\_\_

---

XI. FOR YOUR INFORMATION

Appendix Z

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, May 22, 1990 - 7:00 p.m.



**PRELIMINARY AND  
TENTATIVE**

MANAGEMENT PLAN 1990-91 MAY 10, 1990
-----------------------------------------

Date 5/10/90VISION FOR A RESTRUCTURED SCHOOL (printed June, 1989)THEME FOR 1990-91: 'The learner is at the top of the agenda.'

MINNESOTA DEPARTMENT OF EDUCATION MISSION: The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society. (Adopted by the Legislative Commission on Public Education and enacted into law, Chapter 40, Laws of 1985.)

MINNESOTA STATE BOARD OF EDUCATION MISSION: The purpose of the Minnesota State Board of Education is to provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

MOORHEAD PUBLIC SCHOOLS MISSION: (recommended by Long Range Planning)  
To develop the potential of every learner to thrive in a changing world.

THE PHILOSOPHY OF EDUCATION IN INDEPENDENT SCHOOL DISTRICT #152  
(recommended by Long Range Planning - refer to attachment)

GOAL #1 - (PERSONNEL) THE STAFFING PATTERNS IN THE DISTRICT WILL ATTEMPT TO COMPLIMENT THE NEEDS OF THE STUDENTS.

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments (if necessary)</u>
1. The elementary teacher ratio of 25:1 will be maintained	+ 224,000	Refer to Memo S-90-98
2. The secondary teacher/ratio of 27:1 will be maintained		Preliminary enrollment projections do not indicate a need for additional staff
3. Support staff will be employed to accommodate mandated programs and board priorities (licensed and non-licensed staff)		Refer to Memo S-90-98

**GOAL #2 - (CURRICULUM & INSTRUCTION)** THE DISTRICT'S CURRICULUM AND INSTRUCTION WILL ENCOURAGE LEARNING AND PREPARE INDIVIDUALS TO BE ABLE TO READ, WRITE, COMPUTE, SOLVE PROBLEMS, THINK CRITICALLY AND CREATIVELY AND ACT RESPONSIBLY.

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments (if necessary)</u>
1. The teacher effectiveness program will continue to be an integral part of the staff development program	6,400	*Elements of Instr. *Clinical Supervision *Addition of 0.2 FTE
2. A plan will be developed for special education integration that includes the leadership of building administration supporting integration; use of technology to support staff and staff development		
3. (ILP) Individual Learning Plans will be utilized in kindergarten, grade one and STEP (elementary)	57,000	Financed by the State
4. North Central follow-up on the visitation of December, 1989, in the areas of social studies and music		
5. North Central follow-up on the visitation of December, 1989, in the student services (i.e. guidance/admissions and orientation; food services; transportation; nursing services; social services; social work services; psychological services)		
6. North Central self-study and visitation in world languages		
7. Outcome Based Education summer writing program will be implemented (OBE is programs designed and implemented in a manner that assures alignment of three basic elements: Learner Outcomes, Assessment and Feedback Process and Instructional Process)	70,000	*1991-92 - \$70,000 *1992-93 - \$70,000
8. The issues regarding students at-risk will continually be studied and recommendations will be offered (e.g. child care: curriculum options; cultural diversity)		*AOM funding will be obtaining and utilizing elementary summer funds & the Chapter I program
*migrant (ESL) English as a Second Language..... -tutors program will continue *(AOM) Assurance of Mastery..... *Chapter I..... *Child care and parent education for pregnant girls and teen age parents.	34,600    40,000	*Migrant funds will be pursued   *District has received significant monies for AFDC students

**DEFINITION OF THE AT-RISK STUDENT:**

At-risk individuals are those who are still school age, but whose continued education is in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning or are impacted by others factors which impede education and social development.

- |                                                                                                                                                                                                                                                                                                                                                                            |        |                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------|
| 9. A position paper on technology plan that assists curriculum committees recognizing possibilities for the use of technology in curriculum adoption to provide better integration of technology into the curriculum (e.g. expand pilot program (ToolChest) from four third grade classrooms to district wide {use of word processing and data-base, other tool software}) |        | Impacts number of computers and comprehensive staff training |
| 10. Elementary reporting (report cards) will be in a transition period (moving towards OBE reporting)                                                                                                                                                                                                                                                                      |        | A committee has been appointed                               |
| 11. Supply budgets will be increased due to increased enrollments                                                                                                                                                                                                                                                                                                          | 70,000 | 10% plus 5.4%                                                |
| 12. Provide extra material/textbooks for possible influx of students and special education staff                                                                                                                                                                                                                                                                           |        | Part of supply budget                                        |
| 13. Collaboration with Perham, Detroit Lakes and Pelican Rapids in language arts and library media curriculum writing                                                                                                                                                                                                                                                      |        | Part of staff development and curriculum writing             |
| 14. Writing to Read for all buildings will be determined during the school year                                                                                                                                                                                                                                                                                            |        | 1991-92 budget                                               |
| 15. The EBD task force recommendations will be considered for action                                                                                                                                                                                                                                                                                                       |        |                                                              |
| 16. Design a plan for the implementation of instructional management as it relates to outcome based education including the role of administration as an instructional leader                                                                                                                                                                                              |        |                                                              |
| 17. Resources for staff development/travel budget will focus on areas of targeted curriculum and instruction areas<br>*a priority on staff development will be at the 8th Avenue building                                                                                                                                                                                  |        |                                                              |



GOAL #3 - (FINANCIAL) THE DISTRICT WILL MATCH FINANCIAL RESOURCES TO PROGRAM NEEDS

<u>Objectives</u>	<u>C. O. Budget 1990-91</u>	<u>Comments</u>	<u>Anticipated Fund Balance 6-30-91</u>
1. General Fund:			
*Revenues.....	23,497,704	surplus of	
*Expenditures.....	22,167,374	\$1,330,330	+ 4,547,092
2. Food Service:			
*Revenues.....	789,139	deficit of	
*Expenditures.....	852,223	\$ 54,083	+ 27,996
3. Transportation:			
*Revenues.....	1,377,850	surplus of	
*Expenditures.....	1,355,140	\$ 22,710	- 195,514
Note: Due to the deficit in the budget, the administration will continue to make the necessary changes			
4. Community Service:			
*Revenues.....	629,146	deficit of	
*Expenditures.....	652,634	\$ 7,187	+ 73,917
5. Debt Service:			
*Revenues.....	434,000	surplus of	
*Expenditures.....	400,560	\$ 33,440	+ 242,168
6. A five year capital outlay plan with financial implications will be adopted by the school board. A hearing will be held to update the plan:			
*equipment		deficit of	
revenues.....	382,428	\$ 246,601	- 264,764
expenditures.....	629,029		
*facilities		deficit of	
revenues.....	890,855	\$ 24,766	- 988,785
expenditures.....	915,621		
*health & safety		deficit of	
revenues.....	1,351,761	\$ 253,269	+ 684,861
expenditures.....	1,605,030		
7. Develop a long range plan for kitchens (i.e. health/safety and sanitation codes)		\$ 25,000	Capital Outlay budget
8. Design a plan for reduction of the deficit in the capitol outlay fund			

GOAL #4 - (FACILITIES) DISTRICT FACILITIES WILL BE DESIGNED OR REMODELED TO MEET IMMEDIATE AND FUTURE NEEDS.

<u>Objectives</u>	<u>C. O. Budget 1990-91</u>	<u>Comments</u>
1. Implement an Education Facilities Planning Process	\$15,000	*request a RFP *community Task Force
A. data collection		
B. develop options: grade levels; split shifts; class size; temporary classrooms; other facilities; year 'round school; renovation; additions; new schools		
C. evaluate and refine: educational support; environment; maintenance		
D. estimate costs/priorities: life expectancy; operation costs; total annual dollar value		

GOAL #5 - (MARKETING) MARKETING AND COMMUNICATION BETWEEN DISTRICT, LEARNERS, PARENTS/FAMILIES, STAFF AND COMMUNITY WILL BE HEIGHTENED

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments</u>
1. A school district marketing plan will be developed	\$ 25,000	

GOAL #6 - (COMMUNITY EDUCATION) COMMUNITY EDUCATION WILL BRING TOGETHER SCHOOL AND  
COMMUNITY RESOURCES TO FOSTER LIFELONG LEARNING

<u>Objectives</u>	<u>Com Ed Budget 1990-91</u>	<u>Comments</u>
1. Design a plan that demonstrates objectives are to cooperate and have visibility with the K-12 programs		
2. Develop the Youth Development and Youth Services projects		
3. Investigate facilities in apartments or other neighborhood locations for Adult Basic Education and ECFE classes		
4. Plan and have a 'Celebrate Family' event		
5. Programs will be designed to meet the needs of the special population		
6. Investigate/design alternative methods of delivery to the adult population		
7. Design multicultural programs		
8. Design development opportunities for non-licensed staff		



GOAL #7 - (PARTNERSHIPS) PARTNERSHIPS WILL BE DEVELOPED TO EXPAND ALL AREAS OF DISTRICT RESOURCES

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments</u>
1. Continue to support the Leadership Moorhead Program		
2. The educational foundation program will set a goal of \$_____		
3. Cooperation with other districts that will serve the needs of both identities		
4. Teacher exchange program with MSU will continue		
5. The Center of Parents and Children and the Probstfield program will be evaluated as to the effectiveness and possible replication in the district	\$1,000	

GOAL #8 - (ORGANIZATIONAL CLIMATE AND RESOURCES) THE DISTRICT'S HUMAN RESOURCES AND ORGANIZATIONAL CLIMATE WILL ENHANCE EDUCATION AND AUGMENT WORK PERFORMANCE

<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments</u>
1. Create a culture as to the importance of wellness to to the employee		
2. The comparable worth program will involve all classification of employees so that it will be state approved by 1991		
3. Job descriptions will be updated		
4. The employee assistance program (district policy) will be analyzed to better meet the needs of the employee		
5. Staff development for non-licensed employees will be given higher priority		
6. A plan will be designed and implemented as to personnel disability adjustment positions		
7. Establish/communicate responsibilities of administrative positions, central office and building level, as to implementing site based management		
8. Administrative effective program will address teacher perceiver training, writing skills; staff evaluation and special education integration	\$12,000	

GOAL #9 - (PLANNING AND EVALUATION) THE DISTRICT PLANNING AND EVALUATION PROCESS WILL INCLUDE MEASURABLE GOALS, OBJECTIVES AND IMPLEMENTATION STRATEGIES


<u>Objectives</u>	<u>Gen Fund Budget 1990-91</u>	<u>Comments</u>
1. The district's long range plan will be reviewed and revised as needed		
2. Develop a student assessment program that meets the needs of the Moorhead schools and is consistent with the state statute		
3. District policies will be placed into a new word processing format		
4. The district's PER committee will continue its effect in curriculum and instructional improvements (refer to goal #2)		
5. Each administrator and supervisor will have a plan that includes goals and objectives		



S. 119. BOS  
5.22.90

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, May 22, 1990, at 7:00 p.m. in the Board Room at Townsite Centre.

  
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-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 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. James Thom, Counselor, has been named a 1990 Reader's Digest American Hero in Education for his innovative efforts to combat drug and alcohol abuse. The ten (10) honored educators were chosen from 400 nominations throughout the nation. Thom will receive \$5,000 from the company and Moorhead Public Schools will receive \$10,000 to support ongoing programs. (Appendix Z-1)
2. Moorhead High School placed second and sixth in the Minnesota State Knowledge Bowl meet. The second place team consisted of Chris Gring, Chris Heimarck, Brandon Roy and Ryan Kallberg. Jason Babler, Chad Vorowicz, Andrew Byrnes and Chad Halverson were members of the sixth place team.
3. A team from Moorhead High won the Minnesota State International Computer Contest. Team members were Seniors-Tony Lin and James Bandy and Junior-Michael Lin.
4. Valedictorians for the 1990 graduating class are Andrew Byrnes and Chris Gring. Salutarians are Stephanie Fergle, Theresa Lance and Michael Osowski.
5. Barbara Anton is President-elect for Health in the nine state Central District of Health, Physical Education, Recreation and Dance for next year. Also, she has been selected to carry the Olympic Torch in Moorhead on June 7th for the Minnesota Olympic Festival.
6. Congratulations to Steve Beattie and Jason Beyerink for finishing first in the written competition and second in overall at the state finals of the Plymouth/AAA Automotive Trouble Shooting contest.

### FOR YOUR INFORMATION

Moorhead Chief of Police, Les Sharrock will introduce the Drug Abuse Resistance Education (D.A.R.E.) Officers and discuss the training program with the Board.

## VIII. COMMITTEE/MEETING REPORTS

Policy Review - Seigel (5/14)

Capital For A Day - Trochlil (5/15)

Long Range Planning - Alexander (5/22)

IX. MOORHEAD TECHNICAL COLLEGE AGENDA

A. UNFINISHED BUSINESS  
B. NEW BUSINESS

1. Consider MTC FY89-90 (Molick) Appendix A  
Final Budget

Explanation: Appendix A-1 is summary totals for the final budget of Moorhead Technical College which reflects changes since the preliminary budget was approved. The line item budget for funds 11-20 will be available at the board meeting.

FUND 11 - Post Secondary  
FUND 14 - Adult Extension  
FUND 15 - Equipment  
FUND 16 - Building Construction  
FUND 17 - Debt Redemption  
FUND 18 - Repair and Replacement  
FUND 19 - Trust-Federal Financial Aid  
FUND 20 - Student Funds

Recommendation: Move to approve the final Moorhead Technical College budget for Fiscal Year 1989-90 as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
- \*2. Review Post Frame (Molick) Appendix B  
Storage Building-MTC

Explanation: Special funding has been awarded to construct a post frame storage building (Appendix B-1). The funding is included with our repair and replacement monies (\$25,000). A conditional use permit has been obtained.

Recommendation: For your Information

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X. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION  
A. UNFINISHED BUSINESS

1. Consider Sexual (Seigel) Appendix C  
Harassment/Violence  
Policy

Explanation: Appendix C-1 is the revised policy recommended for board approval.

Recommendation: Move to approve the Sexual Harassment/Violence (JFCFA) policy.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

2. Consider Policy (Seigel) Appendix D  
Adoption Policy

Explanation: Appendix D-1 is a new policy setting guidelines for when and how policies for the district are adopted.

Recommendation: Move to approve the Policy Adoption (BFC) policy as a new board policy.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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3. Consider Gifts (Seigel) Appendix E  
(KH) Policy

Explanation: Appendix E-1 is the revised policy recommended for approval.

Recommendation: Move to approve the Gifts (KH) policy as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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4. Consider Student (Seigel) Appendix F  
Activities Accounting Policy

Explanation: Appendix F-1 is a new policy recommended for board approval.

Recommendation: Move to approve the Student Activities Accounting (DICA) policy as a new board policy.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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5. Consider Cashing (Seigel) Appendix G  
Checks Out of Cash Deposits Policy

Explanation: Appendix G-1 is the revised policy recommended for approval. The committee recommends changing it from an administrative to board policy.

Recommendation: Move to approve the Cashing Checks Out of Cash Deposits (DMA-A) policy as a board policy and code appropriately.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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6. Consider Interruption (Seigel) Appendix H  
of Instruction Policy

Explanation: Appendix H-1 is the revised policy recommended for approval.

Recommendation: Move to approve the Interruption of Instruction-MTC (INH) policy as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
7. Consider Health (Seigel) Appendix I  
Examination Policy

Explanation: Appendix I-1 is a revised policy recommended for adoption.

Recommendation: Move to approve the Health examination (GBE) policy as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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B. NEW BUSINESS

1. Consider Spanish Trip (Jernberg) Appendix J  
to Spain

Explanation: Appendix J-1 is details of the proposed trip to Spain, June 16-30, 1990, by Senior High spanish class students. Spanish teacher, Jan Larson will review trip details with the board.

Recommendation: Move to approve the students trip to Spain June 16-30, 1990.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
2. Consider 1990-91 (Andersen/Davies) Appendix K  
Community Education Budget

Explanation: Appendix K-1 is the goals and budget for 1990-91 as approved by the Community Education Advisory Council. Rose Andersen and Mary Davies will review this information with the board.

A list of the 1990-91 Advisory Committee and minutes for the April 23, 1990 meeting are included for your information.

Recommendation: Move to approve the 1990-91 Community Education budget as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

3. Consider Lease for (Lacher) Appendix L  
St. Francis School

Explanation: Appendix L-1 is the proposed lease agreement for St. Francis School, convent, playground and parking lot.

Recommendation: Move to approve the lease agreement with St. Francis de Sales as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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4. Consider Personnel (Bergen) Appendix M

Resignation

Holly Unruh - Math Teacher, Senior High, effective June 2, 1990

Reduction in Contract

Margaret Hanson, Speech/Language Teacher, Riverside, from .786 to .500 FTE, for the 1990-91 school year

Early Retirement

Joanne Voje - Library Secretary, Riverside, effective July 31, 1990

Leave of Absence

Leslie Walkin - French Teacher, Junior High, effective the second semester of the 1990-91 school year

Janet Coleman - Hearing Impaired Teacher, Probstfield, effective the 1990-91 school year

Recommendation: Move to approve the personnel changes presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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5. Review Moorhead (Trochlil) Appendix N  
Education Foundation  
Policy

Explanation: Appendix N-1 is a new policy written for the formation of an educational foundation for Moorhead Public Schools. This will be the first reading of the policy.

Recommendation: For Information Only

6. Consider Change of Meeting Date (Trochlil) Appendix Q

Explanation: Due to the majority of administrators attending the Administrative Training Program on June 24-27, 1990, it is recommended the June 26, 1990 board meeting be changed to Thursday, June 28, 1990.

Recommendation: Move to change the June 26th meeting to Thursday, June 28, 1990.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- \*7. Consider Gifts/ Donations (Jernberg) Appendix P

Explanation: The following gifts of money were recieved for the school partrol to travel to a Minnesota Twins baseball game: Dilworth Education Association-\$50; Riverside PTO-\$300; Dilworth Fireman's Department-\$200; Dilworth Green Hill American Legion-\$50; Southgate Exchange Club-\$50; Moorhead Evening Lions Club-\$25; Teamsters Local 116-\$200; Moorhead K-Mart-\$25; Probstfield PTO-\$300; and, Moorhead Knights of Columbus-\$300.

Recommendation: Move to accept the gifts/ donations and direct a letter of thank you to be sent.

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

A. UNFINISHED BUSINESS (continued)

8. Consider 1990-91 Management Plan (Trochlil) Appendix Q

Explanation: This will be a continuation of previous discussions. Materials will be available Monday.

Recommendation: Move to approve the 1990-91 Management Plan (with or without changes).

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

XI. FOR YOUR INFORMATION

Appendix Z

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. "Skill Building for 21st Century Boards" workshop -  
Who will attend?

# CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Academic Awards	Sun., May 20	4:00 p.m.	Sr. High
Baccalaureate	Sun., May 20	7:30 p.m.	Sr. High
Athletic Awards	Mon., May 21	7:30 p.m.	Sr. High
Long Range Planning	Tues., May 22	4:30 p.m.	Townsite
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
MTC Graduation	Wed., May 23	7:30 p.m.	Senior High
8th Avenue Parents Meeting	Thurs., May 24	7:00 p.m.	St. Francis
"Restructuring to Promote Learning in America's Schools" Workshop	Thurs., May 24	11:30 a.m.	MSU
Riverside Retirement Tea	Thurs., May 24	3:00 - 4:30 p.m.	Riverside
Choir Concert	Sat. May 26		Carnegie Hall
Memorial Day	Mon., May 28		
Last Day for Students	Thurs., May 31		
Last Day for Staff	Fri., June 1		
Graduation	Sun., June 3	2:00 p.m.	MSU
Joint Powers	Thurs., June 7	8:00 a.m.	Townsite
Skill Building for 21st Century School Boards Workshop	Fri., June 8 - Sat., June 9		Hyatt Mpls.
Celebrate Family (Community Ed.)	Thurs., Aug. 30 - Fri., Aug. 31		

## XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, June 12, 1990 - 7:00 p.m.



	REVISED BUDGET MARCH 1990	REVISED BUDGET MAY 1990	INCREASE/ DECREASE
GENERAL FUND (FUND 11)			
FUND BAL JUNE 30, 1989	10,337	10,337	
REVENUES	5,369,509	5,391,625	22,116
EXPENDITURES	5,473,980	5,491,259	17,279
FUND BALANCE JUNE 30, 1990	(94,134)	(89,297)	4,837

\*\*\*\*\*

	PRELIMINARY BUDGET JUNE 1989	REVISED BUDGET MAY 1990	INCREASE/ DECREASE
ADULT EXTENSION (FUND 14)			
FUND BAL JUNE 30, 1989	6,368	6,368	
REVENUES	313,782	492,853	179,071
EXPENDITURES	313,783	488,535	174,752
FUND BALANCE JUNE 30, 1990	6,367	10,686	4,319

\*\*\*\*\*

	PRELIMINARY BUDGET JUNE 1989	REVISED BUDGET MAY 1990	INCREASE/ DECREASE
EQUIPMENT FUND (FUND 15)			
FUND BAL JUNE 30, 1989	35,000	43,593	8,593
STATE AID	429,795	452,354	22,559
INTEREST REVENUE	3,000	3,000	0
BUDGETED EXPENDITURES	429,795	459,968	30,173
FUND BALANCE JUNE 30, 1990	38,000	38,979	979

\*\*\*\*\*

	PRELIMINARY BUDGET JUNE 1989	REVISED BUDGET MAY 1990	INCREASE/ DECREASE
BUILDING CONSTRUCTION (FUND 16)			
FUND BALANCE JUNE 30, 1989	0	(23,968)	(23,968)
BUDGETED REVENUE	0	517,000	517,000
BUDGETED EXPENDITURES	0	493,000	493,000
BUDGETED FUND BALANCE JUNE 30, 1990	0	32	32

\*\*\*\*\*

	PRELIMINARY BUDGET JUNE 1989	REVISED BUDGET MAY 1990	INCREASE/ DECREASE
REPAIR AND REPLACEMENT FUND (FUND 18)			
FUND BALANCE JUNE 30, 1989	0	21,001	21,001
BUDGETED REVENUE	25,711	74,411	48,700
BUDGETED EXPENDITURES	25,711	95,411	69,700
FUND BALANCE JUNE 30 1990	0	1	1

\*\*\*\*\*  
 FUNDS 19 AND 20 ARE "FLOW-THROUGH" ACCOUNTS.  
 The numbers below reflect the revenues we receive and pay-out directly  
 to students.

	PRELIMINARY BUDGET JUNE 1989	REVISED BUDGET MAY 1990
TRUST-FED. FINANCIAL AID		
FUND BALANCE JUNE 30, 1989	0	13,595
SEOG MATCHING FUNDS (5%)	872	880
PELL ADMIN FEE	0	2,500
PELL GRANT REVENUE	0	1,100,000
SEOG GRANT REVENUE	0	16,744
COLLEGE WORK STUDY GRANT	46,707	46,707
COLLEGE WORK STUDY LOCAL MATCH(25%)	15,569	15,569

\*\*\*\*\*

	PRELIMINARY BUDGET JUNE 1989	REVISED BUDGET MAY 1990
STUDENT FUNDS (FUND 20)		
STUDENT SENATE	45,116	45,116
MINN. WORK STUDY GRANT (HECB)	28,000	28,000
MINN. WORK STUDY (LOCAL MATCH 25%)	9,333	9,333

Final FY'89-90 Budget  
Moorhead Technical College  
Explanation of Changes  
May 22, 1990

Fund 11

This budget was revised and approved at the March board meeting and is being resubmitted to reflect some grant activity (\$19,500) and an error in the unemployment levy (\$2394). The fund balance is positively affected by the \$2394.

Fund 14

This budget is being revised to reflect increased tuition and additional grant activity.

Fund 15

Revision includes a special allocation that we received during the fiscal year in the amount of \$22,559.

Fund 16

This budget was inadvertently omitted in the preliminary budgets for FY90. The board has approved all contracts, change orders, etc.

Fund 17

No Change

Fund 18

Preliminary budget was \$25,711 for revenue and expenditures. Since then we have received \$5,700 for asbestos grant, \$7,000 for Data Center, \$11,000 for overhead door project, and \$25,000 for pole barn.

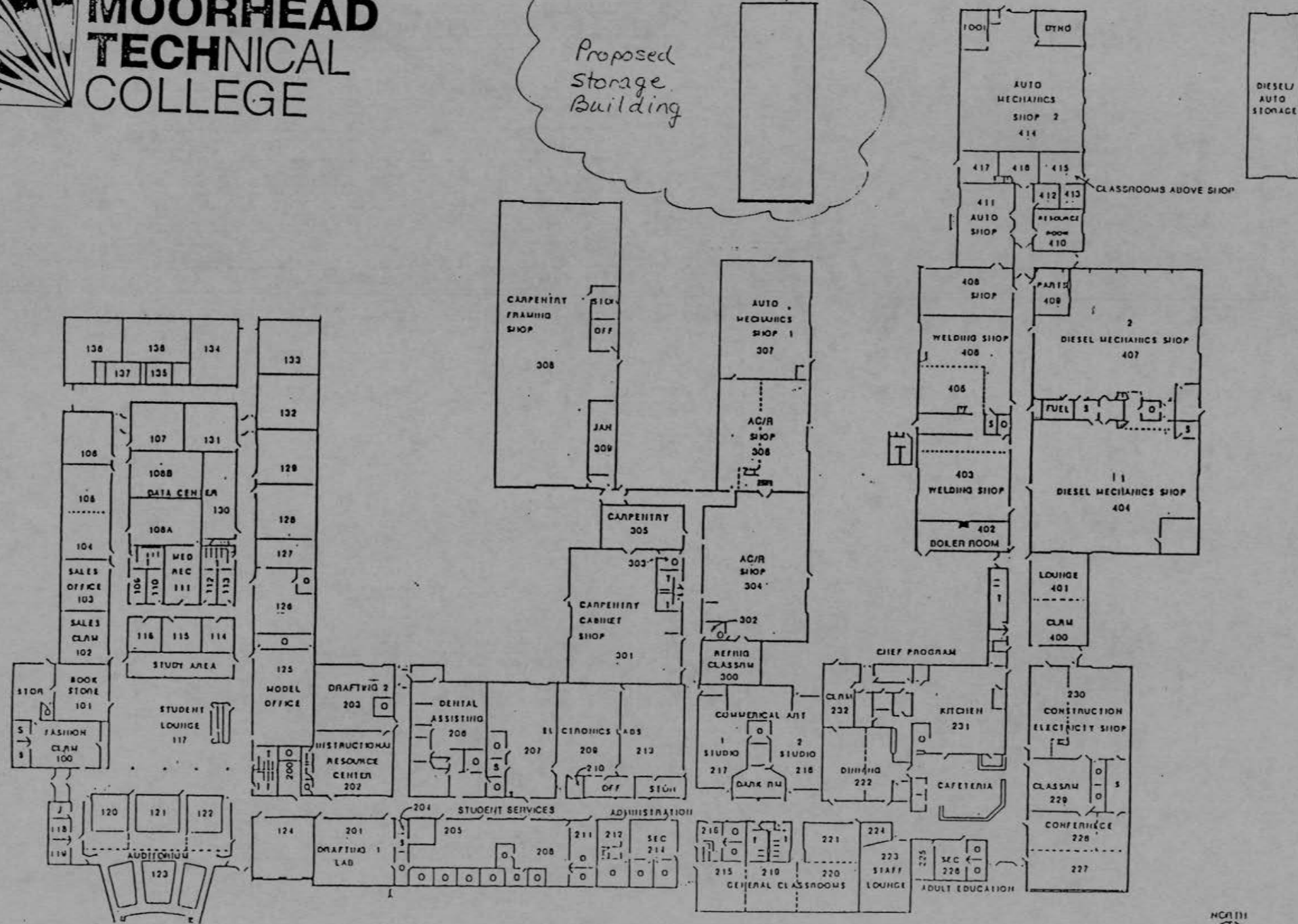
Fund 19

Changed to include revenue for Pell grants.



# MOORHEAD TECHNICAL COLLEGE

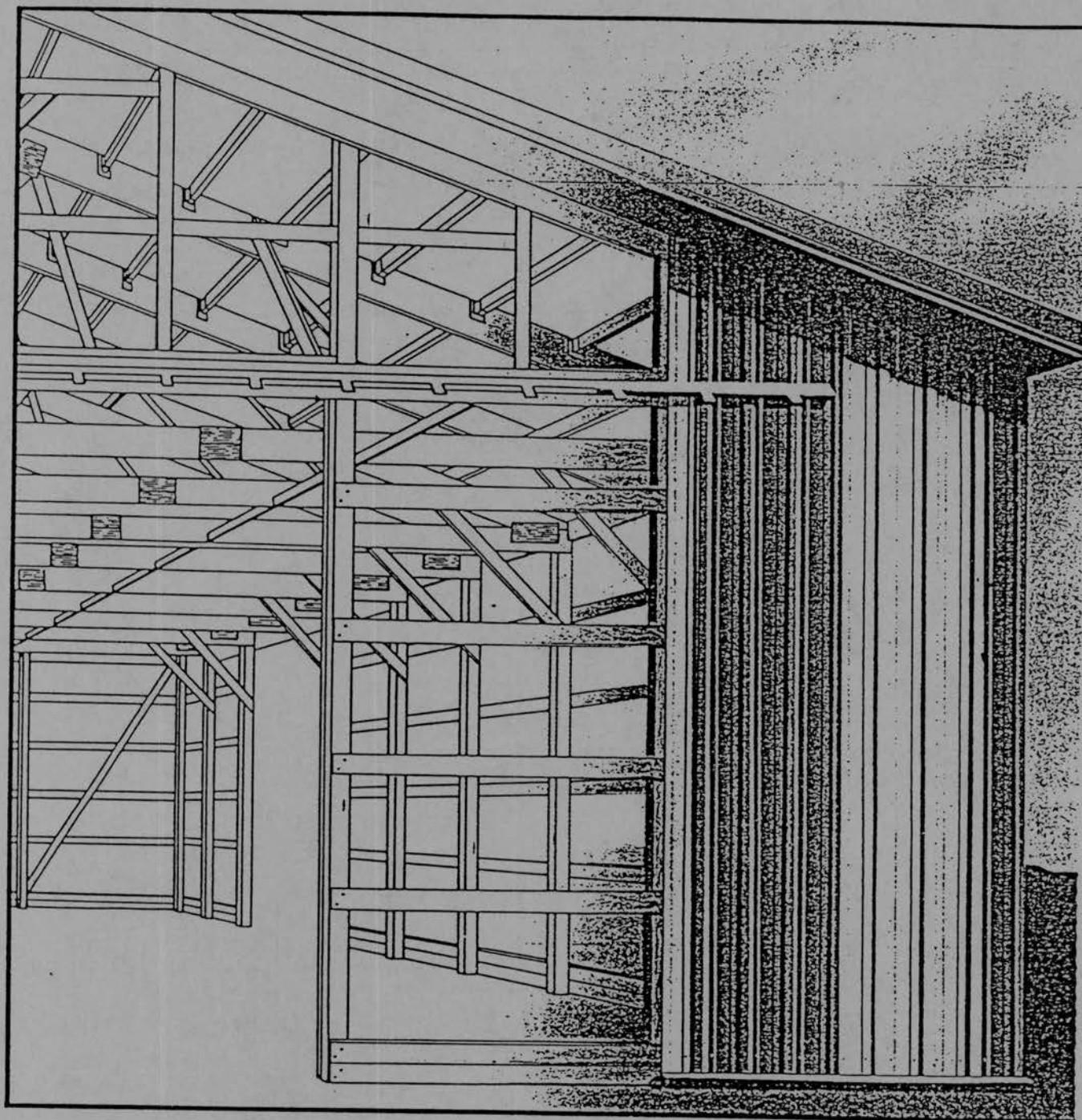
Proposed  
Storage  
Building





EXAMPLE OF STYLE OF CONSTRUCTION.  
FOR MTC POST FRAME STORAGE BUILDING  
PLANNED TO BE BUILT SUMMER 1990

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POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JFCFA DATE ADOPTED: 05-27-86 REVIEWED/REVISED:
------------------------------------------------------	---------------------------------------------------------------------

## SEXUAL HARASSMENT/SEXUAL VIOLENCE

### I. General Statement of Policy

Sexual harassment is a form of sexual discrimination which is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended, of MN. Stat. Chapter 363, The Minnesota Human Rights Act and Title IX of the Education Amendments of 1972. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

Independent School District No. 152 strongly disapproves of any form of sexual harassment or sexual violence. The district will deal appropriately with employees or students found guilty of sexually harassing or performing acts of sexual violence to other employees or students.

Independent School District No. 152 will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the School District.

### II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

#### Section A.

Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature constitutes sexual harassment when:

- 1) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education;
- 2) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- 3) That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Section B.

Sexual harassment may include but is not limited to:

- 1) verbal harassment or abuse;
- 2) subtle pressure for sexual activity;
- 3) inappropriate patting or pinching;
- 4) intentional brushing against a student's or an employee's body;
- 5) demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or education status;
- 6) demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
- 7) any sexually motivated unwelcome touching; or
- 8) sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the building administration of each building or available from the School District office.
- B. In Each School Building: The building administrator is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the building administrator must notify the District Human Rights Officer immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Human Rights Officer. If the report was given verbally, the building administrator shall reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building administrator, the complaint shall be filed directly with the District Human Rights Officer.



- C. District-wide: The School Board hereby designates the Title IX Officer as the School District Human Rights Officer to receive reports or complaints of sexual harassment and sexual violence from any individual, employee or victim of sexual harassment or sexual violence and also from the building administrator as outlined above. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.

The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades or work assignments.

Use of formal reporting forms is not mandatory.

The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION:

By authority of the School Board, the District Human Rights Officer shall, upon receiving any report alleging sexual harassment or sexual violence, conduct an investigation and make a written recommendation within 30 days to the Superintendent of Schools, or if necessary, directly to the School Board. In determining whether alleged conduct constitutes sexual harassment or sexual violence, the District Human Rights Officer should look at the record as a whole and the totality of circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred.

V. REPRISAL:

Consistent with the terms of any applicable collective bargaining agreement and any applicable statutes, the school district will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence, or who testifies, assists or participates in any manner in any investigation, proceeding or hearing relating to the report alleging sexual harassment or sexual violence. A retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.



VI. SCHOOL DISTRICT ACTION:

- A. Upon receipt of a recommendation from the District Human Rights Officer that probable cause exists to credit the allegations of sexual harassment or sexual violence, the School Board may take action based on the report and recommendation of the District Human Rights Officer or it may conduct its own investigation into the charges.
- B. Such investigations must be completed within 30 days of receipt by the Superintendent or School Board of the recommendation from the District Human Rights Officer.
- C. Pending such investigation, the School Board may, in its discretion, take any action necessary to protect the alleged victim, other employees or students consistent with requirements of applicable collective bargaining agreements and statutes, if any.

VII. DISCIPLINE:

Any school district action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota statutes and School District policies. The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: BFC DATE ADOPTED: REVIEWED/REVISED:
------------------------------------------------------	----------------------------------------------------------

#### POLICY ADOPTION

Adoption of new policies, the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board will adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final action:

1. First meeting -- the proposal shall be presented as an information item.
2. Second meeting -- the proposal shall be presented for a second reading, discussion and final vote.

During discussion of a policy proposal, the views of the stakeholders will be considered. Amendments may be proposed by Board members. An amendment will not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency condition; however, the above procedure is required before the policy will be considered permanent.

#### ADMINISTRATIVE POLICIES

Administrative policies are developed by school district administration. This type of policy does not require school board approval to be enforced and may be adopted by the administration at any point in the school year.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: KH DATE ADOPTED: 02-13-79 REVIEWED:
------------------------------------------------------	----------------------------------------------------------

GIFTS  
(Public Gifts to the Schools)

Gifts, Grants & Bequests

The Board may accept, on behalf of and for the School District, any bequest or gift of money or property for a purpose deemed by the Board to be suitable.

The Superintendent of School shall set up criteria for accepting gifts, and the procedure for examining and evaluating offers of gifts to the district.

To be acceptable, a gift shall satisfy the following criteria, as set by the Superintendent:

1. Have a purpose consistent with those of the school.
2. Will not add to staff load.
3. Will not begin a program that the Board would be willing to take over when gift or grant funds are exhausted.
4. Would not bring undesirable or hidden costs to the school system.
5. Place no restrictions on the school program.
6. Will not be inappropriate or harmful to the best education of pupils.
7. Will not imply endorsement of any business or product.
8. Will not be in conflict with any provision of school policy or public law.
9. Shall become school district property.

A letter of appreciation, signed by the Chairperson of the Board shall be sent to the donor(s).

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: DICA DATE ADOPTED: REVIEWED/REVISED:
------------------------------------------------------	-----------------------------------------------------------

STUDENT ACTIVITIES ACCOUNTING

Independent School District #152 will refer to the "Manual of Instruction for Uniform Student Activities Accounting for Minnesota School Districts and Area-Vocational Technical Institutes". The manual, written by the Minnesota Department of Education, enforces this policy.

Further information can be obtained from the business office.



ADMINISTRATIVE POLICY OF THE MOORHEAD PUBLIC SCHOOLS	DISTRICT CODE: DMA-A DATE ADOPTED: REVIEWED/REVISED:
------------------------------------------------------------	------------------------------------------------------------

CASHING CHECKS OUT OF CASH DEPOSITS

As district policy, NO CHECKS, including third party checks are to be cashed for anyone (STAFF OR STUDENTS) out of cash deposits (food service, tuition & fees or any other cash deposits) for the following reasons:

1. All school district deposits, by statute, are to be made intact.
2. If such checks are returned for any reason, we have a difficult time collection them since they are not checks in payment for goods or services.
3. Checks that are not related to the purpose of the deposit make it more difficult to trace deposit information when necessary.

Further information can be received from the accounting office.

Reference: Minnesota Statute 123.335  
Eide Helmeke Letter Dated 3/15/90

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: INH DATE ADOPTED: 09-28-82 REVIEWED/REVISED:
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INTERRUPTION OF INSTRUCTION - MTC

The Moorhead Technical College calendar is subject to modification or interruption due to occurrences such as fire, flood, hazardous weather, labor disputes, interruption of utility services, natural disaster, bomb threats, civil disorder, and war. In the event of such occurrences, Moorhead Technical College will attempt to accommodate its students. It does not, however, guarantee that courses of instruction, extra-curricular activities, or other MTC events will be completed or rescheduled. Refunds will be made to eligible students in accordance with the State Board of Vocational Technical Education policies.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: GBE DATE ADOPTED: REVIEWED/REVISED:
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HEALTH EXAMINATION

The Board reserves the right to require a physical examination of any employee. This will be paid for by the district.

TO: MEMBERS OF THE MOORHEAD SCHOOL BOARD

RE: SPANISH TRIP TO SPAIN

FROM: MRS. JAN LARSON

DATE: MAY 15, 1990

I AM REQUESTING YOUR APPROVAL OF THE SPANISH FIELD TRIP TO SPAIN FROM JUNE 16 - JUNE 30, 1990. THIS IS A STUDENT-FUNDED TRIP WITH FUND-RAISING CONSISTING OF THE SALE OF CANDY BARS. THE TRIP IS ORGANIZED THROUGH INTRA-AMERICAN STUDENT PROGRAMS, A ST. PAUL GROUP THAT HAS BEEN SPONSORING TRIPS FOR HIGH SCHOOL STUDENTS SINCE 1971.

IASP OFFERS A QUALITY, STRUCTURED, EDUCATIONALLY SOUND TRAVEL EXPERIENCE. INCLUDED IN THE PROGRAM IS A TEACHING STAFF OF BILINGUAL U.S. EDUCATORS, AND AN ADMINISTRATIVE STAFF WHICH IS ON LOCATION AND AVAILABLE 24 HOURS A DAY.

THE SPAIN TRIP IS OFFERED ONLY TO JUNIORS AND SENIORS WHO ARE CURRENTLY ENROLLED IN SPANISH AT MHS. IN SPAIN, THE STUDENTS WILL BE JOINED BY 40 OTHER STUDENTS, 7 ADULTS, 1 BUS TEACHER (IN CHARGE OF ALL GROUP ACTIVITIES), AND 1 ADMINISTRATIVE STAFF PERSON.

FOUR VERY SUCCESSFUL TRIPS TO MEXICO HAVE BEEN APPROVED AND TAKEN BY A TOTAL OF 46 MHS STUDENTS IN THE SPRINGS OF 1986, 1987, 1988, AND 1989.

THANK YOU FOR YOUR CONSIDERATION IN THIS MATTER.



SPAIN TRIP GUIDELINES:

1. THE TRIP TO SPAIN IS AVAILABLE TO ANY JUNIOR OR SENIOR, CURRENTLY ENROLLED IN SPANISH AT MHS.
2. ANY REQUESTS FOR PARTICIPATION IN THE TRIP THAT ARE NOT COVERED IN GUIDELINE #1, WILL BE DECIDED INDIVIDUALLY WITH THE SUPERVISING TEACHER AND THE PRINCIPAL.
3. THE MOORHEAD SCHOOL BOARD HAS FINAL APPROVAL REGARDING THE TRIP AND THE PARTICIPANTS.
4. INTRA-AMERICAN STUDENT PROGRAMS IS THE ORGANIZATION THROUGH WHICH ALL TRAVEL ARRANGEMENTS ARE MADE. IASP OFFERS A QUALITY, STRUCTURED, EDUCATIONALLY SOUND TRAVEL EXPERIENCE.
5. IASP OFFERS THE SPAIN TRIP FOR 15 DAYS DURING THE SUMMER.
6. THE TRIP IS STUDENT-FUNDED, WITH OPTIONAL FUND-RAISING ACTIVITIES.
7. THE RATIO OF ADULTS TO STUDENTS IS APPROXIMATELY 5 TO 1.
8. SINCE THE TRIP IS SCHEDULED DURING THE SUMMER, THERE ARE NO SCHOOL DAYS MISSED.

MAY 15, 1990  
MRS. JAN LARSON  
SPANISH INSTRUCTOR, MHS

MOORHEAD HIGH SCHOOL  
OVERNITE ACTIVITY TRIP

Date 5-15-90 Code Spanish trip <sup>student</sup> funded

Staff Member, Coach, or Advisor Mrs. Jan Larson

Purpose of trip educational experience in Spain

Date(s) of trip June 16-30, 1990 Departure Time 7:00 A.M.

Destination Madrid, Spain

Itinerary (include times, overnite accomodations, phone numbers, etc.)

attached.

Director of transportation notified no Mode of travel plane

List of students attached--and supplies to attendance none

Other people going along who are not students of staff

members Jennifer Liechty, Alison Corlett, East Lansing, MI

In case of my absence on the day of the trip, the field trip should be cancelled. Yes ☐ No ☒ Comment

List of special needs for students none

Jan Larson  
Staff Member Signature

[Signature]  
Principal Signature



INTRA-AMERICAN STUDENT PROGRAMS

Educational Travel for Students

January 12, 1990 -

Dear Jan,

Here are the addresses and phones for the two girls from  
Michigan who will be traveling with you:

Jennifer Liechty  
1130 Farwood Drive  
East Lansing, MI 48823  
517/351-2223

Alison Corlett  
831 Collingwood  
East Lansing, MI 48823  
517/351-5222

MHS students:

Erin Ingersoll  
1324 5<sup>th</sup> Ave. S.  
Moorhead, MN  
218-233-0116

Marnie Wettstein  
RR 1. 115D  
Sabin, MN 56580  
218-789-7524

I hope this will help your girls get acquainted with them!

Andi



### FAMILY STAY OPTION

IASP is pleased to offer participants in either of its 15-day Spain programs an optional one week family stay extension. The week-long family stay may be added on at the end of either itinerary for an additional cost. The family stay will be in the Madrid area. Contact the IASP office for further details.

### SPAIN HOTELS

The following or similar will be used in 1990:

MADRID: Hotel Washington (located on the Gran Vía)

MALAGA: Hotel Guadalamar (located on the beach)

SEVILLA: Hotel Macarena

### TRANSPORTATION FROM YOUR HOMETOWN TO NEW YORK/CHICAGO/LOS ANGELES

IASP can make flight arrangements for your group to fly from the city of your choice to one of these three gateway cities for an additional charge. Normally, supersaver airfares are the most advantageous.



### INCLUDED IN THE BASE PRICE

\$1932.00

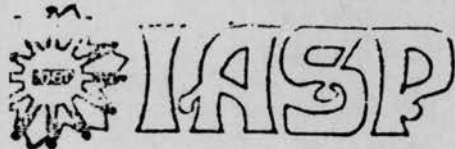
- Round-trip air transportation between Chicago, New York, or Los Angeles and Spain
- Transfers within Spain
- Transportation within Spain via chartered motorcoach
- Hotel accommodations (based on three to four people per room; teacher/chaperones are guaranteed double accommodations)
- Meals: Continental breakfast daily; lunches and dinners as listed at the end of each sample itinerary
- On-location services of IASP teaching and administrative staff people
- Educational excursions as listed in sample itineraries, including entrance fees
- Health and accident insurance
- Trip cancellation/trip interruption insurance
- Written pre-departure and arrival materials
- \$50.00 reservation fee

### NOT INCLUDED IN THE BASE PRICE

- Passport fee
- Portage
- Beverages (unless offered with meals)
- Cost of individual recreation
- Laundry and personal expenses
- Optional, extra-cost activities
- All expenses not stated as included

**AVISO:** IASP is committed to offering your students the best possible price. Because we believe that accurate pricing cannot be done over a year in advance of your trip, IASP will establish its 1990 program prices by September 1, 1989. Once final 1990 program prices are announced in September, students who have reserved a place on any IASP program prior to that time will have the option, based on availability of finalized 1990 prices, to cancel their reservation with a full refund of their \$50.00 reservation fee. **Any participant who pays in full by June 30, 1989 will be guaranteed the 1989 price.**





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How much spending money for Spain? Past participants on IASP's 15-day Spain program have taken an average of \$300-\$400 with them. Most found it sufficient. The exchange rate (as of October, 1989) is around 120 pesetas to the dollar. When planning the amount of money you will need, you should consider the following:

Meals not provided. All breakfasts and about half the other meals are included. El menú del día can currently be had in Spain for 800 ptas. A meal which would include more courses, would cost you an average of 1500 - 2000 ptas.

Snacks and soft drinks. The amount spent for these items might astound you, particularly if you're not careful. A Coke costs around 70 ptas, a granizado around 110 ptas.

Postcards and stamps. The price of a postcard and stamp can amount to a total of about \$.60. How many people do you plan to write to while you're in Spain?

Free-time activities. (Including extra-cost options offered by IASP—see below.) A night at a disco can be quite expensive; time spent in a park or at a sidewalk cafe won't cost as much.

Shopping. How many gifts do you intend to buy? Will you purchase expensive Lladro porcelain figures and leather items, or will small olive wood items be your choice?

#### 1990 OPTIONAL ACTIVITIES OFFERED IN SPAIN

A. Bullfights - \$15.00 includes round-trip transportation to the bullring via chartered bus and the price of reserved tickets.

B. El Escorial - \$17.00 includes the bus transportation from Madrid to the El Escorial monastery-palace, which was built by Philip II. Also included in the price is the entrance fee which includes a guided tour of the monastery, library and mausoleum of most of the Spanish monarchy.

C. Chinchon - \$33.00 includes bus transportation from Madrid to the medieval village about an hour away. Included is lunch, an afternoon of swimming, a visit of the town's plaza, a three-course dinner in one of the rustic "mesones" - all topped off with music, laughter and fun in a festive atmosphere.

D. Flamenco - \$20.00 the regional music and dance of Andalusia in one of the famous "tablaos".

These are approximate prices. Finalized prices will be announced in June 1990.

**IASP PROGRAM APPLICATION**

PLEASE TYPE OR PRINT

Record # \_\_\_\_\_ Chaperone's name \_\_\_\_\_

Full LEGAL name \_\_\_\_\_

Last name \_\_\_\_\_ First name \_\_\_\_\_ Middle \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Area code \_\_\_\_\_ Phone \_\_\_\_\_

Birth Date \_\_\_\_\_ Age on day of departure \_\_\_\_\_ Circle One: Male Female

Citizenship: (circle one) U.S. Other If other, indicate: \_\_\_\_\_

School level completed by next June (circle one) 7 8 9 10 11 12 13 Other

Overall Grade Point Average A A- B+ B B- C+ C C-

ADULT PARTICIPANTS ONLY: Program prices are based on three and four persons per room. If you are not the organizing teacher and would like to pay the double or single room supplement, please check here: (Supplement prices are available from the IASP office.)

\_\_\_\_ Double \_\_\_\_ Single

Describe any and all chronic or continuing illnesses of the participant, particularly diseases or disorders of the heart, respiratory system, blood pressure, anemia or epilepsy. Failure to do so may invalidate the insurance. \_\_\_\_\_

PARTICIPANT'S signature \_\_\_\_\_ Date signed \_\_\_\_\_

In case of emergency, notify \_\_\_\_\_ Relationship \_\_\_\_\_

Area code \_\_\_\_\_ Home Phone \_\_\_\_\_ Work phone \_\_\_\_\_

SIGNATURE OF BOTH PARENTS. If parents are divorced, if one is deceased or if there is a sole guardian, the person in custody of the participant must sign BOTH father and mother signature lines.

Father or Guardian's signature\* \_\_\_\_\_ Date signed \_\_\_\_\_

Mother's signature\* \_\_\_\_\_ Date signed \_\_\_\_\_

\* My signature indicates that I have read the release information on the reverse hereof and agree to all the terms therein. As parent(s) and/or legal guardian(s), I/we grant permission for my/our child to go to \_\_\_\_\_ (country)

On \_\_\_\_\_ (date), there appeared before me the above signed person or persons, who upon being duly sworn, state that he, she or they are the parent, parents or legal guardian of the student named above.

Notary Public's signature \_\_\_\_\_ Stamp or seal \_\_\_\_\_

**DO NOT PHOTOCOPY THIS APPLICATION.**

If additional copies are necessary, they will be forwarded upon request.

## ADDITIONAL TERMS AND DISCLOSURES

By their signatures on the reverse side of this application, the Participant and his or her parents or guardian indicate their agreement to (1) all of the terms and conditions described below and (2) all of the terms and conditions stated in any brochures provided.

Janz-Haugen Travel Programs, Inc., doing business as Intra-American Student Programs (the "Agency") is responsible for arranging all of the services and accommodations offered in connection with the trip selected by the Participant. In so doing, the Agency is acting as an intermediary and agent for suppliers of services that are not directly provided by the Agency. In the absence of negligence on its part, the Agency is not responsible for breach of contract, personal injury, property damage or delay arising out of any negligence or intentional or careless actions or omissions of any air carrier, hotel or other person rendering any services offered in connection with the trip.

The Participant and his or her parents or guardian hereby release the Agency and its directors, officers and agents and all cooperating teachers and schools from any liability or responsibility for losses, personal injuries, property damage or other expenses in connection with accommodations, transportation or other services provided as part of the trip, or resulting directly or indirectly from terrorist activities, social or labor unrest, acts of government or other authorities, declared and undeclared wars, mechanical or construction difficulties, local laws, climatic conditions, abnormal conditions or developments, theft, medical or custom regulations, losses or damages resulting from improper or insufficient documentation, delays or cancellations or changes in itinerary or schedules, or any other actions, omissions or conditions outside the Agency's control. By embarking upon the trip, the Participant voluntarily assumes all risks involved with such travel, whether expected or unexpected.

It is further agreed that the Agency and its officers and agents are granted full authority to take whatever action is warranted under the circumstances to safeguard the health and safety of the Participant. This authority includes permission to secure medical treatment from local hospitals or doctors, or to fly the Participant back to the United States at his or her expense for medical treatment if it is deemed necessary or recommended by local medical authorities.

If the trip itinerary has to be altered or cancelled in whole or in part for any reason, the Agency reserves the right to make such changes without consulting the Participant. Only those funds not actually used or committed will be refunded.

The Agency reserves the right to terminate the Participant's program participation at any time for failure to abide by the standards of the program, for failure to follow the instruction of the chaperones or staff, for failure to make timely payments, or if the Participant's behavior is judged detrimental to the interests, safety or harmony of the tour. If participation is terminated, the Participant will be sent home at his or her own expense and only funds not actually used will be refunded.

It is further agreed that the Agency is granted permission to take, process and use photographs of the Participant in any way deemed desirable.

It is further agreed that the Agency is responsible only for the purchase of health and accident insurance provided to the Participant by the Agency. Losses not covered by such insurance are not the responsibility of the Agency and the Agency will not pay for nor represent any Participant in any dispute or action against the insurance company.





INTRA-AMERICAN STUDENT PROGRAMS

**TRIP CANCELLATION AND INTERRUPTION INSURANCE**

IASP is offering this coverage as a service to its Europe travelers. Assistance services are provided by Access America, Inc., a subsidiary of Blue Cross and Blue Shield of the National Capital Area and Empire Blue Cross and Blue Shield.

**TRIP CANCELLATION AND INTERRUPTION INSURANCE**

Trip cancellation coverage refers to benefits for trips delayed or cancelled before the trip departure date. Trip interruption coverage refers to benefits for trips interrupted or delayed after the trip departure date.

A maximum benefit of up to \$500.00 per individual is provided to cover certain expenses associated with cancellation, delay, or interruption of your trip due to the death of you, a family member or traveling companion named at time of enrollment, serious injury or sudden and unforeseen sickness of you, a traveling companion or family member; default of an airline resulting in services; terrorist incident in a foreign city to which you are scheduled to arrive within 30 days following the incident; or other major unforeseen events outside your control which could not have been reasonably foreseen, such as you, a family member or traveling companion being hijacked, quarantined, required to serve on a jury, subpoenaed or having his or her home made uninhabitable by fire or flood.

In addition, you must notify Intra-American Student Programs of your need to cancel or interrupt your trip within 72 hours of the event which causes you to cancel in order to obtain trip cancellation and interruption benefits.

Access America will not reimburse you for changes in travel plans due to carrier-caused delays (including bad weather); personal change of plans by you, a family member, or the traveling companion named at time of enrollment, your business or contractual obligations; prohibition or regulation by any government; detention or confiscation by Customs; default of a tour operator, airline, cruise line or other organization which results in a loss of services; or your inability to obtain necessary travel documents (passports, visa, etc.).

Coverage is for non-refundable trip payments or deposits made by you. Access America will pay the additional cost resulting from a change in the per-person occupancy rate for prepaid travel arrangements if a traveling companion's trip is delayed or interrupted for one of the above reasons and yours is not. And Access America will pay the additional cost for you to reach your original destination if your trip is delayed for the above reasons and you depart after your planned departure date. Access America will also pay for any additional transportation expenses in order for you to reach your return destination or to travel from the place your trip was interrupted to the place where you can rejoin your trip. Access America will not pay more than the cost of economy airfare by the most direct route, less any refunds paid by you up to the amount of coverage provided.

NOTE: For the purposes of this section, a "family member" is defined as your spouse; parent; child; sibling; grandparent or grandchild; step-parent, child or sibling; son- or daughter-in-law; parents, brother or sister-in-law; aunt; uncle; niece; nephew; legal guardian; ward; or business partner, whether traveling with you or not.



#### **COVERAGE PERIOD**

Trip Cancellation coverage begins 90 days before your scheduled departure. All other coverage begins at 12:01 a.m. on the day your trip begins. Coverage ends on the day your tour ends, or when you return to your city of residence, or when your trip is cancelled, whichever date is earliest. If your trip is delayed for reasons beyond your control, coverage is extended for up to 48 hours after you are able to return home.

#### **HOW TO FILE A CLAIM**

To file a claim for covered Access America benefits, please provide Access America (not IASP) with the following information:

- 1) Your name
- 2) ID number (2044 plus your 7-digit home telephone number)
- 3) Address (street, city, state and zip code)
- 4) Telephone Number (during regular business hours)
- 5) THE NECESSARY DOCUMENTS LISTED BELOW
- 6) Tour Group Name and departure date

Mail the above information directly to (Claims should not be submitted to IASP. All decisions regarding individual claims will be made by Access America, not IASP):

ACCESS AMERICA, INC.  
TRAVEL CLAIMS DEPARTMENT  
P.O. BOX 807  
GRAND CENTRAL STATION  
NEW YORK, NEW YORK 10163-0807

If you have any questions regarding your claim, please contact Access America at 1-800-851-2800, Monday through Friday, 8 A.M. - 6 P.M. (Eastern Time).

No actions at law or in equity can be brought to recover benefits until after 60 days following submission of your claim to Access America. No action will be brought after three years from the date your claim was submitted.

#### **TRIP CANCELLATION INTERRUPTION CLAIMS**

Obtain a physician's report, death certificate, police or insurance reports, or other documentation as appropriate. Send Access America proof of trip payment. Obtain any refunds from IASP, then submit this information to Access America. In the event of a terrorist incident in a foreign city to which you are scheduled to arrive within 30 days following the incident, also provide Access America with a copy of your unused ticket indicating the destination city, ticket issue date, scheduled arrival date and a newspaper account of the terrorist incident, if possible. Submit the above information to Access America.

#### **ACCESS AMERICA'S GOAL**

The goal of Access America's program is to provide immediate help for common travel problems almost everywhere in the world. However, despite their best efforts, situations arise which are beyond their control and under these circumstances Access America can only promise to make every reasonable effort to help to resolve your problems.

Access America is a licensed insurance broker and service company.



INTRA-AMERICAN STUDENT PROGRAMS

Educational Travel for Students

Health/Accident Insurance Coverage  
(This coverage is included in the program price.)



So you are going to spend your vacation in Spain! Congratulations! Twenty million people from all over the world prefer to do the same thing. Each year twelve million drive across our borders.

They all know that Spain is a country without problems. That is why they choose Spain. But every journey brings with it some problems which are easily solved if they occur where we normally spend our lives, but which abroad, because of exchange controls and other features which are a part of modern life itself, can place the tourist in a difficult situation.

The Spanish Government has been the first to recognize this and, to protect the tourist ahead of time against any difficulty or unfortunate loss of time, has sponsored the creation of the **SPANISH TOURIST INSURANCE SCHEME (A.S.T.E.S.)**.

- Created and controlled by the Spanish State, **A.S.T.E.S.** is not an insurance scheme like any other. It is not only an insurance contract, it is a **SERVICE CONTRACT** as well, which will help to solve your problems anywhere in Spanish territory.
- For the **A.S.T.E.S.** tourist, all services are free. If anything should happen during your stay in Spain, **YOU HAVE NOTHING TO PAY AND NOTHING TO REPAY.**
- The payments and indemnities provided in the **A.S.T.E.S.** contract are **IN ADDITION TO ANY OTHERS** of any kind for which the insured might be eligible.
- **A.S.T.E.S.**, because of its special nature, makes no exceptions in regard to the age, health, sports activities, etc., of the insured.

You are already in Spain. You are on vacation and you have a right to enjoy yourself without worries, without difficulties, without unpleasant surprises... The best vacation is that without any worries attached.

The **SPANISH TOURIST INSURANCE SCHEME** watches over you day and night.

In case of illness, in case of accident, **A.S.T.E.S.** guarantees you **FREE AND UNLIMITED** help, including:

- Medical and health service anywhere in Spanish territory through the assistance of more than 38,000 doctors from any one of whom you may seek direct help.
- You can go directly into any one of the 500 first-class hospitals on the **A.S.T.E.S.** roster.
- Every kind of treatment, medication, analysis, transfusion, etc., during your stay in the hospital.
- Free hospital accommodations for someone to accompany you.
- Prolonged hotel residence in case of accident or illness, when the physician considers it necessary.
- If seriously injured or ill you will be returned to your country free of charge by ambulance, aircraft or rail.
- The vehicle and all its occupants will be returned home free of charge in case of the driver's illness or accident.
- Fidelity bonds for provisional liberty and legal defense due to a vehicle accident through the services of more than 30,000 lawyers distributed throughout Spanish territory.
- Coverage against the theft of your baggage or damage to it.
- Immediate indemnity in case of personal accidents which might have serious consequences.

All this through the simple formality of taking out an **A.S.T.E.S.** policy when you start your vacation.

Anywhere in Spanish territory you will find an **A.S.T.E.S.** agent to give you free and immediate assistance.

You have had a happy vacation, without worries, without problems... Bravo!

If you have had any difficulties... Then you know what **A.S.T.E.S.** is worth!

Check the details of **A.S.T.E.S.** coverage in the policy conditions.





## INTRA-AMERICAN STUDENT PROGRAMS BEHAVIOR GUIDELINES

IASP is proud of the fine reputation that it has established since 1971 operating student programs abroad. We are dedicated to maintaining the good image of America that we consistently work to present. We thank each of you for helping us to maintain this good image, and for spreading good will!

Full PARTICIPATION is expected of all IASP travelers: Participate in all scheduled excursions. Be on time for the bus. Be on time for meals.

IASP participants stay in quality hotels - not in youth hostels. Common sense is expected of participants in terms of courteous hotel behavior. That means no throwing objects out windows, no running in hallways, no playing games with buzzers, etc. Noise levels should always be kept low.

With respect to areas such as the lobby, restaurant, pool, and elevators (i.e. areas used by all hotel guests and employees), IASP expects students to make a conscious effort not to block access to other hotel guests.

ALCOHOL consumption is not allowed anywhere in the hotels, nor during any scheduled IASP activities. Drinking during "at leisure" times may be done only with the permission of and in the presence of your teacher/chaperone. Excessive drinking is not acceptable anywhere at any time.

DRUGS are strictly prohibited.

Students are financially responsible for any DAMAGE to hotel rooms and will be held financially responsible for any items missing from the room when they leave.

After 10:00 p.m SILENCE is to be observed by students inside the hotel. Students are responsible for remembering this rule, and chaperones are responsible for reminders. Curtains should be closed after dark.

CURFEW must be respected. At that time everyone is expected to be in his/her own room. The only exception to this rule is if students are with their chaperones, in which case the chaperone must inform IASP administrative staff. Girls may be in boys' rooms and boys may be in girls' rooms, but the door must be open and the students must maintain quiet.

Students may leave the hotel after dark only after signing out and only with specific permission from their own chaperone. Students must be accompanied by an IASP staff member or chaperone, or in a group of 3 or more people. (IASP strongly recommends that female groups be accompanied by at least one male.)

Visitors in hotel rooms may only be members of the IASP group.

CUSTOMS prohibit relationships and/or fraternization between guests and hotel employees. Such a relationship could cost the hotel employee (i.e. waiter, bellboy, receptionist) his/her job or career.

For participants who would like to spend leisure time with a new friend or acquaintance from the country, IASP expects participants to abide by certain cultural guidelines: The American students must first introduce the friend/acquaintance to their teacher. Only with the teacher's permission may a student go--then, sign-out as to where you will go and when you will return.

ANY INFRACTION OF THESE RULES COULD RESULT IN RESTRICTION OF PRIVILEGES OR IN YOUR RETURN TO THE UNITED STATES AT YOUR PARENTS' EXPENSE. PLEASE REMEMBER THAT YOU ARE A GUEST ABROAD. YOU ARE EXPECTED TO ACT AS A MATURE REPRESENTATIVE OF YOUR FAMILY, SCHOOL, AND COUNTRY.

SPAIN  
SPAIN  
SPAIN



### THE IASP TRAVELER'S TEN COMMANDMENTS

1. Thou shalt not expect to find things as thou hast them at home, for thou hast left thy home to find things different.
2. Thou shalt have a positive attitude for all shall be more happy because of it.
3. Thou shalt not let other travelers get on thy nerves, for thou art paying out good money to have a good experience.
4. Remember thy passport so that thou knowest where it is at all times, for a person without a passport is a person without a country.
5. Blessed is the person who can make change in Spanish, for lo, that person shall not be cheated.
6. Blessed is the person who can say "thank you" in Spanish for it shall be worth more than tips.
7. Thou shalt not worry for every problem has a solution.
8. Thou shalt not judge the people of a country by one person with whom thou hast had trouble.
9. Thou shalt, when in Rome, do somewhat as the Romans do; if in difficulty, thou shalt use thy American common sense and friendliness.
10. Remember thou art a guest in Spain for if thou treateth thy host with respect thou shalt be treated as an honored guest.





INTRA-AMERICAN STUDENT PROGRAMS

Educational Travel for Students

SPAIN HOTELS 1990

Madrid June 18 - 24

Hotel Gran Via  
Calle Gran Via, 25  
28013 Madrid

Tel: 52 21121

Sevilla - June 24 - 26

Hotel Fernando III  
Calle San Jose, 21  
Sevilla

Tel: 954-217307

Torremolinos June 26 - 30

Hotel Natali  
Calle Hoyo s/n  
Torremolinos (Malaga)

Tel: 952-385900

Saturday, June 16

Depart Chicago on Iberia flight #950 at  
5:15 p.m. (Dinner and snack in flight)

Sunday, June 17 (Overnight Madrid)

Breakfast in flight  
Arrive Madrid at 8:15 a.m.  
Transfer to hotel  
Orientation meeting  
Walking tour  
Lunch  
Late-afternoon extra-cost option  
available to bullfight

Monday, June 18 (Madrid)

Continental breakfast  
Excursion in Madrid including:  
    Royal Tapestry Factory  
    Food Market  
    Retiro Park  
Picnic Lunch  
Plaza de Espana  
Royal Palace

Tuesday, June 19 (Madrid)

Continental breakfast  
Full-day excursion to:  
    Valley of the Fallen  
    Segovia  
Lunch  
Tapas

Wednesday, June 20 (Madrid)

Continental breakfast  
Morning visit of:  
    Prado Museum  
    Plaza Mayor  
    Gran Via  
Afternoon at leisure

Thursday, June 21 (Madrid)

Continental breakfast  
Full-day excursion to Toledo:  
    Cathedral  
    Synagogue  
    Church of Santo Tome  
    Zocodover  
Lunch

Friday, June 22 (Madrid)

Continental breakfast  
Morning extra-cost option available to  
El Escorial  
Afternoon/evening extra-cost option  
available to Chinchon, a typical  
neighboring village, for swimming and  
dinner

Saturday, June 23 (Madrid)

Continental breakfast  
Day at leisure

Sunday, June 24 (Overnight Sevilla)

Continental breakfast  
Morning departure for Sevilla with stops  
en route to include:  
    La Mancha (windmills)  
    Cordoba (mezquita)  
Evening arrival in Sevilla  
Dinner

Monday, June 25 (Sevilla)

Continental breakfast  
Half-day excursion in Sevilla:  
    Cathedral and Giralda  
    Maria Luisa Park/Plaza de Espana  
Remainder of day at leisure  
Evening extra-cost option to flamenco

Tuesday, June 26 (Overnight Malaga)

Continental breakfast  
Departure for Granada  
Visit of Granada to include:  
    Alhambra and Generalife gardens  
    Royal Chapel  
Lunch  
Evening arrival in Malaga  
Dinner

Wednesday, June 27 (Malaga)

Continental breakfast  
Day at leisure

Thursday, June 28 (Malaga)

Continental breakfast  
Day at leisure  
Dinner

Friday, June 29 (Malaga)

Continental breakfast  
Day at leisure  
Dinner

Saturday, June 30

Continental breakfast and/or transfer to  
airport for flight to Madrid  
Connect to Iberia flight #949 departing  
Madrid at 1:20 p.m./arriving  
Chicago/O'Hare airport at 3:10 p.m.  
(Lunch in flight)

MEALS INCLUDED: Continental breakfast daily  
5 lunches, 5 dinners



To ensure an educational, enjoyable and problem-free stay while abroad for all concerned, chaperone responsibilities are described below. *Please sign and return one copy; the second copy is for your files.*

1. Prior to departure, IASP encourages teachers to discuss with their group members the purpose of the program, the itinerary, and the fact that students are participating in an educational excursion with limited amounts of free time. Participants will have lots of fun, but the trip is not strictly a vacation. Students should know about IASP's standards for dress (see suggested packing list) and behavior (see behavior guidelines) before they go abroad. Also, any information concerning culture, history, language, etc. that the students are able to absorb before departure will contribute greatly to the potential benefits of the trip.
2. During the times when IASP teaching or administrative staff members are in charge (i.e. tours and other scheduled activities), chaperones are asked to ensure that their group is responsive to and cooperates with the IASP staff.
3. All participants should know and understand IASP's standards for dress and behavior guidelines. Of necessity, *chaperones are responsible for the enforcement of these rules. In particular:*
  - a. Drinking of alcoholic beverages is not allowed anywhere in the hotels nor during any scheduled IASP activities. Drinking during unscheduled activities and outside of the hotel may be done only with chaperone's permission and in the presence of the chaperone. Excessive drinking is not acceptable anywhere.
  - b. Enforcement of silence and the curfew is the chaperone's responsibility. If a chaperone imposes a curfew earlier than IASP's, he/she will be fully supported by IASP staff. If late hours prove to be a burden for the chaperone, he/she may skip a daily activity in order to be rested enough to participate in evening activities with students and enforce the curfew. Students, however, are expected to be on the buses unless they are ill.
  - c. Use of drugs is strictly prohibited.
  - d. Chaperones are asked to support and to help enforce the dress code.
4. During the trip, chaperones are encouraged to hold meeting with their groups to answer questions, discuss free time activities, and communicate information.
5. Chaperones should discuss and plan free time activities with students. Chaperones are responsible for knowing where their students are and what they are doing during free time. Every effort should be made to facilitate and encourage all participants to benefit as much as possible from their stay.
6. If chaperones are leaving the hotel for an extended period of time, they are to leave word with their students and with the program administration so that they can be reached in case of emergency.
7. IASP's experience indicates that most participants will stay healthy if they get enough rest, eat well, and drink plenty of liquids. Chaperones should encourage everyone eat properly and get enough sleep. If a student does become ill, the student should notify his/her chaperone. Then the chaperone can judge the seriousness of the illness and contact an IASP staff person if necessary.
8. Chaperones are expected to attend all IASP chaperone meetings while abroad.

*I will make every effort to do the best job possible for my group during the time we are abroad. I have read my responsibilities as listed on this sheet. I understand them, and I agree to accept them.*

Signature of Teacher/Chaperone: \_\_\_\_\_

*Janet Larson*



## 1990-91 GOALS AND PROGRAMS MEETING GOALS

- \* Promote programs (GED,ESL,ABE and literacy) that help adults develop basic life skills.  
Adult Basic Education                      Adult classes
- \* Sponsor programs to meet the needs of youth.  
Youth Coordinator                      Sabin Softball  
Chemical Outreach Worker at Senior High      Community Arts  
Youth Intervention Officer                      Post-prom  
Early Childhood Family Education              Congressional Awards  
Intramurals at Junior High South              Youth Coordinator
- \* Sponsor programs to teach parenting skills and strengthen families  
Early Childhood Family Education              Adult classes
- \* Increase school/community communications, understanding and appreciation.  
Community Newsletter                      Community Resource Program
- \* Support activities for older adults and help the community understand the aging process.  
Senior Citizen Program                      Community Arts Program  
Adult classes
- \* Promote and encourage participation of all age groups in wellness activities.  
Adult classes                      Intramurals  
Chemical Outreach Worker                      Senior Citizen Program  
Youth Coordinator
- \* Support a program to utilize community resources to enrich the K-12 curriculum.  
Community Resource Program
- \* Serve needs of special populations in District 152.  
CHOICES for Adults with Disabilities including Good Times  
Adult Basic Education  
Senior Citizen Education  
ECFE Home Visitors  
Adult classes
- \* Make arts programming available to all segments of the community.  
Community Arts                      Senior Citizen programs  
Adult classes
- \* Promote increased awareness of other cultures and encourage understanding between all people  
Community Arts  
Community Resources  
CHOICES

5/1/90 GOALS



## MOORHEAD COMMUNITY EDUCATION

5/1/90

## BUDGET 1990-91

EXPENDITURES:COMMUNITY EDUCATION

	<u>1989-90</u>	<u>1990-91</u>
Program Coordination	\$ 26,500	\$ 27,295
Secretarial	\$ 33,000	\$ 33,990
Staff Development and Travel	\$ 2,000	\$ 2,500
Telephone	\$ 250	\$ 250
Office supplies, postage, charge card expense	\$ 3,100	\$ 3,193
Community Ed equipment	\$ 1,000	\$ 1,030
Advisory Council Expenses	\$ 1,000	\$ 1,000
Program Development	\$ 1,000	\$ 1,000

ADULT EDUCATION

Literacy	\$ 12,896	\$ 13,387
Catalog and advertising	\$ 20,500	\$ 23,000
GED test	\$ 2,300	\$ 2,369
Class salaries and supplies	\$ 29,400	\$ 30,000

CHEMICAL OUTREACH WORKER (Senior High)

	\$ 4,000	\$ 4,000
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COMMUNITY ARTS PROGRAM

	\$ 26,411	\$ 28,139
--	-----------	-----------

COMMUNITY RESOURCE PROGRAM

	\$ 14,325	\$ 14,859
--	-----------	-----------

INTRAMURALS (Junior High)

	\$ 2,925	\$ 3,069
--	----------	----------

NEWSLETTER

	\$ 6,800	\$ 7,000
--	----------	----------

SABIN SOFTBALL

	\$ 850	\$ 850
--	--------	--------

SENIOR CITIZEN

	\$ 19,948	\$ 20,712
--	-----------	-----------

YOUTH COORDINATOR

	\$ 9,919	\$ 23,100
--	----------	-----------

YOUTH INTERVENTION OFFICER

	\$ 5,500	\$ 5,500
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MAINTENANCE-OVERHEAD

Fringe benefits (those not included with programs)	\$ 11,139	\$ 13,980
Overhead Costs to district (use of bldgs. for community) and rental	\$ 17,848	\$ 17,848

## TOTAL

	<u>\$252,611</u>	<u>\$278,071</u>
--	------------------	------------------

EARLY CHILDHOOD AND FAMILY EDUCATION

Salaries	\$ 54,690	\$ 58,900
Home Visitors	\$ 19,005	\$ 19,800
Postage and Telephone	\$ 2,080	
Travel	\$ 6,660	\$ 19,300
Supplies	\$ 10,500	
Rental	\$ 18,200	\$ 21,800
Equipment	\$ 1,500	\$ 2,000
Newsletter/Advertising	\$ 12,500	\$ 12,500
Benefits	\$ 12,004	\$ 12,453
misc. (inc. contracted services)	\$ 4,672	\$ 4,840
TOTAL	<u>\$141,811</u>	<u>\$151,593</u>

SPECIAL NEEDS ADULT PROGRAM

	\$ 28,136	\$ 26,000
--	-----------	-----------

ADULT BASIC EDUCATION

	\$ 106,439	
--	------------	--

5/1/90

## MOORHEAD COMMUNITY EDUCATION

## BUDGET 1990-91

<u>INCOME</u>	<u>1989-90</u>	<u>1990-91</u>
estimated fund balance	\$ 61,614	\$ 57,089
local levy .8 EARC mil	\$129,694	\$134,661
state grant (34,796 pop.)	\$ 83,392	\$ 85,284
interest	\$ 2,000	\$ 6,000
miscellaneous	\$ 4,000	\$ 4,000
adult class tuition	\$ 29,000	\$ 32,000
youth service	\$	\$ 8,699
TOTAL	\$309,700	\$327,733
estimated expenses	\$252,611	\$278,071
BALANCE TO THE NEXT YEAR	\$ 57,089	\$ 49,662

ECFE INCOME

estimated fund balance	\$ 17,260	\$ 64,373
local levy	\$ 74,111	\$ 47,533
state grant	\$112,813	\$ 67,734
tuition	\$ 2,000	\$ 4,500
ECFE TOTAL	\$206,184	\$184,140
estimated expenses	\$141,811	\$151,593
BALANCE TO THE NEXT YEAR	\$ 64,373	\$ 32,547

SPECIAL NEEDS INCOME

estimated fund balance	\$ 4,736	
local levy	\$ 11,700	\$ 13,000
state grant	\$ 11,700	\$ 13,000
SPECIAL NEEDS TOTAL	\$ 28,136	\$ 26,000

ABE

levy	\$ 15,539	\$ 29,341
state grant	\$ 68,400	
federal grant	\$ 22,500	
TOTAL	\$106,439	

state grant figures are adjusted to reflect a pro-ration of 95%

COMMUNITY EDUCATION ADVISORY COUNCIL  
APRIL 23, 1990, 6:30  
MTC STAFF LOUNGE

MEMBERS PRESENT: Chris Olson, Joy Johnson, Tim Beaton, Sharon Hulett, Allen Lund, Gary Prosser (for Jon Buckellew), Dick Jones, Herman Weiss

STAFF PRESENT: Rose Andersen, Mary Davies, Kay Batterman

Prior to the business meeting, dessert was served to those being honored and their guests by Community Education. Plaques were presented to Deanie Bergen, Lorna Bernstrom, Werner Brand, Lee Bruchhof, Clay County Historical Society, Viann Pederson de Castaneda, Verdie Ellingson, Peter Gustin, Gary Larson, Melva Moline, Moorhead VFW, Moorhead Altrusa Club, Chris Olson, Rachel Rudel, Shirley Tweten, John Vander Maten, and Elsie Welter.

Chris Olson called the business meeting to order. Mary Davies mentioned Jane Rawlings' upcoming program.

The minutes of March 27 were approved as mailed (Lund-moved, Jones-seconded, carried).

The Goals for 1990-91 were approved as they appeared in the March 27 minutes (Jones-moved, Beaton-seconded, carried).

Budget: Rose Andersen explained the income and expense sheets. Mary Davies reviewed the budget committee recommendations. The 1990-91 budget was approved in entirety as recommended by the budget committee (Jones-moved, Lund-seconded, carried).

Jones mentioned the need to continue to support the Youth Intervention Officer. Services of this kind are particularly needed at the Junior High.

Chris Olson presented the recommendations of the Nominating Committee. Lund moved, Beaton seconded, that Herman Weiss be elected President and Sharon Hulett, Secretary for 1990-91.

Cher Hersrud and Betty Myers have agreed to serve on the committee. The Reverend Michael Burns and Anne Fredine will be contacted.

Lund moved and Johnson seconded that the meeting adjourn.



CEADV\MARY

May 4, 1990 at 3:09 a.m.

Page 1

LAST	FIRST	OTHER	ADDRESS	CITY	ST	ZIP	TER	HOME_PHONE	WORK_PHONE
BEATON	TIM	CHAMBER	RURAL ROUTE 4	MOORHEAD	MN	56560	91	233-6371	293-2310
BUCKELLEN	JON	PARKS-REC	BOX 779	MOORHEAD	MN	56560	93		299-5340
BURNS	REV. MICHAEL		2923 VILLAGE GREEN DR	MOORHEAD	MN	56560	93	236-8863	
FREDINE	ANNE	LIBRARY	P.O. BOX 900	MOORHEAD	MN	56560	93	236-0047	233-7594
GONZALEZ	JOSIE	COMMUNITY	521 BIRCH LANE	MOORHEAD	MN	56560	92	236-1168	299-5200
HASTAD	ANTON	SCHOOL BOARD	TOWNSITE CENTRE					236-1971	456-2121
HERSRUD	CHER		ROUTE 1 BOX 236	MOORHEAD	MN	56560	93	236-7387	
HULETT	SHARON	MEALSECRETARY	1216 3RD ST S	MOORHEAD	MN	56560	91	236-5285	85-291
JOHNSON	JOY	SENIOR CITIZEN	821 1 ST S.	MOORHEAD	MN	56560	92	233-3674	
LUND	ALLEN	SCHOOL BOARD	224 2ND ST. N.	SABIN	MN	56580		789-7426	
MYERS	BETTY	PRINCIPAL	910 11TH ST N	MOORHEAD	MN	56560	93		233-8394
PRAY	GLENDA		2611 WALNUT CIRCLE	MOORHEAD	MN	56560	92	236-7995	
SHAFER	BRENDA	4-H CAY CO. EXT	COURTHOUSE	MOORHEAD	MN	56560	92		299-5020
VARRIANO	KAREL	PARENT\SEC.	1009 16 ST. NORTH	MOORHEAD	MN	56560	91	236-7713	
WEISS	HERMAN	SABIN\CHAIR	RURAL ROUTE 1, BOX 106	SABIN	MN	56580	91	789-7326	235-0509

TOTALS:

Printed 15 of the 16 records.

PRIMARY SORT FIELD: LAST

SELECTION CRITERIA:

All records

## LEASE AGREEMENT

---

LEASE MADE this \_\_\_\_\_ day of May, 1990, between St. Francis de Sales Parish, hereinafter referred to as "lessor", and Independent School District No. 152, hereinafter referred to as "lessee".

In consideration of the mutual covenants and promises contained herein, the parties agree as follows:

### I. Description of Premises

Lessor leases to lessee the premises located at 821 Fourth Street North and 1330 8th Avenue North, Moorhead, Minnesota, and described more particularly as follows: The property is commonly known as the St. Francis de Sales School, St. Francis de Sales Convent, and attached playground and paved parking lot areas on the block between 13th and 14th Streets North and 8th and 9th Avenue North. The property is legally described as follows:

Lots One (1) through Fourteen (14), and Lots Thirty-seven (37) and Thirty-eight (38), Block Twelve (12), Moore's First Addition to the City of Moorhead.

### II. Term

The term of this lease is three (3) years, beginning on July 1, 1990, and terminating on June 30, 1993.

### III. Rent

The total rent under this lease is One Hundred Eighty Thousand Dollars (\$180,000.00). Lessee shall pay lessor that amount in installments of Sixty Thousand Dollars (\$60,000.00) on July 1, 1990; \$60,000.00 on July 1, 1991; and \$60,000.00 on July 1, 1992.

### IV. Use of Premises

The premises are to be used by the lessee in the operation of the Moorhead Public Schools for public school purposes. Lessee shall restrict its use to such purposes, and shall not use or permit the use of the premises for any other purpose without the written consent of lessor.

V.  
Use By Lessor

The buildings and grounds may, from time to time, be used by the lessor. This use, including use of the convent building from time to time, shall be allowed so long as it does not conflict with the lessee's public school operations during the normal school day; and provided further, that the lessor agrees to provide reasonable notice by May 1st of each year, to the lessee of the dates and times it intends to make use of the facilities. If the schedule provided on May 1st is not mutually agreeable between the parties, both parties shall make all good faith efforts to resolve any differences no later than June 1st. Further, the church parking lot may be used by the lessee in conjunction with church functions. The specific use of the convent space is detailed in Appendix "A".

VI.  
Utilities

Lessee shall arrange and pay for all utilities furnished to the premises for the term of this lease, including electricity, gas, water, sewer and telephone service. Lessor shall provide for separate metering of all such utility services so as to assure that all buildings not leased to lessee under the terms of this lease are metered separately from those that are leased to lessee herein.

VII.  
Insurance

The lessee agrees to provide property insurance coverage on the buildings for the perils of fire, extended coverage, vandalism and malicious mischief and boiler and machinery damage on a replacement value basis, based on the appraisal of February 23, 1989. Such insurance will include lessor as a loss payee.

The lessee agrees to provide liability insurance to protect and indemnify the lessor from any and all claims for injuries or damages occurring or incurred by virtue of the lessee's use of the building under this agreement; such coverage shall be adequate to protect against liability for damage claims for the use of or arising out of accidents occurring in or around the leased premises, in a minimum amount of \$600,000.00. Lessor shall be named as an additional insured under the terms of such policies.

VIII.  
Repairs and Maintenance

Lessee shall keep the premises in a clean and operational condition, performing routine maintenance, and repairing all



damages to the premises or to equipment occasioned by the fault or negligence of lessee, lessee's students, agents and employees, except that the exterior walls and the roof will be maintained in good condition by lessor. Further, lessor shall make all repairs to premises or equipment not occasioned by negligence or fault or normal wear of lessee, its students, agents and employees, and may enter the premises at any and all reasonable hours to inspect the premises and equipment and insure that all necessary repairs and maintenance functions are being performed, or to make the repairs required of lessor.

Damage which may result because of the intentional vandalism of the premises shall be repaired and paid for out of the proceeds of insurance policies carried pursuant to the terms of this agreement, the lessor being responsible for any amounts not covered by insurance.

The parties acknowledge that the buildings are old, and therefore, when the repair cost of equipment reaches 50% of the replacement cost the lessor shall bear the full replacement cost. However, if the cost of replacement or repair creates an undue financial burden on the lessor, the lessor shall have the option of declaring this lease null and void and refunding a prorata share of the rent based upon the number of years the lessee has used the premises pursuant to the terms of this lease. Provided, however, that in no event will the lessee be required to vacate the premises pursuant to the terms of this paragraph prior to the end of the normal school year.

The lessee shall be responsible for cleaning and maintaining the parking lot and grounds area, including snow removal. However, lessor shall be responsible for the replacement of any and all paved areas of the parking lot which need to be replaced.

#### IX.

#### Health/Safety Alterations

The parties acknowledge and agree that the lessee is subject to certain local, state and federal regulations regarding health and safety issues in the operation of a public school. Because of this, the premises will have to be remodeled, altered or changed to comply with said regulations. The parties are aware of five separate items that will have to be addressed and there may be others. The five known health/safety items are as follows:

- a) Dead-end corridor on the second floor of the school will have to be eliminated.
- b) An outside exit stairway will have to be brought up to compliance;

c) The kitchen will have to be remodeled in order to meet sanitation requirements.

d) In addition, there may be some changes which have to be made regarding the accessibility and exits for both buildings.

e) The parties both further agree that there is asbestos in the buildings, but that in its present condition it does not have to be removed. Lessor shall be responsible for maintaining the condition of the asbestos and at such time as health and safety codes and regulations require that the asbestos be removed, said removal shall be the responsibility of the lessor.

Both parties agree that they will cooperate together to obtain the necessary building and remodeling permits to effect the aforementioned changes, and any other changes necessary in order to meet the requirements of the health and safety codes and regulations. These changes and alterations relative to health/safety issues shall be at the initial expense of the lessee provided, however, that lessor shall pay lessee for said costs over a mutually agreeable amortized repayment schedule when this lease is terminated.

All alterations or improvements not related to health/safety concerns shall not be undertaken by the lessee without the prior written consent of the lessor. Said consent shall not be unreasonably withheld.

#### X.

##### Assignment and Sublease

Lessee shall not assign its rights and duties under this lease or sublease the premises or any part thereof without the prior written consent of lessor.

#### XI.

##### Taxes and Special Assessments

Lessor and lessee are exempt from real estate taxes and therefore, no such taxes should be assessed against the premises. The lessor will pursue this defense through the County and State taxing authorities if necessary. If any real estate taxes are assessed, they will be the responsibility of the lessee, but lessor will continue to pursue the defense to the County and State taxing authorities as required pursuant to the terms of this paragraph. Any special assessments will be the responsibility of the lessor.

#### XII.

##### Default

Lessor may terminate this lease in the event of non-payment by lessee of any installment of rent, or non-performance of any other obligations of lessee as set forth in this lease. Provided, however, that lessor shall give lessee written notice of the default, and if the default has not been corrected within sixty (60) days thereafter, then, in that event, this lease shall terminate at the option of the lessor.

In the event that local, state or federal authorities determine that the premises are not fit or suitable for use as a school because of health/safety concerns, then, in that event, the lessee may terminate this lease and shall be entitled to a prorata refund of any rental payments made to lessor.

XIII.  
Holding Over

Should the lessee occupy said premises after the expiration date of this lease, with the consent of the lessor, expressed or implied, such possession shall be construed to be a tenancy from month to month and said lessee shall pay said lessor for said premises the sum of Five Thousand Dollars (\$5,000.00) per month for such period as said lessee may remain in possession thereof.

XIV.  
Surrender of Premises

At the expiration of the term of this lease or the sooner termination thereof, lessee shall peacefully quit and surrender the premises in as good condition as reasonable use and wear hereof will permit.

XV.  
Right of First Refusal

If, during the term of this lease or any extension of this lease the lessor determines that it wishes to sell the premises, the lessee shall have the right of first refusal. If the lessee has not tendered an offer to match the purchase price offered by a potential third party buyer within sixty (60) days of notification by the lessor, the right of first refusal shall expire.

XVI.  
Option To Purchase

No formal option to purchase is hereby granted to lessee. However, the parties agree that they will mutually work together in an attempt to vacate the street immediately North of the premises. Should the City of Moorhead vacate said street, this lease will be amended to include the vacated street as a part of



the leased premises. In addition, the parties will continue to negotiate the terms of a purchase agreement regarding the leased premises, the parties agreeing that the cost of improvements made by the lessee shall be considered in arriving at a purchase price for the premises.

XVII.  
Parties Bound

The covenants and conditions herein contained shall, subject to the provisions as to assignment and subletting, apply to and bind the heirs, successors, executors, administrators and assigns of all the parties hereto, and all of the parties hereto shall be jointly and severally liable here under. This agreement supercedes any and all prior oral or written understandings between the parties.

IN WITNESS WHEREOF, the parties have executed this lease the day and year first above written.

ST. FRANCIS DE SALES PARISH

By: \_\_\_\_\_

INDEPENDENT SCHOOL DISTRICT  
NO. 152

By: \_\_\_\_\_

APPENDIX "A"  
RENTAL OF ST. FRANCIS CONVENT

The following information outlines the parishes use of space in the convent:

LOWER LEVEL - DEDICATED USE

First room (southeast corner, Youth Room) on right at the bottom of the steps, storage rooms north and north west corner (9th Ave. side).

UPPER LEVEL - DEDICATED USE

Extra room in back of Classroom #1

SCHEDULE OF MEETINGS

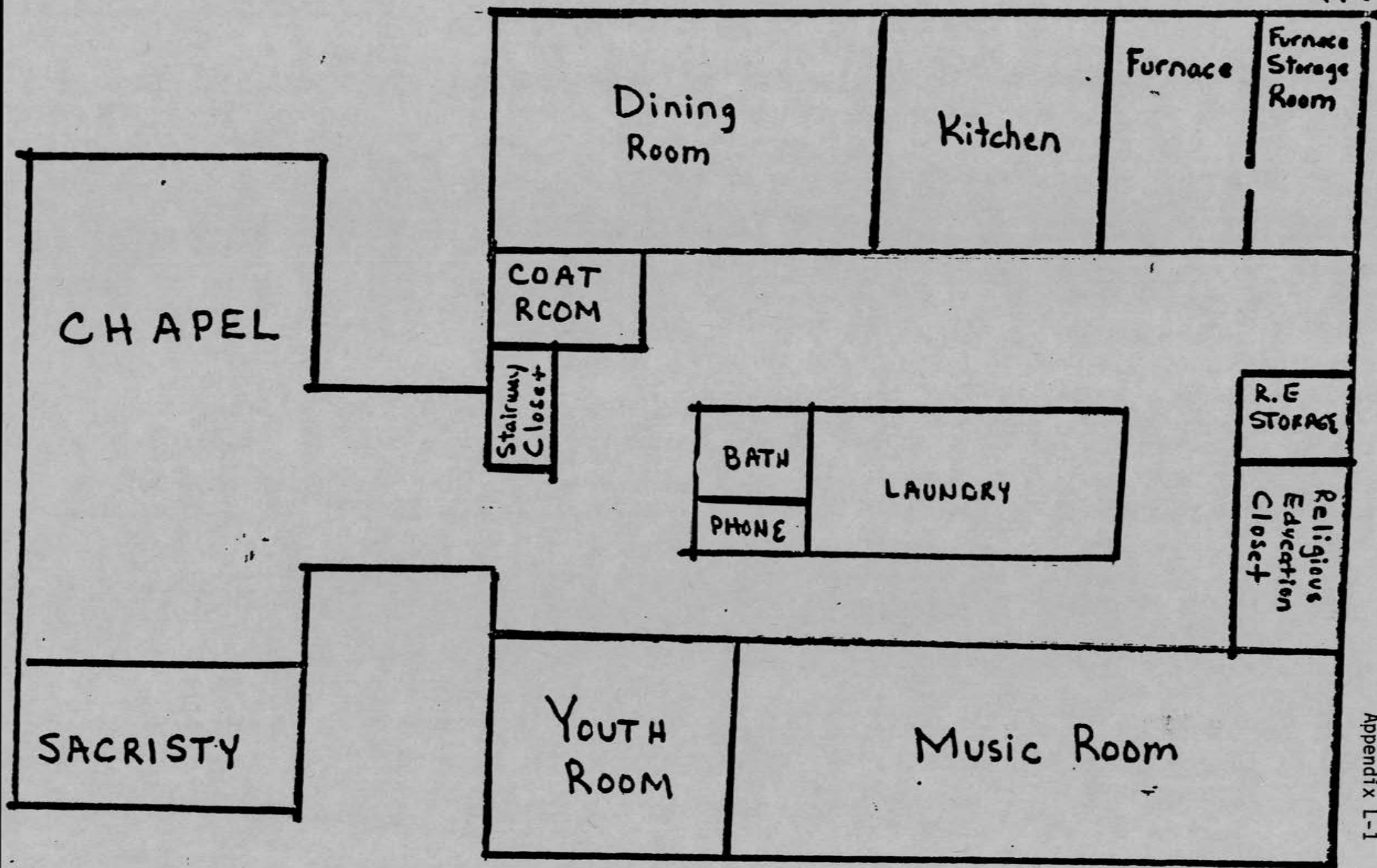
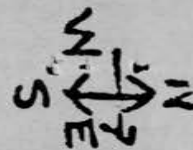
Wednesdays: September through middle of May from 6:30 p.m. to 8:30 p.m. - religious education

1st Tuesday of each month: 7:00 to 12:00 p.m., Parish Management Meetings

Youth Room: (currently, but open to change depending upon public school schedule) Tuesdays and Thursdays from 4:00 to 8:00 p.m.

(See attached floor plan that identifies the spaces in the convent)

Ken Kludt

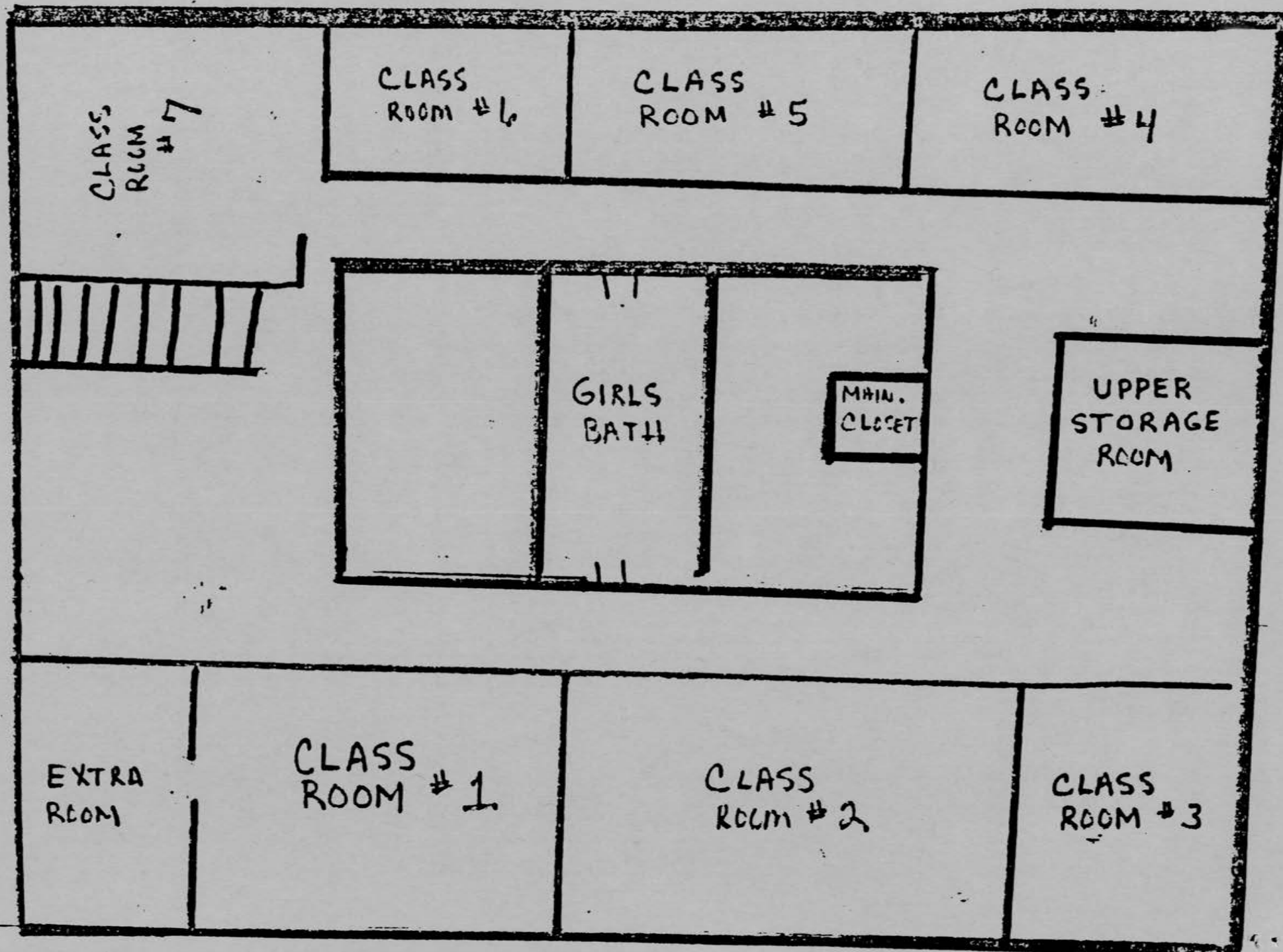
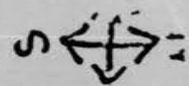


Appendix L-1

RELIGIOUS EDUCATION BUILDING

NOT TO SCALE





RELIGIOUS EDUCATION BLDG. UPPER LEVEL

NOT TO

MAY 15 1990

# Reader's Digest

PLEASANTVILLE, NEW YORK 10570

GEORGE V. GRUNE  
Chairman of the Board  
Chief Executive Officer

(914) 241-5450

May 9, 1990

Mr. James Thom  
Counselor  
Moorhead Senior High School  
2300 4th Avenue, South  
Moorhead, MN 56560

Dear Mr. Thom:

Congratulations for being named a 1990 Reader's Digest American Hero in Education.

Your efforts to combat drug and alcohol abuse in your school are an inspiration to all of us.

In recognition of your accomplishments, you will receive a \$5,000 cash award from Reader's Digest. In addition, your school will be given \$10,000 to support ongoing programs to further educational excellence.

We thought you would like to know the names of the other educators with whom you share this honor. Attached is a complete list of winners and a summary of their achievements.

Our nation is a better place because of your commitment to the students at Moorhead Senior High School. We hope that the recognition bestowed upon you and the other 1990 Reader's Digest American Heroes in Education will encourage educators in schools everywhere to strive for their personal best, helping to build a better society for us all.

Thanks to your dedication, hard work and "can-do" spirit, we are all winners.

Congratulations again.

Sincerely,

cc: Donovan D. Dulski

*George V. Grune*  
*over*

## 1990 READER'S DIGEST AMERICAN HEROES IN EDUCATION

- Thomas F. Roeder, teacher, P.S. 138, New York City. Roeder developed an innovative program to integrate his severely disabled students with their non-disabled peers -- inside and outside the classroom -- helping them discover friendships and mutual respect.
- Alan Haskvitz, teacher, Suzanne Middle School, Walnut, Calif. Haskvitz inspired his students to take part in community programs such as water conservation, wildlife preservation and efforts to increase participation in state and local elections.
- Douglas Deason, principal and Gwen Knaebel, librarian, Shasta High School, Redding, Calif. This team was responsible for rapidly rebuilding the school's 18,000-volume library that had been destroyed in a fire 18 months earlier.
- Albert D. Holland, headmaster, Jeremiah Burke High School, Boston. Holland turned one of Boston's most dangerous schools into a haven of academic excellence.
- W. A. Franklin, principal, Bowling Green High School, Bowling Green, Ky. Franklin turned around a school with declining enrollment, poor attendance, discipline problems and low student and staff morale.
- Myrthlene Mayfield, teacher, Frank V. Thompson Middle School, Boston. Mayfield is more than a teacher to her economically disadvantaged students -- she motivates them to reach their potential by always demanding their best.
- James Grant, principal; Kevin D. Slattery, counselor; Fran and Newman Gersin, volunteer support group facilitators, Pensacola Junior College Adult High School, Pensacola, Fla. This team offers high-risk adult students -- all previous dropouts -- their last chance for an education.
- James A. Thom, dependency counselor, Moorhead Senior High School, Pelican Rapids, Minn. Thom recruited students, teachers and the community to assist him in an innovative effort to combat drug and alcohol abuse among the school's students.
- Milton McPike, Madison East High School, Madison, Wisc. McPike created a warm, caring school environment, which is a second family for many students.
- Arthur W. Pitts, principal, Pretty Eagle Catholic School, St. Xavier, Mont. Pitts won community support necessary to change the school from a "dumping ground" into a source of pride for parents and students alike.



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, June 12, 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 May 8, 15, 22, and 29, 1990.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- V. CONSENT AGENDA (Items: VI, XI - 9, 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 \_\_\_\_\_

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

IX. "WE ARE PROUD"

1. Congratulations to Stacey Argent and Jon Hegre for being selected the 1990 Minnesota Governor's scholars.
2. Lisa Johnk, Jenny Walker, Melanie Wettstein and Jenny Ritchie received scholarships for the National Youth Leadership project at Amery, Wisconsin.
3. Jim Myrah, Pat Lass, Steve Beattie and Jason Beyerink received top score in the written portion of the Plymouth/AAA Trouble Shooting Contest and placed second overall in state competition.

FOR YOUR INFORMATION

Adult Basic Education Update - Darla Roy  
Darla Roy will make a presentation on the Adult Basic Education program which is a part of Community Education. Challenges for the future and the effect of changing demographics has on the program will be discussed.

Independent Project Presentation - Jernberg  
Robert Asp teacher, Barb Stack and student Brooke Swenson, will present an outcome based independent project which integrated social studies, multicultural, technology and language arts outcomes.

X. COMMITTEE/MEETING REPORTS

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

A. UNFINISHED BUSINESS

1. Consider Moorhead (Trochlil) Appendix C  
Education Foundation  
Policy

Explanation: Appendix C-1 is the policy.

Recommendation: Move to approve the Moorhead Education Foundation (DFC) policy as a new board policy.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

B. NEW BUSINESS

1. Consider Summer (Jernberg) Appendix D  
School Enrollment  
and Staff

Explanation: Howard Murray and Darrel Tomlinson will review enrollment and staffing. Appendix D-1 contains staffing information for the 1990 summer school session.

Recommendation: Move to approve the employment of the summer school staff as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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2. Consider Music (Jernberg) Appendix E  
Program Adoption

Explanation: Members of the Music Committee will present information regarding their recommendation for program adoption.

Recommendation: Move to accept the committee's report and approve the music program adoption as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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3. Consider Secondary (Jernberg) Appendix F  
Social Studies  
Adoption

Explanation: Members of the Social Studies Committee will present information regarding their recommendation for program adoption.

Recommendation: Move to accept the committee report and approve the secondary social studies program adoption as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_



4. Consider Staff (Jernberg) Appendix G  
Development Plan

Explanation: Appendix G-1 is a copy of the 1990-91 staff development plan. The Staff Development and PER committees recommend approval.

Recommendation: Move to adopt the 1990-91 Staff Development Plan as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
5. Review Possible (Jernberg) Appendix H  
Concepts and Costs  
Related to Closure  
of 9th Avenue North

Explanation: At a joint meeting of the City Council and Board of Education, a request was made to the city for concept costs related to possible proposals for closure of 9th Avenue North between 11th Street and 14th Street.

Scott Richards, City Planner, will discuss the information found in Appendix H-1.

- 
6. Consider Junior High (Lacher) Appendix I  
Construction Bids

Explanation: Appendix I-1 is the tabulation of bids for the Junior High addition and remodeling project.

Bill Cowman, Foss Associates, will review the bids.

Recommendation: Move to award the bid to Lee Jones & Son, Fargo, North Dakota, in the amount of \$479,000.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
7. Consider Personnel (Bergen) Appendix J

Early Retirement

Lila Ordal - Librarian, Probstfield, effective at the end of the 1989-90 school year

Carol Johnson - Secretary, Senior High, effective June 30, 1990

New Employee

Jennifer Waldera - Art Teacher, Senior High, BA(4)  
.357 FTE, \$7,757.25 (21,729), effective for the  
1990-91 school year  
Bradley Olson - Industrial Arts Teacher, Senior  
High, BA(4) \$21,729, effective for the 1990-91  
school year  
Christopher Buller - Social Studies Teacher,  
Senior High, BA(\$) \$21,729, effective for the  
1990-91 school year  
Paula Falk - Genesis, St. Ansgar, BA(4) \$21,729,  
effective for the 1990-91 school year  
Gregory Tullis - Farm Business Mgt. Teacher, MTC,  
BA(10) \$24,810 plus extended 10 days \$1,410.00,  
effective for the 1990-91 school year  
Vicki Breneman - Grade 4, Riverside, BA(4)  
\$21,729, effective for the 1990-91 school year  
Andrea Stelten - Elementary Teacher, Robert Asp,  
BA(4) \$21,729, effective for the 1990-91 school  
year  
Gregory Johnson - Grade 6, Robert Asp, BA(4)  
\$21,729, effective for the 1990-91 school year

Transfer

Julie Hunt - Special Ed. Secretary to  
Accts. Payable Secretary, effective May 31, 1990  
Eric Hofstrand - Night Custodian, Senior High to  
Head Custodian, Robert Asp, effective  
May 29, 1990

Recommendation: Move to approve the personnel  
changes as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

8. Consider 1990-91 (Molick) Appendix K  
Preliminary Budget-  
MTC

Explanation: Appendix K-1 is the preliminary  
budget for Moorhead Technical College for the  
following funds:

Fund 11 - Post-Secondary  
Fund 14 - Adult Extension  
Fund 15 - Equipment  
Fund 16 - Building Construction  
Fund 17 - Debt Redemption  
Fund 18 - Repair and Replacement  
Fund 19 - Trust-Federal Financial Aid  
Fund 20 - Student

Recommendation: Move to approve the preliminary  
Moorhead Technical College Budget for fiscal year  
1990-91 as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- \*9. Consider 1990-91 (Lacher) Appendix L  
Paper Bid

Explanation: Listed below are the vendors meeting low bid specifications for paper products.

American Business Forms.....	\$33,046.40
Moorhead, MN	
St. Paul Book & Stationery.....	7,777.82
St. Paul, MN	
Dacotah Paper Company.....	4,067.99
Fargo, ND	
Western Paper Company.....	3,627.20
Fargo, ND	
Butler Paper Company.....	2,775.26
Fargo, ND	
Ed Phillips & Sons Company.....	2,031.75
Fargo, ND	
Cole Paper, Incorporated.....	524.40
Fargo, ND	
Northern School Supply.....	368.56
Fargo, ND	
Standard Stationery Supply.....	290.90
Wheeling, IL	
Valley School Supply.....	<u>170.26</u>
Appleton, WI	
TOTAL	\$54,680.54

Recommendation: Move to award to vendors listed above being low bidders meeting specifications.

- 
- \*10. Consider Tuition (Swedberg) Appendix M  
Contract

Explanation: Appendix M-1 is a contract with the Fargo Public Schools. This contract, in the amount of \$49.30 per day, covers all costs of educating secondary students placed by County Social Services in the River's Edge Treatment Center. The anticipated cost to Moorhead Schools, after foundation and special education aids, will be approximately \$14.50 per day.

Recommendation: Move to approve the tuition contract with Fargo Public Schools.

- 
- \*11. Consider Trust (Legg) Appendix N  
Transfers

Explanation: Refer to Appendix N-1.

Recommendations: Move to approve the trust transfers as presented.



- \*12. Consider Resolution (Trochlil) Appendix Q  
Issuing Certificates  
of Election

Explanation: Refer to Appendix O-1.

Recommendation: Move to approve the Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties.

- 
- \*13. Consider Non- (Jernberg) Appendix P  
Resident Agreements

Explanation: The following non-resident agreements have been received:

To Attend Moorhead Public Schools:

Oscar Martinez, Jr. - 609 3rd Ave. No., Dilworth,  
MN, grade 1  
Mary Ann M. Stephens - 15 Villa Di Sole, Dilworth,  
MN, grade 4  
Kevin D. Stephens Jr. - 15 Villa Di Sole,  
Dilworth, MN, grade 3  
Misti D. Stephens - 15 Villa Di Sole, Dilworth,  
MN, grade K  
Holly B. Burd - 402 1st Ave. NW Apt. F, Dilworth,  
MN, grade K  
Tyler J. Winter - Rt. 1 Box 124A, Glyndon, MN,  
grade K

To Attend Glyndon-Felton Public Schools:

Heather L. Anstadt - 225 38th Ave. Circle So.,  
Moorhead, MN, grade 8  
Heidi A. Anstadt - 225 38th Ave. Circle So.,  
Moorhead, MN, grade 12

Recommendation: Move to approve the non-resident agreements as presented.

- 
- \*14. Consider Equipment (Molick) Appendix Q  
Purchase - MTC

Explanation: Appendix Q-1 is the tabulation of bids for a yard tractor with attachments for use at Moorhead Technical College. The administration has decided not to purchase the grass catcher attachment.

Recommendation: Move to award the purchase to FM Lawn as the low bidder meeting specifications in the amount of \$16,178.52.

XI. FOR YOUR INFORMATION

Appendix Z

1. Review Committee Appointments - (1989-90 Committee Structure and Representation - Appendix Z-1)
2. The MSBA Workshop for board officers and directors and newly elected school board members is scheduled for Tuesday, July 10 (Appendix Z-2).
3. Futures Article - Appendix Z-3

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
June/July/August 1990 Calendar - Appendix Z-4			
"Restructuring to Promote Learning"	Wed, June 20	11:30 - 2:30 p.m	MSU
Celebrate Family (Community Ed.)	Thurs., Aug. 30 - Fri., Aug. 31		

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING Thursday, June 28, 1990 - 7:00 p.m.  
(Notice: Thursday NOT Tuesday)

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 8, 1990  
PAGE 1

**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.

**PREVIEW OF AGENDA:** Trochlil previewed the agenda adding Personnel and Minnesota Academic Excellence League Membership application.

**APPROVAL OF MINUTES:** Fagerlie moved, seconded by Borgen, to approve the minutes of April 10 and 24, 1990 as corrected. Motion carried unanimously.

**CONSENT AGENDA:** Borgen moved, seconded by Alexander, to approve the following items on the consent agenda: Consideration of Claims, Gifts/Donations, Resolutions for Chapter I and Title VI and Minnesota Academic Excellence League Membership Application. 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 \$458,972.61:

General Fund:	\$116,419.97
Food Service:	31,716.00
Transportation:	99,239.99
Community Services:	10,271.14
Capital Expenditure:	45,969.50
MTC-General Fund:	98,284.88
MTC-Adult Education:	11,682.67
MTC-Equipment Fund:	21,277.58
MTC-Building Fund:	609.67
Repair & Betterment:	500.00
Federal Financial Aid:	15,151.00
Student Funds:	4,427.73
Townsite Centre:	3,422.48
TOTAL	458,972.61

**COMMUNICATIONS:** Lund recognized the letter received from Gerald Koenig and Lynn Sipe, Social Workers, asking for an additional social worker to be hired.

**FOR YOUR INFORMATION**

The Veterans of Foreign Wars presented a print of the painting "Silent Wings" by D.E. Krech to Grace Fridgen on behalf of Moorhead Public Schools. The painting is a mark of respect to the memory of the Challenger Crew. The print will be displayed at Washington School.



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 8, 1990  
PAGE 2

COMMITTEE/MEETING REPORTS

NSBA Convention - Cummings and Hastad discussed the National School Boards Association convention held in New Orleans. A comment was made that Moorhead Schools holds a candle to any other district in the United States.

Policy Review - Seigel reported the last meeting will be held May 14th.

Long Range Planning - Alexander reported the committee is revising the goals and objectives. The committee will be meeting with Tom Nelson, Commissioner of Education, on May 15 as part of the Capital For A Day activities.

Superintendent's Advisory Council - Trochlil reported this was the last meeting for 1989-90.

CIMS-User Group - Lacher reported twelve school districts participated.

Joint Powers - Seigel reported the committee discussed the Clay County/St. Ansgar Space Task Force, Joint Law Enforcement Software Development, Migrant Task Force Project, Capital For A Day, and Mutual Aid Agreements.

Capital For A Day - Gloria Anderson updated the Board of the planned activities and schedules.

Student Activities - Borgen reported the last meeting was held May 8th with athletic awards night and sports medicine coverage be discussed.

AASA/MEA Leadership Conference - Trochlil reported on sessions he attended.

1990-91 SABBATICAL LEAVES: Committee chairperson, Mavis Falk reviewed the criteria used for determining the recommendation. Publicizing the filing dates for sabbatical leave requests was discussed.

Fagerlie moved, seconded by Hastad, to approve the sabbatical leaves for Jon Enderle, Carol Johnson, Marlene Deist, John Murphy, Leslie Walkin, and Dean Johnson with the conditions as recommended by the committee. Motion carried unanimously.

MULTICULTURAL GENDER FAIR DISABILITY SENSITIVE PLAN: Committee chairperson, Robin Oestreich reviewed the plan with the board.

Borgen moved seconded by Seigel, to approve the Multicultural Gender Fair Disability Sensitive Plan. Motion carried unanimously.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 8, 1990  
PAGE 3

**REVIEW POLICIES:** The Board conducted the first reading of the Sexual Harassment/Sexual Violence (JFCFA), Policy Adoption (BFC), Gifts (KH), Student Activities Accounting (DICA), Cashing Checks Out of Cash Deposits (DMA-A), Interruption of Instruction (INH), and Health Examination (GBE) policies.

**PLACEMENT OF TENURED TEACHERS ON UNREQUESTED LEAVE OF ABSENCE:**  
Pat Hinze, MEA president, requested the Board give as much notice to the public on the rehiring process as is done with the placement on unrequested leave process.

Alexander moved, seconded by Hastad, to place Mary Flesberg on unrequested leave of absence at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

Hastad moved, seconded by Lund, to place Susan Hinsperger on unrequested leave of absence at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

Lund moved, seconded by Borgen, to place Harriette Tufte on unrequested leave of absence at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

Borgen moved, seconded by Seigel, to place Ed Devries on unrequested leave of absence at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

Seigel moved, seconded by Fagerlie, to place Bruce Leitch on unrequested leave of absence at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

Fagerlie moved, seconded by Cummings, to place Karen Schiele on unrequested leave of absence at the end of the 1989-90 school year. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-yes; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 8, 1990  
PAGE 4

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

Early Retirement

Doreen Taber - English Teacher, Junior High, effective at the end of the 1989-90 school year

Retirement

Dorothy Salter - Social Teacher, Junior High, effective at the end of the 1989-90 school year

One Year Leave of Absence

Jean Schlossman - Occupational Therapist, district-wide, effective for the 1990-91 school year

Resignation

Doug Sperling - EBD Teacher, Senior High, effective at the end of the 1989-90 school year

Mark Agnew - Social Teacher, Senior High, effective at the end of the 1989-90 school year

Jan Thelen - English Teacher, Senior High, effective at the end of the 1989-90 school year

Stephanie Henning - Occupational Therapist, district-wide, effective at the end of the 1989-90 school year

General Dalen - Custodian, MTC, effective May 7, 1990

Transfer

Robert Beaton - Delivery Truck to Head Custodian-  
Probstfield, effective May 7, 1990

Bill Irion - Custodian, Washington to Delivery Truck, effective  
May 14, 1990

Motion carried unanimously.

ESTABLISH A SPECIAL BOARD MEETING: Alexander moved, seconded by Hastad, to approve conducting a special school board meeting on Tuesday, May 15, 8:00 p.m. for the purpose of certifying election results and other pertinent business. Motion carried by majority roll call vote: Lund-yes; Borgen-yes; Seigel-no; Fagerlie-yes; Cummings-yes; Alexander-yes; Hastad-yes.

GIFTS/DONATIONS: As part of the consent agenda, the Board accepted the following gifts for the school patrol to travel to a Minnesota Twins baseball game and directed a letter of thank you be sent: Moorhead Auto Club Trust Fund-\$350; MEA-\$50; Clay County Safety Council-\$400; Catholic Daughters of America-\$100; and Vikingland Kiwanis Club-\$100.



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 8, 1990  
PAGE 5

RESOLUTIONS FOR CHAPTER I AND TITLE VI: As part of the consent agenda, the Board approved the resolutions relating to Chapter I - Reading and Math Improvement and Chapter I - Detention Center and Title VI.

1990-91 MANAGEMENT PLAN: The Board decided to meet with Trochlil separately to review the plan before approval.

MINNESOTA ACADEMIC EXCELLENCE LEAGUE MEMBERSHIP: As part of the consent agenda, the Board approved the membership resolution.

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

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Curt Borgen, Clerk

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 15, 1990  
PAGE 1**

**PRESENT:** Wayne Alexander, Curt Borgen, Jim Cummings, Doug 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.

**PREVIEW OF AGENDA:** Trochlil previewed the agenda adding Personnel.

**OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK**

Hastad thanked Gloria Anderson and Michelle Morris for a job well done on the Capital for a Day activities.

**1990-91 MANAGEMENT PLAN:** After considerable discussion, Trochlil recommended if the entire plan would not be approved at least approve Tier I so staff may be hired. Tier II through IV will be approved at a later meeting.

Fagerlie moved, seconded by Seigel, to approve Tier I of the 1990-91 management plan in the amount of \$310,700 as presented in Memo S-90-98. Motion carried by majority roll call vote:  
Fagerlie-yes, Cummings-yes, Alexander-no, Hastad-no, Lund-yes, Borgen-yes, and Seigel-yes.

**PERSONNEL:** Trochlil recommended Mary Jo Schmid, Elementary Principal, Crookston Public Schools, be hired as the principal of 8th Avenue School. The actual approval of the hiring will be in the May 22, 1990 agenda.

Hastad moved, seconded by Borgen, to approve the personnel items as follows:

**Resignation**

Mel Nygaard - Emergency Medical Technician, MTC, effective May 24, 1990

Keith Togstad - Assistant Director, MTC, effective August 31, 1990

Motion carried unanimously.

**ELECTION RESULTS:** Seigel moved, seconded by Cummings to accept the election results as follows: Curt Borgen-595; Ken Lucier-272; and, Allen Lund-605. Motion carried unanimously.

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

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Curt Borgen, Clerk

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 22, 1990  
PAGE 1

**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.

**PREVIEW OF AGENDA:** Trochlil previewed the agenda adding "We Are Proud", For Your Information, Personnel and Other Pertinent Items To Come Before The Board.

**CONSENT AGENDA:** Borgen moved, seconded by Hastad, to approve the following items on the consent agenda: Post Frame Storage Building-MTC and Gifts/Donations. Motion carried unanimously with Alexander absent.

**COMMUNICATIONS**

Lund read a letter from Hawley Public Schools commending Moorhead Schools on the Capital For A Day event.

Trochlil informed the Board they were selected to participate in the MSBA/IEL Effective Project. Moorhead is one in ten of seventy school boards throughout the state to be selected for this project.

**FOR YOUR INFORMATION**

Moorhead Chief of Police Les Sharrock introduced Officers Dave Miller and Chris Carey. They discussed the Drug Abuse Resistance Education (D.A.R.E.) training program. Don Ellingson, elementary counselor, attended two days of the training.

Mary Regelstad, teacher, and students from Robert Asp School, Anne Boreen and Peter Dangerfield, gave a presentation regarding acid rain experiments performed using technology. The computer program used was from National Geographic.

**COMMITTEE REPORTS**

**Policy Review** - Seigel reported the committee reviewed or revised 27 policies throughout the year.

**Capital For A Day** - Trochlil reiterated how well this event was received. Hastad moved, seconded by Seigel, to pass a resolution extending appreciation to Gloria Anderson and Michelle Morris for their countless hours and dedication to making the education portion of Capital For A Day a successful event. Motion carried unanimously.



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 22, 1990  
PAGE 2

Long Range Planning - Trochlil reported the committee met with Commissioner Tom Nelson. The goals and objectives were reviewed. At the May 22 meeting, Carol Ladwig has been selected to chair the committee for one more year. The committee will develop a brochure listing the goals for the upcoming year.

MOORHEAD TECHNICAL COLLEGE FY89-90 FINAL BUDGET: Hastad moved, seconded by Alexander, to approve the final Moorhead Technical College budget for Fiscal Year 1989-90 as follows:

General Fund:	Revenues.....	\$5,391,625
	Expenditures.....	5,491,259
Adult Extension:	Revenues.....	492,853
	Expenditures.....	488,535
Equipment Fund:	Revenues.....	452,354
	Expenditures.....	498,947
Bldg. Constr.:	Revenues.....	517,000
	Expenditures.....	493,000
Repair & Replace:	Revenues.....	74,411
	Expenditures.....	95,411
Financial Aid:	Revenues.....	1,182,400
	Expenditures.....	1,182,400
Student Fund:	Revenues.....	82,449
	Expenditures.....	82,449

Motion carried unanimously.

POST FRAME STORAGE BUILDING: As part of the consent agenda, the Board was informed that special funding was awarded to construct a storage building at the technical college.

POLICIES: Seigel moved, seconded by Cummings, to approve the Sexual Harassment/Sexual Violence policy (JFCFA). Motion carried unanimously.

Seigel moved, seconded by Borgen, to remove and refer back to administration the last paragraph and approve the Policy Adoption policy (BFC) as amended. Motion carried unanimously.

Seigel moved, seconded by Fagerlie, to approve the Gifts policy (KH) as presented. Motion carried unanimously.

Seigel moved, seconded by Lund, to refer the Student Activities Accounting policy (DICA) back to the Policy Review Committee for revision. Motion carried unanimously.

Seigel moved, seconded by Alexander, to approve the Cashing Checks Out of Cash Deposits policy (DMA-A) as a board policy and code appropriately. The new code will be DMA. Motion carried unanimously.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 22, 1990  
PAGE 4

Leave of Absence

Leslie Walkin - French Teacher, Junior High, effective the second semester of the 1990-91 school year  
Janet Coleman - Hearing Impaired Teacher, Probstfield, effective the 1990-91 school year

New Employee

Mary Jo Schmid - 8th Avenue Principal, \$42,000, effective June 4, 1990

Motion carried unanimously.

MOORHEAD EDUCATION FOUNDATION POLICY: The Board conducted the first reading on this policy.

CHANGE IN MEETING DATES: Alexander moved, seconded by Lund, to change the June 26th meeting to Thursday, June 28, 1990, 7:00 p.m. Motion carried unanimously.

Borgen moved, seconded by Fagerlie, to hold the first meeting in July on Monday, July 2, 1990, 6:00 p.m. Motion carried unanimously.

GIFTS/DONATIONS: As part of the consent agenda, the Board accepted the following gifts/donations for the school patrol to travel to a Minnesota Twins baseball game: Dilworth Education Association-\$50; Riverside PTO-\$300; Dilworth Fireman's Department-\$200; Dilworth Green Hill American Legion-\$50; Southgate Exchange Club-\$50; Moorhead Evening Lions Club-\$25; Teamsters Local 116-\$200; Moorhead K-Mart-\$25; Probstfield PTO-\$300; and, Moorhead Knights of Columbus-\$300.

1990-91 MANAGEMENT PLAN: Trochlil reviewed the plan with the Board. The changes made to this presentation did not involve money, only positions were revised.

Borgen moved, seconded by Cummings, to approve Tier II and letters C, D, E and F of memo S-90-106 of the 1990-91 management plan in the amount of \$495,500. Motion carried unanimously.

CAPITOL OUTLAY/TECHNOLOGY: Borgen moved, seconded by Cummings, to approve the proposed capitol outlay budgets for 8th Avenue School in the amount of \$88,000 and Robert Asp in the amount of \$35,000. Motion carried by majority roll call vote: Cummings-yes, Alexander-no, Hastad-yes, Lund-yes, Borgen-yes, Seigel-yes, Fagerlie-yes.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 22, 1990  
PAGE 5

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The Board discussed attorney opinions relating to conflict of interest issues when businesses of board members do business with the school district and when a board member's spouse is employed by the district. The consensus of the Board was to ask the district's law firm, Knutson, Flynn, Hetland & Dean, for a clarification of the two opinions received from the law firm.

Trochlil will summarize the 1990 legislative program and present it to the Board at the June 12th meeting.

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

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Curt Borgen, Clerk



**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
MAY 29, 1990  
PAGE 1**

**PRESENT:** Curt Borgen, James Cummings, 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.

**PREVIEW OF AGENDA:** Trochlil previewed the agenda noting there was only one item to discuss.

**ASBESTOS REMOVAL BID - SENIOR HIGH:** Hastad moved, seconded by Borgen, to approve the bid from EnviroNet, Inc. in the amount of \$148,103, for the asbestos removal in the north wing of Moorhead Senior High. Motion carried unanimously with Alexander and Fagerlie absent.

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

The state will allow the school district to use St. Francis as a satellite site in 1990-91 for the food service program. No preparation will be done on the premises.

**ADJOURNMENT:** Borgen moved, seconded by Seigel, to adjourn the meeting. Motion carried unanimously with Alexander and Fagerlie absent.

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Curt Borgen, Clerk

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: DFC DATE ADOPTED: REVIEWED/REVISED:
------------------------------------------------------	----------------------------------------------------------

MOORHEAD AREA EDUCATION FOUNDATION  
OF  
INDEPENDENT SCHOOL DISTRICT #152

- WHEREAS, The Moorhead Area Education Foundation of Independent School District #152 is a non-profit, tax exempt, community corporation whose purpose is to focus the resources of the private sector towards improving the quality of education of the District; and
- WHEREAS, the mission of the Foundation is to give support, raise money and receive gifts of money or property to enhance educational programs, services and educational opportunities of the District, and to promote the "Dollars For Scholars" scholarship program for post secondary education; and
- WHEREAS, the Foundation is a separate entity from Independent School District #152 Board of Education but works in harmony with the Board; and
- WHEREAS, the Independent School District #152 Board believes in the involvement of their stakeholders resulting in a system open to renewal, change, growth and excellence; and
- WHEREAS, the Independent School District #152 Board continually strives for the enhancement of the quality of education in the community; and
- WHEREAS, the Independent School District #152 Board is interested in creating opportunities for learners through financial support; and
- WHEREAS, the Independent School District #152 Board believes that a framework in which a foundation will operate would have these goals: (1) involve the community in supporting public education; (2) encourage educational projects and activities which strengthen the schools but are not funded with tax monies; (3) break down the isolation of public schools from the community; (4) build public confidence in the schools; (5) be a liaison between public schools and their many publics, encouraging community and business involvement in a positive and supportive manner; (6) launch new initiatives; (7) send students the message that the community cares about them and their future; and (8) provide an opportunity for expressions of appreciation to the school district; and,

(over)

File: STAFF

Report: SS

## Regular Teachers

Page 1

6-6-90

Selection: JOB does not contain \*

and JOB does not contain PARA

and JOB does not contain SECR

NAME	JOB	CLASS	HOURS	HOURLY WAGE	DAILY	TOTAL SALA
ASHEIM, ELSA	ELE	ESL	100	22.81	95.04	2280.84
DOTSON, DOYLE	SEC	SCIEN 24/WK		22.81	121.59	3283.00
DRENKOW, JOANNE	SEC	SCIEN 24/WK		22.81	121.59	3283.00
ENGSTROM, DOUGLAS	SEC	BAND 80		22.81		1824.80
FRIDGEN, GRACE	ELE	ESL	100	22.81	95.04	2280.84
GULSVIG, CHUCK	SEC	PE 13 DAY		22.81	60.80	790.40
HEIFERT, JIM	SEC	SOCIA 24/WK		22.81	121.59	3283.00
HOLM, MICK	SEC	SCIEN 24/WK		22.81	121.59	3283.00
INGERSOLL, WAYNE	SEC	ENGLI 24/WK		22.81	121.59	3283.00
KEENAN, CHERYL	ELE	ESL	100	22.81	95.04	2280.84
KOSEN, WALDO	SEC	ENGLI 24/WK		22.81	121.59	3283.00
KRAGNESS, RON	SEC	DRIVE 35		22.81	53.22	798.35
LEDFORD, LEIGH	SEC	ORCH 120		22.81	101.37	2737.00
MORBIN, STEVE	SEC	SOCIA 24/WK		22.81	121.59	3283.00
MUELLER, ARLIN	SEC	DRV T 70		22.81	106.45	1596.70
MURRAY, HOWARD	ADMI					2379.52
OLSON, BETH	SEC	BAND 120		22.81	101.37	2737.00
OLSON, MILT	SEC	SOCIA 24/WK		22.81	121.59	3283.00
PESOLA, DENISE	SEC	BAND 120		22.81	101.37	2737.00
RICHTER, DARRELL	SEC	BIOLO 24/WK		22.81	121.59	3283.00
SANNEE, JAY	SEC	PE 14 DAYS		22.81	60.80	547.20
SOMMERFELD, HARLEY	SEC	BAND 120		22.81	101.37	2737.00
SONMOR, MICHELLE	SEC	BAND 120		22.81	101.37	2737.00
TOMLINSON, DARREL	SEC/	MATH 24/WK				3931.96
TRAUTMAN, TOM	SEC	MATH 24/WK		22.81	121.59	3283.00
TWEETON, SHIRLEY	SEC	ESL 120		22.81	101.37	2737.00
WELKEN, KEN	SEC	MATH 24/WK		22.81	121.59	3283.00
WOODS, LORI	ELE	ESL 100		22.81	95.04	2280.84



File: STAFF

Non Special Ed Para

Page 1

Report: SB

6-6-90

Selection: JOB contains PARA

and JOB does not contain \*

NAME	JOB	CLASS	HOURS	HOURLY WAGE	DAILY	TOTAL SALA
BABLER, DORIS	PARA	SEC E	54	8.11	16.22	437.94
						437.94*

File: STAFF

Report: SS

## Special Ed Teachers

Page 1

6-6-90

Selection: JOB contains \*

and JOB does not contain PARA

NAME	JOB	CLASS	HOURS	HOURLY WAGE	DAILY	TOTAL SALA
BEELER, DEB	*	EL SPEED	70	22.81		1596.70
BEWANT, SUE	*	EL E/BD	58.34	22.81	95.04	1330.56
DRECHEL, RON	*	DI DAPE	48	22.81	91.24	1094.88
DUBORD, PAT	*	EL OT		22.81	ON TIM	
ENDERLE, JON	*	SE EMH	120	22.81	101.37	2737.00
ENDERLIE, PAT	*	SE LD	120	22.81	101.37	2737.00
ERICKSON, TRACY	*	EL ECSE	100	22.81	95.04	2280.84
FALK, PAULA	*	SE CHILD	127.5	22.81	96.94	2908.28
FGBELSON, LEANN	*	EL POHI	100	22.81	95.04	2280.84
FREEMAN, DEB	*	EL EMH	100	22.81	95.04	2280.84
FRIDGEN, MARTY	*	EL SP	100	22.81	95.04	2280.84
FUCHS, JANE	*	SE SPEED	54	22.81	45.62	1231.74
GERCHAK, KELLY	*	EL EBD	41.66	22.81	95.04	950.41
GERDES, MARY	*	SE DETEN	127.5	22.81	96.94	2811.26
GLOOTERS, ROBIN	*	SE ODYSS	127.5	22.81	96.94	2908.28
GROSSMAN, ARNOLD	*	SE JOB C	120	22.81	101.37	2737.00
HANSON, MAGGIE	*	EL SP	50	22.81	47.52	1140.50
HEDSTROM, JILL	*	EL SPEED	100	22.81	95.04	2280.84
HULLET, SHARON	*	SE SLD	120	22.81	101.37	2737.00
HURLEY, JIM	*	DI DAPE	48	22.81	91.24	1094.88
JOHNSON, DALE	*	SE TMH	120	22.81	101.37	2737.00
JOHNSON, GAYLE	*	SE DETEN	123.25	22.81	96.94	2908.20
KEMPF, JOAN	*	EL MSH	100	22.81	95.04	2280.84
LARSON, BARB	*	SE ODYSS	123.25	22.81	96.94	2811.31
LEIKES, MARY LEE	*	EL OT		22.81	ON TIM	
LEPOIDEVIN, RUTH	*	EL SLD	100	22.81	95.04	2280.84
MOSEN, MICHELE	*	EL POHI	100	22.81	95.04	2280.84
NOESON, LAURA	*	SE LD	120	22.81	101.37	2737.00

File: STAFF

Report: SS

Selection: JOB contains \*

and JOB does not contain PARA

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6-6-90

NAME	JOB	CLASS	HOURS	HOURLY WAGE	DAILY	TOTAL SALA
OLSON, CAROL	* EL	OT	100	22.81	95.04	2280.84
ORTEGA, JOEL	* SE	CHILD	123.25	22.81	96.94	2811.31
PETERSON, BETTY	* SE	E/BD	120	22.81	101.37	2737.00
PRICHARD, CINDY	* EL	EDSE	50	22.81	47.52	1140.50
ROGERS, GAIL	* EL	EMH-I	100	22.81	95.04	2280.84
SMITH, LINDA	* SE	MULTI	120	22.81	101.37	2737.00
STANLEY, PHYLLIS	* EL	HEARI	100	22.81	95.04	2280.84
STECKLER, JEANNE	* EL	VISID		22.81	ON TIM	
STIG, LYNN	* EL	LD	100	22.81	95.04	2280.84
SULLIVAN, PAT	* EL	SP	100	22.81	95.04	2280.84
VORACHEK, VICTORIA	* SE	TMH-I	120	22.81	101.37	2737.00
WALLACE, JUDY	* EL	TMH-F	100	22.81	95.04	2280.84
						83303.57*



## Special Ed Paras

File: STAFF  
 Report: SS  
 Selection: JOB contains \*  
 and JOB contains PARA

Page 1  
 6-6-90

NAME	JOB	CLASS	HOURS	HOURLY WAGE	DAILY	TOTAL SALA
AMBUEL, BEV	* EA	EBD	112	7.54	35.19	844.48
ANDERSON, VICKY	* PA	TMH-I	133.5	7.21	35.65	962.54
ANSTAD, MARTY	* PA	MULTI	133.5	7.21	35.65	962.54
BOSTICK, DONNA	* PA	ECSE	60	6.10	15.25	366.00
BREVIK, JANE	* PA	ED-SE	133.5	7.36	36.39	982.56
DENNIS, SHERI	* PA	TMH-I	133.5	7.06	34.91	942.51
ELLINGSBURG, ALICE	* PA	SEC-T	133.5	8.26	40.84	1102.70
FILLEY, CONNIE	* PA	MSH	112	7.36	34.35	824.32
FINGERSON, SHERRY	* PA	MSH	112	7.06	32.95	790.72
FISCHER, MAUREEN	* PA	SEC-E	133.5	8.11	40.10	1082.70
FLUTO, MARY	* PA	MULTI	14.9	7.06	105.19	105.19
GARCIA, ROBERT	* PA	MSH	112	7.06	32.95	750.72
GLASSER, TANYA	* PA	EMH-I	112	7.51	35.05	841.15
GRINDE, JEANNETTE	* PA	ECSE	112	7.51	35.05	841.15
HAAPAPURO, RENEE	* PA	JUVEN	177	7.06	21.18	1249.62
HAMILTON, SUE	* PA	COTA	100	8.67	36.13	867.00
HAROLDSON, JEANETTE	* PA	SEC-T	133.5	8.26	40.84	1102.70
HOYE, BRENDA	* PA	ECSE	112	7.06	32.95	790.72
LARSON, BARB	* PA	EMH-P	112	7.81	36.45	874.75
OLSON, PATTY	* PA	COTA	50	6.10	12.71	305.00
PFEIFER, DONNA	* PA	JOB C	120	7.21	32.04	865.20
QUAM, CAROL	* PA	MMH	112	7.06	32.95	790.72
RAUENHORST, RICHARD	* PA	MULTI	118.7	7.06	34.91	837.82
RICHARDS, CANDACE	* PA	COTA	100	9.87	41.13	975.00
RINDOWSKI, AMY	* PA	SLD	112	7.77	36.26	870.24
SWEDBERG, KIM	* PA	SLD	112	7.21	33.65	807.55
TUFTON, SHIRLEY	* PA	MMH	112	7.06	32.95	790.72

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
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6311.4E\*

MEMORANDUM

DATE: June 6, 1990

TO: Robert Lacher, Moorhead School District  
Robert Jernberg, Moorhead School District

FROM: Scott Richards, City Planner 

RE: Estimated Costs to Implement 9th Avenue North Concepts

Please find attached the estimated costs to implement 9th Avenue concepts as follows: Attachment 1 includes the overall totals for implementing each of the concepts. Attachment 2 is a detailed listing of estimated costs for implementing each individual concept. Attachment 3 lists the properties and values to be purchased for right-of-way. Attachment 4 is a map indicating the location of the properties in the neighborhood. Attachment 5 is maps showing each of the concepts with individual phase and total costs.

I would recommend you share this with the School Board at their meeting scheduled for June 12, 1990. If you have any questions, please do not hesitate to call me at 299-5370.

jun\sr\06b1  
Attachments

cc: James W. Antonen, City Manager  
Scott A. Hutchins, Director of Community Development



TOTAL ESTIMATED COSTS  
TO IMPLEMENT 9TH AVENUE NORTH CONCEPTS  
MAY 1990

<u>Phase 1</u>	
Street Removal & New Street Construction	\$24,475
Right-of-Way Property Purchase	-0-
TOTAL	\$24,475

<u>Phase 2, Concept 1</u>	
Street Removal & New Street Construction	
Phase 1	\$24,475
Phase 2, Concept 1	31,515
	\$55,990
Right-of-Way Property Purchase	-0-
TOTAL	\$55,990

<u>Phase 3, Concept 1</u>	
Street Removal & New Street Construction	
Phase 1	\$24,475
Phase 2, Concept 1	31,515
Phase 3, Concept 1	58,530
	\$114,520
Right-of-Way Property Purchase	124,548
TOTAL	\$239,068

<u>Phase 3, Concept 2</u>	
Street Removal & New Street Construction	
Phase 1	\$24,475
Phase 2, Concept 1	31,515
Phase 3, Concept 2	63,780
	\$119,770
Right-of-Way Property Purchase	160,928
TOTAL	\$280,698

<u>Phase 3, Concept 3</u>	
Street Removal & New Street Construction	
Phase 1	\$24,475
Phase 2, Concept 1	31,515
Phase 3, Concept 2 (9th Ave.)	31,515
Phase 3, Concept 3	34,784
	\$122,289
Right-of-Way Property Purchase	184,468
TOTAL	\$306,757

<u>Phase 3, Concept 4</u>	
Street Removal & New Street Construction	
Phase 1	\$24,475
Phase 2, Concept 1	31,515
Phase 3, Concept 2 (9th Ave.)	31,515
Phase 3, Concept 2 (8th Ave.)	32,265
Phase 3, Concept 3	37,335
	\$157,105
Right-of-Way Property Purchase	428,642
TOTAL	\$585,747

ESTIMATED COSTS TO IMPLEMENT 9TH AVENUE NORTH CONCEPTS  
May 1990

Phase 1  
Vacate 9th Avenue from 13th to 14th Street North

Excavation	\$ 400 at \$2.50/sq. ft.	\$1,000
Remove Walk	2,250 at 0.35/sq. ft.	790
Remove Concrete Pavement	262 at 3.50/s.y.	920
Remove Curb & Gutter	1,100 at 2.00/l.f.	2,200
Remove Bituminous Pavement	2,400 at 2.00/s.y.	4,800
Top Soil	500 at 8.00/c.y.	4,000
Sod	3,000 at 2.00/s.y.	6,000
New Curb & Gutter	80 at 12.00/l.f.	960
New Bituminous Pavement	---	
Storm Sewer	---	
Catch Basin	---	
TOTAL		\$22,250
10% Contingency		2,225
		<u>\$24,475</u>

NOTE: No cost if street is not removed.

Phase 2, Concept 1  
Vacate 9th Avenue from 12th to 13th Street North  
Cul-de-Sac on 13th Street

Excavation	\$ 500 at \$2.50/sq. ft.	\$1,250
Remove Walk	1,900 at 0.35/sq. ft.	665
Remove Concrete Pavement	---	
Remove Curb & Gutter	840 at 2.00/l.f.	1,680
Remove Bituminous Pavement	2,050 at 2.00/s.y.	4,100
Top Soil	450 at 8.00/c.y.	3,600
Sod	2,700 at 2.00/s.y.	5,400
New Curb & Gutter	220 at 7.00/l.f.	1,540
New Bituminous Pavement	350 at 21.00	7,350
Storm Sewer	40 at 20.00	800
Catch Basin	2 at 800	1,600
TOTAL		\$28,650
10% Contingency		2,865
		<u>\$31,515</u>

NOTE: Street removal and new 40-foot diameter cul-de-sac included in costs.

Phase 3, Concept 1  
 Vacate 9th Avenue from 11th to 12th Street North  
 Realign 9th Avenue to 12th Street  
 (Cul-de-Sac on 13th Street)

Remove Walk	2,300 at 0.35	1,610
Remove Concrete Pavement	---	
Remove Curb & Gutter	1,050 at 2.00	2,100
Remove Bituminous Pavement	1,400 at 2.00	2,800
Top Soil	350 at 8.00	2,800
Sod	2,300 at 2.00	4,600
New Curb & Gutter	950 at 7.00	6,650
New Bituminous Pavement	850 at 21.00	17,850
Storm Sewer	80 at 20.00	1,600
Catch Basin	4 at 800.00	3,200
Reconstruct Retainer Wall	1 at 3,000.00	3,000
New Walk	4,000 at 1.75	7,000
<b>TOTAL</b>		<b>\$53,210</b>
10% Contingency		<b>5,320</b>
		<b>\$58,530</b>

Phase 3, Concept 2  
 Vacate 9th Avenue from 11th to 12th Street North  
 Extension of East 8th Avenue to 12th Street  
 Cul-de-Sac on 13th and 14th Street North

9th Avenue Removal and Cul-de-Sac		\$28,650
10% Contingency		2,865
<b>SUBTOTAL</b>		<b>31,515</b>
Sidewalk	1,553 at 2.20	3,416
New Curb & Gutter	738 at 7.00	5,166
New Bituminous Pavement	580 at 21.00	12,180
Sod	1,150 at 2.00	2,300
Top Soil	259 at 8.00	2,070
Catch Basin	4 at 800.00	3,200
Storm Sewer	50 at 20.00	1,000
<b>SUBTOTAL</b>		<b>29,332</b>
10% Contingency		2,933
<b>8th Avenue Extension</b>		<b>32,265</b>
<b>TOTAL</b>		<b>\$63,780</b>



ESTIMATED COSTS FOR PROPERTY PURCHASES  
9TH AVENUE NORTH CLOSING  
CONCEPT COSTS  
MAY 1990

<u>Phase 3, Concept 1</u>	<u>Assessor's Value</u>	<u>Actual Market Value</u>
Bergson	\$ 24,500	\$ 26,215
Norberg	21,000	22,470
Hextell	31,800	34,026
Johansen	39,100	41,837
<b>TOTAL</b>	<b>\$116,400</b>	<b>\$124,548</b>

<u>Phase 3, Concept 2</u>	<u>Assessor's Value</u>	<u>Actual Market Value</u>
Haarstad	\$ 14,000	\$ 14,980
Vogel	35,800	38,306
Carlson	61,500	65,805
Carey	39,100	41,837
<b>TOTAL</b>	<b>\$150,400</b>	<b>\$160,928</b>

<u>Phase 3, Concept 3</u>	<u>Assessor's Value</u>	<u>Actual Market Value</u>
Uichmid	\$ 32,200	\$ 34,454
Chattersen	64,800	69,336
Knutson	32,800	35,096
Himmerich	42,600	45,582
<b>TOTAL</b>	<b>\$172,400</b>	<b>\$184,468</b>

<u>Phase 3, Concept 4</u>	<u>Assessor's Value</u>	<u>Actual Market Value</u>
Thompson	\$ 50,300	\$ 53,821
Phipps	27,500	29,425
Concept 2	150,400	160,928
Concept 3	172,400	184,468
<b>TOTAL</b>	<b>\$400,600</b>	<b>\$428,642</b>

NOTES: -- Actual Market Value - Assessor's Value x 1.07.  
 -- Property Necessary for Right-of-Way (Does not include additional property to be acquired by Moorhead School District #152.)

apr\sr\17c1

Phase 3, Concept 3  
Extension of West 8th Avenue to 12th Street

Excavation	500 at 2.50	1,250
Remove Walk	720 at 0.35	252
Remove Concrete Pavement	---	
Remove Curb & Gutter	160 at 2.00	320
Remove Bituminous Pavement	---	
Top Soil	---	
Sod	1,400 at 2.00	2,800
New Curb & Gutter	800 at 7.00	5,600
New Bituminous Pavement	600 at 21.00	12,600
Storm Sewer	80 at 20.00	1,600
Catch Basin	2 at 800.00	1,600
New Walk	3,200 at 1.75	5,600
<b>TOTAL</b>		<b>\$31,622</b>
10% Contingency		3,162
		<b>\$34,784</b>

Phase 3, Concept 4  
Extension of 8th Avenue between 11th and 13th Street North

Phase 3, Concept 2 (8th Avenue Extension Costs Only)	\$32,265
Phase 3, Concept 3 (Diagonal Connection + \$2,551	37,335
<b>TOTAL</b>	<b>\$69,600</b>

1981

10	9	10	9	VAC
15	10	15	10	
14	11	14	11	
13	12	13	12	

MICROCARD NO.

366634

80 AUGUST 11, 1981

9 T-1

AVENUE

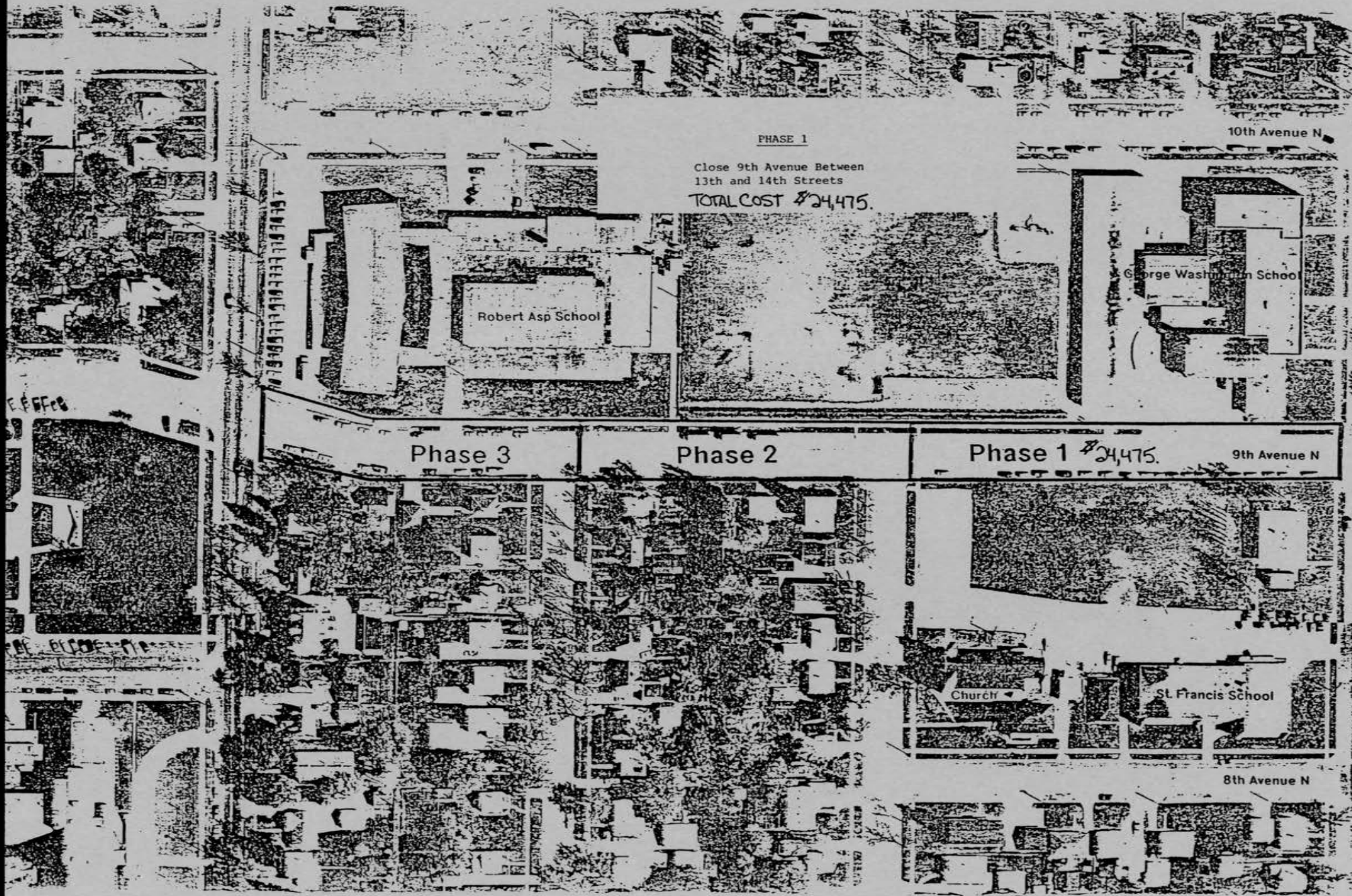
25	20	M. Hextell
Bergson	19	2
18	D. J. Johansen	
S. D. Thelges	4	
16	K. S. Hendriks	
M. F. Chafferson	6	
Freemantle Apts	G. & M. Knutson	
Gplex 13	8	
C. M. Uchmiel	E. Himberich	
11	150	10

G. Henderson	M. Schrom
19	2
R. Wentzell	D. Johnson
17	4
P. S. Botsky	W. Ford
15	6
R. Frattk	H. Carpenter
13	8
B. Obetz	D. M. Stach
11	10

66	164	150	1	25
T. Simison	R. B. Thompson			
UNPLATTED	3			
8 plex	D. Phipps			
B. Mener & B. Lehner	5			
M. Wilkinson Jr.	T. Berg	6		
20	7			
T. Van Rosten	D. Finnera			
18 FREEMAN'S				
J. Ruiskka	W. Eskildsen			
16	11			
H. Miller	A. Stenzrud	25		
14	13	30		
26	1	30		
25	2	25		
EALATENS	3			
23	4			
22	5			
21	6			
20	7			
19	8			
18	9			
17	10			
16	11			
15	12			
14	13			

H. Olson	1	25		
2	D. Carey			
D. Harsstad				
4	VAC			
5	B. Carlson	5-5-25		
L. Vogel	6	7-25-25		
7				
8	2	O. Davidson		
J. & L. Darden				
10	H. Baker			
C. Mickels	ADDITION	14		
12				
13	233			
17	150	42	41	
16		4	5	6
15	2	1		
14				
13				
12				
11	2			
10				
9				
SUBDIVISION				
7	3	4	3	2
6				
5				





PHASE 1

Close 9th Avenue Between  
13th and 14th Streets  
TOTAL COST \$24,475.

Robert Asp School

George Washington School

Phase 3

Phase 2

Phase 1 \$24,475.

9th Avenue N

Church

St. Francis School

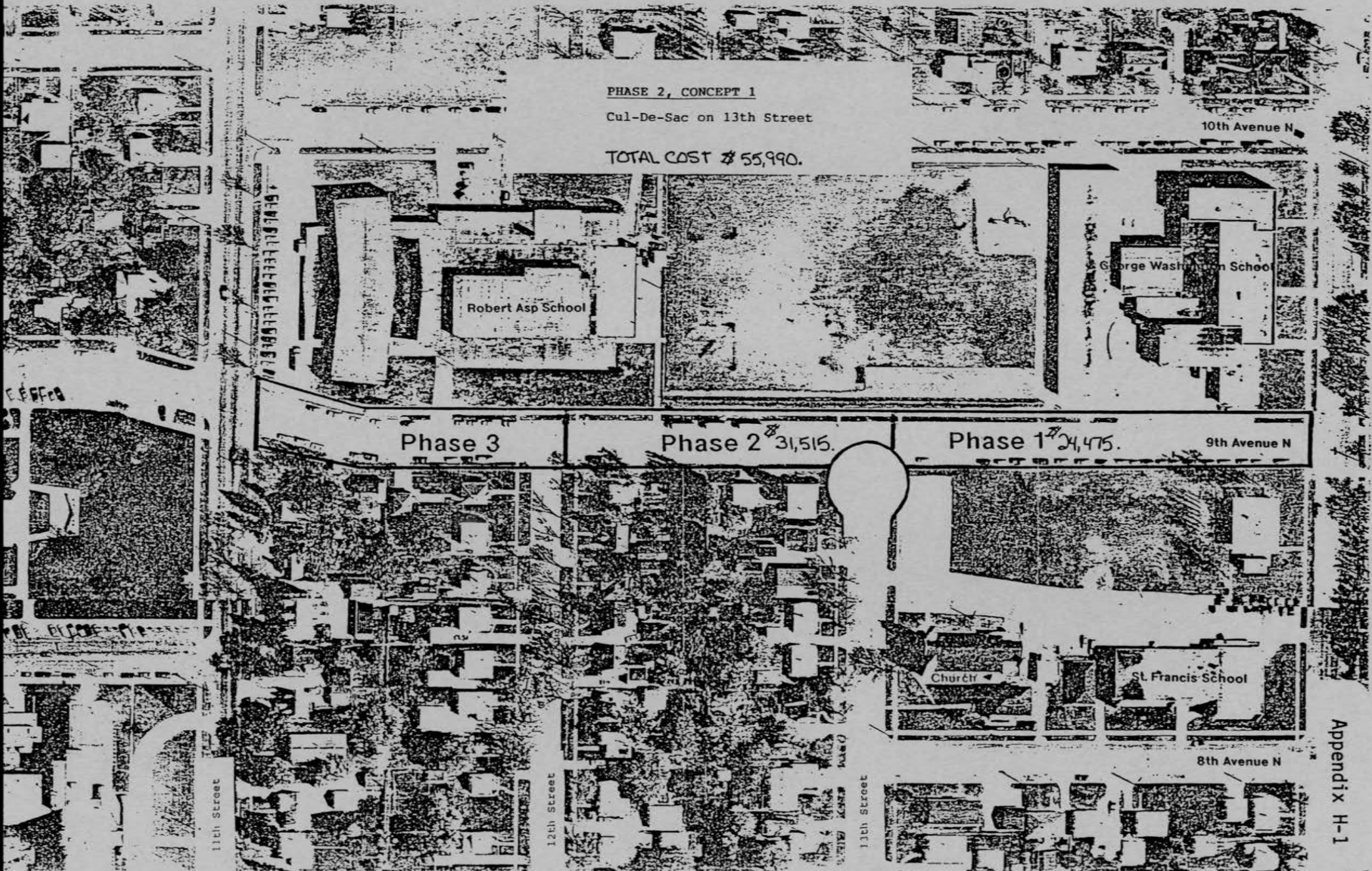
8th Avenue N

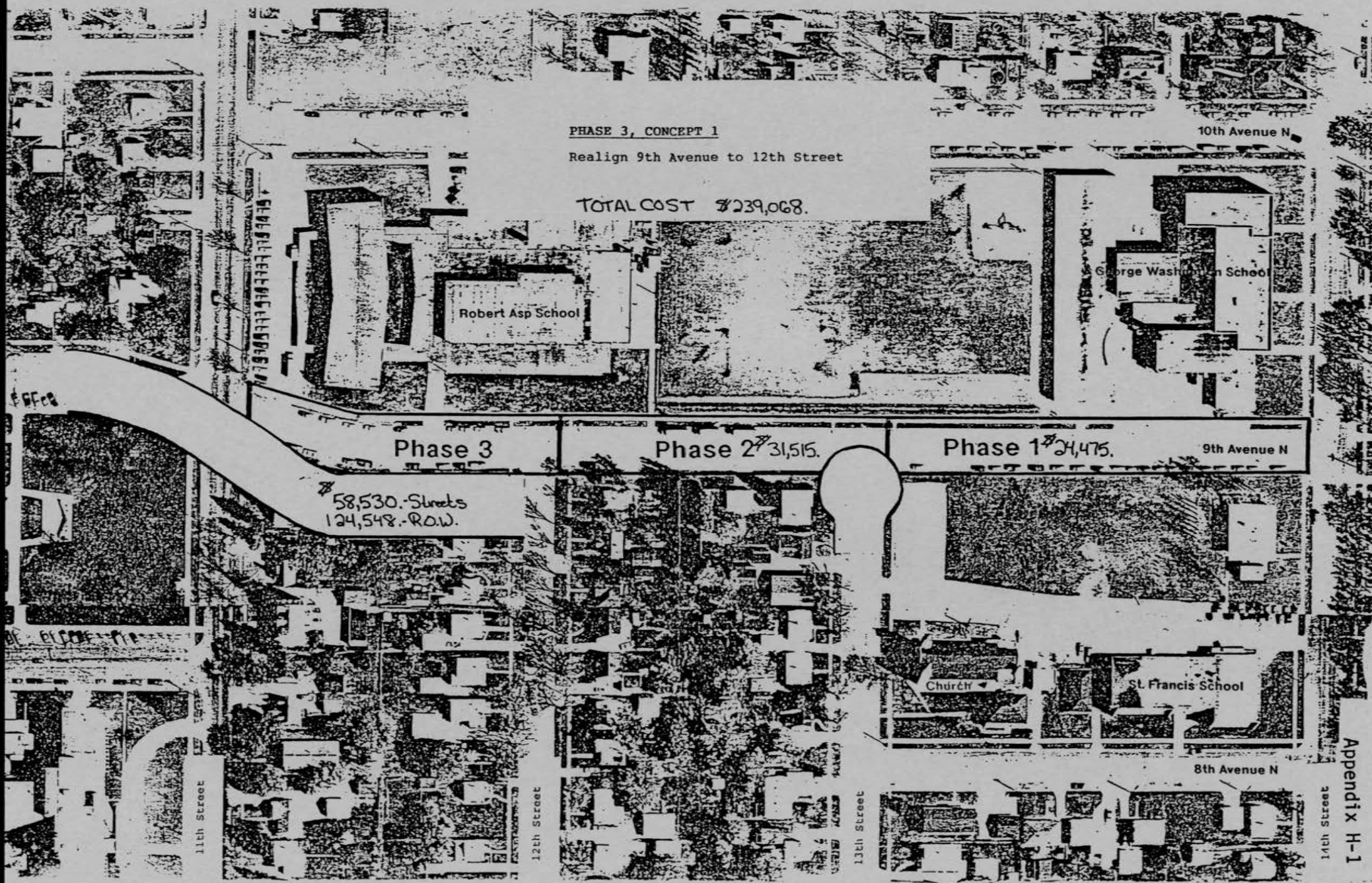


PHASE 2, CONCEPT 1

Cul-De-Sac on 13th Street

TOTAL COST \$ 55,990.





PHASE 3, CONCEPT 1

Realign 9th Avenue to 12th Street

TOTAL COST \$239,068.

Phase 3

Phase 2 \$31,515.

Phase 1 \$24,475.

58,530 - Streets  
124,548 - R.O.W.

10th Avenue N

Robert Asp School

George Washington School

9th Avenue N

Church

St. Francis School

8th Avenue N

11th Street

12th Street

13th Street



PHASE 3, CONCEPT 2

Extension of East 8th Avenue to 12th Street

TOTAL COST \$280,698.

Robert Asp School

George Washington School

\$31,515.

Phase 3

Phase 2 \$31,515.

Phase 1 \$24,475.

9th Avenue N

Church

St. Francis School

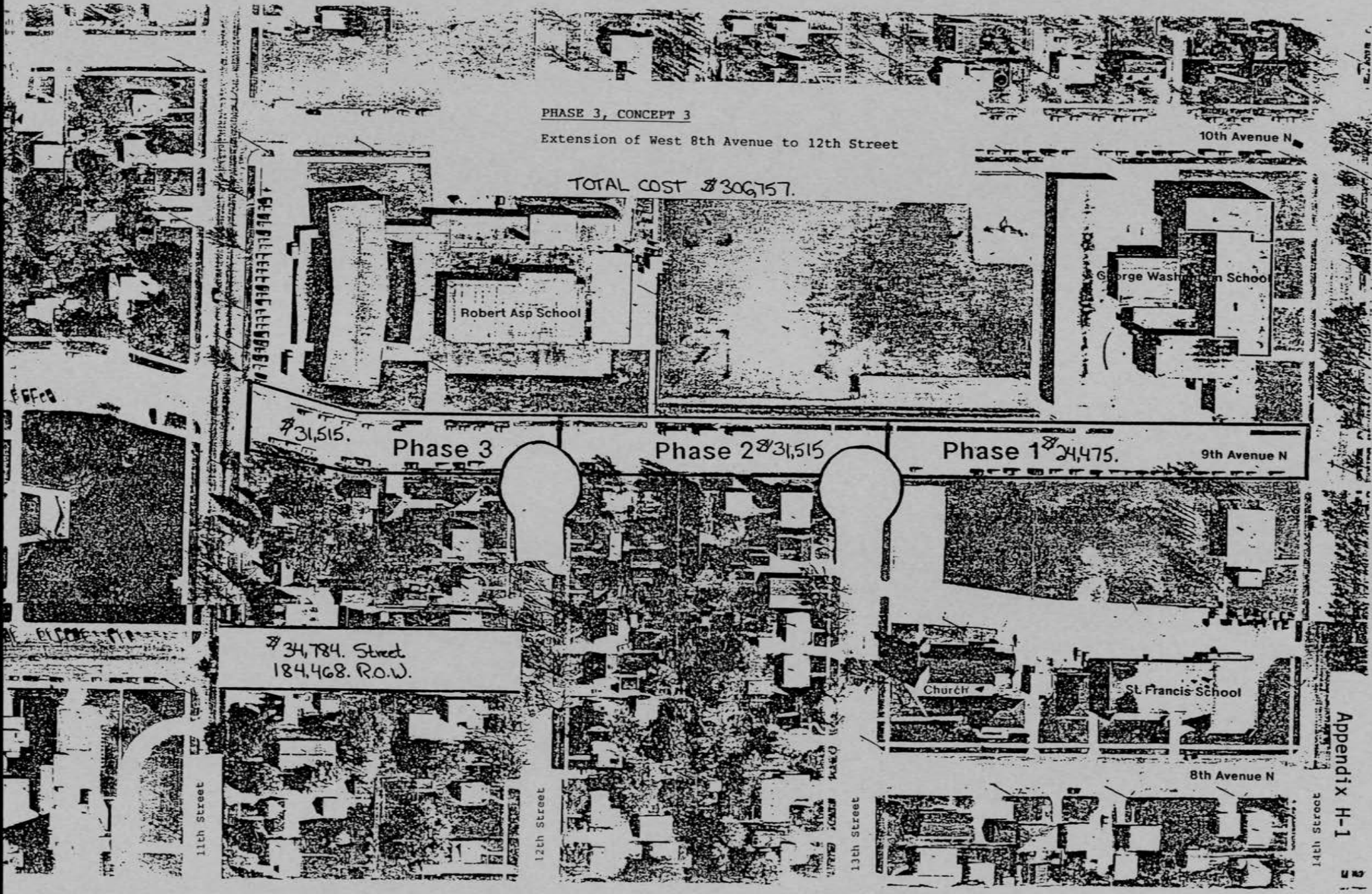
\$32,265. Street  
160,928. R.O.W.

8th Avenue N

11th Street

12th

13th



PHASE 3, CONCEPT 3

Extension of West 8th Avenue to 12th Street

10th Avenue N

TOTAL COST \$306,757.

Robert Asp School

George Washington School

\$31,515.

Phase 3

Phase 2 \$31,515

Phase 1 \$24,475.

9th Avenue N

\$34,784. Street  
184,468. R.O.W.

Church

St. Francis School

8th Avenue N

11th Street

12th Street

13th Street

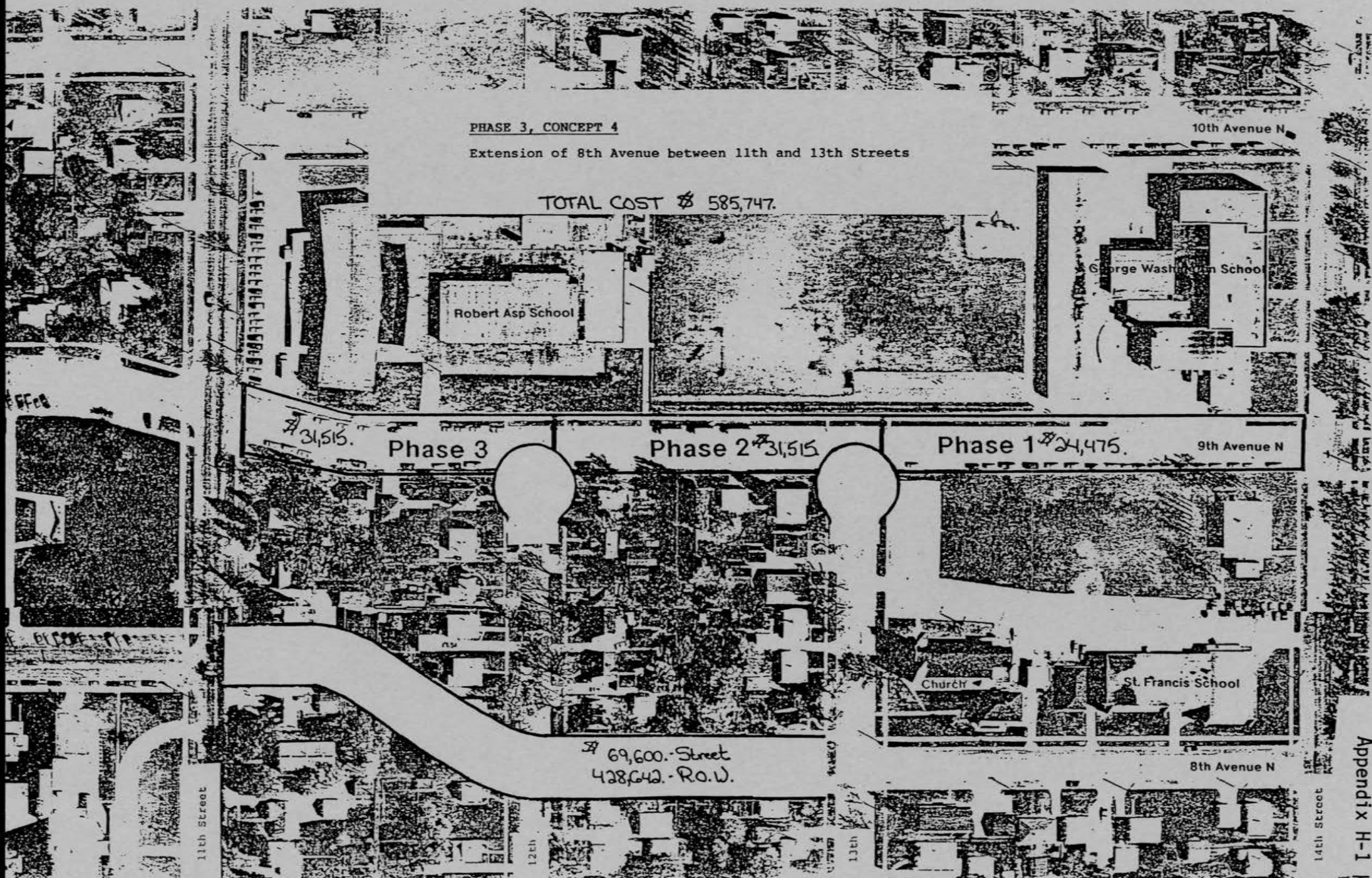
14th Street



PHASE 3, CONCEPT 4

Extension of 8th Avenue between 11th and 13th Streets

TOTAL COST \$ 585,747.



MOORHEAD JUNIOR HIGH SCHOOL  
ADDITION AND REMODELING  
MOORHEAD, MINNESOTA

TABULATION OF BIDS

Foss Associates  
Architecture, Engineering & Interiors  
Moorhead, Minnesota

PROJECT NO. 8607-72

BID OPENING: June 5, 1990

General Contractors	a d d e n d u m	s e c u r i t y	c a l.  d a y s	Base Bid - All Construction Work (G,M & E)	Mechanical Subbidder and Bid Amount	Electrical Subbidder and Bid Amount	Alt. #1 - Face Brick  (Add)	Alt. #2 - Markerboard in Lieu of Chalkboard  (Add/Deduct)
CM of North Dakota, Inc. Fargo, North Dakota								
Contec, Inc. Fargo, North Dakota	X	X	150	505,952. <sup>00</sup>	W.F. 65,277	Magnum 43,620	(-) 1,000	(+) 500
Curtis Construction Company, Inc. Fargo, North Dakota	X	X	150	511,700. <sup>00</sup>	W.F. 65,277	Magnum 43,620	(+) 4,000	(+) 160
Lee Jones & Son Construction Company Fargo, North Dakota	X	X	150	479,000	W.F. 65,277	Magnum 43,620	(+) 3,950	N/C
KBW Associates, Inc. Fargo, North Dakota	X	X	190	494,615	W.F. 65,277	Magnum 43,620	(+) 5,890	(+) 220
J.E. Krieg & Sons Fargo, North Dakota	X	X	180	496,000	W.F. 65,277	Magnum 43,620	(+) 5,800	(+) 200
MinKo Construction, Inc. Fargo, North Dakota	X	X	150	492,566	W.F. 65,277	Magnum 43,620	(+) 4,780	(+) 160
Smithco, Inc. Fargo, North Dakota	X	X	120	502,000	W.F. 65,277	Magnum 43,620	(+) 3,000	(+) 200
D.C. Trautman Company Fargo, North Dakota	X	X	120	525,000	W.F. 65,277	Magnum 43,620	(+) 5,700	(+) 200

## MTC GENERAL FUND ANALYSIS

June 4, 1990

B1GBRD11

## R E V E N U E S

## GENERAL (Fund 11)

## Local property taxes:

Maintenance Levy

Unemployment levy

## Other local and county sources:

Tuition

Interest

Other local revenue

## State &amp; Federal sources:

Homestead and ag credits

Instructional aids

Other aids

Disadvantaged program

Emergency employment

Grants

Sales & other Conversion  
of assets:

Curricular sales

Bookstore sales

Insurance recovery

Total revenues

	1987 Actual	1988 Actual	1989 Actual	1990 Budget	1991 Prelim. Budget
Maintenance Levy	\$6		\$7,431		
Unemployment levy	\$29	\$21,000	\$7,351	\$22,806	
	\$35	\$21,000	\$14,782	\$22,806	25,200
Tuition	\$1,171,425	\$1,237,423	\$1,246,609	\$1,322,806	1,469,225
Interest	\$33,581	\$53,375	\$40,642	\$12,500	5,000
Other local revenue	\$43,711	\$7,955	\$21,830	\$44,310	17,850
	\$1,248,717	\$1,298,753	\$1,309,081	\$1,379,616	1,492,075
Homestead and ag credits			\$7,368		
Instructional aids	\$2,877,155	\$2,899,541	\$3,144,814	\$2,973,762	3,339,067
Other aids	\$11,619	\$39,377		\$264,969	24,000
Disadvantaged program	\$68,594	\$48,889	\$45,290	\$55,132	
Emergency employment	\$24,914		\$61,797		
Grants				97,764 *	77,738
	\$2,982,282	\$2,987,807	\$3,259,269	\$3,391,627	3,440,805

\* 8,000-Internship, 23,287-Electronics, 25,502-womens resource,  
4,500-Career Success, 16,450-Project Discover

Curricular sales	\$313,016	\$286,488	\$277,240	\$301,595	208,922
Bookstore sales	\$255,701	\$261,073	\$300,677	\$273,865	0
Insurance recovery	\$153		\$3,759		
	\$568,870	\$547,561	\$581,676	\$575,460	\$208,922
Total revenues	\$4,799,904	\$4,855,121	\$5,164,808	\$5,369,509	5,167,002

\*\*\*\*\*



## MTC GENERAL FUND ANALYSIS

June 4, 1990

	1987 Actual	1988 Actual	1989 Actual	1990 Budget	1991 Prelim. Budget
Site, buildings and equipment:					
(Plant Operations)					
Salaries and wages	\$104,999	\$101,231	\$109,161	\$117,130	121,149
Employee benefits	\$17,038	\$18,723	\$19,092	\$20,947	22,429
Electricity	\$65,769	\$64,562	\$70,638	\$77,000	77,000
Other purchased services	\$61,155	\$116,383	\$78,873	\$66,048	66,029
Fuel for buildings	\$39,518	\$37,995	\$41,875	\$45,322	45,322
Other supplies & materials	\$27,075	\$72,518	\$32,725	\$32,104	29,516
	\$315,554	\$411,412	\$352,364	\$358,551	\$361,445
Other programs: (Empl. ben., veh & prop ins.)					
Salaries	\$30,551	\$48,196	\$25,427	\$1,288	41,642
Employee benefits	\$35,939	\$27,182	\$20,127	\$40,322	42,716
Insurance	\$29,843	\$25,706	\$31,189	\$31,462	41,693
	\$96,333	\$101,084	\$76,743	\$73,072	\$126,051
Total expenditures	\$4,605,203	\$5,042,539	\$5,398,073	\$5,473,980	5,024,113
*****					
R E C A P					
Fund balance, beginning of year	\$236,319	\$431,020	\$243,602	\$10,337	(94,134)
Total Revenue	\$4,799,904	\$4,855,121	\$5,164,808	\$5,369,509	5,167,002
Total Expenditures	\$4,605,203	\$5,042,539	\$5,398,073	\$5,473,980	5,024,113
Fund balance, end of year	\$431,020	\$243,602	\$10,337	(\$94,134)	\$48,755



## WTC GENERAL FUND ANALYSIS

June 4, 1990

	1987 Actual	1988 Actual	1989 Actual	1990 Budget	1991 Prelim. Budget
<b>E X P E N D I T U R E S</b>					
District and school admin.: (Director's Office)					
Salaries and wages	\$164,928	\$160,959	\$162,523	\$169,974	140,183
Employee benefits	\$34,842	\$36,778	\$37,611	\$42,409	32,471
Purchased services	\$17,243	\$15,812	\$17,358	\$15,724	14,842
Supplies and materials	\$2,198	\$12,734	\$15,212	\$1,835	1,780
Other expenditures	\$845	\$27,655	\$10,014	\$3,652	1,826
	\$220,056	\$253,938	\$242,718	\$233,594	\$191,102
District support services: (Com. Rel., Inst. Serv., Grants, & Restruct)					
Salaries and wages	\$77,830	\$87,347	\$199,848	\$160,932	129,912
Employee benefits	\$14,951	\$16,931	\$32,959	\$33,270	26,029
Purchased services	\$99,492	\$135,713	\$161,788	\$242,101	215,907
Supplies and materials	\$37,193	\$76,428	\$66,814	\$64,101	65,112
Other expenditures	\$1,474	\$1,752	\$7,269	\$5,192	7,199
	\$230,940	\$318,171	\$468,678	\$505,596	\$444,159
Vocational instruction (Bookstore, Voc. Unspec., Spec. Needs, & all instr.)					
Salaries and wages	\$2,006,630	\$2,019,651	\$2,254,373	\$2,361,263	2,295,465
Employee benefits	\$440,086	\$462,248	\$523,872	\$533,728	522,569
Purchased services	\$94,144	\$130,279	\$111,035	\$124,733	134,677
Supplies and materials	\$697,762	\$818,118	\$732,468	\$739,658	400,743
Other expenditures	\$30,582	\$29,046	\$49,691	\$37,094	18,952
	\$3,269,204	\$3,459,342	\$3,671,439	\$3,796,476	3,372,406
Instructional support services: (Media and Instructional Admin)					
Salaries and wages	\$92,350	\$114,192	\$154,029	\$91,854	101,800
Employee benefits	\$19,668	\$29,404	\$32,454	\$23,160	18,340
Purchased services	\$30,154	\$29,466	\$45,763	\$5,623	5,327
Supplies and materials	\$6,834	\$5,095	\$3,763	\$4,014	3,894
Other expenditures	\$2,399	\$2,703	\$654	\$2,523	1,262
	\$151,405	\$180,860	\$236,663	\$127,174	\$130,623
Pupil support services: (Student Services & Fin. Aid)					
Salaries and wages	\$217,607	\$234,662	\$259,901	\$257,709	277,048
Employee benefits	\$42,108	\$48,374	\$51,695	\$58,531	59,820
Purchased services	\$26,408	\$18,431	\$17,582	\$47,112	46,642
Supplies and materials	\$15,801	\$15,163	\$19,867	\$14,329	13,899
Other expenditures	\$19,787	\$1,102	\$423	\$1,836	918
	\$321,711	\$317,732	\$349,468	\$379,517	\$398,327

MTC FUND 12  
June 4, 1990

By State Board action the operations of the bookstore, food service, and childcare are to be removed from fund 11 and budgeted and reported in Fund 12 (special fund). The childcare operation will be included in the revision.

We plan to end the fiscal period with this fund in balance.

	1987 Actual	1988 Actual	1989 Actual	1990 Budget	1991 Prelim.
<b>R E V E N U E S</b>					
Food Service Sales	0	0	0	0	97,628
Bookstore Sales	0	0	0	0	302,931
<b>TOTAL FUND 12 REVENUES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>400,559</b>
<b>E X P E N D I T U R E S</b>					
Salaries & wages	0	0	0	0	36,357
Employee Benefits	0	0	0	0	7,085
Supplies for resale	0	0	0	0	339,692
Sales Taxes	0	0	0	0	3,000
<b>TOTAL FUND 12 EXPEND.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>386,134</b>
Beginning Fund Balance	0	0	0	0	0
Total Revenue	0	0	0	0	400,559
Total Expenditures	0	0	0	0	386,134
Fund balance, end or year	0	0	0	0	14,425

	1988 Actual	BIGBIRD8 1989 Actual	1990 Budget	1991 Budget
MTC CAPITAL FUND ANALYSIS				
June 12, 1990				
FUND 15 & 18				
R E V E N U E S				
Interest revenue	18,028	14,550	3,000	5,000
State and Federal equipment aid	490,172	418,419	452,354	505,721
Repair and Betterment	42,433	201,585	74,411	90,692
Sale of Equipment	7,511	5,906	0	0
Total Revenue	\$558,144	\$640,460	\$529,765	\$601,413
E X P E N D I T U R E S				
Equipment expenditures	507,597	472,762	459,968	510,721
Site and building expenditures	52,346	235,906	95,411	90,692
Purchases services	3,432	0	0	0
Fixed costs	407	5,739	0	0
Total Expenditures	\$563,782	\$714,407	\$555,379	\$601,413
R E C A P				
Fund balance beginning of year	\$144,178	\$138,540	\$64,593	\$38,979
Total Revenue	\$558,144	\$640,460	\$529,765	\$601,413
Total Expenditures	\$563,782	\$714,407	\$555,379	\$601,413
Fund balance end of year	\$138,540	\$64,593	\$38,979	\$38,979

\*\*\*\*\*

MTC '90-91 BUDGET  
June 4, 1990

	1989 Actual	1990 Budget	1991 Prelim. Budget
REVENUES FUND 14			
State Aid	253,344	141,064	148,346
Grants		26,789	9,500
Miscellaneous revenue	15,253	15,000	3,500
Tuition	230,348	310,000	263,000
TOTAL REVENUES FUND 14	498,945	492,853	424,346
EXPENDITURES FUND 14			
Administration	137,623	162,780	121,125
Instruction	367,643	326,055	293,221
TOTAL EXPENDITURES FOR FUND 14	505,266	488,835	414,346
Fund Balance, beginning of year	12,689	6,368	10,686
Total Revenues	498,945	492,853	424,346
Total Expenditures	505,266	488,835	414,346
Fund Balance, end of year	6,368	10,386	20,686



MTC FY'90-91 BUDGET  
June 4, 1990

FUND 16 (BUILDING CONSTRUCTION)

FUND BALANCE, JUNE 30, 1990	32
REVENUE	0
EXPENDITURES	0
FUND BALANCE, JUNE 30, 1991	32

\*\*\*\*\*

FUND 17 (DEBT REDEMPTION)

BEGINNING FUND BALANCE		365,637
STATE REVENUE	111,055	
LOCAL REVENUE (INTEREST)	30,000	
TOTAL REVENUES		141,055
EXPENDITURES		153,965
ENDING FUND BALANCE		352,727

\*\*\*\*\*

FUND 18 (REPAIR AND BETTERMENT)

(included with fund 15) 0

\*\*\*\*\*

FUNDS 19 AND 20 ARE "FLOW-THROUGH" ACCOUNTS.  
The numbers below reflect the revenues we receive and pay out directly to students.

FUND 19 (TRUST - FED. FINANCIAL AID)

SEOG MATCHING FUNDS (5%)	1,359
PELL ADMIN FEE	2,500
PELL GRANT REVENUE	1,100,000
SEOG GRANT REVENUE	25,829
COLLEGE WORK STUDY GRANT	45,127
COLLEGE WORK STUDY LOCAL MATCH (25%)	19,340

FUND 20 (STUDENT FUNDS)

STUDENT SENATE	45,116
MINN. WORK STUDY GRANT (HECB)	30,000
MINN. WORKS TUDY (LOCAL MATCH 25%)	7,500

FARGO PUBLIC SCHOOLS  
1104 Second Avenue South  
Fargo, North Dakota 58103

T U I T I O N   A G R E E M E N T

It is hereby agreed that Nathan T. Boutilier grade 8,  
who is a resident of Moorhead Independent School District No. 152,  
Clay County, Moorhead, MN ~~North Dakota~~, shall be  
admitted to Fargo School District No. 1, Cass County, Fargo, North  
Dakota 58103.

The resident school district shall assume responsibility for the  
tuition charges based on a tuition rate for grade 8 for the 1989 -  
1990 school year of \$ 49.30/day. This rate reflects the appropriate  
credit for school taxes and foundation program payments. Actual  
tuition charged shall be prorated to the date of enrollment or  
discharge.

ADMITTING DISTRICT

Fargo - District #1      Cass      Fargo, North Dakota  
Public School Dist.      County      Town

Carolyn C. Nelson President  
Carolyn C. Nelson  
Duane J. Carlson Clerk  
Duane J. Carlson, Bus. Mgr.

DISTRICT IN WHICH PUPIL RESIDES

Moorhead #152      Clay      Moorhead      MN      56560  
(School District and No.)      (County)      (City)      (State)      Zip

\_\_\_\_\_  
President  
\_\_\_\_\_  
Clerk

If the tuition is not assumed by the resident district, the under-  
signed agrees to pay the cost of education.

\_\_\_\_\_  
Name      Address      Date

\_\_\_\_\_  
Parent or Guardian Signature

## MOORHEAD PUBLIC SCHOOLS

## TRANSFERS TO/FROM TRUST ACCOUNT

From January 23, 1990 to May 29, 1990

DATE	Transfers from checking TO TRUST	Transfers FROM TRUST to checking
02-01-90	\$ 700,000	\$
02-02-90	400,000	
02-05-90		850,000
02-16-90		200,000
02-22-90	200,000	
02-28-90		600,000
03-01-90		300,000
03-02-90	500,000	
03-19-90	350,000	
03-22-90	500,000	
03-30-90		300,000
04-02-90		500,000
04-04-90	500,000	
04-12-90		300,000
04-25-90	500,000	
04-30-90		350,000
05-23-90	1,000,000	
05-29-90	300,000	

## INVESTMENT RECORD

FROM JANUARY 23, 1990 TO MAY 29, 1990

INVEST ID.	DATE	AMOUNT	MATURITY DATE	INTEREST RATE	ESTIMATED INTEREST (NET)	BANK OR S&L	BROKER
473	01-26-90	99000	03-28-90	8.30	1395	FIRST AM SVGS-LONGMONT	HYM



# MOORHEAD PUBLIC SCHOOLS

## TRANSFERS TO/FROM TRUST ACCOUNT

From January 23, 1990 to May 29, 1990

DATE	Transfers from checking TO TRUST	Transfers FROM TRUST to checking
02-01-90	\$ 700,000	\$
02-02-90	400,000	
02-05-90		850,000
02-16-90		200,000
02-22-90	200,000	
02-28-90		600,000
03-01-90		300,000
03-02-90	500,000	
03-19-90	350,000	
03-22-90	500,000	
03-30-90		300,000
04-02-90		500,000
04-04-90	500,000	
04-12-90		300,000
04-25-90	500,000	
04-30-90		350,000
05-23-90	1,000,000	
05-29-90	300,000	

## INVESTMENT RECORD

FROM JANUARY 23, 1990 TO MAY 29, 1990

INVEST NO.	DATE	AMOUNT	MATURITY DATE	INTEREST RATE	ESTIMATED INTEREST (NET)	BANK OR S&L	BROKER
473	01-26-90	99000	03-28-90	B.30	1395	FIRST AM SVGS-LONGMONT	HYM

RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES OF ELECTION  
AND DIRECTING SCHOOL DISTRICT CLERK TO PERFORM  
OTHER ELECTION RELATED DUTIES

WHEREAS, the board has canvassed the election for school board members held May 15, 1990.

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

1. The chair and clerk hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 152 to the following candidates:

- a. Allen Lund
- b. Curt Borgen

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on July 1 next following the election, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Clerk

TRACTOR BIDS  
MTC June, 1990

VENDOR	DESCRIPTION OF UNIT	BASE BID	MOWER	GRASS CATCH	SNOW	CAB	TOTAL
Ford Tractor	Kubote F2400	9,753	1,821	2,639	2,100	2,825	19,138
Fargo Implement	J.D. 855	9,941	1,319	1,103	2,225	793	15,381
FM Lawn	Toro 322D	9,597	2,300	no bid	2,071	2,210	16,178
Nicholson	Steiner	10,360	1,670	660	1,900	1,340	15,930
Central	Duetz Allis 5220OHST	10,501	1,594	1,247	3,351	982	17,675
Cass Cty Eq.	JD 855	10,750	1,360	1,200	2,220	585	16,115
Thysell	Ford 1520	10,185	1,450	1,785	2,165	695	16,280



MEMO #S-90-1

TO: School Board

FROM: B. Trochlil

RE: Board Committee Appointments for 1989-90

DATE: July 11, 1989

School Board Meetings

Second & Fourth Tuesday of each month 7:00 p.m.

Board Officer

Chair - Lund  
Vice Chair - Hastad  
Clerk - Borgen  
Treasurer - Cummings

Committee Title

Adopt-A-School

Representatives

Senior High- Fagerlie  
Robert Asp-Lund  
Junior High-Hastad  
Edison-Cummings  
Probstfield-Alexander  
Riverside-Seigel  
Washington-Borgen

Meeting Dates/Times

Location of Meetings

Activities Council

Borgen/Seigel

Townsite

Boundary/Configuration

Cummings/Borgen (alternate)

Open

Townsite

CAPP (Comprehensive Arts Planning Program)

Seigel

Open

Open

Calendar

Fagerlie

Open (Jan.-Mar.)

Townsite

Chemical Use (TAHC-Teenage Health Consultants)

Borgen

Open

Open

City Planning

Hastad

Open

City Hall

Clay County Health

Seigel

Open

<u>Committee Title</u>	<u>Representatives</u>	<u>Meeting Dates/Times</u>	<u>Meetings</u>
Community Education Advisory Council	Hastad/Lund	Sept. 18 - 7:30 p.m. Oct. 23 - 7:30 p.m. Nov. 27 - 7:30 p.m. Jan. 22 - 7:30 p.m. Feb. 26 - 7:30 p.m. Mar. 26 - 7:30 p.m. Apr. 23 - 6:30 p.m.	MTI
ComNet (MSBA Legislation)	Lund	Open	Open
Continuing Education	Alexander	2nd Wed. each month 7:30 a.m.	Townsite
Early Interagency Intervention	Seigel	Open	Open
Joint Powers	Seigel/Cummings	3rd Thurs. each month 7:00 a.m.	Open
Learning Bank	Seigel	Open	go School Board Room
Long Range Planning (Futures)	Alexander	Open	Townsite
MTI Association	Borgen/Alexander (alternate)	Open	MTI
Negotiations	Alexander (Chair) Borgen (Vice-Chair)	Open	Townsite
PER (Planning, Evaluating and Reporting)	Cummings/Hastad (alternate)	3rd Thurs. each month 7:00-8:30 a.m.	Townsite
Police Liaison	Fagerlie	Open	Law Enforcement Center
Policy Review	Hastad/Seigel	Mon. 7:00 p.m. Sept. 25    Feb. 26 Oct. 23    Mar. 26 Nov. 20    Apr. 23 Jan. 22    May 14	Townsite

<u>Committee Title</u>	<u>Representatives</u>	<u>Meeting Dates/Times</u>	<u>Meetings</u>
Quality Circles	Cummings/Lund (alternate)	Open	MTI
S.T.E.P. Advisory Board (Supplemental Teaching and Enrichment Program)	Seigel	3rd Mon. - each month 3:45 p.m.	Robert Asp
Sabbatical Leave	Fagerlie	Open (April - May)	Townsite
Supervision/Evaluation	Cummings/Lund (alternate)	Open	Townsite
Technology	Hastad/Cummings (alternate)	Open	Townsite
Title I PAC (Parent Advisory Committee)	Fagerlie	Open	Townsite
Title IX Advisory	Hastad	2nd Thurs. each month 7:00-8:15 a.m.	Townsite
Transportation	Alexander		Townsite
VRC (Vocational Relicensure Committee)	Fagerlie/Lund (alternate)	Open	Open

**Recommended committee guidelines:**

1. Knowledge of district policy titled: Community Involvement (Code: KC)
2. Notify committee chairs of School Board appointments.
3. Request each committee establish regular meeting dates and times.
4. The Board representative(s) and alternates receive meeting agendas and minutes.
5. Request each committee establish goals and objectives.
6. When a committee is formed, the purpose, membership, charges and timeline(s) will be established.

**Note:** The meeting dates, times and locations are as of July 10th. This memo will change if significant changes are made during the months of August and September.



Tuesday, July 10, 1990  
Radisson Hotel -- St. Paul

## Meet Your Colleagues Over Coffee

"Developing Positive School Board/Superintendent Relations" . . . . Ben Trochil  
President, Minnesota Association of School Administrators

Greetings . . . . . Tom Lindquist  
President, State Board of Education

MINNESOTA SCHOOL BOARDS ASSOCIATION  
WORKSHOP FOR BOARD OFFICERS AND DIRECTORS

Tuesday, July 10, 1990  
Radisson Hotel -- St. Paul

8:00 a.m. - Registration . . . . . Lower Lobby

Meet Your Colleagues Over Coffee

GENERAL SESSION

9:00 a.m. - General Session . . . . . Minnesota Ballrooms

"The Minnesota School Boards Association" . . . . . Idella Ziegler  
MSBA President, Buffalo

"A School Board Member - The Meaning" . . . . . Marge Kinney  
MSBA Vice President, Prior Lake

"Developing Positive School Board/Superintendent Relations" . . . . . Ben Trochlil  
President, Minnesota Association of School Administrators

FOR BOARD OFFICERS AND DIRECTORS

10:00 a.m. to 3:00 p.m. . . . . Minnesota West

10:00 a.m. - "Legal Responsibilities for School Board Officers" . . . . . James Knutson  
- Individual Liability; Conflict of Interest

10:30 a.m. - "Meetings - Chairperson and Board Member  
Responsibilities" . . . . . Joseph Flynn  
- Parliamentary Procedure; Types of Meetings; Thomas Deans  
Open Meeting Law, & Public Records

11:30 a.m. - "Publication Requirements - Minutes, Budgets and Bills -  
Contracts and Bid Awards" . . . . . James Knutson

12:00 noon - Recess

12:15 p.m. - Luncheon

1:15 p.m. - Roll Up Your Sleeves and Question the Veterans -- Practical Advice and  
Insights From Current Practitioners

"Organizing Your Board for Productive Decision-Making" . . . . . Jean Hoffman  
Princeton

"The Role of the School Board Chairperson" . . . . . Dick Brenner  
Cloquet

"Helping Board Members to Work Together as a Board" . . . . . Judy Farmer  
Minneapolis

"Handling Controversial Meetings" . . . . . Karen Nielsen  
Winona

LUNCHEON

12:15 p.m. . . . . Minnesota Ballrooms

Presiding . . . . . Idella Ziegler  
MSBA President

Greetings . . . . . Tom Lindquist  
President, State Board of Education

## Ozone and Blindness

If you are under 30 years of age, have naturally good vision, and spend some time sunbathing, your eyesight may be temporarily endangered by depletion of the ozone layer, according to a report in the American medical journal *Retina*. On two days in March 1986, there was an unusually large number of cases of solar retinitis, or "sun blindness," among young adults, with outbreaks beginning in Michigan and moving to New York. The Goddard Space Flight Center reports that an oval region of minimum atmospheric ozone was discovered moving across the northeastern region of the United States on the same two days. Younger adults do not have the same natural protection for the retina at the back of their eyes that older adults have, the journal notes. While it is difficult to prove a direct relationship between these cases of sun blindness and the passing hole in the ozone layer, there does seem to be reason to take precaution in the future as the earth's ozone layer continues to thin.



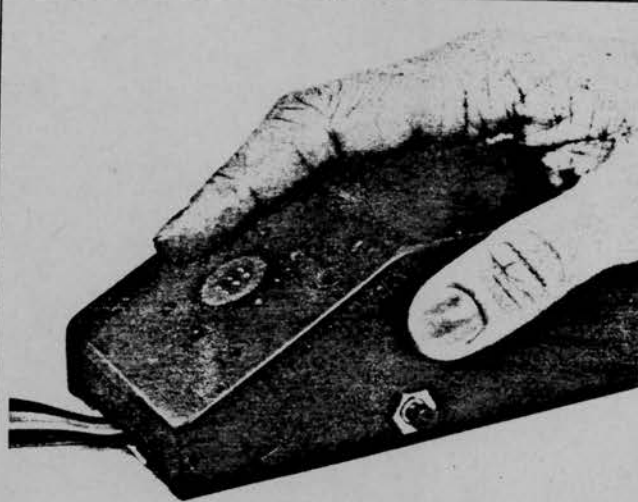
DAVE UMBERGER / PURDUE UNIVERSITY NEWS SERVICE

Elementary-school students watch a computer simulate the effects of alcohol and barbiturates on user's breathing and heart rate.

## Computers Join War on Drugs

A fast-paced, colorful computer program that makes drug education as interesting as a video game may help schools fight the war on drugs. Pilot tests at Purdue University found that grade-school students learned more about the dangers of drugs from the computer presentation than did those who received traditional lectures on drugs. The program, called the Active

Learning Tool, presents video images that complement the information provided in the learning modules. The computer approach may be especially useful in reaching students who are not otherwise academically motivated — the same group who are most at risk of abusing drugs, according to the program's developer, Michael J. Doherty.



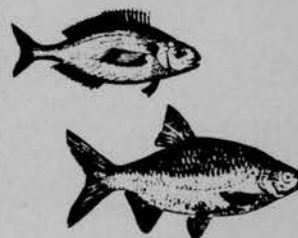
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Six tiny pins in computer mouse translate text for blind user.

## Braille Mouse

An inexpensive tactile read-out device has been designed by NASA to help blind people use computers. The Braille Mouse, developed by senior research scientist H. Douglas Garner, has a single braille cell on its surface, containing six pins that may be raised in any combination to create the braille alphabet. When the mouse is moved left to right,

each character on the computer screen that is addressed by the cursor is then converted to its equivalent braille character and presented to the operator through the appropriately raised pins. The device could translate text recorded on magnetic-tape cassettes, which are cheaper and more practical than braille books, says Garner.



## Smaller Pets

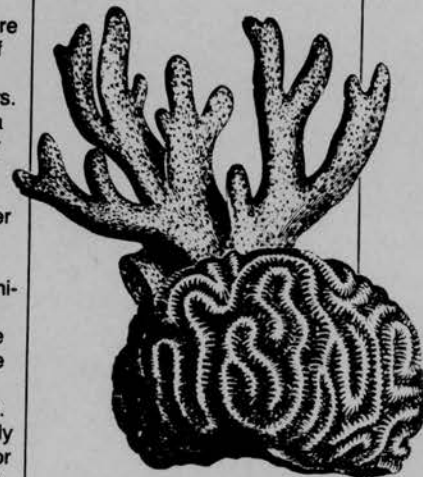
Cats have already become more popular than dogs in this age of smaller households and convenience-conscious petowners. But watch out, Tabby! Guinea pigs, fish, and birds also offer their human masters companionship and low-maintenance lifestyles. These smaller pets will become increasingly popular as people move into smaller homes and look for animals with simple needs, says Lynette A. Hart, director of the Human-Animal Program at the University of California-Davis School of Veterinary Medicine. Petowners of the 1990s will likely spend more money not only for high-quality food and toys, but also for medical care, prompting many veterinarians to specialize in the treatment of specific animals, Hart predicts.

## Plastics Recycling Will Grow

The plastics-recycling rate in the United States will grow to 31% by 1994, showing faster growth than that for other waste materials, predicts Business Communications Co., Inc., a Norwalk, Connecticut, market-research firm. Waste recycling in the United States will grow at more than 5% annually because of stepped-up activity in collection programs, and the recycling rate for all recoverable waste materials is expected to increase from under 29% in 1989 to 35% by 1994. Business opportunities in recycling may include such products as space-saving containers for sorting recyclables at home and equipment that automatically sorts wastes or removes contaminants.

## Coral Pipes

Sewage pipes grown underwater from coral can be built at a fraction of conventional costs and could revolutionize pipe construction in developing countries, according to Jorge Zapp, a United Nations Development Programme engineer. In experiments along the Colombia coast, wire mesh that is electrically charged induces electroaccretion, causing coral to grow rapidly around the wire and form a tough, durable coating. The coral sewage pipes are stronger than reinforced concrete and are resistant to earthquakes. And they cost just \$20 to \$30 per meter, compared with \$2,000 per meter for the equivalent in steel.



For more information, see "Sources, Tomorrow in Brief" on page 57 of this issue.



JUNE - 1990

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Last Day of 1989-90 School Year	2
3 2:00 Graduation (MSU)	4	5	6 Guidance (Elementary) 8th Avenue Planning	7	8	9
10	11	12	13	14	15	16
7:00 Foundation	7:00 School Board					
17	18	19	20	21	22	23
			Guidance (Secondary) Music (Vocal) OBE-Elementary			
24	25	26	27	28	29	30
	ATP - Brainerd		OBE - Elementary	7:00 School Board		

JULY - 1990

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
	OBE Elementary		Independence Day			
6:00 School Board						
8	9	10	11	12	13	14
			8th Avenue Planning			
15	16	17	18	19	20	21
			8th Avenue Planning			
22	23	24	25	26	27	28
	7:00 School Board					
29	30	31	1	2	3	4

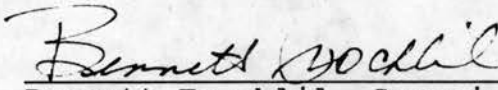
AUGUST - 1990

AUGUST 1990						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29     _	30     _	31     _	1     _	2     _	3     _	4     _
5     _	6     _	7     _	8     _	9     _	10     _	11     _
12     _	13     _	14     _	15     _	16     _	17     _	18     _
-----OBE-Secondary-----						
7:00 School Board		-----8th Avenue Planning-----				
19     _	20     _	21     _	22     _	23     _	24     _	25     _
-----OBE-Secondary-----			-----Teacher Workshop-----			
-----8th Avenue Planning-----						
26     _	27     _	28     _	29     _	30     _	31     _	1     _
-----Teacher Workshop-----						
-----8th Avenue Planning-----						
7:00 School Board						



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, June 28, 1990, at 7:00 p.m. in the Board Room at Townsite Centre.

  
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, B - 7, 8, 9, 10 & 11)

\*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 student Jeff Greenwood has been selected for the 1990-91 Minnesota Music Educators Association Minnesota All-State Choir. Greenwood is one of 130 students selected from 900.

S. 119.1305  
01/28/90  
6.28.90

VIII. COMMITTEE/MEETING REPORTS

Transportation - Ken Lucier

Junior Achievement - Trochlil

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

A. UNFINISHED BUSINESS

1. Review School Board (Trochlil) Appendix A  
Committee Assignments

Explanation: Appendix A-1 is committee appointments/responsibilities for 1989-90.

Recommendation: For Discussion

---

B. NEW BUSINESS

1. Consider Sports (Hulbert) Appendix B  
Medicine Coverage

Explanation: Refer to Appendix B-1 for details.

Recommendation: Move to approve a three (3) year contract with St. Luke's Hospitals MeritCare for sports medicine services.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

---

2. Consider Request to (Lacher) Appendix C  
City for 9th Avenue Closure

Explanation: Refer to Appendix C-1 for details.

Recommendation: Move to approve a request be submitted to the city of Moorhead to close 9th Avenue between 14th Street (west corner) and 12th Street (east corner).

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

3. Consider Request for (Lacher)  
Annexation of Land

Appendix D

Explanation: The City of Moorhead and Moorhead Schools have agreed to develop the property listed below:

11.81 acres beginning 809.33 feet west of the south quarter corner of Section 20; West 605 feet, North 850 feet, to beginning, Section 20, Township 139, Range 48 West, Clay County, Minnesota.

The land will be used for parking spaces and residential development.

Recommendation: Move to approve the petition for annexation as a resolution of the Board of Education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

4. Consider Personnel (Bergen)

Appendix E

New Employees

Paul Larson - Elementary Teacher, Riverside, BA(4)

\$21,729, effective for the 1990-91 school year

Palma Wright - Elementary Teacher, Robert Asp, BA(4) \$21,729, effective for the 1990-91 school year

Tracy Bridgeford - Public Relations Specialist, MTC, \$19,000, effective July 1, 1990

Barb Mulder - Elementary Librarian, Probstfield, BA+45(8) \$27,454, effective for the 1990-91 school year

Kevin Anderson - Occupational Therapist, District-wide, BA(4) \$21,729, effective for the 1990-91 school year

Sheryl Wilder - SLD Teacher, 8th Avenue School, BA+15(7) \$23,487, effective for the 1990-91 school year

Donna Dunlap-Bitz - Moderate to Severely Mentally Handicapped Teacher, Riverside, BA+30(4) \$24,044, effective for the 1990-91 school year

Rod Thompson - Social Teacher, Junior High, BA(4) \$21,729, effective for the 1990-91 school year

Resignation

Jane Bedard - EBD Teacher, St. Ansgar, effective June 1, 1990



Retirement

Jackie Buth - Nurses Secretary, Senior High,  
effective June 29, 1990

Recommendation: Move to approve the personnel  
changes as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
5. Consideration of (Legg) Appendix F  
Claims

Explanation: Manual checks written to correct/  
replace computer generated checks have not been  
listed on check registers previously approved by  
the school board. Approval is requested for  
manual checks from July 1, 1989 to June 20, 1990.  
A check register will be available at the meeting.

Recommendation: Move to approve the manual checks  
as listed in the register.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
6. Review Educational (Trochlil) Appendix G  
Planning Consultants

Explanation: Ben Graves of Educational Planning  
Consultants, Austin, Texas, is being interviewed  
by administration and Foss Associates (Bill  
Cowman) as a possible educational planning  
consultant.

Since he will be in Moorhead, Mr. Graves has been  
invited to appear before the board.

Recommendation: For Discussion

- 
- \*7. Consider NSF Checks (Legg) Appendix H

Explanation: Efforts to collect "non-sufficient  
funds" checks totalling \$443.08 have been  
unsuccessful.

Fund 01.....	\$ 20.00	(2 checks)
Fund 02.....	\$ 64.80	(7 checks)
Fund 11.....	\$321.28	(5 checks)
Fund 14.....	\$ 37.00	(1 check)

Details are available in the business office.

Recommendation: Move to approve the write off of  
non-sufficient funds (NSF) checks and forward them  
to a collection agency.

\*8. Consider Investments (Legg) Appendix I

Explanation: Appendix I-1 are trust account transfers and certificate of deposit investments.

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

---

\*9. Consider Non-Resident (Trochlil) Appendix J  
Agreements

Explanation: The following non-resident agreements have been received:

To Attend Dilworth Public Schools:

Valorie Hayes - 804-8th Ave. NE., Dilworth, MN,  
grade 7

John Hayes - 804-8th Ave. NE., Dilworth, MN,  
grade 4

To Attend Moorhead Public Schools:

Andrew J. Thomson - RR Box 3A, Wolverton, MN,  
grade K

Recommendation: Move to approve the non-resident agreements as presented.

---

\*10. Consider Spanish (Jernberg) Appendix K  
Trip to Mexico

Explanation: Appendix K-1 contains a memo to the board from Jean Moe, Spanish teacher at Moorhead Senior High. The memo outlines a field trip to Mexico tentatively scheduled for March 24-31, 1991. The trip will utilize services of Intra-American Student Programs, through whom the district has organized several World Language Trips.

Mr. Dulski has approved the trip and fund raising activities.

Recommendation: Move to preliminary approve the Spanish trip as outlined above.

---

\*11. Consider Block Grant (Jernberg) Appendix L

Explanation: Appendix L-1 is a block grant application which includes the request the purchase of a computer, software and hardware for the 8th Avenue School and a computer for St. Joseph's School.

Recommendation: Move to approve the block grant application as presented.

12. Review Long Range Planning Document-1990-91 (Ladwig) Appendix M

Explanation: Carol Ladwig, Long Range Planning Committee Chair, will present the 1990-91 Long Range Planning document.

The document will be available before the meeting.

Recommendation: Review and comment with acceptance at the July 2nd meeting.

---

X. MOORHEAD TECHNICAL COLLEGE AGENDA  
A. NEW BUSINESS

1. Consider City's Purchase of Property for Half Diamond at MTC (Molick) Appendix N

Explanation:

Temporary Easement....	\$ 1,365
Land Value.....	45,870
Improvements.....	42,500
	<u>\$89,735</u>

Refer to Appendix N-1 & N-2.

Recommendation: Move to accept the city's offer to purchase the temporary easement (\$1,365), land (value \$45,870) and improvements (\$42,500).

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- 
2. Consider Appropriation (Lacher) Appendix O  
of Property Sale Monies

Explanation: The administration has proposed to appropriate the money paid by the city for improvements of the area being purchased. New parking spaces to replace those lost (140) would be developed. The city will cover all costs over \$42,500.

The city public works department will assist in repairing and renovating the existing parking lots. This will include the work along with bids for similar black top work the city is doing. The school district will pay for the engineering services and actual costs bid by the contractors for the project.

Recommendation: Move to approve the appropriation of money for development of new parking spaces at Moorhead Technical College.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_



# XI. FOR YOUR INFORMATION

## Appendix Z

1. MSBA Orientation Meeting - July 10, 1990
2. Legislative Update - Trochlil
3. Futures Article - Appendix Z-1
4. Indian Education Grant - \$50,000

# XII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

## CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
"Restructuring to Promote Learning"	Wed., July 11 & Wed., July 25	11:30 - 2:30 p.m	MSU
Administrators Training Program	Sun., June 24 - Wed., June 27		Madden's Brainerd
OBE-Elementary Workshop	Mon., June 25 - Tues., July 3	All Day	Townsite
8th Avenue Planning	Mon., July 9 - Fri., July 20	All Day	
OBE-Secondary Workshop	Mon., Aug. 13 - Wed., Aug. 15	All Day	Townsite
OBE-Secondary Workshop	Mon., Aug. 20 - Fri., Aug. 24	All Day	Townsite
8th Avenue Planning	Wed., Aug. 15 - Tues., Aug. 28	All Day	
Teacher Workshops	Thurs., Aug. 23 - Fri., Aug. 31		District-wide

# XIII. ADJOURNMENT

NEXT SCHEDULED MEETING Monday, July 2, 1990 - 6:00 p.m.

MEMO #S-90-1

TO: School Board

FROM: B. Trochlil

RE: Board Committee Appointments for 1989-90

DATE: July 11, 1989

School Board Meetings

Second & Fourth Tuesday of each month 7:00 p.m.

Board Officer

Chair - Lund

Vice Chair - Hastad

Clerk - Borgen

Treasurer - Cummings

Committee Title

Adopt-A-School

Representatives

Senior High- Fagerlie

Robert Asp-Lund

Junior High-Hastad

Edison-Cummings

Probstfield-Alexander

Riverside-Seigel

Washington-Borgen

Meeting Dates/Times

Location of Meetings

Activities Council

Borgen/Seigel

Townsite

Boundary/Configuration

Cummings/Borgen (alternate)

Open

Townsite

CAPP (Comprehensive Arts Planning Program)

Seigel

Open

Open

Calendar

Fagerlie

Open (Jan.-Mar.)

Townsite

Chemical Use (TAHC-Teenage Health Consultants)

Borgen

Open

Open

City Planning

Hastad

Open

City Hall

Clay County Health

Seigel

Open

<u>Committee Title</u>	<u>Representatives</u>	<u>Meeting Dates/Times</u>	<u>Meetings</u>
Community Education Advisory Council	Hastad/Lund	Sept. 18 - 7:30 p.m. Oct. 23 - 7:30 p.m. Nov. 27 - 7:30 p.m. Jan. 22 - 7:30 p.m. Feb. 26 - 7:30 p.m. Mar. 26 - 7:30 p.m. Apr. 23 - 6:30 p.m.	MTI
ComNet (MSBA Legislation)	Lund	Open	Open
Continuing Education	Alexander	2nd Wed. each month 7:30 a.m.	Townsite
Early Interagency Intervention	Seigel	Open	Open
Joint Powers	Seigel/Cummings	3rd Thurs. each month 7:00 a.m.	Open
Learning Bank	Seigel	Open	Fargo School Board Room
Long Range Planning (Futures)	Alexander	Open	Townsite
MTI Association	Borgen/Alexander (alternate)	Open	MTI
Negotiations	Alexander (Chair) Borgen (Vice-Chair)	Open	Townsite
PER (Planning, Evaluating and Reporting)	Cummings/Hastad (alternate)	3rd Thurs. each month 7:00-8:30 a.m.	Townsite
Police Liaison	Fagerlie	Open	Law Enforcement Center
Policy Review	Hastad/Seigel	Mon. 7:00 p.m. Sept. 25    Feb. 26 Oct. 23    Mar. 26 Nov. 20    Apr. 23 Jan. 22    May 14	Townsite

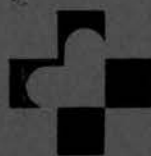


<u>Committee Title</u>	<u>Representatives</u>	<u>Meeting Dates/Times</u>	<u>Meetings</u>
Quality Circles	Cummings/Lund (alternate)	Open	MTI
S.T.E.P. Advisory Board (Supplemental Teaching and Enrichment Program)	Seigel	3rd Mon. - each month 3:45 p.m.	Robert Asp
Sabbatical Leave	Fagerlie	Open (April - May)	Townsite
Supervision/Evaluation	Cummings/Lund (alternate)	Open	Townsite
Technology	Hastad/Cummings (alternate)	Open	Townsite
Title I PAC (Parent Advisory Committee)	Fagerlie	Open	Townsite
Title IX Advisory	Hastad	2nd Thurs. each month 7:00-8:15 a.m.	Townsite
Transportation	Alexander		Townsite
VRC (Vocational Relicensure Committee)	Fagerlie/Lund (alternate)	Open	Open

Recommended committee guidelines:

1. Knowledge of district policy titled: Community Involvement (Code: KC)
2. Notify committee chairs of School Board appointments.
3. Request each committee establish regular meeting dates and times.
4. The Board representative(s) and alternates receive meeting agendas and minutes.
5. Request each committee establish goals and objectives.
6. When a committee is formed, the purpose, membership, charges and timeline(s) will be established.

Note: The meeting dates, times and locations are as of July 10th. This memo will change if significant changes are made during the months of August and September.



St. Luke's Hospitals  
MeritCare

Appendix B-1  
page 1 of 4

To: Mr. Hulbert

From: Sports Medicine--MeritCare

Dated: 5/18/90

May 18, 1990

Dear Mr. Hulbert;

Thank you for allowing Sports Medicine--MeritCare the opportunity to bid for sports medicine services at Moorhead High School. Enclosed you will find a list of services which we will provide to Moorhead athletes and coaches. We will not charge for these services in order to be competitive with the other sports medicine facilities in the area. This will remain for the one, two, and three year commitments. In return for our services we request that Sports Medicine-MeritCare be recognized at each home event through announcements, game program advertisements, and various other public relation methods at no charge to Sports Medicine--MeritCare. Specific discussion regarding these public relation promotions can be addressed at your convenience.

We are very proud of the quality program we offer at Sports Medicine--MeritCare and are eager to provide this for Moorhead High School. Once again, thank you for this opportunity and we welcome any questions or concerns you may have.

Sincerely,

*M. B. Waldera*

Mark Waldera  
Sports Medicine  
Coordinator

*Michele Cink*

Michele Cink  
Head Athletic  
Trainer

MOORHEAD JUNIOR HIGH SCHOOL  
SERVICES AVAILABLE

1. Weekday Athletic Trainer Coverages

September 1 through May 20

Tuesdays and Thursdays 3-6 pm

- Injury Evaluations
- Individualized treatment and rehabilitation programs
- Written documentation of all athletes seen. Copies given to all coaches. Copies will also be kept in the computer at the Broadway Health Centre.
- Statistical results of injuries and possible causes given to each coach after the season is complete. This can be utilized to prevent injuries and recognize high risk areas.
- Athletes are given priority scheduling within MeritCare's physicians' schedules.
- Supervision of a student athletic trainer program.
- On site emergency care.
- Devise and apply special protective devices. The cost will be the responsibility of the athlete.
- Available for consultations with the coaches, athletes, and parents.
- Athletic Trainer can be seen in the morning by the athletes at the Broadway Health Centre in the Athletic Trainers' office from 9 am till 12 noon.

2. Game Coverages

- Home contests of identified sports will be covered.
- Tournaments as agreed upon.



MOORHEAD HIGH SCHOOL  
SERVICES AVAILABLE

1. Weekday Athletic Trainer Coverages  
Mid-August Through School's End 3-6 pm

- Injury Evaluations
- Individualized treatment and rehabilitation programs
- Written documentation of all athletes seen. Copies given to all coaches. Copies will also be kept in a computer at the Broadway Health Centre.
- Statistical results of injuries and causes given to each coach after the season is complete. This can be utilized to prevent injuries and recognize high risk areas.
- Athletes are given priority scheduling within MeritCare's physicians' schedules.
- Supervision of a student athletic trainer program.
- Provide supervision, inventory, budget, and maintenance of training room supplies and equipment. Cost of these supplies is the responsibility of the school.
- Emergency care on site during normal hours of coverage.
- Devise and apply special protective devices. (The cost for these will be the responsibility of the athletes)
- Available for consultations with the coaches, parents, and athletes.
- Preseason meetings with each coach to discuss boundaries and critical issues.
- Athletic Trainer can be seen in the morning by athletes at the Broadway Health Centre in the athletic trainers office from 9am to 12 noon.

2. Game Coverages

- All home games for football, hockey, and all other varsity and jv sports. This includes 9th grade football.
- Playoff games and area tournaments as agreed upon.
- Away games for football and hockey.
- Physician attendance at all home varsity football and varsity hockey games.

### 3. Fitness Evaluations Provided By Exercise Physiology Staff

- Would occur three times per year.
- Tests will be sport specific.
- Joint stability and flexibility tests will be included
- Printed results and statistical analysis of each teams' results are supplied to coaches.
- Strength and conditioning programs are provided to those coaches as agreed upon. These are sport specific and based upon individual and team results of fitness test.
- Weight certification is administered by an exercise physiologist both by skinfold analysis and hydrostatic weighing.

### 4. Miscellaneous

- Student trainer classes are available as agreed upon.
- Coaches workshops as agreed upon.
- Speaking engagements as agreed upon.
- Bimonthly newsletter sent to all coaches.
- Free evaluations by the athletic trainers at the Broadway Health Centre are available from 9am till 12 noon.
- CPR/Basic Life Support, First Aid, and Advanced First Aid teaching and certification available to staff and the student trainers. Individuals will be charged if this is required by the certifying body. (Red Cross or American Heart)
- Regular meetings between the Activities Director and the
- Additional athletic training staff available as agreed upon.

MEMO #: B89.234

MEMO TO: DR. TROCHLIL  
BOARD OF EDUCATION

FROM: ROBERT LACHER *R. Lacher*

DATE: JUNE 18, 1990

SUBJECT: 9TH AVENUE VACATION

Based on previous discussions with the City Council and the community, the School District requests the closure of 9th Avenue No. from 14th Street to 12th Street.

The School District will place barriers at the east edge of 12th St. allowing traffic to turn west on 9th Ave. or south on 12th St. Barriers will be placed on the east end of 9th Ave. so delivery trucks can gain access for deliveries to Washington School. The parking lot for St. Francis Church will be expanded to include portions of 13th St.

The School District will propose to purchase the following properties because the closing of 9th Ave. No. will restrict access to their garage areas.

821 13th St. No.	Shrom
814 12th St. No.	Henderson

Future development of the area will be contingent on the purchase of St. Francis property and input from the staff of the three school buildings.

cc: Dr. Myers  
Mrs. Schmid  
Mr. Olson  
Residents of area

Attachment: Aerial map



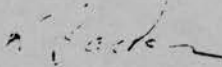
NORTH

PETITION FOR ANNEXATION BY ORDINANCE

IN THE MATTER OF THE POSITION OF  
INDEPENDENT SCHOOL DISTRICT #152  
FOR ANNEXATION  
PURSUANT TO M.S. 414.033, SUBD. 5

-----

TO: Council of the City of Moorhead, Minnesota  
Minnesota Municipal Board

FROM: Robert Lacher   
Assistant Superintendent of Business  
Independent School District #152

PETITIONER STATES:

It is hereby requested by the sole property owner of the area proposed for annexation to annex certain property described herein lying in the Town of Moorhead to the City of Moorhead, County of Clay, Minnesota.

The area proposed for annexation is described as follows:

11.81 acres beginning 809.33 ft. west of the south quarter corner of Section 20; West 605 ft., North 850 ft., to beginning, Section 20, Township 139, Range 48 West, Clay County, Minnesota.

THE PETITIONER FURTHER STATES:

1. There is one (1) property owner in the area proposed for annexation.
2. The annexation area totally consists of developed roadway.
3. Said property is unincorporated, abuts the City limits at the southeasterly boundary, and is not included within any other municipality.
4. The area of land to be annexed in acres is unplatted and consists of 11.81 acres.

5. All of the annexation area is or is about to become urban or suburban in character.
6. The area proposed for annexation is not included in any area that has already been designated for orderly annexation pursuant to M.S. 414.0325.

PETITIONER REQUESTS:

That pursuant to M.S. 414.033, the property described herein be annexed to and included within the City of Moorhead.

Dated: \_\_\_\_\_

Attached is the Board of Education Resolution



## MOORHEAD PUBLIC SCHOOLS

## TRANSFERS TO/FROM TRUST ACCOUNT

From May 30, 1990 to June 20, 1990

DATE	Transfers from checking TO TRUST	Transfers FROM TRUST to checking
05-29-90	\$	\$ 1,000,000
06-08-90	1,500,000	
06-20-90		200,000

## MOORHEAD PUBLIC SCHOOLS

## INVESTMENT RECORD

FROM MAY 30, 1990 TO JUNE 20, 1990

INVEST NO.	DATE	AMOUNT	MATURITY DATE	INTEREST RATE	ESTIMATED INTEREST (NET)	BANK OR B&L	BROKER
474	05-31-90	99000	12-20-90	8.75 *	4542	WESTERN FINANCIAL BANK	HYM
475	05-31-90	99000	12-20-90	8.75 *	4542	HOME FEDERAL BANK	HYM
476	05-31-90	99000	12-20-90	8.80 *	4707	TOPA SAVINGS BANK	HYM
477	05-31-90	99000	12-20-90	8.70 *	4717	HOMEDOWNERS SAVINGS BANK	HYM
478	05-31-90	100000	12-20-90	8.65 *	4736	BOWERY SAVINGS BANK	HYM
TOTAL INTEREST					23244		

\* FEE OF .25% PAID

To: Members of the Moorhead School Board

Re: Spanish Trip to Mexico

From: Mrs. Jean Moe

Date: June 8, 1990

I am requesting your preliminary approval of the Spanish field trip to Mexico tentatively scheduled from March 24 to March 31, 1991. This is a student-funded trip with fund-raising consisting of the sale of candy bars. The trip is organized through Intra-American Student Programs, a St. Paul group that has been sponsoring trips for high school students since 1971.


IASP offers a quality, structured, educationally sound travel experience. Included in the program is a teaching staff of bilingual U.S. educators, and an administrative staff which is on location and available 24 hours a day.

The Mexico trip is offered only to Juniors and Seniors who are currently enrolled in Spanish at MHS. In Mexico, the students will be joined by approximately 30 other students, 7 adults, 1 bus teacher (in charge of all group activities), and 1 administrative staff person.

Four very successful trips to Mexico and one trip to Spain have been approved and taken by a total of 48 MHS students in the springs of 1986, 1987, 1988, 1989, and 1990.

This trip has already been approved by Mr. Dulski. Pending school board approval, the students will begin discussion and fund-raising in September, with the initial sign-up completed by September 30.

Thank you for your consideration in this matter.

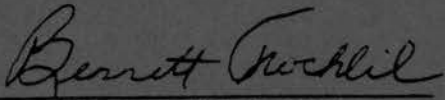
 <b>Minnesota Department of Education</b>	<b>ESEA: Chapter 2</b> 977 Capitol Square - 550 Cedar St. Paul, MN 55101	<b>CHAPTER 2 / BLOCK GRANT</b> <b>APPLICATION FOR F.Y. 1990-91</b>	ED-0163--09
----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	-----------------------------------------------------------------------	-------------

**GENERAL INFORMATION AND INSTRUCTIONS:** Chapter 2, Title 1, P.L. 100-297 allocates funds under a block grant for purposes of educational program improvement in six targeted areas defined in Section 1511 of the Hawkins-Stafford Amendments of 1988. Please complete this application and forward the original to the above address. Retain a copy for your district files. It is strongly recommended that applications be submitted no later than December 31 for the current fiscal year funding. Applications will not be accepted after June 30 for the fiscal year against which the application is submitted.

**STUDENT AND STAFF PARTICIPATION NOTE:** Changes in federal law and regulations require an annual report and an evaluation of the Chapter 2 program in specified formats. This application form has been revised to enable MDE staff to gather and compile information to satisfy those requirements.

Page A-6 has been added in order to collect information on student and staff participation by program even if there is duplication in counting.

PART I - IDENTIFICATION INFORMATION			
District Name		District Number	
Moorhead ISD		152	
Address		City	Zip Code
810 4th Ave. So.		Moorhead	56560
Person Responsible for Administration of Program		Telephone (include area code)	
Bob Jennberg		Asst. Superintendent Instruction 218-236-6400	

APPLICANT STATEMENT OF ASSURANCES	
THE APPLICANT ASSURES AND CERTIFIES THAT:	
<ol style="list-style-type: none"> <li>1. The School Board, at a meeting held on <u>June 28</u>, 1990, did declare its intention to develop projects which expand and improve the educational programs of the district, and said Board did authorize the undersigned to execute and file application for and in behalf of the school district and otherwise to act as its responsible authority in State and federally funded programs, and has approved the content of this application.</li> <li>2. Allocation of funds among programs authorized, including the allocation of such funds required to support programs in nonpublic schools, shall be administered in a manner consistent with the plan set forth in Part III of this application.</li> <li>3. Amendments to the three-year application which may become necessary to reflect any changes that are to be in effect shall be submitted annually.</li> <li>4. In the design, planning, implementation and allocation of funds of/among such programs to be funded, there will be systematic consultation with parents, teachers, administrative personnel, and any other individuals or groups deemed appropriate by the local education agency.</li> <li>5. Compliance with all provisions of this chapter shall include the participation of students enrolled in private, nonprofit schools.</li> <li>6. Records of program allocations and expenditures shall be maintained and made available to the Minnesota Department of Education (MDE) so as to enable the MDE responsibilities for fiscal audit to be met.</li> <li>7. Records of needs assessment, program goals, program objectives, program activities, and program evaluation shall be maintained and made available to the Minnesota Department of Education so as to enable MDE responsibilities for program evaluation to be met.</li> <li>8. Funds available under this chapter will supplement and not supplant funds currently accruing from non-federal sources.</li> </ol>	
Bennett Trochil Name of Superintendent (Print or Type)	 Signature - Superintendent
	6/22/90 Date



Plan for Objective 2/3

PART II - PROGRAM DEVELOPMENT

In allocating funds for programs and in the design, planning and implementation of such programs, the law requires systematic consultation with parents, teachers and administrative personnel and with other groups as may be deemed appropriate. The parents needed to meet the requirement cannot be employed by the district or serve on the school board.

In the space below, describe how the groups mentioned above and others were involved in the development of this program and how they will be involved in its implementation.

Composition of the group(s) which planned the use of Chapter 2 Block Grant funds

District teachers have incorporated district and state guidelines for integrating the use of technology into the curriculum of 8th Avenue School, plans were shared with the PER Committee, who then recommended this be the focus of the 90/91 Block Grant application.

Date(s) of meeting:

The District Technology Committee and District Long Range Planning Committee meet throughout the year. Other meetings: Teacher planning meeting - Beginning March 1990  
PER Committee - April 19, 1990 and June 19, 1990  
School Board - June 28, 1990

Planning:

Teachers began planning for the implementation for non-graded math, reading, language arts, and writing have been meeting regularly since March 1990. The District Technology Committee and Long Range Planning Committee meet throughout the year in setting goal objectives and strategies to accomplish the District mission statement.

In April, the implementation plan was shared with the PER Committee for discussion. Recommendations for funding will be made at the meeting on June 19, 1990.

Statement of Need:

The teaching staff plans the use of a non-graded approach to the subject areas of reading, language arts, math, and writing. The use of computers and software within each classroom will facilitate this approach as well as provide a basis for the development of OBE, expand writing opportunities to science, social studies, and fine arts, as well as provide an alternative learning mode for at-risk students. This plan will provide an integrated instructional program by drawing on the strengths and advantages of computer technology and small group teacher directed instruction. District teachers have incorporated district and state guidelines for integrating the use of technology into the curriculum of 8th Avenue School. Plans were shared with the PER Committee, who then recommended this be the focus of the 1990-91 Block Grant application.

PART II - PROGRAM DEVELOPMENT

In allocating funds for programs and in the design, planning and implementation of such programs, the law requires systematic consultation with parents, teachers and administrative personnel and with other groups as may be deemed appropriate. The parents needed to meet the requirement cannot be employed by the district or serve on the school board.

In the space below, describe how the groups mentioned above and others were involved in the development of this program and how they will be involved in its implementation.

Composition of the group(s) which planned the use of Chapter 2 / Block Grant funds:

Three types of groups met to determine the district's needs and plan for the 90/91 Block Grant application. Building level technology committees, library media specialists in consultation with the curriculum committees, and the district's PER committee were all involved in the process.

Date(s) of meeting:

Regular Year long Meeting: District Long Range Planning Committee, District Technology Committee, Library/Media Specialists, Teacher Implementation Group - Beginning March 1990  
PER Committee - April 1990, PER Committee - June 1990. School Board - June 1990

Planning:

Several years ago the District Technology Committee and library/media specialists began to implement the computerization of card catalogs and circulation in all schools. Two schools remain to be computerized. Priorities have been set, with the 8th Avenue School to be implemented for school year 1990/91.

At the April 1990 PER Committee meeting the implementation plan was shared with the PER Committee for discussion.

Recommendation for funding was made at the June 19, 1990 PER Committee meeting.

Statement of Need: There continues to be a need in the district in the area of technology. The computerization of card catalogs and circulation systems has been determined to be a high priority but implementation has been delayed. Computerization of the 8th Avenue School library will provide a system that is able to identify learner outcomes, duplicate "real-world information retrieval methods for district students, as well as enhance access to enrichment materials. It is expected that by using computerized library systems, students outside of the main stream, be they gifted or disaffected will also benefit.

PART III - CHAPTER 2 / BLOCK GRANT PROGRAM INFORMATION

For each proposed Chapter 2 project objective, provide the information requested below and on the back of this sheet. Check the appropriate box to indicate whether the objective is for a public or nonpublic school or both. Indicate where activities will take place. Complete a separate sheet for each program objective.

District Name St. Joseph's within Dict. 152	District Number 152	OBJECTIVE <u>1</u> OF <u>3</u> OBJECTIVES
This Objective Applies To: <input type="checkbox"/> Public School/s Only <input checked="" type="checkbox"/> Nonpublic School/s <input type="checkbox"/> Both Public and Nonpublic School/s		

STATEMENT OF GENERAL EDUCATIONAL GOAL: (Check Primary Goal)

- |                                                                                                                                                                                                                                                                            |                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. <input checked="" type="checkbox"/> Develop or acquire resources: materials <input type="checkbox"/> equipment <input checked="" type="checkbox"/>                                                                                                                      | 2. <input type="checkbox"/> Provide opportunities for staff development           |
| 3. <input type="checkbox"/> Provide direct services to students:<br><input checked="" type="checkbox"/> to enhance academic achievement<br><input type="checkbox"/> to change or modify behaviors<br><input type="checkbox"/> to change attitudes or enhance mental health | 4. <input type="checkbox"/> Improve district/school management or delivery system |
| 5. <input type="checkbox"/> Other (state):                                                                                                                                                                                                                                 |                                                                                   |
- Is this effort part of district/school improvement program? Yes ☒ No ☐

STATEMENT OF SPECIFIC PROGRAM OBJECTIVE:

To provide hardware in the technological area.

for (targeted students, staff or system) the system for more students to have the added experience of computer assisted instruction.

PROPOSED ACTIVITIES:

Students in all grades (K-6) will have opportunities to use mathematics, reading and language Art computer instructional materials.

EVALUATION OF OBJECTIVE:

(How will you determine if the objective has been accomplished?)

Students will have opportunity for more on time use of computers for learning.

Briefly describe process:

Class time on computers for learning will be increased per child because of availability of hardware.

ACTIVITY SITES:

- |                                                                                                                |                                                                               |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Activity will be district-wide.                                                       | <input type="checkbox"/> Activity will be limited to all elementary schools.  |
| <input type="checkbox"/> Activity will be limited to junior/middle schools.                                    | <input type="checkbox"/> Activity will be limited to all senior high schools. |
| <input checked="" type="checkbox"/> Activity will be limited to the following selected schools: (St. Joseph's) |                                                                               |
| Name of School: <u>St. Joseph</u>                                                                              | Name of School: _____                                                         |
| Address: <u>202 10th St. So.</u><br><u>Moorhead, Mn. 56560</u>                                                 | Address: _____                                                                |





PART III - CHAPTER 2 / BLOCK GRANT PROGRAM INFORMATION

A-3

For each proposed Chapter 2 project objective, provide the information requested below and on the back of this sheet. Check the appropriate box to indicate whether the objective is for a public or nonpublic school or both. Indicate where activities will take place. Complete a separate sheet for each program objective.

District Name <b>Moorhead Public Schools</b>	District Number <b>152</b>	OBJECTIVE <b>2</b> OF <b>3</b> OBJECTIVES
This Objective Applies To: <input checked="" type="checkbox"/> Public School(s) Only <input type="checkbox"/> Nonpublic School(s) <input type="checkbox"/> Both Public and Nonpublic Schools		

STATEMENT OF GENERAL EDUCATIONAL GOAL: (Check Primary Goal)

- |                                                                                                                                                                                                                                                                 |                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. <input checked="" type="checkbox"/> Develop or acquire resources: materials <input checked="" type="checkbox"/> equipment <input checked="" type="checkbox"/>                                                                                                | 2. <input type="checkbox"/> Provide opportunities for staff development           |
| 3. <input type="checkbox"/> Provide direct services to students:<br><input type="checkbox"/> to enhance academic achievement<br><input type="checkbox"/> to change or modify behaviors<br><input type="checkbox"/> to change attitudes or enhance mental health | 4. <input type="checkbox"/> Improve district/school management or delivery system |
| 5. <input type="checkbox"/> Other (state):                                                                                                                                                                                                                      |                                                                                   |
- Is this effort part of district/school improvement program? Yes ☒ No ☐

STATEMENT OF SPECIFIC PROGRAM OBJECTIVE:

to integrate the use of computers and software into the curriculum.

for (targeted students, staff or system)

all students at 8th Avenue School.

PROPOSED ACTIVITIES:

- Facilitate a non-graded approach to teaching reading, language arts, math, and writing with the use of computers and selected software.
- Expand writing opportunities to science, social studies and fine arts by the use of computers and software.
- Provide an alternative learning mode for at-risk students.
- Integrate technology into the curriculum by locating computers into the classroom rather than labs.

EVALUATION OF OBJECTIVE: (See Appendix E for suggestions)

(How will you determine if the objective has been accomplished?)

State which model will be used (# 3) Improvement in academic achievement of students.

Briefly describe process:

- Change in student learning will be observed and measured.
- Increase in writing assignments will be checked.
- Change in student quality and quantity of writing will be assessed.
- Student's opinions and enthusiasm will be observed and recorded.
- Teacher opinions and enthusiasm will be observed and recorded.

ACTIVITY SITES:

- |                                                                                                 |                                                                               |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Activity will be district-wide.                                        | <input type="checkbox"/> Activity will be limited to all elementary schools.  |
| <input type="checkbox"/> Activity will be limited to junior/middle schools.                     | <input type="checkbox"/> Activity will be limited to all senior high schools. |
| <input checked="" type="checkbox"/> Activity will be limited to the following selected schools: |                                                                               |
| Name of School: <u>8th Avenue School</u>                                                        | Name of School: _____                                                         |
| Address: <u>1330 8th Avenue North</u>                                                           | Address: _____                                                                |

BUDGET FOR OBJECTIVE # 2/3[illegible]



PART III - CHAPTER 2 / BLOCK GRANT PROGRAM INFORMATION

A-3

For each proposed Chapter 2 project objective, provide the information requested below and on the back of this sheet. Check the appropriate box to indicate whether the objective is for a public or nonpublic school or both. Indicate where activities will take place. Complete a separate sheet for each program objective.

District Name Moorhead ISD	District Number 152	OBJECTIVE <u>3</u> OF <u>3</u> OBJECTIVES
This Objective Applies To: <input checked="" type="checkbox"/> Public School(s) Only <input type="checkbox"/> Nonpublic School(s) <input type="checkbox"/> Both Public and Nonpublic Schools		

STATEMENT OF GENERAL EDUCATIONAL GOAL: (Check Primary Goal)

- |                                                                                                                                                                  |                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. <input checked="" type="checkbox"/> Develop or acquire resources: materials <input checked="" type="checkbox"/> equipment <input checked="" type="checkbox"/> | 2. <input type="checkbox"/> Provide opportunities for staff development           |
| 3. <input type="checkbox"/> Provide direct services to students:                                                                                                 | 4. <input type="checkbox"/> Improve district/school management or delivery system |
| <input type="checkbox"/> to enhance academic achievement                                                                                                         | 5. <input type="checkbox"/> Other (state):                                        |
| <input type="checkbox"/> to change or modify behaviors                                                                                                           |                                                                                   |
| <input type="checkbox"/> to change attitudes or enhance mental health                                                                                            |                                                                                   |
- Is this effort part of district/school improvement program? Yes ☒ No ☐

STATEMENT OF SPECIFIC PROGRAM OBJECTIVE:

To implement a computerized card catalog/circulation system for student use in the library of 8th Avenue School

for (targeted students, staff or system)  
student use at 8th Avenue School

PROPOSED ACTIVITIES:

1. Install and implement a library card catalog system that is computerized.
2. Install and implement a computerized circulation system.

EVALUATION OF OBJECTIVE: (See Appendix E for suggestions)  
(How will you determine if the objective has been accomplished?)

State which model will be used (# 1) Increase or improvement in learning resources.

Briefly describe process:

1. Student's opinions will be surveyed.
2. Students use of library resources will be monitored.
3. Changes in student learning will be observed.
4. Student's use of information retrieval steps will be measured.

ACTIVITY SITES:

- |                                                                                                 |                                                                               |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Activity will be district-wide.                                        | <input type="checkbox"/> Activity will be limited to all elementary schools.  |
| <input type="checkbox"/> Activity will be limited to junior/middle schools.                     | <input type="checkbox"/> Activity will be limited to all senior high schools. |
| <input checked="" type="checkbox"/> Activity will be limited to the following selected schools: |                                                                               |
| Name of School: <u>8th Avenue School</u>                                                        | Name of School: _____                                                         |
| Address: <u>1330 8th Avenue North</u>                                                           | Address: _____                                                                |

BUDGET FOR OBJECTIVE # 3/3

UFARS PROGRAM DIMENSIONS			EXPENDITURES BY UFARS OBJECT SERIES						
UFARS PROGRAM DIVISION	PROGRAM NAME	BUDGET ITEM(S)	100 SALARIES	200 BENEFITS	300 CONTRACTED SERVICES	366/67 TRAVEL	400 SUPPLIES, BOOKS, A-V AIDS	500 EQUIPMENT, COMPUTERS, SOFTWARE	800 OTHER (ECBU)
620	Computerization of	80386 computer	\$	\$	\$	\$	\$	\$ 2337	\$
	School card catalog	Color monitor						\$ 463	
	and circulation	Network card						181	
	system	Patron search computer						1476	
		Monitor						169	
		Network card						181	
		Printer						480.09	
		Bar code wand						495	
		Baseband Extender						680	
		Catalog/Circulation Software						1890	
		Network station usage						250	
<b>TOTAL DIRECT COSTS BY OBJECT SERIE.</b>			\$	\$	\$	\$	\$	\$8602.09	\$

DISTRICT NO: 152

DISTRICT NAME: Moorhead ISD

FISCAL YEAR: 1990/91

**A5 ESEA: CHAPTER 2 / BLOCK GRANT**  
**BUDGET SUMMARY BY UFARS PROGRAM DIMENSIONS AND OBJECT CODES**

**INSTRUCTIONS:** Summarize the proposed expenditures for all objectives by UFARS Program Dimensions and Object Series.

U F A R S PROGRAM DIMENSIONS			EXPENDITURES BY UFARS PROGRAM DIMENSIONS			EXPENDITURES BY U F A R S OBJECT SERIES						
			PUBLIC	NONPUBLIC	TOTAL	100 SALARIES	200 BENEFITS	300 CONTRACTED SERVICES	366/67 TRAVEL	400 SUPPLIES, BOOKS, A-V AIDS	500 EQUIPMENT, COMPUTERS, SOFTWARE	800 OTHER (ECSU)
STUDENTS AT RISK	740	Attendance / Dropout	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	780	Alcohol and Drug Prevention										
	785	Teen-Age Pregnancy										
	790	Other Pupil Support for Students At Risk								8602.09		
INSTRUCTIONAL MATERIALS	620	Educational Media (Books, References, A-V Aids)	8602.09		8602.09							
INNOVATIVE PROGRAMS	610	Curriculum Development										
	690	Other Instructional Support										
STAFF DEVELOPMENT	640	Staff Development										
PERSONAL EXCELLENCE	280	Other Instruction to Enhance Personal Excellence										
	291	Co-Curricular Activities										
	297	Community Service Projects										
OTHER INNOVATIVE PROGRAMS	415	Gifted and Talented										
	201	Elementary - Kindergarten / Early Childhood										
	299	Block Grant / Community Educ.										
	680	Computer Assisted Instruction (Staff, Hardware, Software)	25,411	1110.02	26,521.02						26521.02	
	725	Youth Suicide Prevention										
	208	Elementary - Secondary / Innovative Project								8602.09	26521.02	
TOTAL DIRECT COSTS			\$34013.09	\$1110.02	\$35123.11					\$8602.09	\$26521.02	
TOTAL INDIRECT COSTS						TOTAL INDIRECT COSTS (Restricted Indirect Cost Rate = _____ %) = \$ _____						
GRAND TOTAL BY PROGRAM			\$34013.09	\$1110.02	\$35123.11	GRAND TOTAL EXPENDITURES BY UFARS OBJECT = \$ _____						

Indirect Costs can be calculated on all object codes except 500 (series) and 800-898

UFARS CODING FOR EXPENDITURE: 01 ORG PRC 415 OBJ CRS (UFARS Program Dimensions appear on the left margin of this page.)

Appendix L-1  
page 11 of 15



DISTRICT NO: 152

DISTRICT NAME: Moorhead ISD

FISCAL YEAR: 1990/91

A6

ESEA CHAPTER 2: BLOCK GRANT  
PROGRAM ANALYSIS

INSTRUCTIONS: For each program report the number of participants, whether the program is part of a school wide improvement effort, and the target population(s).

U F A R S PROGRAM DIMENSIONS			NUMBER OF PARTICIPANTS			IS PROGRAM PART OF SCHOOLWIDE IMPROVEMENT EFFORT?		IDENTIFY THE TARGET POPULATION (CHECK ONE OR MORE CATEGORIES)				
			PUBLIC STUDENTS	NONPUBLIC STUDENTS	STAFF	Y E S	N O	STUDENTS AT RISK	EARLY CHILDHOOD	GIFTED & TALENTED	OTHER SPECIAL GROUP	GENERAL STUDENT BODY
STUDENTS AT RISK	740	Attendance / Dropout										
	780	Alcohol and Drug Prevention										
	785	Teen-Age Pregnancy										
	790	Other Pupil Support for Students At Risk										
INSTRUCTIONAL MATERIALS	620	Educational Media (Books, References, A-V Aids)	212 *		11 *			X		X		X
INNOVATIVE PROGRAMS	610	Curriculum Development										
	690	Other Instructional Support										
STAFF DEVELOPMENT	640	Staff Development										
PERSONAL EXCELLENCE	280	Other Instruction to Enhance Personal Excellence										
	291	Co-Curricular Activities										
	297	Community Service Projects										
OTHER INNOVATIVE PROGRAMS	415	Gifted and Talented										
	201	Elementary - Kindergarten / Early Childhood										
	299	Block Grant / Community Educ.										
	680	Computer Assisted Instruction (Staff, Hardware, Software)	212	173	24			X		X		X
	775	Youth Suicide Prevention										
	208	Elementary - Secondary / Innovative Project										
TOTAL			212 *	173	34 *							

\* Total of 212 students at 8th Avenue School will benefit from both programs; 11 staff.

MINNESOTA DEPARTMENT OF EDUCATION  
NONPUBLIC SCHOOL REQUEST FOR SERVICE  
ESEA: Chapter 2/ Block Grant

Information for Principals of Nonpublic Schools

Under Public Law 100-297, ESEA: Chapter 2, the United States Department of Education provides funds to assist public and nonpublic schools to support educational improvement in the six targeted areas listed on the following page. A nonpublic school may request service in any of these areas from the public school district in which it is located by completing this form and returning it to the public school district office within 30 days of its receipt. The public school program coordinator will incorporate requests from nonpublic schools in the district's application. If these requests are approved by the Minnesota Department of Education, the public school program coordinator will provide the services requested.

An attached page indicates the name of the public school district, the nonpublic school, its enrollment in the Fall of 1989, the dollar amount per pupil, and the amount available to this school. Requests from this school should not exceed this amount.

Guidelines for completing this form:

On Page A-3 the educational goal, the specific objective, the activities and procedure for evaluation should be stated.

On Page A-4 the budget items for this objective should be entered. Program dimensions are given on the following page. If there is more than one objective, pages A-3 and A-4 should be duplicated.

On Page A-5 the budget for all objectives should be summarized.

On Page A-6 the number of participants and the classes into which they fall should be entered.

Nonparticipation:

If a school does not wish to participate in this program, the principal or other responsible administrator should sign the statement below and return this form to the public school district office immediately:

First Christian School School does not wish to participate in this Chapter 2/ Block Grant program.

Signed: Terry J. Norton Date: May 14, 1990

Position: Admin.

Under the revised law school districts may apply for a grant to support activities in any of these targeted areas:

Program Dimension	AREA 1: PROGRAMS FOR STUDENTS AT RISK
740	Attendance and social work services/dropout prevention
* 780	Alcohol and drug prevention
* 785	Teen-age pregnancy prevention and rehabilitation
790	Other pupil support services (for students at risk) which could include compensatory education, counseling and guidance, physical and mental health services
	AREA 2: INSTRUCTIONAL AND EDUCATIONAL MATERIALS
620	Educational media - includes the following: Personnel support services (code as Object 100 & 200) Books, reference materials, A-V aids, etc. (code as Object 400) Equipment to support library and media services (code as Object 500) (Equipment necessary to support other programs listed here may be purchased under those program dimensions.)
	AREA 3: INNOVATIVE PROGRAMS DESIGNED TO CARRY OUT SCHOOL IMPROVEMENTS
610	Curriculum development, innovation, and replication of programs developed elsewhere
690	Other instructional support (for improvement of instruction and effective schools program)
	AREA 4: PROGRAMS OF TRAINING AND PROFESSIONAL DEVELOPMENT
640	Staff development - including teachers, librarians, counselors and other student personnel, administrators and school board members
	AREA 5: PERSONAL EXCELLENCE OF STUDENTS
280	Other regular instruction - programs designed to enhance personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and health education
291	Co-curricular activities
* 297	Community service projects
	AREA 6: OTHER INNOVATIVE PROJECTS TO ENHANCE THE EDUCATIONAL PROGRAM AND CLIMATE OF THE SCHOOL
415	Gifted or talented students
201	Elementary-kindergarten/Early childhood
* 299	Block Grant/community education
680	Computer assisted instruction (staff, training resources used for training in technology instruction, computer hardware and software)
* 775	Youth suicide prevention
208	Elementary/secondary education (for any other innovative project K-12) Specify _____
*	This is a new program dimension in the UFARS system.



Date: 11-Apr-90

Fiscal Year: 1990-91

THE SUPERINTENDENT  
MOORHEAD SCHOOL DISTRICT # 152  
810 4TH AVE. S.  
MOORHEAD MN 56560

COMPUTATION OF MAXIMUM ASSISTANCE ESEA: CHAPTER 2/BLOCK GRANT

This school district has been allocated the amount given below for the fiscal year 1990-91. This amount is derived from a distribution formula to local school districts which considers enrollment, low income status, economic disparity, AFDC and sparsity as factors. Aid is computed on the basis of students enrolled in public and nonpublic schools in Fall, 1989.

Enrollment in Public Schools in the District  
in Fall '89, K-12..... 5,209

Enrollment in Nonpublic Schools in Fall '89  
K-12 ..... 468

TOTAL enrollment in Public and Nonpublic  
Schools, Fall 1989..... 5,677

TOTAL BLOCK GRANT FUNDS FOR FY 1990-91....\$ 36,425.64

District per pupil amount.....\$ 6.416354

\*\*Total amount for public schools.....\$ 33,422.79

Total amount for nonpublic schools.....\$ 3,002.85

92  
x 6 4/6

The nonpublic schools operating in this school district during this year are listed on the attached page.

Two copies of this report are attached for the use of the program director and the fiscal agent.

Early application is encouraged. Applications should be submitted no later than December 31, 1990. Grant funds may be obligated after July 1, but only after an approvable application has been submitted.

Gayle H. Anderson, Program Manager

Jwalla P. Somwaru, Program Specialist

\*\* St. Francis School will be closing after the conclusion of the 1989/90 school year with most of its students being absorbed into the public schools. Permission was received to add the funding designated for St. Francis School to the total amount for public schools per a telephone conversation Francine Laske, District Media Director, and Jwalla P. Somwaru. This was an addition of \$590,30456 (92 x 6.416354) to the amount of \$33,422.79 for a total of \$34,4013.094 for public schools.

OFFER TO PURCHASE  
STATEMENT OF COMPENSATION

TO: Independent School District #152  
Townsite Center  
801 4th Avenue South  
Moorhead, MN 56560

Project No. 88-13-11  
S.P. No. 1480-109 (I-94)  
Parcel No. MC-1

The City of Moorhead hereby offers all interested parties who may have an interest in the real estate to be acquired the sum of \$1,365, which has been estimated to be just compensation for such property and rights based upon the fair market value of the property. A summary of the amount set out above as just compensation is as follows:

(a) Identification of the Real Property to be acquired:

Temporary Easement

A temporary easement for highway purposes over, under and across that part of the Moorhead Area Technical School Addition to the City of Moorhead, Minnesota, said plat is on file and of record in the office of the Recorder of Clay County, Minnesota, said easement will expire on December 1, 1990 or on such earlier date upon which the Commissioner of Transportation determined by formal order that it is no longer needed for highway purposes, said easement is described as follows:

Commencing at the southeast corner of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota; thence North 01 degree 31 minutes 09 seconds East 191.95 feet on an assumed bearing along the easterly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota to the point of beginning of said easement; thence southwesterly 103.29 feet on a non-tangential curve concave to the southeast having a central angle of 22 degrees 14 minutes 51 seconds and a radius of 266.00 feet and a chord bearing of South 76 degrees 41 minutes 30 seconds West; thence on tangent to said curve South 65 degrees 34 minutes 04 seconds West 175.37 feet; thence southwesterly 307.14 feet on a tangential curve concave to the northwest, having a central angle of 19 degrees 05 minutes 16 seconds and a radius of 921.93 feet and a chord bearing of South 75 degrees 06 minutes 43 seconds West to the southerly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota; thence North 88 degrees 12 minutes 42 seconds West 59.82 feet along the southerly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota to a point 610.00 feet westerly of the southeast corner of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota as measured along said southerly line; thence North 67 degrees 52 minutes 09 seconds East 665.92 feet to the easterly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota; thence South 01 degree 31 minutes 09 seconds West 78.05 feet along the easterly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota to the point of beginning. The above described tract contains 0.78 of an acre.

(b) Type of interest being acquired:

(1) Temporary Easement

(c) Identification of improvements, including fixtures which are to be acquired: One-story building with attached garage.

(d) Identification of real property improvements, including fixtures not owned by the owner of the land:

NONE

(e) Summary of fair market value and offer:

(1) Land and Improvements	\$1,365
(2) Damages	\$
(3) Less BEnefits	\$
(4) Total	\$1,365

(PROPERTY OWNER IMPROVEMENT RETENTION OPTION)

If you wish to retain, for their salvage value, any of your buildings or improvements which are considered to be a part of the real proerty, including fixtures, removeable building equipment and any trade fixtures, you may do so providing any such buildings and/or improvements are removed from the above described propety by the \_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_ unless a removal date etension is granted in writing by an authorized representative of the City of Moorhead.

Items considered property of the owner that may be retained and their salvage value are:

This offer is based on a review and analysis of an appraisal of this property by a qualified appraiser.

Your signature on this OFFER TO PURCHASE is only for the verification that such an offer has been made to you and does not prejudice your right to have the final amount determine through condemnation proceedings in the event you do not accept the offer.

I CERTIFY THAT, on this 19 day of June, 1990, a copy of this document and a copy of a brochure explaining the land acquisition process and the owner's rights, privileges, and obligations were delivered to me by the undersigned Right-of-Way Agent.

Robert J. Laker  
Signature of Owner

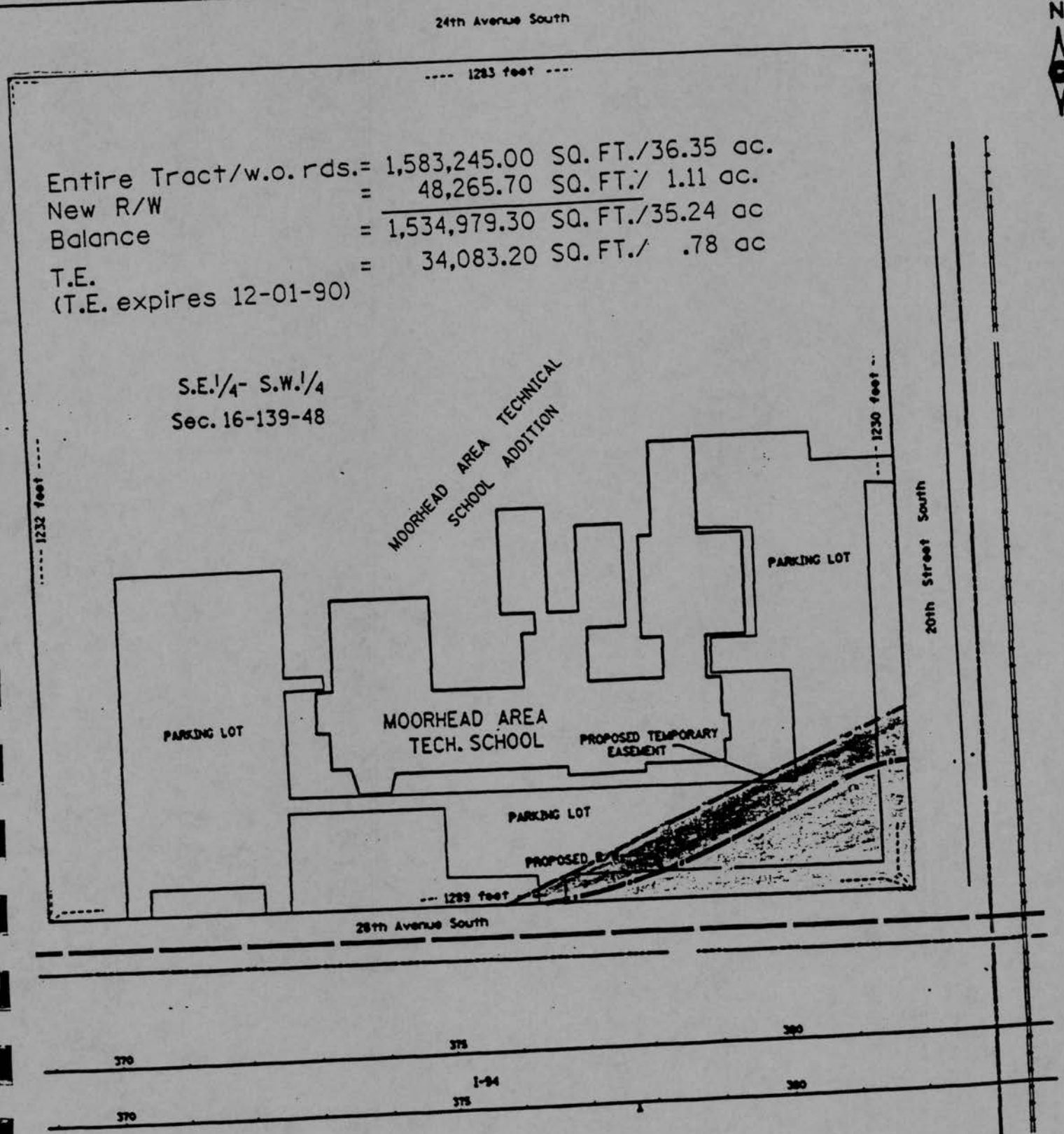
Robert J. Laker  
Signature of Right-of-Way Agent

Copy Number 1 of 3



Topographic information required: Proposed R/W line & address markings.  
Show north arrow. Outline & location of buildings & improvements. Streets or highway frontage.

S.P. 1480-109 (I94) COUNTY Clay PARCEL NO. M.C.1  
OWNER Moorhead Independent School District #152 Scale 1" = 200 ft.



Layout sketch by OK Date 04-10-90 Parcel No. M.C. 1

OFFER TO PURCHASE  
STATEMENT OF COMPENSATION

TO: Independent School District #152  
Townsite Center  
801 4th Avenue South  
Moorhead, MN 56560

Project No. 88-13-11  
S.P. No. 1480-109 (I-94)  
Parcel No. MC-1

The City of Moorhead hereby offers all interested parties who may have an interest in the real estate to be acquired the sum of \$88,635, which has been estimated to be just compensation for such property and rights based upon the fair market value of the property. A summary of the amount set out above as just compensation is as follows:

(a) Identification of the Real Property to be acquired:

Fee Acquisition

That part of the Moorhead Area Technical School Addition to the City of Moorhead, Minnesota, said plat is on file and of record in the office of the Recorder of Clay County, Minnesota, described as follows:

Beginning at the southeast corner of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota; thence North 01 degree 31 minutes 09 seconds East 191.95 feet on an assumed bearing along the easterly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota; thence southwesterly 103.29 feet on a non-tangential curve concave to the southeast having a central angle of 22 degrees 14 minutes 51 seconds and a radius of 266.00 feet and a chord bearing of South 76 degrees 41 minutes 30 seconds West; thence on tangent to said curve South 65 degrees 34 minutes 04 seconds West 175.37 feet; thence southwesterly 307.14 feet on a tangential curve concave to the northwest, having a central angle of 19 degrees 05 minutes 16 seconds and a radius of 921.93 feet and a chord bearing of South 75 degrees 06 minutes 43 seconds West to the southerly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota; thence South 88 degrees 12 minutes 42 seconds East 550.18 feet along the southerly line of said Moorhead Area Technical School Addition to the City of Moorhead, Minnesota to the point of beginning. The above described tract contains 1.11 acres.

(b) Type of interest being acquired:

(1) Fee acquisition

(c) Identification of improvements, including fixtures which are to be acquired: One-story building with attached garage.

(d) Identification of real property improvements, including fixtures not owned by the owner of the land:

NONE

(e) Summary of fair market value and offer:

(1) Land and Improvements	\$88,635
(2) Damages	\$
(3) Less Benefits	\$
(4) Total	\$88,635

(PROPERTY OWNER IMPROVEMENT RETENTION OPTION)


If you wish to retain, for their salvage value, any of your buildings or improvements which are considered to be a part of the real property, including fixtures, removeable building equipment and any trade fixtures, you may do so providing any such buildings and/or improvements are removed from the above described property by the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_ unless a removal date extension is granted in writing by an authorized representative of the City of Moorhead.

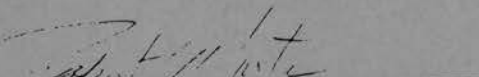
Items considered property of the owner that may be retained and their salvage value are:

This offer is based on a review and analysis of an appraisal of this property by a qualified appraiser.

Your signature on this OFFER TO PURCHASE is only for the verification that such an offer has been made to you and does not prejudice your right to have the final amount determine through condemnation proceedings in the event you do not accept the offer.

I CERTIFY THAT, on this 19 day of June, 1993, a copy of this document and a copy of a brochure explaining the land acquisition process and the owner's rights, privileges, and obligations were delivered to me by the undersigned Right-of-Way Agent.

  
\_\_\_\_\_  
Signature of Owner

  
\_\_\_\_\_  
Signature of Right-of-Way Agent

Copy Number 1 of 3



# MINNESOTA DEPARTMENT OF TRANSPORTATION

Topographic information required: Proposed R/W line & access taking.  
Outline & location of buildings & improvements. Streets or highway frontage.  
Show north arrow.

Appendix N-2  
page 3 of 3

Dimensions.

S.P. 1480-109 (I94) COUNTY Clay PARCEL NO. M.C.1  
OWNER Moorhead Independent School District #152 Scale 1" = 200 ft.

24th Avenue South

----- 1283 feet -----

Entire Tract/w.o. rds. = 1,583,245.00 SQ. FT./36.35 ac.  
New R/W = 48,265.70 SQ. FT./ 1.11 ac.  
Balance = 1,534,979.30 SQ. FT./35.24 ac.  
T.E. = 34,083.20 SQ. FT./ .78 ac.  
(T.E. expires 12-01-90)

S.E. 1/4 - S.W. 1/4  
Sec. 16-139-48

MOORHEAD AREA TECHNICAL  
SCHOOL ADDITION

PARKING LOT

PARKING LOT

MOORHEAD AREA  
TECH. SCHOOL

PROPOSED TEMPORARY  
EASEMENT

PARKING LOT

PROPOSED R/W

----- 1283 feet -----

28th Avenue South

----- 1230 feet -----

20th Street South

N



17

Layout sketch by

OK

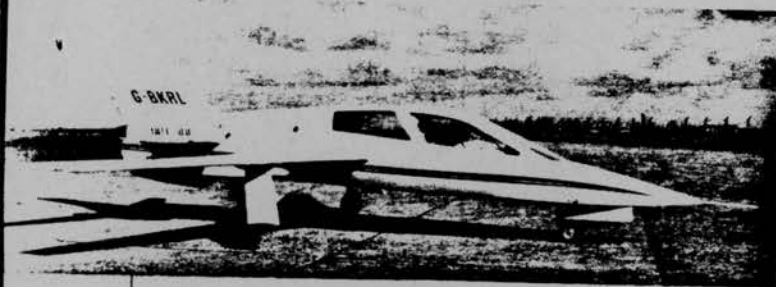
Date

04-10-90

Parcel No.

M.C.

## Tomorrow in Brief



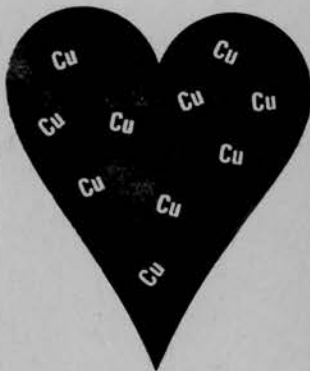
LONDON PICTURES SERVICE

Lightweight materials and smaller body make the Leonard less expensive than current corporate jets.

### The Incredible Shrinking Jet

Corporate jets are getting smaller — and cheaper. A tiny, aerodynamically designed jet developed in Britain is a mere 7.52 meters (24.7 feet) long and has a cabin that seats four people. The CMC Leopard, which will come into production in the early 1990s, is made of

glass-reinforced plastics, will be fully pressurized, and will have auto pilot, a deicing system, and sophisticated avionics. With a cruising speed of around 800 kph (approximately 500 mph), the aircraft's range will be about 2,775 kilometers (1,725 miles).



### Copper May Prevent Heart Disease

Eating more copper may be the way to a healthy heart, according to the Grand Forks Human Nutrition Center in Grand Forks, North Dakota. Dietary surveys and recent animal studies have revealed nearly 50 similarities between copper-deficient animals and people with coronary heart disease. Copper may play a significant role in maintaining healthy cholesterol and blood-sugar levels and in keeping the body's blood pressure in line. Foods known to be high in copper content include peanuts, wheat, and goosemeat. Future research will help determine the body's daily requirement of copper.

For more information, see "Sources, Tomorrow in Brief" on page 57 of this issue.

### Camel Milk

Camel herding could improve Third World nutrition while slowing desertification, says Reuven Yagil, a researcher at Ben Gurion University in Beersheba, Israel. Camel milk is nutritionally complete and could be better exploited in arid and semiarid lands. Camel milk is already a staple among thousands of people, and, with improvements through animal husbandry, camel herding could replace cattle herding in desert economies. Camels produce more milk for longer periods than do cows in developing countries, and the water content of camel milk actually increases as water becomes scarcer, Yagil notes. Moreover, camel herds do not strip the land of vegetation — unlike cattle, goats, and sheep.



### Tree Talk

Trees experiencing stress from drought emit ultrasonic noises that bark beetles and other tree-boring insects can hear. These insects selectively prey on trees that are weakened by disease or drought, according to USDA Forest Service scientist Robert Haack. Water in a tree is "sucked" upward through tiny columns; during a drought, the tension of this water intensifies, breaking the columns apart and causing ultrasonic chirps. With the discovery of this "tree talk," researchers now believe they can reproduce the sounds and combine these pest-alluring calls with pheromones (sex-attractant chemicals) to trap the insects.

### Earth Houses For the Future

The biggest client for a U.S. firm making adobe-style building materials is the Soviet Union. Terra Block Worldwide of Orlando, Florida, hopes that its earth-block-making machines will help house millions of homeless people worldwide. The machines produce 600 of the 30-pound soil-based building blocks hourly, which go directly into a wall without drying, curing, or mortar. The blocks' strength and energy efficiency and the speed with which they can be produced make them "the best building material in the world," say the manufacturers. For its "Habitat 2000" program, the Soviet Union has signed a letter of intent to purchase 2,000 of the machines by the year 2000 to build housing for 58 million people.

### "Lifeprint" For Identification

A new service stores DNA records of children for future identification. Lifebank, located in Bridgewater, New Jersey, uses a small blood sample to obtain a DNA "lifeprint" to identify the child permanently and more accurately than with footprints, fingerprints, or other identification methods. Beyond identifying the child, a record of the DNA lifeprint may one day prove useful in medical care, such as cancer treatment, the company claims.



CYTOSCIENCES, INC.

Smokers are instructed on use of lung test.

### Lung Test

Smokers who check their own lungs may get enough evidence that their habit is harming them to motivate them to quit, according to CytoSciences, Inc., developer of the LungCheck self-testing system. If they wait for lung cancer to show up on a chest X-ray before they quit smoking, most patients will have only five years left to live, says one respiratory specialist. LungCheck analyzes the effects of irritants on the lungs, gives smokers the status of their pulmonary health, and shows them a color photo of how their lung cells look compared with normal ones. For many people, lung-cell deterioration can be stopped and even reversed — if the smoker quits.