



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 School Board will be held on TUESDAY, SEPTEMBER 10, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

Bennett Trochlil  
Bennett Trochlil, Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Bennett Trochlil _____

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

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

- V. APPROVAL OF MINUTES Appendix A

Recommendation: Move to approve the minutes of August 1, 13 and 27, 1991.

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

- VI. CONSENT AGENDA (Items: VII; XIII-B. 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 \_\_\_\_\_

- \*VII. CONSIDERATION OF CLAIMS

Appendix B

S-149-805  
MIN  
9-10-91



VIII. COMMUNICATIONS

IX. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

X. FOR YOUR INFORMATION

Appendix Z

1. Early Childhood Screening Update - Jernberg  
Explanation: Appendix Z-1 contains the ECS program revisions made necessary from legislation signed in June. Lynn Tkachuk, ECS coordinator, will be present to describe how we are informing parents of the changes and attempting to meet the required components within the first few weeks of school.
2. Drug Abuse Resistance Education (D.A.R.E.) Program Update - Les Sharrock, Moorhead Chief of Police
3. MTC Merger - Johnson
4. KVOX-AM 1280 Radio Program Update - Trochlil  
Explanation: The first program was last week during the intermission of the football game. Dan Bacon and two high school students talked about the impact on students who would like to have an after-school activity bus. On September 6th, Mary Regelstad and Sandy Kortan will review the OBE program.
5. Graduation Outcomes - Jernberg  
Explanation: A video is available on a program presented by the State Department of Education that involved teachers from three (3) districts, State Board of Education and the MN Department of Education. The content of the video includes a discussion on OBE, the impact on post-secondary institutions and expectations of the State Board of Education.
6. Opening of School Update - Jernberg  
Explanation: Appendix Z-2 contains school district enrollment data. This data, food service and other issues related to the opening of the 1991-92 school year will be reviewed.
7. Futures Article - Appendix Z-3

XI. "WE ARE PROUD"

1. Joan Ostlie, teacher at Moorhead Technical College, is one of 140 participants in MINNESOTA 2000. It is a state strategy for achieving the National Education Goals and preparing Minnesota's student for the 21st century. The goal of MINNESOTA 2000 is to involve all segments of the community in a united effort to improve education.

XII. COMMITTEE/MEETING REPORTS

Joint Powers - Cummings (9/5)

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

A. UNFINISHED BUSINESS

1. Consider 1991-92 Superintendent's Contract (Cummings) Appendix C

Explanation: Refer to Appendix C-1.

Recommendation:

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

2. Consider Land Development Proposal (Lacher) Appendix D

Explanation: The Board has received all information pertaining to this item. The specifics for the development of 11.81 acres in Riverview Estates are:

1. The City will install improvements.
2. The City will pay for 5.29 acres for Riverview Estates Park. The School District will buy 1.5 acres of land from the city of Ridgewood.
3. The District will recover the value for the 6.52 remaining acres.
4. The City out-of-pocket costs will not exceed \$5,000.00.

Recommendation: Move to approve the agreement with the city of Moorhead for land development of the 11.81 acres of land.

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

B. NEW BUSINESS

1. Consider Non-Aligned Employee Groups (Lacher) Appendix E

Explanation: There are a number of people who work more the 2.8 hours/day, five days/week and meet the definition necessary to qualify as a bargaining group under the Public Employees Labor Relations Act (P.E.L.R.A.). The positions include: Adult Education Coordinators (not members of the Supervisors bargaining group), Indian Education Coordinator, Hispanic Home/School Liaison, and Marketing Specialist-MTC.

There have been some difficulties dealing with inconsistencies on personnel practices for these people.

1. Consider Non-Aligned Employee Groups (continued...)

Appendix E-1 is an administrative policy designed for this purpose. The salary schedule would cover positions classified from A11 to D63.

Recommendation: For Discussion Only

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

2. Consider Fuel Tank Replacement Change Order (Lacher) Appendix F

Explanation: Below is a summary of change order number 1 for monitoring work by Twin City Testing.

Maintenance Shop.....	\$2,500.82
Washington School.....	2,486.60
Probstfield School.....	2,495.25
TOTAL	7,482.67

To the best of our knowledge, this change order should complete all tank replacement work.

Recommendation: Move to approve change order number 1, in the amount of \$7,482.67.

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

3. Consider Central Office Organization (Cummings) Appendix G

Explanation: The following is the recommendation of the superintendent:

\* Anne Moyano - Supervisor on Leave in the Personnel office, effective as soon as possible

Recommendation: Move to approve the personnel change as presented.

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

\* Robert Jernberg - Interim Superintendent, effective October 14, 1991

Recommendation: Move to approve the personnel change as presented.

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

4. Consider Personnel (Lacher/Jernberg) Appendix H

New Employees (effective for the 1991-92 school year unless stated otherwise)

Shirley Reiner - MSMH Paraprofessional, Riverside, B21 (0), \$7.06/hour, 7 hours/day  
Jody Borgen - POHI Paraprofessional, Senior High, B21 (0), \$7.06/hour, 7 hours/day  
Billie Sue Ellingson - Inclusion Paraprofessional, Probstfield, B21 (0), \$7.06/hour, 3.5 hours/day  
Karen Elker - MSMH Paraprofessional, Riverside, B21 (0), \$7.06/hour, 7 hours/day  
Margaret Scott - Inclusion Paraprofessional, Probstfield, B21 (0), \$7.06/hour, 7 hours/day  
Barb Skjefte - MSMH Paraprofessional, Riverside, B21 (0), \$7.06/hour, 7 hours/day  
Valarie Rutter - POHI Paraprofessional, Washington B21 (0), \$7.06/hour, 7 hours/day  
Deb Lontz - Inclusion Paraprofessional, Washington, B21 (0), \$7.06/hour, 3.5 hours/day  
Barb Olson - POHI Paraprofessional, Riverside, B21 (0), \$7.06/hour, 3.5 hours/day  
Rachel Newton - POHI Paraprofessional, Junior High B21 (0), \$7.06/hour  
Nancy Friesen - Interpreter, Probstfield, B23 (0), \$7.77/hour, 7 hours/day  
Bonnie Bachmeier - Library Secretary, Riverside, A12 (0), \$6.49/hour  
Catherine Russell - 5th Grade Teacher, Robert Asp, BA (4), \$21,729  
Steve Connelly - Health Teacher, Junior High, MA (4), 78 days - \$11,297.52 (26,360)  
Cory Warling - Custodian, Robert Asp, A12 (0), \$6.49/hour, effective September 11, 1991

Resignation

Lillian Torgrimson - Food Service, Junior High, effective immediately  
Ken Johnson - Teacher on Leave, effective immediately

Change in Assignment

Mary Regelstad - Teacher on Special Assignment - 8 hours/day, 182 days with extended days to be determined by Central Administration as needed.

Change in Employee Entity

Cynthia Sillers - Community Coordinator through Joint Powers agreement with the city of Moorhead and Clay County, based on stipulations previously determined through Board action, C-42 (6), \$31,000

Early Retirement

Bennett Trochlil - Superintendent, effective October 14, 1991

Recommendation: Move to approve the personnel items as presented.

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

5. Consider Student  
School Board  
Member

(Trochlil)

Appendix I

Explanation: Appendix I-1 (Memo S-92-028) is the background information. A final decision will be made at the October 8th or 22nd meeting.

Recommendation: For Discussion Only

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

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6. Review Site  
Based Management  
Program

(Jernberg)

Appendix J

Explanation: The administration is proceeding towards the design of a Site Based Management program.

Appendix J-1 is a working draft towards this initiative.

Recommendation: For Discussion Only

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

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\*7. Consider Lease  
Agreements

(Lacher)

Appendix K

Explanation: Below is a summary of proposed lease agreements with West Central ECSU for the Adult Basic Education (ABE) and Early Childhood Family Education (ECFE) space at the Area Learning Center building.

ABE: 1,144 sq. ft. x \$6.81/sq. ft. = \$ 7,790.64  
(effective 9/1/91 - 8/30/92)

ECFE: 2,779 sq. ft. x \$6.81/sq. ft. = \$18,924.99  
(effective 8/15/91 - 8/14/93)

Actual lease agreements may be reviewed in the Business Office.

Recommendation: Move to approve the leases as presented.

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

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\*8. Consider Non-  
Resident  
Agreements

(Jernberg)

Appendix L

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

To Attend Moorhead Public Schools

William M. Pratt, Jr. - 607 2 1/2 Ave NW, Dilworth,  
Grade 1

To Attend Dilworth Public Schools

Justin L. Hanson - 1706 4th Ave No, Mhd, Grade 4  
Jamie M. Hanson - 1706 4th Ave No, Mhd, Grade 9  
Randall Cyr - 1909 18th Ave So, Mhd, Grade 10  
Joshua J. Hanson - 3511 7th St So, Mhd, Grade 12

Recommendation: Move to approve the non-resident  
agreements, subject to board action of the  
appropriate districts, as presented.

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

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IVX. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

# CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Valley Fest	Sat., Sept. 7 - Sat., Sept. 14		City-wide
Back-to-School Night	Mon., Sept. 9	5:30 - 7:00 p.m.	Edison
Facilities Task Force	Mon., Sept. 9	7:00 p.m.	Townsite
Ministerium Mtg.	Thurs., Sept. 12	9:45 a.m.	Townsite
Principal Negotiations	Thurs., Sept., 12	11:00 a.m.	Townsite
Special Board Mtg.	Thurs., Sept. 12	5:30 p.m.	Townsite
Teacher Negotiations	Thurs., Sept. 12	8:00 p.m.	Townsite
Parent Information Night (no students)	Mon., Sept. 16	6:30 - 7:30 p.m.	Robert Asp
LRP Committee	Tues., Sept. 17	4 - 6 p.m.	Townsite
Back-to-School Night	Tues., Sept. 17	6:30 - 8 p.m	Washington
MSBA Area Legislative Meeting	Tues., Sept. 17	7:00 p.m.	Pelican Rapids
Policy Review	Mon., Sept. 23	7:00 p.m.	Townsite
Adult/CE Classes Begin	Mon., Sept. 23		
New Staff Reception (Chamber sponsored)	Wed., Sept. 25	5:30 p.m.	Hjemkomst Center
Parents Night	Thurs., Sept. 26	7:00 p.m.	Senior High
Chamber of Commerce Annual Mtg.	Tues., Oct. 1	6:30 p.m.	Days Inn
MSBA Employee Health Care Conference	Thurs., Oct. 3 - Fri., Oct. 4	7:00 p.m. All Day	St. Cloud

## XV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, September 24, 1991 - 6:30 p.m.  
Townsite Centre - Board Room



The following are the proposed changes for the 1991-92 superintendent's contract:

I. Total Monetary Package..... Three Percent (3%)

Salary ..... \$84,525.00

II. Contract Language

V. Insurance

A. Health Insurance - The Board agrees to provide single coverage for the superintendent. The Board agrees to make available family health insurance until retirement.

E. Dental Insurance - The Board agrees to provide single coverage for the superintendent. The Board agrees to make available family dental insurance until retirement.



MEMO S-92-028

TO: School Board

FROM: B. Trochlil

RE: Student Representation on Board

DATE: September 3, 1991

Anne Larson, Community Education Youth Coordinator, and Charles Fisher, Student Council Advisor and I met last week to discuss options that the school board should consider in following the new state statute (attached).

We identified five options:

- Option #1 - one student council member or a member of the community youth advisory board to serve on the school board for the entire year
- Option #2 - one student (the Board may want to directly appoint or request recommendations from the student advisors) to serve the entire year
- Option #3 - the school board will meet three times or more during the school year with a group of selected students
- Option #4 - one student to serve on the board for an entire year and the school board would meet with a group of students
- Option #5 - one student council member and one community youth board member to serve on the school board

Factors considered with the five options:

1. Broad representation of the student body
2. A single student may be a 'lone ranger'
3. One student would give consistent input to the board
4. The amount of information a student needs to serve a useful purpose
5. Role modeling of school board members
6. Mentoring by school board members
7. Selection process of the students
8. Awareness by students of the new law
9. One student may give only one perspective
10. A one year term does not allow the student to network/bond with board members
11. Option four may result in different issues that would be discussed which would be healthy

The three of us submit this information for you so discussions can begin with a final decision to be made in October.

BT:cp

cc: Anne Larson                      Bob Jernberg      Cabinet  
Charles Fisher                      Bob Lacher

MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM

School: District 152

A C T I O N   P L A N

Goal: Establish a Site-Based Decision-Making Model with a Few Specific Specific Components in Place by March 1, 1992

Key Events	Time Line	Responsibility	Resources Needed	Evaluation
	J A S O N D J F M A M J			
4. Establish a list of district/site responsibilities a. Recognize current district-site responsibilities b. Review other site-based plans for the components	4. October 1, 1991	4. Reps: * Central office: Jernberg Elem. Principals: Murray, Iverson Sec. Principals: Siggerud, Tupper Supervisor: Swedberg Chair of Board	4. Refer to Trochlil's list of components Review other site plans for items in their lists	
5. Select components for the initial plan	5. November 14, 1991	5. Cabinet	5. Committee report from * reps.	5. Cabinet
6. Develop a district-wide site-based plan that includes the selected components, role/definitions, parameters, policies, decisions, rules, and recommendations	6. To be approved January 20, 1992	6. Cabinet led by Superintendent	6. Input from all concerned parties	

## MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM

School: District 152

## A C T I O N   P L A N

Goal: Establish a Site-Based Decision-Making Model with a Few Specific  
Specific Components in Place by March 1, 1992

Key Events	Time Line	Responsibility	Resources Needed	Evaluation
	J A S O N D J F M A M J			
1. Devise Action Plan	1. August 23, 1991	1. Jernberg, Swedberg, Principals: Murray, Olson, Tupper, Jones, Kopperud, Iverson, Siggerud, Chamberlain, Myers		
2. Superintendent share Action Plan with Board, Cabinet, MEA, other interested parties	2. September 10, 1991	2. Superintendent	2. Plan devised	
3. Establish "We Believe" statements and definition of site-based manage- ment	3. October 31, 1991	3. Superintendent Cabinet Board	3. Legal parameters - the law Other plans Kathy Neuman - ECSU	

INDEPENDENT SCHOOL DISTRICT #152  
MOORHEAD, MINNESOTA 56560

PERSONNEL POLICY FOR  
NON-ALIGNED EMPLOYEES

JULY 1, 1991 - JUNE 30, 1992



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## ARTICLE I

DEFINITIONS

- Section 1. Terms and Conditions of Employment - Shall mean the hours of employment, the compensation therefore, including fringe benefits, and the employer's personnel policies affecting working conditions of employees.
- Section 2. Description of Appropriate Group - For purpose of this policy, the appropriate group shall mean all workers employed by the School District excluding the following:
- a. Confidential employees.
  - b. Part-time employees whose service do not exceed fourteen (14) hours per week or thirty-five percent (35%) of the normal work week.
  - c. Employees who hold positions of a temporary nature for a period of less than 67 work days in any calendar year.
  - d. Emergency Employees (those employees who are employed for emergency work caused by natural disaster).
  - e. Employees who belong to a bargaining group recognized by PELRA.
- Section 3. School Board or School District: Any reference to the School Board or School District in this policy shall mean the School Board or its designated officials or representatives.
- Section 4. Full-Time Employees - An employee who works eight (8) hours a day, five (5) days per week.
- Section 5. Regular Employee - Any employee whose services are six (6) hours per day and less than eight (8) hours per day, five (5) days per week.
- Section 6. Part-Time Employee - Any employee whose services exceed fourteen (14) hours per week and is less than six (6) hours per day, five (5) days per week.
- Section 7. Casual Employee - A casual employee is any employee who is not required to work a regular schedule five (5) days per week.

## ARTICLE II

BASIC SALARY SCHEDULE

- Section 1. Salaries - The salaries of the Employee, as listed in Appendix A, are a part of this policy.

ARTICLE III

INSURANCE

- Section 1. Selection of Carriers - The selection of the insurance carriers and policies shall be made by the School Board.
- Section 2. Claims Against the School District - The parties agree that any description of insurance benefits contained in this article are intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the School District. It is further understood that the School District's only obligation is to provide an insurance policy. No claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.
- Section 3. Eligibility - Full-time, and regular employees as defined in Article I shall be eligible for group insurance as set forth in this Article.
- Section 4. Duration of Insurance Participation - An employee is eligible for Board insurance contributions and payroll deductions as provided in this Article as long as the employee is employed by Independent School District No. 152. When employment is terminated, group insurance benefits may be continued at the employee's option and expense, consistent with State and Federal law.
- Section 5. Medical - The Board agrees to make available health insurance for each member. Each member may elect to purchase either single or family health coverage. All additional costs will be paid by the employee through payroll deductions. Board contribution to single coverage will be \$134.78.
- Section 6. Life
- Subd. 1. The Board agrees to provide group life insurance totaling \$50,000 for each member of which the entire amount will provide double indemnity for accidental death.
- Subd. 2. Life and Accidental Death & Dismemberment Reductions
- Benefits reduce 8% per year, beginning at age 65, and terminate at age 70 or retirement, whichever occurs first.
- Subd. 3. Dependent Life Insurance
- The Board will make available Dependent Life Insurance Coverage to be paid by the employee through payroll deduction.

Dependent Coverage

Spouse only: \$10,000  
 Spouse: \$ 7,500  
 Children:  
     14 days to  
     19 years: \$ 2,500

ARTICLE IVLEAVESSection 1. Sick Leave

- Subd. 1. Employees working eight (8) hours per day shall be credited with twelve (12) days sick leave per year.
- Subd. 2. Employees working six (6) hours or more and less than (eight) 8 hours per day shall be credited with nine (9) days sick leave per year.
- Subd. 3. Unused sick leave days each year shall accumulate to a total of sixty (60) days and shall be coordinated with long term disability insurance as stated in that Contract.
- Subd. 4. Employees working a daily schedule of less than six (6) hours but more than three (3) hours shall be credited with pro-rata sick leave of one (1) day per month, non-cumulative to a total of nine (9) days per year with no provision for the long term disability insurance. (Example - an employee working four (4) hours per day shall receive thirty-six (36) hours per year; three (3) hours per day, twenty-seven (27) hours leave per year).
- Subd. 5. Sick leave with pay shall be allowed by the School Board whenever an employee's absence is found to have been due to illness which prevented attendance and performance of duties on that day or days.
- Subd. 6. a. The School Board may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay.



- b. Non-emergency elective surgery shall not be eligible for sick leave.

Subd. 7. Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.

Subd. 8. Employees are required to give adequate notice to their supervisor when sick leave is to be taken to allow time to obtain replacements.

Section 2. Family Leave

Subd. 1. A family leave may be granted by the school district subject to the provisions of this subdivision. Family leave may be granted because of the need to prepare and/or provide parental care for a child or children of the employee for an extended period of time.

Subd. 2. An employee making application for family leave shall inform the Personnel Office in writing with intention to take the leave at least three calendar months before commencement of the intended leave, except in emergency circumstance.

Subd. 3. If the reason for the family leave is occasioned by pregnancy, the employee shall also provide at the time of the leave application, a statement from her physician indicating the expected date of delivery. If an employee who has requested and been granted family leave because of pregnancy delivers prior to the scheduled beginning date of her family leave, she shall be eligible for sick leave in accordance with the provisions of Article IX until the scheduled beginning date of her family leave.

Subd. 4. The school district may adjust the proposed beginning or ending date of a family leave so that the dates of the leave are coincident with some natural break in the school year - i.e. winter vacation, spring vacation, semester break or quarter break, end of the grading period, end of the school year, or the like. The availability of substitute may also be considered by the school district in both the granting of a family care leave or the duration of such leave.

Subd. 5. In making a determination concerning "the commencement and duration of a family leave, the School Board shall not, in any event, be required to:

- (1) Grant any leave more than twelve (12) months in duration.
- (2) Permit the employee to return to his or her employment prior to the date designated in the request for family leave.

- Subd. 6. An employee returning from family leave shall be re-employed in a position which he or she is qualified unless previously discharged or the position discontinued.
- Subd. 7. Failure of the employee to return pursuant to the date determined under this Subdivision shall constitute grounds for termination unless the school district and the employee mutually agree in writing to an extension in the leave.
- Subd. 8. An employee who returns from family leave within the provisions of this Section shall retain all previous experience credit and any unused leave time accumulated under the provisions of this Policy at the commencement of the beginning of the leave. The employee shall not accrue additional experience credit or leave time during the period of absence for family leave.
- Subd. 9. An employee on family leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the employee wishes to retain, commencing with the beginning of the family leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the district pursuant to this Article.
- Subd. 10. Leave under this Article shall be without pay or fringe benefits.

Section 3. Emergency Leave - Paid leave of up to five (5) days per year may be granted by the school district because of the death or serious illness of the employee's spouse or child. "Serious illness" will usually be interpreted to mean that the employee's spouse or child is hospitalized. Up to three (3) days of emergency leave per year may be granted for the death or serious illness of a son-in-law, daughter-in-law, parent, father-or mother-in-law, sibling, grandchild or grandparents.

Section 4. Personal Leave - The school district will grant one (1) personal leave day per year to be taken at the discretion of the employee. The employee shall provide the school district with three (3) days notice of intention to take a personal leave day, except in cases of emergency. This will be deducted from accumulated sick leave.

Section 5. Medical Leave

- Subd. 1. a. Employees who are unable to perform their duties because of personal illness or disability and who have exhausted all accumulated sick leave shall receive a leave of absence without pay for the duration of such illness or disability up to one (1) year. The leave may be renewed for one (1) year at the discretion of the Board of Education upon the written request of the employee.
- b. If the leave is for six (6) months or less, the employee shall return to the same position. If the leave is for more than six (6) months, the employee shall return to a comparable position.
- Subd. 2. In accordance with state law, the employee while on medical leave of absence shall be permitted to continue with the School District's insurance program by paying the full premium.
- Subd. 3. At the expiration of the leave, if the disability still exists and the leave is not extended, the employee's employment is terminated.
- Subd. 4. An employee returning from medical leave shall be reemployed in a position from which the employee is qualified.
- Subd. 5. All rights in this subdivision will be terminated if the person is previously discharged or the position discontinued in accordance with the contract.
- Subd. 6. An employee who returns from medical leave with the provisions of this Section shall retain all previous experience credit for purposes and any unused leave time accumulated under the provisions of this Policy at the commencement of the leave. The employee shall not accrue additional experience credit for pay purposed of leave time during the period of absence for medical leave.

Section 6. The School Board may allow leaves of absence for reasons other than those limited in this section.

Section 7. Absences not covered by leave policies will result in a salary deduction at the employee's regular daily compensation rate.



ARTICLE V

TRAVEL AND MISCELLANEOUS REIMBURSEMENT

Section 1. Out-of-District Travel - Reimbursement shall be made by the Board for authorized travel at the rate established by the IRS.

ARTICLE VI

HOLIDAYS

Section 1. All members shall have the following paid holidays:

1. New Year's Day
2. Thanksgiving Day
3. Christmas Day

ARTICLE VII

WORK ASSIGNMENT

Section 1. Work Assignment - The Members accept the assignment and responsibilities for the work load and are responsible for completing the job requirements.

ARTICLE VIII

CONFORMITY TO LAW AND SAVINGS CLAUSE

Section 1. Statement - If it is determined any provisions of this policy is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law.

# APPENDIX E-1

		1991.92								
		2080								
0.25		ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
BAND, GRADE,		A11	A12	A13	B21	B22	B23	B24	B31	B32
SUBGRADE										
BEGINING										
0	A	6.60	6.99	7.27	7.56	7.91	8.27			
1	B	6.75	7.14	7.42	7.71	8.06	8.42			
2	C	6.90	7.29	7.57	7.86	8.21	8.57	9.96	9.45	10.30
3	D	7.05	7.44	7.72	8.01	8.36	8.72	9.11	9.60	10.45
4	E	7.20	7.59	7.87	8.16	8.51	8.87	9.26	9.75	10.60
5	F	7.35	7.74	8.02	8.31	8.66	9.02	9.41	9.90	10.75
6	G	7.50	7.89	8.17	8.46	8.81	9.17	9.56	10.05	10.90
7	H	7.65	8.04	8.32	8.61	8.96	9.32	9.71	10.20	11.05
8	I	7.80	8.19	8.47	8.76	9.11	9.47	9.86	10.35	11.20
9	J	7.95	8.34	8.62	8.91	9.26	9.62	10.01	10.50	11.35
10	K	8.10	8.49	8.77	9.06	9.41	9.77	10.16	10.65	11.50
11	L	8.25	8.64	8.92	9.21	9.56	9.92	10.31	10.80	11.65
12	M	8.40	8.79	9.07	9.36	9.71	10.07	10.46	10.95	11.80
13	N	8.55	8.94	9.22	9.51	9.86	10.22	10.61	11.10	11.95
14	O	8.70	9.09	9.37	9.66	10.01	10.37	10.76	11.25	12.10
15	P	8.85	9.24	9.52	9.81	10.16	10.52	10.91	11.40	12.25
16	Q	9.00	9.39	9.67	9.96	10.31	10.67	11.06	11.55	12.40
17	R		9.54	9.82	10.11	10.46	10.82	11.21	11.70	12.55

DISK, SUPPORT SERVICES 1990.91-91.92, PROGRAM "SCHEDR"

## SALARY SCHEDULE FOR MOORHEAD PUBLIC CSCHOOLS

		1991.92							
		0.500							
BGSS		C41	C42	C43	C44	C51	C52	D61	D62
		0.36	0.38	0.40	0.43	0.46	0.51	0.56	0.60
									D63
									0.64
STEP	0	11.55	12.10	12.67	13.27	14.24	15.66	16.95	18.07
	1	11.91	12.48	13.07	13.70	14.70	16.17	17.51	18.67
	2	12.27	12.86	13.47	14.13	15.16	16.68	18.07	19.27
	3	12.63	13.24	13.87	14.56	15.62	17.19	18.63	19.87
	4	12.99	13.62	14.27	14.99	16.08	17.70	19.19	20.47
	5	13.35	14.00	14.67	15.42	16.54	18.21	19.75	21.07
	6	13.71	14.38	15.07	15.85	17.00	18.72	20.31	21.67
	7	14.10	14.78	15.50	16.25	17.46	19.23	20.85	22.25
	8	14.46	15.16	15.90	16.68	17.92	19.74	21.41	22.85
	9	14.82	15.54	16.30	17.11	18.38	20.25	21.97	23.45
	10	15.18	15.92	16.70	17.54	18.84	20.76	22.53	24.05
	11	15.54	16.30	17.10	17.97	19.30	21.27	23.09	24.65
	12	15.90	16.68	17.50	18.40	19.76	21.78	23.65	25.25
	13	16.26	17.06	17.90	18.83	20.22	22.29	24.21	25.85
	14	16.62	17.44	18.30	19.26	20.68	22.80	24.77	26.45

SALARY SCHEDULE FOR MOORHEAD PUBLIC CSCHOOLS



Capitol Square 550 Cedar Street  
Saint Paul, Minnesota 55101 612/296-6104

TO: Early Childhood Screening Coordinators

July 1991

FROM: Ruth Ellen Luehr  
Early Childhood Screening Specialist

612/296-5833

RE: ECS Program Changes - Legislative Update

Significant program changes were adopted by the Minnesota Legislature in May and signed by the Governor in June. The changes posed several policy questions about strategies for implementing ECS that have just recently been addressed by MDE and legislative staff. The purpose of this memo is to outline ECS program components and disseminate the new state law. You are invited to send your questions and suggested solutions to issues raised in the revised program.

#### ECS Program Revisions - Capsule

- o Mandate for Parents. Schools are to inform parents that they are required to have children screened before school entrance, preferably around age 4. This is to guarantee that ALL young children in Minnesota are well equipped and ready for learning. Record of the screening dates and results is to be presented prior to kindergarten enrollment.
- o Developmental Screening Emphasized. The screening components include development, sensory (vision and hearing), and a new component - family circumstances affecting development. Immunization review and parent interview are included.
- o Professional Screeners. Professionals are to screen children for development, family circumstances and conduct the parent interview. The professionals may be volunteers.
- o Access to Health Services. The role of ECS screeners in helping parents access health services is emphasized, to insure children have a health/medical home. Schools are not required to offer health components - health history, physical assessment, nutrition, dental or growth (height and weight) screening.
- o Restructured Programs Halted, Revisions in Place. The five-year phase-in of a comprehensive program for 3-year-olds has been repealed. The revised program as outlined in the enclosed statute begins now, for the 1991-92 school year.
- o Link to Learning Readiness. A new initiative to provide a wide range of services to four-year-olds uses ECS as the entry point.
- o Reimbursement Rate at \$25. School districts will be reimbursed for children screened (3 1/2 years old to school enrollment) in 1991-92.



An Equal Opportunity Employer



- 1) What changes were made in ECS by the Legislature this year?

The Conference Committee of the Legislature adopted primarily the House version of the bill that was distributed to ECS Coordinators in May. There is mandate for parents to have their children screened, developmental screening is emphasized, some health components are optional, screeners are to be professionals, and the reimbursement rate is \$25 per child screened. The Learning Readiness initiative proposed by the Senate was adopted and then modified by the Governor.

- 2) Can a program for screening 3 1/2 year olds continue?

ECS reimbursement may be claimed for children under age 4. Districts are required to design programs to screen 4 year olds and districts are encouraged to screen younger children.

Some reasons for this policy decision include: 1) Many districts now screen 3 1/2 year olds, a step taken when districts were planning for the restructured ECS program. In many cases this included changing outreach efforts to reach younger children and changing the annual calendar to screen monthly or quarterly. These changes in outreach and screening schedule should not be interrupted. 2) The subtle health and developmental problems identified at screening need attention from special educators or other referral sources as soon as possible so they can be resolved or so the child can adapt and improve before entrance to formal education. 3) ECFE wants to engage children and families as early as possible; ECS is an outreach vehicle. 4) The new Learning Readiness initiative is designed to begin at age 4 and has ECS as a criteria for entrance. Screening prior to age 4 would allow time for appropriate planning so that a program/service could be initiated around a child's 4th birthday.

Some districts will continue to provide a comprehensive restructured ECS program including the third party billing. Under the revised ECS structure, these districts are providing both the mandated and some optional components. The cost recovery requirement was repealed, so the ECS law is now silent on whether or not third party billing is permitted. The statute requiring insurance companies to pay for "child health supervision visits" (MS 62A.027) remains; this is sent to insurance companies to justify the request for payment of screening costs. For districts considering offering optional components, the rules for ECS allow charging parents for optional components. County public health agencies have sliding fee scales to use a guide to determine reasonable fees.

- 3) Do children who enroll in kindergarten this fall (September 3) need to be screened?

Yes. The implementation date for the law is July 1, 1991. Therefore, children enrolling in school (kindergarten or first grade) should have screening dates and the results from a school/public health program or through a physicians' office/clinic prior to school entrance. This new law may not be manageable, but it is clear. Read further.

It is recommended that each ECS Coordinator develop a management plan to take steps to comply with the law. Set goals that challenge your district's current level of service to children to demonstrate an effort to follow the law. For example, if 75% of eligible children were screened last year, set a goal that 85% of enrolling kindergarteners are in compliance by screening them in August, have a plan to screen/observe the other 15% by November 1.

-3-

Items on the standard health history form that are required elements of the revised ECS program include the family data and health care provider information (family circumstances and health referral components); parent report of developmental milestones and behavior checklist (developmental component); and the immunization report.

- 5) What elements should be included in the new component - family circumstances that might affect development?

A small think-tank session has been held to sketch out draft guidelines. At first draft, the elements of this new component include a brief family data/profile, parent questionnaire to identify needs/interests, and structured interview questions related to the child's development and place within the family. Much work needs to be done together by district, county, regional and state staff to design, revamp and refine the component. Target date for distribution of the draft is August 14. The plan is to have a refined tool ready by May 1.

Next question. What are the most pressing issues for you as an ECS Coordinator? Please use the Q&A sheet enclosed in this July mailing to send in your questions and proposed answers. Please use this opportunity to share ideas for ECS programs and resources that others may use.



ENROLLMENT  
MOORHEAD PUBLIC SCHOOLS

APPENDIX Z-2

DATE September 3, 1991

SCHOOL BLDGS	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	SPECIAL EDUC.	TOTALS
	25-25	24-22	24-24	24-24	24-25	16	
	25-25	23-23	24-24	23-25	25-25		
		23	25	25	25		
Edison	100	115	121	121	124	16	597
	23-23	25-25	26-26	26-26	28-28	included	
	23-23	25-25	26-26	26-26	28-29		
	23-24	25-25	26-27	27-25	29		
Probstfield	139	150	157	156	142		744
	25-25	23-24	25-25	22-22	25-24		
		23-23	25	23	24		
Lincoln	50					12	
	24-24						
	22-24						
Riverside	94	93	75	67	73	12	464
	25-25	23-24	24-24	26-26	26-26	5-4	
	23-25	23-22	24-21	27-26	25-24	4-8	
		23-22	24-22	27	26		
Washington	98	137	139	132	127	21	654
Total By Grade	481	495	492	476	466	49	2,459
Grade 5		Grade 6		Special Ed.			
Robert Asp	385	319	5 + 4 = 9				713
Voyager	119	117	0				236
Elementary Preschool - Lincoln School							11
TOTAL ELEMENTARY (Preschool & Special Ed.)							3,419
Grade 7		Grade 8		Special Ed.			
Junior High School	446	421	6				873
Grade 9		Grade 10		Grade 11		Grade 12	
Senior High	393	398	342	313			1,446
Senior High Special Ed.							10
SENIOR HIGH TOTAL							1,456
TOTAL KINDERGARTEN THROUGH GRADE 12							5,737
TOTAL PRESCHOOL THROUGH GRADE 12							5,748

OPENING DAY K-12 1990 5,483      PROJECTED FOR K-12 1990 5,694

43 STUDENT INCREASE OVER PROJECTIONS  
254 STUDENT INCREASE OVER OPENING DAY 1990 ENROLLMENT



# Trends Shaping the World

The nuclear threat that kept antagonists at bay for the last four decades has largely been removed.

While much turmoil has resulted, trends toward new alliances and cooperation to solve global problems bode well for sustaining peace.

By Marvin Cetron and  
Owen Davies

The world will be a more peaceful and prosperous place in the 1990s than it has been in the decades since World War II, because the premise by which it operates has changed. In the coming years, it will no longer be influenced by the needs of ideological and military competition, but instead by the need to promote international trade and the well-being of the trading nations.

Major military conflicts will be all but unthinkable, because they are contrary to the mutual interests of nations that are interdependent in the global economy. Wars will not suddenly disappear, but they will be primarily small and regional in nature. These conflicts will stem from local antagonisms and the ambitions of Third World rulers, and peace will be restored by the joint effort of the

entire world community. This fundamental change will be the guiding theme of the 1990s.

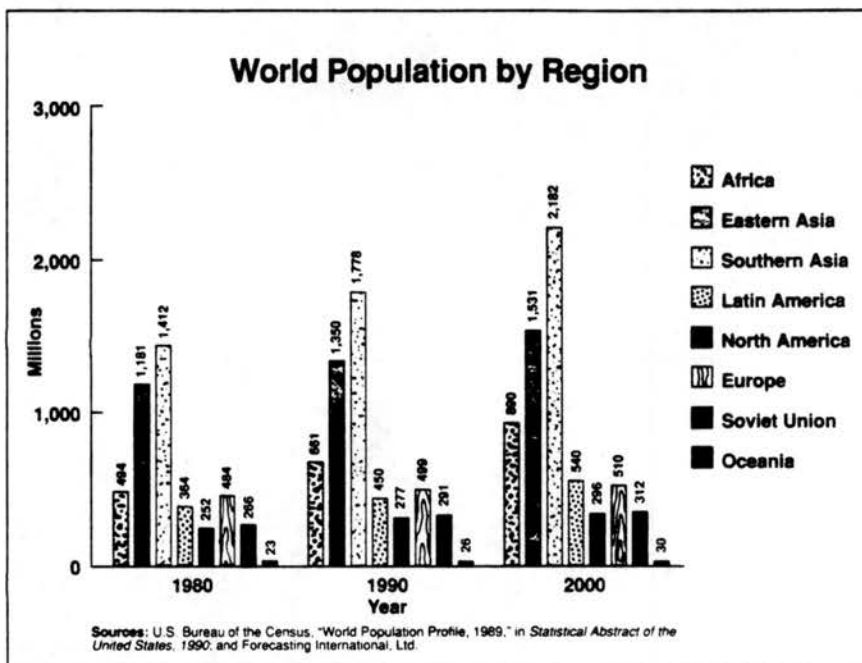
Politically, this will be an interesting era. Nations will increasingly band together, however briefly, with traditional enemies to further their short-term interests.

No single nation will have the power to dominate in this new global order. World leaders will be military powers as well as leaders from the three powerful regional economic blocs now coming to dominate international commerce: the European Community, the Pacific Rim, and the North American alliance. Each group will be heavily influenced by its largest members but will act primarily by consensus in all matters of common interest.

Vast regions of the world will be left out of this interlocking arrangement, save on the occasions when they can serve the interests of the major powers. The Middle East will retain much of its wealth and influence, thanks to the continued importance of oil. Africa, the Indian subcontinent, and Southeast Asia will remain much as they are now, doomed to poverty largely by their own leaders and used by the industrialized nations as little more than stockpiles of raw material.

Yet, even these nations should benefit from the new global structure. In a more peaceful and prosperous world, the developed nations will have a better opportunity to help their less-fortunate neighbors deal with economic and social problems, to whatever extent local politics allow it. Progress will come slowly in the Third World, but it will move more quickly under the new commercial priorities than it did under ideological and military domination.

In the pages that follow, we will outline many of the trends that are emerging from today's ferment to form tomorrow's new world order.



## Population

1. In the industrialized countries, the "birth dearth" has cut growth almost to nothing, while in the developing world, the population bomb is still exploding.

- The rich get richer, the poor have children: Throughout the industrialized world, workers can look forward to national retirement programs or social security. In the developing lands, those too old for labor rely on their children to support them — so they have as many as they can.

- Thanks to better health care, children have a greater chance to survive into adulthood and produce children of their own. This will tend to accelerate population growth, but contraceptive use is increasing, with an opposite effect on growth.

- In the developed world, the vast

Baby Boom generation is approaching middle age, threatening to overwhelm both medical and social-security programs. These costs will consume an increasing portion of national budgets until about 2020.

2. The AIDS epidemic will slaughter millions of people worldwide, especially in Africa.

- According to the World Health Organization, the AIDS-causing human immunodeficiency virus will have infected up to 40 million people by 2000.

- By 1990, some 5 million people in sub-Saharan Africa already carried the disease — twice as many as just three years earlier. In some cities, as much as 40% of the population may be infected.

3. A host of new medical technologies will make life longer and more comfortable in the industrialized world. It will be many years before these advances spread to the developing countries.

4. As the West grows ever more

concerned with physical culture and personal health, developing countries are adopting the unhealthy practices that wealthier nations are trying to cast off: smoking, high-fat diets, and sedentary lifestyles. To those emerging from poverty, these deadly luxuries are symbols of success.

- In the United States, smokers are kicking the habit. Only 35% of American men smoke, down from 52% twenty years ago; 29% of women smoke, down from a peak of 34%.

- However, the developing world continues to smoke more each year. Even Europe shows little sign of solving this problem.

5. Better nutrition and the "wellness" movement will raise life expectancies.

- In developed countries, children born in the 1980s will live to an average age of 70 for males, 77 for females. In developing countries, the average life expectancies will remain stalled at 59 years for males and 61 for females.

## Food

6. Farmers will continue to harvest more food than the world really needs, but inefficient delivery systems will prevent it from reaching the hungry.

- According to the World Bank, some 800 million people are chronically malnourished by U.N. standards. As the world population grows, that number will rise.

7. The size and number of farms are changing.

- In the United States, the family farm is quickly disappearing. Yet, giant agribusinesses reap vast profits, while small, part-time "hobby" farms also survive. This trend will begin to affect other developed nations during the 1990s and will even-

tually spread to the rest of the world.

- Former Iron Curtain countries will find it difficult to turn their huge, inefficient collective farms back to private owners; progress in this effort will be uneven.

- Land reform in the Philippines and Latin America will move at a glacial pace, showing progress only when revolution threatens. Most of the vast holdings now owned by the rich and worked by the poor will survive well into the twenty-first century.

8. Science is increasing the world's supply of food.

- According to the U.S. Office of Technology Assessment, biotechnology and other yield-increasing developments will account for five-sixths of the growth in world harvests by 2000; the rest will come from newly cultivated croplands.

- Biotechnology is bringing new protein to developing countries. Bovine growth hormone can produce 20% more milk per pound of cattle feed, while genetic engineering is

creating fish that grow faster in aquafarms.

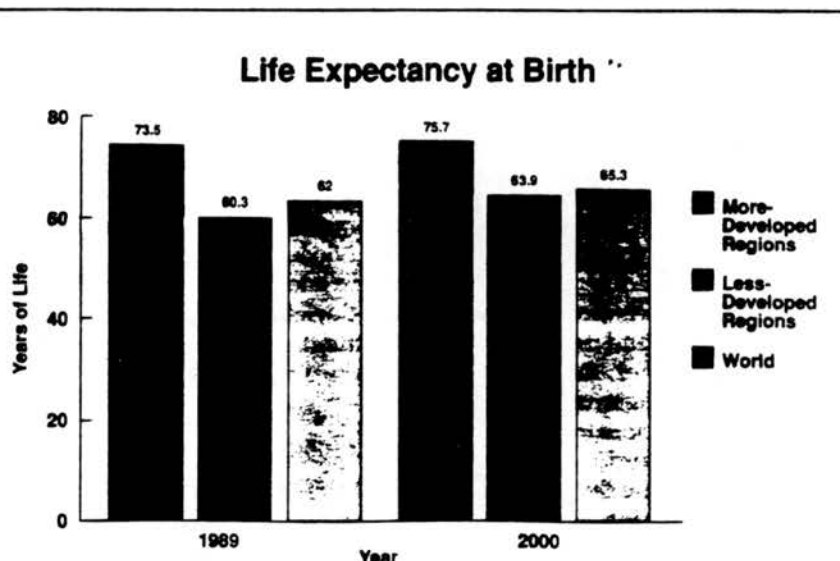
9. Food supplies will become healthier and more wholesome.

- Most nations will adopt higher and more-uniform standards of hygiene and quality, the better to market their food products internationally. Consumers the world over will benefit.

10. Water will be plentiful in most regions. Total use of water worldwide by 2000 will be less than half of the stable renewable supply. Yet, some parched, populous areas will run short.

- The amount of water needed in western Asia will double between 1980 and 2000. The Middle East and the American West are in for dry times by the turn of the century. Two decades later, as many as 25 African nations may face serious water shortages.

- We already know how to cut water use and waste-water flows by up to 90%. In the next decade, the industrialized countries will finally



Sources: U.S. Bureau of the Census, "World Population Profile, 1989," in *Statistical Abstract of the United States 1990*; *Global Outlook 2000* (United Nations, 1990); and Forecasting International, Ltd.



adopt many of these water-saving techniques. Developing countries reuse little of their waste water, because they lack the sewage systems required to collect it. By 2000, building this needed infrastructure will become a high priority in many parched lands.

- Cheaper, more-effective desalination methods are on the horizon. In the next 20 years, they will make it easier to live in many desert areas.

## Energy

11. Despite all the calls to develop alternative sources of energy, oil will provide more of the world's power in 2000 than it did in 1990.

- OPEC will supply most of the oil used in the 1990s. Demand for OPEC oil grew from 15 million barrels a day in 1986 to over 20 million just three years later. By 2000, it will easily top 25 million barrels daily.

12. Oil prices are not likely to rise; instead, by 2000 they will plummet to between \$7 and \$9 a barrel. A number of factors will undermine oil prices within the next 10 years:

- Oil is inherently cheap. It costs only \$1.38 per barrel to lift Saudi oil out of the ground. Even Prudhoe Bay and North Sea oil cost only \$5 per barrel.

- The 20 most-industrialized countries all have three-month supplies of oil in tankers and storage tanks. Most have another three months' worth in "strategic reserves." If OPEC raises its prices too high, their customers can afford to stop buying until the costs come down. This was not the case during the 1970s oil shocks.

- OPEC just is not very good at throttling back production to keep prices up when their market is glut-



ted. They will not get any better at doing so in the 1990s.

13. Growing competition from other energy sources will also help to hold down the price of oil:

- Natural gas burns cleanly, and there is enough of it available to supply the world's entire energy need for the next 200 years.

- Solar, geothermal, wind-generated, and wave-generated energy sources will contribute where geographically and economically feasible, but their total contribution will be small.

- Nuclear plants will supply 12% of the energy in Eastern Europe and the Soviet Union by the end of the century.

## Environment

14. Air pollution and other atmospheric issues will dominate eco-policy discussions for years to come.

- Soot and other particulates will

be more carefully scrutinized in the near future. Recent evidence shows that they are far more dangerous than sulfur dioxide and other gaseous pollutants formerly believed to present major health risks. In the United States alone, medical researchers estimate that as many as 60,000 people may die each year as a direct result of breathing particulates. Most are elderly and already suffering from respiratory illness.

- By 1985, the concentration of carbon dioxide in the atmosphere had increased 25 times since preindustrial days. By 2050, the concentration is likely to increase 40% over today's levels if energy use continues to grow at its current pace. Burning fossil fuel will spew about 7 billion tons of carbon into the air each year by 2000, 10-14 billion in 2030, and 13-23 billion in 2050.

- Blame global warming for at least some of the spread of Africa's deserts. Before the process runs its course, two-fifths of Africa's remaining fertile land could become arid wasteland. Up to one-third of Asia's

non-desert land and one-fifth of Latin America's may follow. Global warming will not only hurt agriculture, but will also raise sea levels, with consequent impacts on habitation patterns and industries.

- Brazil and other nations will soon halt the irrevocable destruction of the earth's rain forests for very temporary economic gain. Those countries will need economic help to make the transition. The World Bank and the International Monetary Fund (IMF) will help underwrite alternatives to rain-forest destruction.

- Acid rain such as that afflicting the United States and Canada will appear whenever designers of new power plants and factories neglect emission-control equipment. Watch for it in most developing countries.

15. Disposal of mankind's trash is a growing problem, especially in developed nations. Within the next decade, most of the industrialized world will all but run out of convenient space in its landfills.

- The U.S. Environmental Protection Agency estimates that existing technologies could reduce the total amount of hazardous waste generated in the United States by 15%-30% by 2000.

- For now, recycling is a necessary nuisance. By 2000, recyclables will become valuable resources, as research finds profitable new uses for materials currently being discarded. Recycling will save energy as well: Remanufacturing requires less energy than does the full iron-ore-to-Cadillac production process.

## Science and Technology

16. High technological turnover rates are accelerating.

- All the technological knowledge we work with today will represent

only 1% of the knowledge that will be available in 2050.

17. Technology has come to dominate the economy and society in the developed world. Its central role can only grow.

- For some economists, the numbers of cars, computers, telephones, facsimile machines, and copiers in a nation define how "developed" the country is.

- Personal robots will appear in homes in the developed world by 2000. Robots will perform mundane commercial and service jobs and environmentally dangerous jobs, such as repairing space-station components in orbit.

18. The technology gap between developed and developing countries will continue to widen.

- Developed countries have 10 times as many scientists and engineers per capita as the developing world. The gap between their spending on research and development grew threefold from 1970 to 1980.

- Technologically underdeveloped countries face antiquated or nonexistent production facilities, a dearth of useful knowledge, ineffective organization and management, and a lack of technical abilities and skills. Under these conditions, underdevelopment is often self-perpetuating, which weakens the country's ability to compete in international markets.

- The widening technology gap will aggravate the disparity in North-South trade, with the developed nations of the Northern Hemisphere supplying more and more high-tech goods. The less-developed countries of the South will be restricted to exporting natural resources and relatively unprofitable low-tech manufactured products.

19. Nations will exchange scientific information more freely, but will continue to hold back technological data.

- Basic research is done principally

in universities, which have a tradition of communicating their findings.

- Fifty-three percent of Ph.D. candidates in U.S. science and engineering programs are from other countries. Anything they learn will return to their homelands when they do.

- The space-faring nations — soon to include Japan — will share their findings more freely.

- Technological discoveries, in contrast, often spring from corporate laboratories, whose sponsors have a keen interest in keeping them proprietary. More than half of the technology transferred between countries will move between giant corporations and their overseas branches or as part of joint ventures by multinationals and foreign partners.

20. Research and development (R&D) will play an ever-greater role in the world economy.

- R&D outlays in the United States have varied narrowly (between 2.1% and 2.8% of the GNP) since 1960 and have been rising generally since 1978.

- R&D spending is growing most rapidly in the electronics, aerospace, pharmaceuticals, and chemical industries.

## Communications

21. Communications and information are the lifeblood of a world economy. Thus, the world's communications networks will grow ever more rapidly in the next decade.

- A constellation of satellites providing position fixing and two-way communication on Earth, 24 hours a day, will be established in the 1990s. A person equipped with a mini-transceiver will be able to send a message anywhere in the world.

22. The growing power and versatility of computers will continue to change the way individuals, companies, and nations do their business.

- Processing power and operating speeds for computers are still increasing. By 2000, the average personal computer will have at least 50 times the power of the first IBM PCs and 100 or more times the power of the original Apple II.

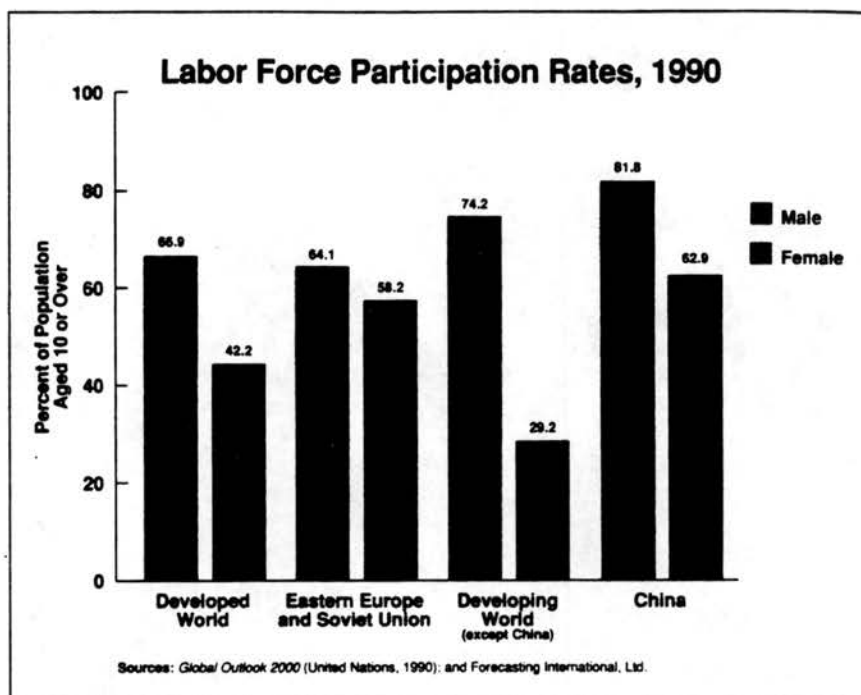
- Computers and communications are quickly finding their way into information synthesis and decision making. "Automatic typewriters" will soon be able to transcribe dictation through voice recognition. Computers will also translate documents into various languages. Today's best translation programs can already handle a 30,000-word vocabulary in nine languages.

- The revolution in computers and communications technologies offers hope that developing countries can catch up with the developed world. However, few have yet been able to profit from the new age of information. In 1985, developing countries owned only 5.7% of the total number of computers in the world; most of these computers are used mainly for accounting, payroll processing, and similar low-payoff operations.

## Labor

23. The world's labor force will grow by only 1.5% per year during the 1990s — much slower than in recent decades, but fast enough to provide most countries with the workers they need. In contrast, the United States faces shortages of labor in general, and especially of low-wage-rate workers.

- Multinational companies may find their operations handicapped



by loss of employees and potential workers to the worldwide epidemic of AIDS, especially in Africa, since many firms rely on indigenous workers.

24. The shrinking supply of young workers in many countries means that the overall labor force is aging rapidly.

- Persons aged 25 to 59 accounted for 65% of the world labor force in 1985; almost all growth of the labor force over the next decade will occur in this age group.

25. Unions will continue to lose their hold on labor.

- Union membership is declining steadily in the United States. It reached 17.5% in 1986. According to the United Auto Workers, it will fall to 12% by 1995 and to less than 10% by 2000.

- Unionization in Latin America will be about the same as in the 1980s; unionization in the Pacific Rim will remain low; unionization in the developing world as a whole will re-

main extremely low.

- Increased use of robots, CAD/CAM, and flexible manufacturing complexes can cut a company's work force by up to one-third.

- Growing use of artificial intelligence, which improves productivity and quality, will make the companies adopting it more competitive, but will reduce the need for workers in the highly unionized manufacturing industries.

26. People will change residences, jobs, and even occupations more frequently, especially in industrialized countries.

- High-speed MAGLEV trains will allow daily commutes of up to 500 miles.

- The number of people who retrain for new careers, one measure of occupational mobility, has been increasing steadily.

- The new information-based organizational management methods — nonhierarchical, organic systems that can respond quickly to environ-



mental changes — foster greater occupational flexibility and autonomy.

27. The wave of new entrepreneurs that appeared in the United States during the 1970s and 1980s is just the leading edge of a much-broader trend.

- In 1986, the number of new businesses started in the United States hit a record 700,000. In 1950, there were fewer than 100,000 new business incorporations. A similar trend has appeared in Western Europe, where would-be entrepreneurs were until recently viewed with suspicion. And a new generation of entrepreneurs is growing throughout Eastern Europe and even in Japan.

- From 1970 to 1980, small businesses started by entrepreneurs accounted for most of the 20 million new jobs created in America. In 1987, small businesses accounted for 1 million new jobs, compared with 97,000 in larger companies.

28. More women will continue to enter the labor force.

- In both developed and developing regions, the percentage of working women has increased since 1950. Women represented 36.5% of the world's labor force in 1985. This growth is expected to continue at a moderate rate, with developed nations showing the fastest increases.

## Industry

29. Multinational and international corporations will continue to grow, and many new ones will appear.

- Companies will expand their operations beyond national borders. For example, Marconi Space Systems (a British General Electric company) and Matra Espace (of France) got together to form Matra Marconi Space,

**"Companies will increasingly be judged on how they treat the environment — and will be forced to clean up any damage resulting from their activities."**

"the first international space company."

- Many other companies will go international by locating new facilities in countries that provide a labor force and benefits such as preferential tax treatment, but that do not otherwise participate in the operation. Ireland pioneered this practice with U.S. companies in the insurance, electronics, and automobile industries. It found that when companies leave, for whatever reason, the country loses revenue and gains an unemployed labor force.

30. Demands will grow for industries to increase their social responsibility.

- A wide variety of environmental disasters and public-health issues (e.g., the Exxon Valdez oil spill and Union Carbide's accident at Bhopal, India) have drawn public attention to the effects of corporate negligence and to situations in which business can help solve public problems not necessarily of their own making.

- In the future, companies will increasingly be judged on how they treat the environment — and will be forced to clean up any damage resulting from their activities.

- Deregulation will be a thing of

the past. There will be increased government intervention: Airlines will be compelled to provide greater safety and services; the financial-service industry will be regulated to reduce economic instability and costs; electric utilities will be held responsible for nuclear problems; and chemical manufacturers will have to cope with their own toxic wastes.

31. The 1990s will be the decade of microsegmentation, as more and more highly specialized businesses and entrepreneurs search for narrower niches.

## Education and Training

32. Literacy will become a fundamental goal in developing societies, and the developed world will take steps to guard against backsliding toward illiteracy. Throughout the world, education (especially primary school for literacy) remains a major goal for development as well as a means for meeting goals for health, higher labor productivity, stronger economic growth, and social integration. Countries with a high proportion of illiterates will not be able to cope with modern technology or use advanced agricultural techniques.

- Most developed countries have literacy rates of more than 95%. The increasing levels of technological "savvy" demanded by modern life, however, often are more than people are prepared to meet, even in the most modern societies.

- The proportion of illiterates among the world's adult population has steadily decreased, although the absolute number has grown. In developing countries, the proportion of illiterates will drop from 39% in 1985 to 28% by 2000, while the number of illiterate adults will have climbed by 10 million.





commercial/cultural attachés of nearly every country in the world, and the headquarters of many multinational and international corporations.

• In addition, several agencies cooperating with the United Nations, including the International Monetary Fund and the General Agreement on Tariffs and Trade, have their headquarters or routinely conduct much of their business in Washington.

## Warfare

43. The world has been made "safer" for local or regional conflicts. During the Cold War, the superpowers could restrain their aggressive junior allies from attacking their neighbors. With the nuclear threat effectively gone, would-be antagonists feel less inhibited. Iraqi President Saddam Hussein was only the

first of many small despots who will try to win by conquest what cannot be achieved by negotiation.

• The United States and the Soviet Union will sign a long procession of arms treaties in the next decade. The two countries will make a virtue of necessity, but both will act primarily to cut expensive military programs from their budgets.

• The Warsaw Pact has already disintegrated. NATO, seeking a new purpose, will eventually become an emergency strike force for the United Nations. The number of guns, tanks, and military planes in Europe will fall to little more than half their peak levels.

• Terrorist states will continue to harbor chemical and biological weapons until the international community finally takes a firm stand.

44. Brushfire wars will grow more frequent and bloody. Among the most likely are:

• Israel vs. the Arab countries. We foresee one last conflict in this region before the peace that now seems near actuality becomes a reality. Israel will

"The world has been made 'safer' for local or regional conflicts. . . .

With the nuclear threat effectively gone, would-be antagonists feel less inhibited."

win this one, too.

• India vs. Pakistan. The two have feuded with each other since the British left in 1947; religious differences, separatism in Kashmir, and small stocks of nuclear weapons make this a hot spot to watch carefully.

• Northern Ireland vs. itself. This perpetually troubled land will remain its own worst enemy. In trying to keep Ireland under control, the British face an increasingly unpleasant task.

45. Tactical alliances formed by common interests to meet immediate needs will replace long-term commitments among nations.

• In the Middle East, "the enemy of your enemy is your friend." Iran and Iraq will tolerate each other in their stronger hatred for the West. The United States and Syria will never be friends, but both dislike Iraq.

• Turkey and Greece will be hard-pressed to overlook their differences about Cyprus, but may do so in an effort to counter terrorism.

## International Alignments

46. The Information Revolution has enabled many people formerly insulated from outside influences to compare their lives with those of people in other countries. This knowledge has often raised their expectations, and citizens in many undeveloped and repressed lands have begun to demand change. This trend can only spread as world telecommunications networks become ever more tightly linked.

- East Germans learned of reforms elsewhere in Eastern Europe via West German television; Romanians learned through Hungarian media.

- International broadcasting entities such as Voice of America, the British Broadcasting Corporation, and Cable News Network disseminate information around the world, sometimes influencing and inspiring global events even as they report on them.

47. Politically, the world's most important trend is for nations to form loose confederations, either by breaking up the most-centralized nations along ethnic and religious lines or by uniting independent countries in international alliances.

- Yugoslavia will soon split into a loose confederation based on the region's three dominant religions: Greek Orthodoxy, Roman Catholicism, and Islam. Czechoslovakia is already loosening the ties between its Czech and Slovak regions. And, following a brief, unsuccessful attempt at new repression by the right wing of the Communist Party, the Soviet Union will reorganize itself as a confederation of 15 largely independent states.

- Quebec will secede from Canada, probably in 1996. The four eastern Canadian provinces will be absorbed

into the United States by 2004, and the other Canadian provinces will follow suit by 2010.

- Hong Kong and Macao will rejoin China, through previously made agreements, by 1997. Taiwan will seek to join Mainland China shortly thereafter. The two Koreas will reunite before 2000.

48. The role of major international organizations will become extremely important in the new world order.

- The United Nations will finally be able to carry out its mission. The World Court will enjoy increased prestige. UNESCO's food, literacy, and children's health funds will be bolstered. The World Health Organization will make progress in disease eradication and in training programs. The Food and Agriculture Organization will receive more funding for starvation relief and programs to help teach farming methods.

- More countries will be willing to reform internally to meet requirements for International Monetary Fund loans and World Bank programs that provide development and education funds and grants.

- More medical aid from developed countries will be provided, frequently under the auspices or coordination of the United Nations or Red Cross/Red Crescent, to countries devastated by plagues, famine, or other natural disasters. Red Cross and Red Crescent will step up activities in such areas as natural-disaster relief and blood programs.

- Cooperation will develop among intelligence agencies from different countries (e.g., Interpol, the CIA, and the KGB) in order to monitor terrorism and control antiterrorism programs and to coordinate crime fighting worldwide.

49. International bodies will take over much of the peacekeeping role now being abandoned by the superpowers. The Conference on Security and Cooperation in Europe (CSCE)

— a group of 35 nations (including the United States and the Soviet Union) — will pick up where NATO and the Warsaw Pact left off by creating a pan-European security structure.

- CSCE will transform the diplomatic process into an institution.

- The methods of operation for voting on CSCE matters will likely be revised (currently, each of the member nations holds veto power).

50. The field of public diplomacy will grow, spurred by advances in communication and by the increased importance and power of international organizations. □

### About the Authors

Marvin Cetron is president of Forecasting International, Ltd., 1001 North Highland Street, Arlington, Virginia 22210. He is co-author (with Owen Davies) of *American Renaissance: Our Life at the Turn of the 21st Century* (St. Martin's Press, 1989) and co-author (with Margaret Gayle) of *Educational Renaissance: Our Schools at the Turn of the Twenty-First Century* (St. Martin's Press, 1991).

Owen Davies is co-author of *American Renaissance* and former senior editor of *Omni* magazine. His address is P.O. Box 355, Hancock, New Hampshire 03449.

This article is adapted from their forthcoming book, *Crystal Globe: The Haves and Have-Nots of the New World Order* (St. Martin's Press, 1991). For ordering details, see inside front cover.



INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, SEPTEMBER 24, 1991, at 5:00 p.m. in the Board Room at Townsite Centre.

*Bennett Trochlil*  
Bennett Trochlil, Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Bennett Trochlil _____

I. CALL TO ORDER

- II. SUPERINTENDENT SEARCH PROCESS (5:00 p.m.)  
Note: The Board will meet with Mike Torkelson, MSBA Representative, to discuss alternatives the Board may wish to pursue in searching for a superintendent.

III. PLEDGE OF ALLEGIANCE

IV. PREVIEW OF AGENDA - Bennett Trochlil, Superintendent

V. APPROVAL OF AGENDA

Recommendation: Move to approve the agenda as presented.

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

VI. CONSENT AGENDA (Items: XII-B. 3-4)

\*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 \_\_\_\_\_

VII. COMMUNICATIONS

VIII. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

S-M-9-B05  
MIN  
9-24-91

IX. FOR YOUR INFORMATION

Appendix Z

1. Carol Renner, Moorhead Public Service, will present awards to students Heather Peterson and Alicia Wegner, from Moorhead Junior High, and Jenny Bedard, Robert Asp School, for their art work published in the Moorhead Public Service Annual Report.
2. MSBA Phase III Workshop - Appendix Z-1 (Jernberg)
3. Health Care Conference - Oct. 3-4, St. Cloud (Cummings)
4. The MN Department of Education has granted the district \$32,000 for migrant education to assist in outreach and home-school liaison services. Cynthia Sillers and Jim Nigg prepared the proposal. (Jernberg)
5. MTC Merger - Appendix Z-2 (Johnson)  
Explanation: Appendix Z-2 contains information regarding discussions to date. Consultants will be giving their recommendations regarding the technical college merger at the Moorhead Technical College on Tuesday, October 22 at 2 p.m. in the auditorium.
6. Futures Article - Appendix Z-3

X. "WE ARE PROUD"

1. Former board member, Mike Hulett, has been elected to a two year term on the Board of Directors of the Moorhead Chamber of Commerce.
2. Nokomis Child Care Center and the Junior League have been very instrumental in the design of the Child Care Center. In fact, the Center may not be in operation if it had not been for their work. Representatives from both organizations have been invited to the meeting for recognition.
3. The following students in Tony Kinsella's high school architectural drafting class of last year, won honors at the Minnesota State Fair. In architectural perspective, Mark Schreiner won the "sweepstakes winner" and a \$300 scholarship; and, placed second place with another drawing. Hung T Lee took third. Mark Fyhrie won second place in architectural models. In architectural house plans, Aaron Hauck placed second, Randall Rosenau placed third, and Mike Fyhrie placed fourth.

XI. COMMITTEE/MEETING REPORTS

MSBA Legislative Meeting - Cummings (9/17)

Long Range Planning - Gustafson (9/17)

PER - Cummings (9/19)

Supt. Advisory Council - Jernberg (9/19)



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

A. UNFINISHED BUSINESS

1. Review Student (Jernberg) Appendix A  
School Board  
Members

Explanation: Students from the high school will be in attendance to review the outcome of their meeting held Monday, September 16. Refer to Appendix A-1.

Recommendation: For Discussion Only

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

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2. Consider Non- (Lacher) Appendix B  
Aligned Employees

Explanation: The Board requested a meeting be held with the employees who would be affected by the proposed policy. On September 18, 1991, eleven employees met with Mr. Lacher and Mr. Jernberg to discuss the proposed policy (see Memo I-92-039 & 040).

There is more employment diversity among these people than originally thought. Employees reporting to Rose Andersen had their rates set for 1991-92 on January 22, 1991, by Board action. Some employees have more benefits than listed and have existing agreements.

Appendix B-1 contains: December 23, 1986- Unit Clarifications; and, September 17, 1991 - letter from Mr. Hetland with the definition of "supervisory employee."

Recommendation: Move to approve the administrative policy as presented.

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

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3. Consider Comparable (Lacher)  
Worth Review Process

Appendix C

Explanation: After a review of the Committee and consultants recommendations, and an analysis of our present classifications and original position descriptions for selected positions, the Personnel Committee recommends the following action:

	<u>Current</u>	<u>Move to</u>
Tuition Clerk (Accts. Rec. MTC)	B21	B22
Asst. Secy. to Dir. of Special Ser.	A13	B21
Women's Support Services	A13	B21
Student Services	A12	B21
Financial Aid Secretary-MTC	B21	B22
Computer Operator Coordinator	B22	B23
Health Occupation Coordinator	C41	C42
ECFE Coordinator	C42	C43
ABE Coordinator	C42	C43
District Accountant	C42	C43
Activities Director	C52	C62
Dean of Business Affairs-MTC	C52	C62

The following positions will be recommended for no change:

Asst. Elementary Secretary	A13
Health Technician	A13
Sr. High Nurse's Secretary	B21
Student Services Secretary-MTC	B21
Secy. to Dir. of Special Services	B23
Cert. Occup. Therapy Asst. (COTA)	B23
Payroll Secretary	B23
Dean of Adult Education	D62
Director Special Services	D63

Recommendation: Move to approve the comparable worth changes as presented above.

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

4. Review Site (Jernberg)  
Based Decision-  
Making Task Force

Appendix D

Explanation: The administrative cabinet has reviewed Appendix D-1 and requests that a board member participate on the committee. Who on the board would be interested in participating on the committee?

Recommendation: The Board Chair will appoint a board member to serve on the Site Based Decision-Making Committee.

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

B. NEW BUSINESS

1. Consider Personnel (Jernberg/Lacher) Appendix E

New Employees

Jeff Erickson - ESL Teacher, MA+45 (7), \$28,427.36 (30,434), 170 days

Kyle Olthoff - POHI Paraprofessional, Junior High, B21 (0), \$7.06/hour, effective immediately

MTC Staff Fall Quarter

Susan Hinsperger - Dental Instructor, BA+75 (8), 24% time, \$2,154.50 (28,726)

Dale McCracken - Medical Insurance Instructor, BA (6), 12% time, \$814.84 (21,729)

Keith Johnson - Drafting Instructor, BA (11), 28% time, \$2,243.16 (25,637)

Renee Henney - Postal Service management, BA (8), 12% time, \$868.30 (23,155)

Pat Conlon - Medical Records, BA (4), 16% time, \$1,086.45 (21,729)

Harold Brehmer - Drafting Instructor, BA (11), 28% time, \$2,243.16 (25,637)

Joel Aslakson - Math Instructor, BA+45 (7), 28% time, \$1,290.08 (25,802)

Jean Schuette - Discover Instructor, BA+15 (7), 52% time, \$3,816.67 (23,487)

Chuck Tomhave - Marketing Instructor, BA (7), 16% time, \$1,116.37 (22,327)

Bonnie Kavanaugh - Communications Instructor, BA (5), 48% time, \$2,172.90 (21,729)

Scott Hildre - Marketing Instructor, BA (4), 48% time, \$3,259.34 (21,729)

Yvonne Boe - Administrative Support, BA (7), 12% time, \$837.10 (22,327)

Peggy Peterson - Administrative Support, BA (6), 16% time, \$1,086.45 (21,729)

Nancy Stigen - Flex Lab & Math Instructor, BA (7), 48% time, 111 hours, \$6,104.28

Assurance of Mastery Paraprofessionals

EDISON - all B21 (0), \$7.06/hour, 5 hours/day

Cathy Davies, Peggy Tri, Nancy Hagen, Ruth Wilson, Patricia Aarestad, Michele Barrett, Janet Pipho,

PROBSTFIELD - all B21 (0), \$7.06/hour, 2 hours/day  
Mary Borgen, Val Gustafson, Karla Jabs, Linda Nigg, Barbara Chamberlain, Dawn Gibrath, Lisa Denny, Belinda Bauder, Linda Price

VOYAGER - all B21 (0), \$7.06/hour, 2 hours/day  
Joan Lordaman, Diane Mortenson

WASHINGTON - all B21 (0), \$7.06/hour, 2.5 hr/day  
Karen Bluhm, Dandra Hayek, Catherine Dokken, Barb Lien, Muriel Baukol, Juneve Givens, Joni Burns, Joyce Krueger, Jolinda Micheld, Debra Wolfgram

RIVERSIDE - all B21 (0), \$7.06/hr, 4.75 hrs/day,  
4 days/week  
Mary Broten, Natalie Carlson, Kay Blake, Susie  
Pierce-Puppe, Barb Olson

ROBERT ASP - all B21 (0), \$7.06/hour  
Rena Roberts - 5 hrs/day  
Rhonda Granou - 1.5 hrs/day  
Valarie Gustafson -  
Linda Jones - 4 hrs/day  
Minka Leeser - 3 hrs/day  
Julinda Michels - 1 hr/day

Recommendation: Move to approve the personnel  
items as presented.

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

- 
2. Consider 1989-92 (Lacher) Appendix F  
Principals' Contract

Explanation: Significant issues agreed upon are:

- 1) 14% over three (3) years
- 2) All members of the association will have a  
standard work assignment of 260 days

Recommendation: Move to approve the 1989-92  
Principals' Association contract.

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

- 
- \*3. Consider Title II (Jernberg) Appendix G  
Eisenhower Grant  
Application

Explanation: Appendix G-1 contains portions of a  
grant proposal, in the amount of \$9,736, for the  
Dwight D. Eisenhower Mathematics and Science Funds.

Explanation: Move to approve the submission of the  
grant proposal.

- 
- \*4. Consider Non- (Jernberg) Appendix H  
Resident Agreement

Explanation: The following non-resident agreement  
was received:

To Attend Norman County West Public Schools  
Cari A. Carter - Rt. 1 Box 20, Georgetown, MN  
Grade 9

Recommendation: Move to approve the non-resident  
agreement, subject to board action of the  
appropriate districts.



#### XIV. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

##### CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Policy Review	Mon., Sept. 23	7:00 p.m.	Townsite
Adult/CE Classes Begin	Mon., Sept. 23		
New Staff Reception (Chamber sponsored)	Wed., Sept. 25	5:30 - 7:00 p.m.	Hjemkomst Center
Parents Night	Thurs., Sept. 26	7:00 p.m.	Senior High
Facilities Task Force	Mon., Sept. 29	7-9 p.m.	Riverside
Chamber of Commerce Annual Mtg.	Tues., Oct. 1	6:30 p.m.	Days Inn
Open House for Supt. Trochlil	Wed., Oct. 2	5-7 p.m.	MTC Commons
MSBA Employee Health Care Conference	Thurs., Oct. 3 - Fri., Oct. 4	7:00 p.m. All Day	St. Cloud
School Board Mtg.	Tues., Oct. 8	6:30 p.m.	Townsite
Facilities Task Force	Mon., Oct. 14	7-9 p.m.	Townsite
MTC Merger Mtg.	Tues., Oct. 22	2:00 p.m.	MTC
School Board Mtg.	Tues., Oct. 22	6:30 p.m.	Townsite
MATC Annual Mtg.	Tues., Oct. 29		St. Cloud
Halloween	Thurs., Oct. 31		
MEEP (K-6)	Fri., Nov. 1	All Day	District- wide

#### XV. ADJOURNMENT

NEXT SCHEDULED MEETING Tues., October 8, 1991 - 6:30 p.m.  
Board Room - Townsite Centre

## STUDENT REPRESENTATION TO THE MOORHEAD SCHOOL BOARD

At an open evening meeting of student body on September 16th, 1991 it was suggested that representation could best be effected by the following:

Student representatives will be secured from various interest groups within the school community. This partial listing would include student council, TAHC, Key club, band, captain's group, newspaper, and any other group wishing inclusion. As a group they would meet the Monday prior to each board meeting during both lunches at the high school. It shall be the responsibility of the student council to convene these meetings. The purpose of that meeting would be to review the board's agenda and discern any item that would solicit student input. At the same meeting any general student concern would be voiced and prepared for a subsequent board meeting. Should an item need student input representatives would be selected to speak for the students at the board meeting.

At any time the board or the student group may select to meet as a whole or with identified members. As advised in the mandated legislation these meetings should occur a minimum of three times per year. Students have suggested that these meetings be open to all students, teachers, parents and administrators.

*3/ To Bob LACHEN*

STATE OF MINNESOTA  
BUREAU OF MEDIATION SERVICES *from*

205 AURORA AVENUE  
SAINT PAUL 55103

PHONE 612-296-2321

IN THE MATTER OF A PETITION FOR  
CLARIFICATION OF APPROPRIATE UNIT:

DECEMBER 23, 1986

Independent School District No. 152, Moorhead, Minnesota  
- and -  
Moorhead Supervisors Association, Moorhead, Minnesota

BMS CASE NO. 86-PR-933

UNIT CLARIFICATION

Introduction

On Thursday, June 5, 1986, a hearing was conducted by the Bureau of Mediation Services, State of Minnesota (Bureau), pursuant to a petition filed by Independent School District No. 152, Moorhead, Minnesota. The petition requested that the established appropriate unit of supervisory employees be limited to licensed personnel who are actually acting as supervisors. The unit is currently represented by the Moorhead Supervisors Association, Moorhead, Minnesota (Association).

Parties

At the hearing Mr. Paul Hetland, Attorney at Law, appeared on behalf of the District; and Ms. Laurie Lee, President appeared on behalf of the Association. Mr. Bill Schmidt, President, was granted party status on behalf of the Moorhead Education Association (MEA).

Issues

1. Are school psychologists Lynn Halmrast and Laurie Lee supervisory within the meaning of Minn. Stat. 179A.03, Subd. 17?
- 2. Should licensed and non-licensed supervisors remain in the same unit for collective bargaining purposes?



BMS Case No. 86-PR-933  
Unit Clarification  
Page 2

### Positions of the Parties

The District took the position that the two psychologists presently in the supervisory unit are not supervisors and instead should be placed in the teacher bargaining unit. The District further contended that the present mix of licensed and non-licensed supervisors is defective. There should be two supervisory bargaining units consisting of one unit of licensed supervisors and one unit of non-licensed supervisors.

The Association stated that the present placement of psychologists in the supervisory unit is based on applicable provisions of the Public Employment Labor Relations Act (PELRA). The Association also took the position that there are few differences between the functions of licensed and non-licensed supervisors and splitting the group would create undue difficulties.

The MEA stated that once the supervisors are identified the positions should be placed in appropriate units. No position was taken on the issue of licensed versus non-licensed units.

### Stipulations of the Parties

The parties stipulated that the following employees are supervisors within the meaning of Minn. Stat. 179A.03, Subd. 17:

Anne Moyano, Speech Coordinator  
Eldora Pederson, L.D. Special Services Coordinator  
Joel Ortega, E.D. Special Services Coordinator  
Roger Oie, Manager Student Services, AVTI  
Mary Davies, Community Education Coordinator  
Dan Bacon, Director of Transportation

### Discussion

Issue Number One: The Bureau recognizes that in evaluating the issue of supervisory status, the question inherently involves a consideration of the fragile balance between the rights of employees and the rights of the employer. The PELRA specifically establishes the standards for determining a public employee's supervisory status. Accordingly, a finding of supervisory status must be supported by evidence of actual authority to exercise and/or effectively recommend functions that are supervisory in nature. It is generally the position of the Bureau that the direct testimony of the employee is required to make a valid decision concerning supervisory status. In the instant case, Ms. Laurie Lee, Psychologist, testified that the current position of psychologist does not supervise other district employees and that the psychologist works on a consulting basis with classroom teachers. She further stated that the only employees the psychologist supervises are college students working in educational psychology internships. Therefore, the



BMS Case No. 86-PR-933  
Unit Clarification  
Page 3

current position of school psychologist does not meet the statutory definition of a supervisory employee.

Issue Number Two: The central issue in any matter of unit composition, original determination or clarification, is determining the community of interest within the meaning of the PELRA. The Bureau, as a matter of policy, is reluctant to disturb established appropriate units especially when there is a history of bargaining and the request for amendment or modification is from a single party. Accordingly, the Bureau has established a greater burden of proof when a change in existing bargaining unit structure is sought by a petitioner, particularly when a single-party request is made to alter a bargaining unit structure that has existed for a considerable period of time. 1/

The Bureau, in Council 14 and ISD No. 277, found that a representative of an appropriate unit:

...must operate to the benefit of all of the employees within the unit and if the interests of such represented employees are diverse and contradictory, the interest of orderly and constructive relationships would be impeded. Conversely, if the unit is drawn too narrowly so as to exclude employees of common interest, similar instability and confusion would result in the collective bargaining relationship. 2/

At issue in this case is whether licensed and non-licensed supervisors should be placed in two separate units for collective bargaining purposes. The unit as currently established is composed of both non-licensed and licensed supervisors who possess a variety of skill levels. As to their community of interest, Superintendent Trochlil testified that the hours of work and method of payment are the same; some interchangeability of supervisory positions is possible; some interaction of the supervisors regarding student services may occur; some are responsible for a budget; some may have different supervisors than others whom they report to in the chain of command; and they all have some student contact whether it be in the academic or non-academic area of student life. In addition, Dr. Trochlil stated that he didn't know if a licence requirement had anything to do with supervisory job responsibilities.

1/ School Service Employees, Local No. 284, and Independent School District No. 423, BMS Case No. 84-PR-1043-A, July 2, 1986.

2/ American Federation of State, County and Municipal Employees, Council No. 14, and Independent School District No. 277, BMS Case No. 84-PR-23-A, September 2, 1983.

BMS Case No. 86-PR-933  
Unit Clarification  
Page 4

The record indicates that the present difference amongst the unit of supervisors is that some supervise academic areas whereas some supervise non-academic areas. Further, some supervisors are required to have a license and some are not, but as Dr. Trochlil stated, the basic supervisory duties are relatively equal among all supervisors. Therefore, based on the preponderance of the community of interest factors, the record establishes that the evidence weighs in favor of the present single unit of supervisors. The supervisory unit in the District remains a homogeneous occupational grouping. The formation of two supervisory units based on a licensed versus non-licensed qualification would create an unnecessary proliferation of bargaining unit relationships in the district.

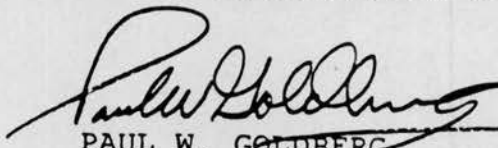
Findings

1. The job classification of school psychologist is non-supervisory within the meaning of Minn. Stat. 179A.03, Subd. 17.
2. The proposed clarification of the supervisory bargaining unit into two units is inappropriate based on the foregoing discussion.

Orders

1. The job classification of school psychologist as presently defined shall be excluded from the supervisory bargaining unit.
2. The request for two units of supervisors is denied.
3. The employer shall post this Order at the work locations of the employees involved.

STATE OF MINNESOTA  
Bureau of Mediation Services

  
PAUL W. GOLDBERG  
Director

PWG:BB:csc  
cc: Paul Hetland  
Laurie Lee  
Bill Schmidt  
Dr. Bennett Trochlil (2)  
(Includes Posting)

IV-1C

## KNUTSON, FLYNN, HETLAND, DEANS &amp; OLSEN

APPENDIX B-1

Page 5 of 6

PROFESSIONAL ASSOCIATION

SUITE 950, MINNESOTA WORLD TRADE CENTER  
30 EAST SEVENTH STREET  
ST. PAUL, MINNESOTA 55101  
TELEPHONE: (612) 222-2811 FAX: (612) 222-2819

VIA FAX

September 17, 1991

Mr. Robert Lacher  
Independent School District No. 152  
810 Fourth Avenue South  
Moorhead, Minnesota 55362

Dear Bob:

The applicable portion of PELRA discussing supervisory status is found in Minn. Stat. §179A.03, Subd. 17. The language is as follows:

Subd. 17. SUPERVISORY EMPLOYEE. "Supervisory employee" means a person who has the authority to undertake a majority of the following supervisory functions in the interest of the employer: hiring, transfer, suspension, promotion, discharge, assignment, reward, discipline of other employees, direction of the work of other employees, or adjustment of other employee's grievances on behalf of the employer. To be included as a supervisory function which the person has authority to undertake, the exercise of the authority by the person may not be merely routine or clerical in nature but must require the use of independent judgment. An employee, other than an essential employee, who has authority to effectively recommend a supervisory function, is deemed to have authority to undertake that supervisory function for the purposes of this subdivision. The administrative head of a municipality, municipal utility, or police or fire department, and the administrative head's assistant, are always considered supervisory employees. A determination that a person is or is not a "supervisory employee" may be appealed to the public employment relations board.

The removal of employees by the employer from non-supervisory bargaining units for the purpose of designating the employees as "supervisory employees" shall require either the prior written agreement of the exclusive representative and the written approval of the commissioner or a separate

JAMES E. KNUTSON  
JOSEPH E. FLYNN  
PAUL W. HETLAND  
THOMAS S. DEANS  
PATRICK J. FLYNN  
GLORIA BLAINE OLSEN  
STEPHEN M. KNUTSON  
MICHAEL J. FLYNN  
JOHN J. O'DONNELL  
MARIE C. SKINNER  
MAGGIE R. WALLNER  
PAUL M. ZEIG  
DIANE M. CORNELL



KNUTSON, FLYNN, HETLAND, DEANS & OLSEN

PROFESSIONAL ASSOCIATION

Mr. Robert Lacher  
September 17, 1991  
Page 2

determination by the commissioner before the redesignation is effective.

If you have any questions about this language, please give me a call.

Very truly yours,



Paul W. Hetland

PWH/anh



Revised  
9/17/91

INDEPENDENT SCHOOL DISTRICT #152  
MOORHEAD, MINNESOTA 56560

PERSONNEL POLICY FOR  
NON-ALIGNED EMPLOYEES

JULY 1, 1991 - JUNE 30, 1992

## ARTICLE I

### DEFINITIONS

Section 1. Description of Appropriate Group - For purpose of this policy, the appropriate group shall mean all workers employed by the School District excluding the following:

- a. Confidential employees.
- b. Part-time employees whose service do not exceed fourteen (14) hours per week or thirty-five percent (35%) of the normal work week.
- c. Employees who hold positions of a temporary nature for a period of less than 67 work days in any calendar year.
- d. Emergency Employees (those employees who are employed for emergency work caused by natural disaster).
- e. Employees who belong to a bargaining group recognized by PELRA.

Section 2. School Board or School District: Any reference to the School Board or School District in this policy shall mean the School Board or its designated officials or representatives.

Section 3. Full-Time Employees - An employee who works eight (8) hours a day, five (5) days per week.

Section 4. Regular Employee - Any employee whose services are six (6) hours per day and less than eight (8) hours per day, five (5) days per week.

Section 5. Part-Time Employee - Any employee whose services exceed fourteen (14) hours per week and is less than six (6) hours per day, five (5) days per week.

Section 6. Casual Employee - A casual employee is any employee who is not required to work a regular schedule five (5) days per week.

## ARTICLE II

### BASIC SALARY SCHEDULE

Section 1. Salaries - The salaries of the Employee, as listed in Appendix A, are a part of this policy.

## ARTICLE III

INSURANCE

Section 1. Selection of Carriers - The selection of the insurance carriers and policies shall be made by the School Board.

Section 2. Claims Against the School District - Any description of insurance benefits contained in this article are intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the School District. It is further understood that the School District's only obligation is to provide an insurance policy. No claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

Section 3. Eligibility - Full-time, and regular employees as defined in Article I shall be eligible for group insurance as set forth in this Article.

Section 4. Duration of Insurance Participation - An employee is eligible for Board insurance contributions and payroll deductions as provided in this Article as long as the employee is employed by Independent School District No. 152. When employment is terminated, group insurance benefits may be continued at the employee's option and expense, consistent with State and Federal law.

Section 5. Medical - The Board agrees to make available health insurance for each member. Each member may elect to purchase either single or family health coverage. All additional costs will be paid by the employee through payroll deductions. Board contribution to single coverage will be \$134.78.

Section 6. Life

Subd. 1. The Board agrees to provide group life insurance totaling \$50,000 for each member of which the entire amount will provide double indemnity for accidental death.

Subd. 2. Life and Accidental Death & Dismemberment Reductions

Benefits reduce 8% per year, beginning at age 65, and terminate at age 70 or retirement, whichever occurs first.

Subd. 3. Dependent Life Insurance

The Board will make available Dependent Life Insurance Coverage to be paid by the employee through payroll deduction.

Dependent Coverage

Spouse only: \$10,000  
Spouse: \$ 7,500  
Children:  
14 days to  
19 years: \$ 2,500

ARTICLE IV

LEAVES

Section 1. Sick Leave

- Subd. 1. Employees working eight (8) hours per day shall be credited with twelve (12) days sick leave per year.
- Subd. 2. Employees working six (6) hours or more and less than (eight) 8 hours per day shall be credited with nine (9) days sick leave per year.
- Subd. 3. Unused sick leave days each year shall accumulate to a total of sixty (60) days and shall be coordinated with long term disability insurance as stated in that Contract.
- Subd. 4. Employees working a daily schedule of less than six (6) hours but more than three (3) hours shall be credited with pro-rata sick leave of one (1) day per month, non-cumulative to a total of nine (9) days per year with no provision for the long term disability insurance. (Example - an employee working four (4) hours per day shall receive thirty-six (36) hours per year; three (3) hours per day, twenty-seven (27) hours leave per year).
- Subd. 5. Sick leave with pay shall be allowed by the School Board whenever an employee's absence is found to have been due to illness which prevented attendance and performance of duties on that day or days.
- Subd. 6. a. The School Board may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay.



- b. Non-emergency elective surgery shall not be eligible for sick leave.

- Subd. 7. Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.
- Subd. 8. Employees are required to give adequate notice to their supervisor when sick leave is to be taken to allow time to obtain replacements.

## Section 2. Family Leave

- Subd. 1. A family leave may be granted by the school district subject to the provisions of this subdivision. Family leave may be granted because of the need to prepare and/or provide parental care for a child or children of the employee for an extended period of time.
- Subd. 2. An employee making application for family leave shall inform the Personnel Office in writing with intention to take the leave at least three calendar months before commencement of the intended leave, except in emergency circumstance.
- Subd. 3. If the reason for the family leave is occasioned by pregnancy, the employee shall also provide at the time of the leave application, a statement from her physician indicating the expected date of delivery. If an employee who has requested and been granted family leave because of pregnancy delivers prior to the scheduled beginning date of her family leave, she shall be eligible for sick leave in accordance with the provisions of Article IX until the scheduled beginning date of her family leave.
- Subd. 4. The school district may adjust the proposed beginning or ending date of a family leave so that the dates of the leave are coincident with some natural break in the school year - i.e. winter vacation, spring vacation, semester break or quarter break, end of the grading period, end of the school year, or the like. The availability of substitute may also be considered by the school district in both the granting of a family care leave or the duration of such leave.
- Subd. 5. In making a determination concerning "the commencement and duration of a family leave, the School Board shall not, in any event, be required to:
  - (1) Grant any leave more than twelve (12) months in duration.
  - (2) Permit the employee to return to his or her employment prior to the date designated in the request for family leave.

- Subd. 6. An employee returning from family leave shall be re-employed in a position which he or she is qualified unless previously discharged or the position discontinued.
- Subd. 7. Failure of the employee to return pursuant to the date determined under this Subdivision shall constitute grounds for termination unless the school district and the employee mutually agree in writing to an extension in the leave.
- Subd. 8. An employee who returns from family leave within the provisions of this Section shall retain all previous experience credit and any unused leave time accumulated under the provisions of this Policy at the commencement of the beginning of the leave. The employee shall not accrue additional experience credit or leave time during the period of absence for family leave.
- Subd. 9. An employee on family leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the employee wishes to retain, commencing with the beginning of the family leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the district pursuant to this Article.
- Subd. 10. Leave under this Article shall be without pay or fringe benefits.

Section 3. Emergency Leave - Paid leave of up to five (5) days per year may be granted by the school district because of the death or serious illness of the employee's spouse or child. "Serious illness" will usually be interpreted to mean that the employee's spouse or child is hospitalized. Up to three (3) days of emergency leave per year may be granted for the death or serious illness of a son-in-law, daughter-in-law, parent, father or mother-in-law, sibling, grandchild or grandparents.

Section 4. Personal Leave - The school district will grant one (1) personal leave day per year to be taken at the discretion of the employee. The employee shall provide the school district with three (3) days notice of intention to take a personal leave day, except in cases of emergency. This will be deducted from accumulated sick leave.

Section 5. Medical Leave

Subd. 1. a. Employees who are unable to perform their duties because of personal illness or disability and who have exhausted all accumulated sick leave shall receive a leave of absence without pay for the duration of such illness or disability up to one (1) year. The leave may be renewed for one (1) year at the discretion of the Board of Education upon the written request of the employee.

b. If the leave is for six (6) months or less, the employee shall return to the same position. If the leave is for more than six (6) months, the employee shall return to a comparable position.

Subd. 2. The employee while on medical leave of absence shall be permitted to continue with the School District's insurance program by paying the full premium.

Subd. 3. At the expiration of the leave, if the disability still exists and the leave is not extended, the employee's employment is terminated.

Subd. 4. An employee returning from medical leave shall be reemployed in a position from which the employee is qualified.

Subd. 5. All rights in this subdivision will be terminated if the person is previously discharged or the position discontinued in accordance with the contract.

Subd. 6. An employee who returns from medical leave with the provisions of this Section shall retain all previous experience credit for purposes and any unused leave time accumulated under the provisions of this Policy at the commencement of the leave. The employee shall not accrue additional experience credit for pay purposed of leave time during the period of absence for medical leave.

Section 6. The School Board may allow leaves of absence for reasons other than those limited in this section.

Section 7. Absences not covered by leave policies will result in a salary deduction at the employee's regular daily compensation rate.



ARTICLE V

TRAVEL AND MISCELLANEOUS REIMBURSEMENT

Section 1. Out-of-District Travel - Reimbursement shall be made by the Board for authorized travel at the rate established by the IRS.

ARTICLE VI

HOLIDAYS

Section 1. All members shall have the following paid holidays:

1. New Year's Day
2. Thanksgiving Day
3. Christmas Day

ARTICLE VII

CONFORMITY TO LAW AND SAVINGS CLAUSE

Section 1. Statement - If it is determined any provisions of this policy is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law.



		1991.92								
		2080								
0.25		ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
BANK, GRADE,		A11	A12	A13	B21	B22	B23	B24	B31	B32
SUBGRADE										
BEGINNING										
0	A	6.60	6.99	7.27	7.56	7.91	8.27			
1	B	6.75	7.14	7.42	7.71	8.06	8.42			
2	C	6.90	7.29	7.57	7.86	8.21	8.57	8.96	9.45	10.30
3	D	7.05	7.44	7.72	8.01	8.36	8.72	9.11	9.60	10.45
4	E	7.20	7.59	7.87	8.16	8.51	8.87	9.26	9.75	10.60
5	F	7.35	7.74	8.02	8.31	8.66	9.02	9.41	9.90	10.75
6	G	7.50	7.89	8.17	8.46	8.81	9.17	9.56	10.05	10.90
7	H	7.65	8.04	8.32	8.61	8.96	9.32	9.71	10.20	11.05
8	I	7.80	8.19	8.47	8.76	9.11	9.47	9.86	10.35	11.20
9	J	7.95	8.34	8.62	8.91	9.26	9.62	10.01	10.50	11.35
10	K	8.10	8.49	8.77	9.06	9.41	9.77	10.16	10.65	11.50
11	L	8.25	8.64	8.92	9.21	9.56	9.92	10.31	10.80	11.65
12	M	8.40	8.79	9.07	9.36	9.71	10.07	10.46	10.95	11.80
13	N	8.55	8.94	9.22	9.51	9.86	10.22	10.61	11.10	11.95
14	O	8.70	9.09	9.37	9.66	10.01	10.37	10.76	11.25	12.10
15	P	8.85	9.24	9.52	9.81	10.16	10.52	10.91	11.40	12.25
16	Q	9.00	9.39	9.67	9.96	10.31	10.67	11.06	11.55	12.40
17	R		9.54	9.82	10.11	10.46	10.82	11.21	11.70	12.55

DISE, SUPPORT SERVICES 1990.91-91.92, PROGRAM "SCHEDR"

#### SALARY SCHEDULE FOR MOORHEAD PUBLIC CSCHOOLS

		1991.92							
		C41	C42	C43	C44	C51	C52	D61	D62
		0.36	0.38	0.40	0.43	0.46	0.51	0.56	0.60
BGS3									
STEP	0	11.55	12.10	12.67	13.27	14.24	15.66	16.95	18.07
	1	11.91	12.48	13.07	13.70	14.70	16.17	17.51	18.67
	2	12.27	12.86	13.47	14.13	15.16	16.68	18.07	19.27
	3	12.63	13.24	13.87	14.56	15.62	17.19	18.63	19.87
	4	12.99	13.62	14.27	14.99	16.08	17.70	19.19	20.47
	5	13.35	14.00	14.67	15.42	16.54	18.21	19.75	21.07
	6	13.71	14.38	15.07	15.85	17.00	18.72	20.31	21.67
	7	14.10	14.78	15.50	16.25	17.46	19.23	20.85	22.25
	8	14.46	15.16	15.90	16.68	17.92	19.74	21.41	22.85
	9	14.82	15.54	16.30	17.11	18.38	20.25	21.97	23.45
	10	15.18	15.92	16.70	17.54	18.84	20.76	22.53	24.05
	11	15.54	16.30	17.10	17.97	19.30	21.27	23.09	24.65
	12	15.90	16.68	17.50	18.40	19.76	21.78	23.65	25.25
	13	16.26	17.06	17.90	18.83	20.22	22.29	24.21	25.85
	14	16.62	17.44	18.30	19.26	20.68	22.80	24.77	26.45

SALARY SCHEDULE FOR MOORHEAD PUBLIC CSCHOOLS

MEMO #: I-92-039

TO:	Joyce Strand	Karin Schumacher
	Deb Johnson	Lauri Winterfeldt-Shanks
	Connie Vukas	Bea Castillo
	Lois Owens	Tracy Bridgeford
	Doris Ford	Darla Roy
	Kay Batterman	Carole Kline
	Shockey Strand	Vern Strand
	Carol Blattenbauer	Dan Schoonhoven
	Mike Decker	Deb Trygstad
	Jane Rawlings	

FROM: Bob Jernberg  
Bob Lacher

SUBJECT: Policy Regarding Nonaligned Employees

DATE: September 12, 1991

At the September 10, 1991 Board of Education meeting the attached draft policy was discussed. We anticipate that the Board will approve this as a Board policy and would ask that you meet with us so that we can explain the policy.

RMJ/mdm  
Attachment

cc: Principals  
Board of Education  
Dr. Trochlil

NOTE: Principals - Please contact either of us if you feel there are other employees who should be invited to this meeting.

= 8/19

MEMO #: I-92-040

TO: 1 Joyce Strand 1 Karin Schumacher AE/RC  
2 Deb Johnson AE 12 Lauri Winterfeldt-Shanks AE/RC  
3 Connie Vukas AE 13 Bea Castillo  
4 Lois Owens 14 Tracy Bridgeford  
5 Doris Ford 15 Darla Roy AE/RC  
6 Kay Batterman AE 16 Carole Kline AE  
7 Shockey Strand 17 Vern Strand  
8 Carol Blattenbauer 18 Dan Schoonhoven AE  
9 Mike Decker 19 Deb Trygstad AE  
10 Jane Rawlings AE  
FROM: Bob Lacher  
Bob Jernberg

ANN LARSON  
KIM BUSHAW

SUBJECT: Nonaligned Employee Meeting

DATE: September 16, 1991

In reference to Memo I-92-039 (attached), a meeting will be held on Wednesday, September 18 at 2 p.m. in the Townsite Centre Board Room to discuss the policy.

RMJ/mdm

Sept 18, 1991

Meeting with Non-Signed

NAME

- Robert Paulson
- 1 Bea Castillo
- 2 Anne Larson
- 3 Debra P. Pickett
- 4 Darla Roy
- 5 Tracy Bridgford
- 6 Laura Wirtzfeldt Shanks
- 7 Carole Pline
- 8 Kay Batterman
- 9 Anne Moyano
- 10 Jane Rawlings
- Bob Gerberg
- 1 Joyce Strand



ADMINISTRATIVE POLICY OF THE  
MOORHEAD PUBLIC SCHOOLS

DISTRICT CODE: GBBC-A  
DATE ADOPTED: 3-23-89

COMPARABLE WORTH - REVIEW PROCESS

- I. Date for request for review to be completed no later than March 7 for the next fiscal year
- II. Review Committee Membership
  - A. A representative of MSEA (Secretaries, Custodians and Paraprofessionals), MEA (Teachers), ASFME (Food Service), Principals, Supervisors, Central Administration and Confidential Secretaries
    - a. term of office is three years (in the initial year 1/3 of the membership will have three year term, 1/3 two year term, 1/3 one year term, by the draw method)
    - b. the personnel office will be the chair of the committee
    - c. an inservice program will be required of each committee member
- III. Process Of Review On An Appeal Of A Present Position
  - A. The immediate supervisor must review and sign-off the job description before being submitted to the Review Committee
    - a. if an agreement cannot be reached, the person appealing may go to the next level of supervision
  - B. Committee reviews original position description
  - C. Committee reviews revised position description
  - D. Compare the two position's descriptions for major changes
  - E. Committee may request an analysis by Arthur Young
- IV. Process Of Reviewing A New Position
  - a. Committee reviews position description and makes recommendation; or,
  - b. Committee may request an analysis by Arthur Young
- V. Review Committee Sends Recommendation to Personnel Committee
  - a. if a change is made by the Personnel Committee, the position will be referred back to the Review Committee with rationale
    1. the Review Committee will make any additional comments based on the rationale and forward to Personnel Committee for the final decision
    2. the chair will contact the involved people of the decision
- VI. The process will be completed by June 1 of each year.
- VII. Personnel Committee
  - A. Membership
    - a. Superintendent
    - b. Assistant Superintendent - Personnel
    - c. Assistant Superintendent - Business Affairs
- VIII. The Personnel Committee makes the recommendation to the School Board.

COMPARABLE WORTH

Revised 9/18/91

JOB LEVEL

TITLE

E92	Superintendent
E82	Ass't Supt - Business
E82	Ass't Supt - Instruction
E82	Ass't Supt - Personnel
E81	President MTC
D72	Sr High Prin
D71	Jr High Prin
D71	Elem Prin with/assistant
D63	Elem Prin (k-4)
D63	Dir Special Serv
D62	Dean Mktg MTC
D62	Dean Adult Extension
D62	Ass't Prin High School
D62	Ass't Prin High School
D61	Ass't Prin Junior High
D61	Ass't Prin Elem
D61	Tech Coor
D61	Dean Business Affairs MTC
D61	Lib Media
C52	Activities Dir
C52	Spec Serv Coord Pederson
C52	Spec Serv Coord Ortega
C52	Spec Serv Coord Moyano
C51	Teacher
C44	Property Services
C43	Food Service Supv
C43	Trans Supv
C42	Comm Ed Coords - Early Childhood Family Ed
C42	Comm Ed Coords - ABE Coord
C42	Dist Accountant
C41	Adlt Comm Coords
B32	Custodians - Head Large Bldg
B31	Custodians - Head Small Bldg
B24	Secretaries - Conf & Sec. to Ass't Supt Instruction
B23	Paraprofessionals - Production Aide
	Paraprofessionals - COTA
	Paraprofessionals - Sign Language

B23	Custodians - Maintenance Mechanic
B23	Cooks - Head Cook Senior
B23	Sec - Prop Serv
B23	Sec - Accounting
B23	Sec - Director of Special Education
B23	Sec - Payroll
B22	Cooks
B22	Comp Oper/Prog
B22	Custodians - Parts Manager
B22	Custodians - Ath Equipment Manager
B22	Secretaries - Principals
B22	Sec - Lead Adult Ed
B22	Sec Activity Dir
B22	Sec Bookstore
B22	Sec Bookkeeping Assistant
B22	Sec Administrative MTC
B21	Paraprofessionals - Class Room Aide
B21	Cooks Head Elementary
B21	Custodians - Day Large Bldg
B21	Custodians - Night Head
B21	Pool Operator Cust
B21	Trans Sec
B21	Tuition Clerk Sec
B21	Switchboard Sr. High
B21	Student Service Sec MTC
B21	Adult Comm Ed Sec
B21	Nurses Secretary Senior High
B21	Guidance Sec
B21	Marketing Sec MTC
B21	Financial Aid Sec MTC
B21	IMC Services Coord Sec
B21	Computer Operator & Lib Sec
B21	Women's Support Services Sec MTC
A13	Custodians - Warehouse Delivery
A13	Custodians Head Night Small Bldg.
A13	Food Service 2nd Cook
A13	Nurse Secretaries - Health Tech
A13	Ass't Sec Principals
A13	District IMC Sec
A13	Switchboard MTC
A13	Ass't Special Education Sec
A12	Custodians - Night
A12	Lib Sec.
A12	Night Adult Ed
A12	ECFE MTC
A12	Special Ed Sec - Senior High
A11	Food Service - Server
A11	Cook's Helper



**MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM**

School: District 152

**A C T I O N   P L A N**

Goal: Establish a Site-Based Decision-Making Model with a Few Specific Specific Components in Place by March 1, 1992

Key Events	Time Line	Responsibility	Resources Needed	Evaluation
	J A S O N D J F M A M J			
1. Devise Action Plan	1. August 23, 1991	1. Jernberg, Swedberg, Principals: Murray, Olson, Tupper, Jones, Kopperud, Iverson, Siggerud, Chamberlain, Myers		
2. Superintendent share Action Plan with Board, Cabinet, MEA, other interested parties	2. September 10, 1991	2. Superintendent	2. Plan devised	
3. Establish "We Believe" statements and definition of site-based management	3. October 31, 1991	3. Superintendent Cabinet Board	3. Legal parameters - the law Other plans Kathy Neuman - ECSU	




MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM

School: District 152

A C T I O N   P L A N

Goal: Establish a Site-Based Decision-Making Model with a Few Specific  
Specific Components in Place by March 1, 1992

Key Events	Time Line	Responsibility	Resources Needed	Evaluation
	J A S O N D J F M A M J			
4. Establish a list of district/site responsibilities a. Recognize current district-site responsibilities b. Review other site-based plans for the components	4. October 1, 1991	4. Reps: * Central office: Jernberg Elem. Principals: Murray, Iverson Sec. Principals: Siggerud, Tupper Supervisor: Swedberg Chair of Board	4. Refer to Trochlil's list of components Review other site plans for items in their lists	
5. Select components for the initial plan	5. November 14, 1991	5. Cabinet	5. Committee report from * reps.	5. Cabinet
6. Develop a district-wide site-based plan that includes the selected components, role/definitions, parameters, policies, decisions, rules, and recommendations	6. To be approved January 20, 1992	6. Cabinet led by Superintendent	6. Input from all concerned parties	

	Education Development Section 922 Capitol Square - 550 Cedar St. Paul, MN 55101	<b>DWIGHT D. EISENHOWER MATHEMATICS &amp; SCIENCE          EDUCATION ACT FLOW THROUGH APPLICATION          1991-92</b>	ED-01732-07
			Deadline: 8/30/91

**GENERAL INFORMATION AND INSTRUCTIONS:** This form is to be used in making application for funds under the provisions of the Dwight D. Eisenhower Mathematics and Science Education Act, P.L. 100-297, Title II, for the purpose of improving skills of teachers and quality of instruction in mathematics and science. Submit two copies of this application to the above address.

IDENTIFICATION INFORMATION			
District Name Moorhead Public Schools		District Number 152	
Address 810 4th Avenue South		City Moorhead	
		Zip Code 56560	
Contact Person Barbara Anton		Title Staff Development Coordinator	Telephone Number 218: 236-6400 Ext. 215

APPLICATION / APPLICANT INFORMATION		
Project Title		Program Duration July 1, 1991 - June 30, 1992
Application Type (check one) <input checked="" type="checkbox"/> Application for 1991-92 School Year <input type="checkbox"/> Amendment to Application	Applicant Classification (check one) <input type="checkbox"/> School District/Host LEA Cooperative (Provide Information at Right) <input checked="" type="checkbox"/> Single School District* (Complete Remainder of Application) <small>* Waiver required if allocation is less than \$6,000. (See page 7)</small>	Program Allocation is to be paid directly to (Host LEA Identification): _____ Our Allocation is \$ <u>9,736.00</u> Refer to page 1 of the instructions for further completion and forwarding directions.

COOPERATING AGENCIES	Enter names of agencies cooperating in this in-service effort, such as school districts, institutions of higher education, ECSUs, private agencies, etc.		
	AGENCY NAME	AGENCY NUMBER	CITY
	Concordia College		Moorhead
	Moorhead State University		Moorhead

STATEMENT OF ASSURANCES	
<p>THE APPLICANT ASSURES AND CERTIFIES THAT:</p> <ol style="list-style-type: none"> <li>The School Board, at a meeting held on <u>9/24/91</u>, 1991, authorized the undersigned to execute and file this application for funds provided under P.L. 100-297, Title II.</li> <li>Equitable participation of nonpublic schools (if any) will be provided. Nonpublic representatives participated in planning and their needs were addressed through this application.</li> <li>Funds will be used to supplement, not supplant, non-federal funds for mathematics and science.</li> <li>Planning took into account the need for greater access to and participation in mathematics and science by students and teachers from historically underrepresented groups including females, minorities, individuals with limited English proficiency, the economically disadvantaged and the handicapped.</li> <li>Evaluation reports will be submitted as specified by MDE including numbers of teachers and students affected.</li> <li>This application has been approved by the chairpersons and/or staff of the mathematics and science programs/departments in the school district as attested by the signatures below.</li> </ol>	
Signature - Mathematics Department	Signature - Science Department
Signature - Responsible Authority	Date

2. STAFF NEEDS ASSESSMENT						
LICENSED ELEMENTARY TEACHERS	Provide the total number of licensed public and nonpublic elementary teachers including full and part-time teachers:	PUBLIC 121		NONPUBLIC 8		
SECONDARY TEACHERS	Provide the total number of public and nonpublic secondary teachers including full and part-time teachers:	PUBLIC 31		NONPUBLIC 0		
INSTRUCTIONS		STAFF CATEGORY	PUBLIC		NONPUBLIC	
			MATH	SCIENCE	MATH	SCIENCE
ELEMENTARY	ELEMENTARY TEACHER SELF-RATING: Provide the results of your local survey indicating public and nonpublic teacher self-rating by subjects for the three categories given at the right:	1. FULLY QUALIFIED	113	97	8	8
		2. MODERATELY QUALIFIED	6	19	0	0
		3. INADEQUATELY QUALIFIED	2	5	0	0
SECONDARY	SECONDARY TEACHERS: Enter the total numbers of public and nonpublic secondary teachers of mathematics & science (including full and part-time) for the three categories given at the right:	1. NUMBER TEACHING	17	14	0	0
		2. NUMBER FULLY LICENSED	17	14	8	8
		3. NUMBER ATTENDING SUBJECT MATTER IN-SERVICE IN LAST THREE YEARS	45	24	6	6

SHORTAGES OF QUALIFIED PUBLIC INSTRUCTIONAL STAFF				
CURRENT / FUTURE SHORTAGES	MATHEMATICS		SCIENCE	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
For all participating public agencies, provide the current shortage (numbers) of qualified teachers by subject area and school classification. For each entry made, provide an explanation below.	1 0	2 0	3 0	4 0
For all participating public agencies, provide the shortage (numbers) of qualified teachers as projected for the 1994-1995 school year, by subject area and school classification. For each entry made, provide an explanation below.	5 0	6 0	7 0	8 0
For EACH item (1 through 8 above) in which a number is entered, provide an explanation of the shortage(s):				

STUDENT ACHIEVEMENT	
Provide levels of student achievement for each subject below. Indicate the source of the reference material(s) used (such as State assessment results, standardized test results, teacher judgement, North Central Reports, progress over last three years, etc.). Attach additional pages if necessary.	
<b>MATHEMATICS:</b> ACT tests have above the state and national average. In 1990-91, 203 or 69 percent of our seniors took ACT tests with a composite of 21.2 compared to a 20.0 national composite score. Standard Achievement tests have been positive.	<b>SCIENCE:</b> ACT tests have consistently been above the state and national average. In 1990-91, 203 or 69 percent of our seniors took ACT tests with a composite of 22.0 compared to a national composite of 20.7. Stanford Achievement and Statewide Achievement tests have been positive.



CURRICULUM NEEDS		3.
Indicate current curriculum needs for each of the subject areas below. Use your district PER Plan, teacher suggestions, learner outcomes, assessment results, etc. for reference material.		
<b>MATHEMATICS: Elementary</b>	<b>SCIENCE: Elementary</b>	
Needs indicate a concern to work cooperatively on Outcome-based education implementation. This would include: writing the corrective and enrichment loops, technology and manipulatives in math and interdisciplinary "thematic" planning.	Staff requests indicate a need for inservice in physical science "Micros Project" for class implementation in grades 2 and 3. Grades 5 and 6 express concern for inservice update on materials from last summer's institute at Moorhead State University.	
See attached	See attached	

PROGRAM DESCRIPTION	List specific activities starting with elementary and middle school and number each activity so that it will correlate with estimated expenditures on page 4 of this application. Indicate specific name of activity, specific mathematics or science content, number of teachers, length in days, and location. Indicate how funds will be used to meet the needs on previous page and/or above.
<b>MATHEMATICS</b>	<p><u>Activity 1</u> Elementary - Eight staff members will attend Summer Mathematics Institute at Concordia College, June 8-26, 1992.</p> <p><u>Activity 4</u> Junior High - Substitutes will be provided for an Inservice on Software and Manipulatives by Concordia consultant.</p> <p><u>Activity 5</u> Junior High - One half day substitutes will be provided for meeting with the Director of Outcome-based Education to discuss Management Systems for mathematics and implementation into existing curriculum.</p> <p><u>Activity 6</u> Junior High - Three one-half day subs will be provided to school visitations.</p> <p><u>Activity 10</u> Senior High - Substitutes will be provided for three staff to attend "Geometry Sketch Pad" inservice.</p> <p><u>Activity 11</u> Senior High - Ten one-half day subs for cooperative planning in the following: Algebra/Trig. "<u>Revisions and Management</u>," Geometry/Business Math "<u>Implementation and Validation</u>," Algebra II/Pre-Calculus "<u>Writing Outcomes</u>."</p>
<b>SCIENCE</b>	<p><u>Activity 2</u> Elementary - Staff members will receive support to attend physical science inservice at Moorhead State University in June 1992.</p> <p><u>Activity 3</u> Elementary - Staff in grades 2 and 3 will have substitutes to attend a software inservice in October 1991. Consultants will receive stipends and materials will be purchased for workshop.</p> <p><u>Activity 7</u> Junior High - Substitutes and travel expenses will be provided for three earth science instructors to attend a workshop, Minnesota Museum of Science in February 1992.</p> <p><u>Activity 8</u> Junior High - Science teachers will attend an inservice "HyperStudio" with consultant fees and materials provided.</p> <p><u>Activity 9</u> Junior High - Staff will meet for cooperative planning in Outcome-based Instruction with 6 days of substitute fees provided.</p>
SEE ATTACHED	



4.

EXPENDITURE ESTIMATES FOR ACTIVITIES						
List expenditure estimates for each activity listed in Program Description. Totals must equal those in Budget Summary on Page 5.						
EXCESS FUNDS FOR ELEMENTARY AND MIDDLE SCHOOL(S)						
ACTIVITY NO.	PROGRAM DIMENSION #256 MATH #260 SCIENCE	UFARS OBJECT SERIES CODE (See Page 5)	EXPENDITURE ITEM	NO. OF UNITS	COST PER UNIT	TOTAL COST
1	256	300	Summer Math Institute		\$ 250	\$ 2,000
3	260	100	Software Inservice		60	745
		200	Software Inservice			88.40
		400	Software Inservice			100
SUBTOTAL*						\$ 2,933.40
OTHER ELEMENTARY AND MIDDLE SCHOOL(S)						
2	260	300	Summer Science Institute		125	500
SUBTOTAL						\$ 500
SECONDARY SCHOOL(S)						
4	256	100	Math Inservice		35	245
		200	Math Inservice			31.85
5	256	100	Technology Inservice		35	245
		200	Technology Inservice			31.85
		300	Technology Inservice			100
		400	Technology Inservice			150
6	256	100	Classroom Visits		35	105
		200	Classroom Visits			13.65
7	260	100	Science Museum			203
		200	Science Museum			23
		366	Science Museum			207
SEE ATTACHED						
SUBTOTAL						\$ 6,209.15
TOTAL DIRECT COSTS →						\$ 9,642.55

\* This amount must equal the "excess" allocation (1991-92 allocation minus the 1990-91 allocation).

**CURRICULUM NEEDS (continued)**

**MATHEMATICS:**

Junior High

Needs indicate a concern to work on a management system for outcome-based mathematics. The staff would like to investigate technological innovations for specific content using Apple computers.

Senior High

Staff indicates need for cooperative inservice on revisions, implementation and validation and initial writing OBE.

**SCIENCE:**

Junior High

Staff requests indicate needs for inservice on "HyperStudio" and its implication to science instruction. Also a need to extend information from the Minneapolis Science Museum to class curricula.

Senior High

Staff requests funding to attend national/regional science conferences to obtain technology and skills for content.

**PROGRAM DESCRIPTION (continued)**

**SCIENCE**

Activity 12 Senior High - Substitutes and travel expenses will be provided for three science instructors to attend national/regional convention meetings to bring back technology and skills to be implemented into outcome-based curriculum.

Activity 13 Senior High - Four one-half day substitutes will be provided for cross-curriculum planning with the department.

(All activities are in Moorhead unless identified.)

EXPENDITURE ESTIMATES FOR ACTIVITIES (continued)

SECONDARY SCHOOL(S)

8	260	100	HyperStudio Inservice	60	300
		200	HyperStudio Inservice		39
		300	HyperStudio Inservice		401
9	260	100	Outcome Based Coop. Plng.	60	360
		200	Outcome Based Coop. Plng.		37
10	256	100	"Sketch Pad" Inservice	60	180
		200	"Sketch Pad" Inservice		23.40
		300	"Sketch Pad" Inservice		75
		400	"Sketch Pad" Inservice		30
11	256	100	Outcome Based Coop. Plng.	35	600
		200	Outcome Based Coop. Plng.		78
12	260	100	Professional Meeting	60	540
		200	Professional Meeting		70.20
		366	Professional Meeting		1,962
13	260	100	Outcome Based Coop. Plng.	35	140
		200	Outcome Based Coop. Plng.		18.20



5.

BUDGET SUMMARY		Summarize program expenditures according to the UFARS object codes and descriptions. UFARS Finance Code 414 should be used in conjunction with this program.	
OBJECT SERIES	EXPENDITURE DESCRIPTION	PROGRAM BUDGET	
100	SALARIES AND WAGES	\$3,663	
200	EMPLOYEE BENEFITS	454.55	
366, 367 and/or 368	TRAVEL	2,169	
300	ALL OTHER PURCHASED SERVICES *	3,076	
400	SUPPLIES AND MATERIALS	280	
500	CAPITAL EXPENDITURES **		
800	OTHER EXPENSE		
TOTAL DIRECT COSTS		9,642.55	
RESTRICTED INDIRECT COST RATE: ____% (Total admin. costs may not exceed 5%) (CANNOT be charged against Capital Expenditures)		94	
GRANT TOTAL		\$9,736.55	

\* Include Rental / Leasing of Facilities

\*\* Include Equipment Purchases

PROJECTED USE OF FUNDS		Summarize expenditures by area and by public and nonpublic schools. Include expenditure area percentages in relation to the public/nonpublic expenditure area amounts.				
INSERVICE EXPENDITURE AREA	UFARS PROGRAM CODES	PROGRAM BUDGET AMOUNT	PUBLIC		NONPUBLIC	
			TOTAL AMOUNT	PERCENT OF PUBLIC PROGRAM TOTAL	TOTAL AMOUNT	PERCENT OF NONPUBLIC PROGRAM TOTAL
MATHEMATICS	256	\$ 3,908.75	\$ 3,658	40.0 %	\$ 250	51.0 %
SCIENCE	260	5,733.80	5,493.20	60.0	240.40	49.0
COMPUTER/TELECOMMUNICATIONS * EQUIPMENT FOR MATH	256					
COMPUTER/TELECOMMUNICATIONS * EQUIPMENT FOR SCIENCE	260					
TOTAL DIRECT COSTS		\$ 9,642.55	\$ 9,151.20	100.0 %	\$ 490.40	100.0 %

\* NOTE: A waiver must be granted to expend funds in these areas.



6.

<b>NONPUBLIC SCHOOL PARTICIPATION</b>	Check one of the following regarding program participation by nonpublic schools within your district.
<input type="checkbox"/> There are no nonpublic schools in the school district. <input type="checkbox"/> All nonpublic schools within the district have been contacted and none wish to participate. <input checked="" type="checkbox"/> All nonpublic schools within the district have been contacted and the following wish to participate. (If more space is needed, attach an additional page)	
<u>St. Joseph Catholic School, 202 10th Street South, Moorhead, MN</u> <hr/> <hr/> <hr/>	

STUDENTS AND TEACHERS AFFECTED	By public and nonpublic elementary, middle school and secondary levels, enter the number of students and teachers that will be affected by the project during the 1991-92 school year.							
LEVELS	PUBLIC				NONPUBLIC			
	MATHEMATICS		SCIENCE		MATHEMATICS		SCIENCE	
	TEACHERS	STUDENTS	TEACHERS	STUDENTS	TEACHERS	STUDENTS	TEACHERS	STUDENTS
ELEMENTARY	17	999	16	999	3	78	3	78
MIDDLE SCHOOL	15	949	12	949				
SECONDARY	17	1597	14	1602				
TOTALS PROJECTED	49	3545	42	3550	3	78	3	78

COORDINATION WITH OTHER RESOURCES	
<p>1. If funds from other State, local, and/or federal (especially National Science Foundation, Department of Energy, or both) resources are being expended for the same purpose, describe how resources are being coordinated.</p> <p>\$525 support in coordination with grant monies for elementary science workshops in coordination with Moorhead State University and \$2,000 support in coordination with grant monies for elementary Math Institute with Concordia College.</p>	<p>2. If resources from the community are being used such as those from public agencies, private industry, institutions of higher education, public and private nonprofit organizations, and other institutions, describe how resources are being coordinated.</p>

TO: MTC Employees  
FROM: Nate Johnson *Nate Johnson*  
SUBJECT: Meeting With Merger Consultants  
DATE: September 16, 1991

SEP 17 1991

On September 12, 1991, the six area technical college presidents met in Burnsville with the two consultants for a tentative discussion of their findings. Also in attendance was John Ostrem from the State board.

The general comments that were made by the consultants follow as they were presented and not in any order of priority or grouping:

1. The intent of this merger is not necessarily to save money.
2. Staff want to be separated from the K-12.
3. The loss of revenues to the local district (\$95,000+ in Moorhead annually) was not a big issue with the superintendents.
4. The six colleges represented by the teachers and non-licensed staff recommended that all six colleges merge as a result of their most recent meeting in Detroit Lakes.
5. A statement needs to be made on how the size of the merger will enable the newly created district to better serve the needs of students.
6. Staff members are concerned about distance of campuses, potential loss of jobs, master agreements, loss of campus identity/autonomy and the school board.
7. Some people feel that the new school board should have at-large members too. There is some concern about the new board having mostly K-12 background experiences.
8. Staff want input, they don't want administrators calling all the shots.
9. Some are concerned about the creation of another level of administration. (NJ-actually, just replaced by the current level).
10. Some are concerned about the potential of St. Paul getting too involved in the decision making process at the local level.
11. Some are afraid of our mission and/or programs getting too watered down.
12. Some want to see transferability of credits between colleges issue free.

13. Some are concerned about loss of local control (school board, community people, etc.)
14. Some want to maintain local contracts and/or agreements with other institutions, agencies, etc.
15. Some are concerned about the fund balance negatives at some colleges.

Some of the areas that need to be addressed are:

- A. Use similar administrative titles
- B. Trust between campuses (How will this be developed?)
- C. Changing from competition to cooperation
- D. Don't forget that the main reason we're here is to serve students.
- E. Importance of the new district president to be the right person
- F. We need time to make the transition effective
- G. Functions of the new central office:
  1. Private industry has been visited
  2. Closely delineated functions
  3. Where located?
  4. Long range planning
  5. Student accounting
  6. Financial affairs
  7. Central purchasing, but also the ability to purchase some things locally
- H. We may not be ready to make the merger operational by July, 1992.
- I. Do we need a major name change?
- J. The formal presentation of the consultants will be on October 22, 1991, at Moorhead Technical College in Bergos Auditorium at 2:00 p.m.

NJ:jb

xc: Townsite Administration  
School Board



## Global Warming Could Bring Massive Fires

Global warming during the next 50 years may cause massive fires in up to 90% of North America, according to Oregon State University scientists. In a "worst-case" scenario, global warming would cause persistent droughts and changing vegetation patterns as well as catastrophic forest fires around much of the world, says ecology professor Ronald Neilson. The fires would be unlike any that the earth's climate has ever experienced and would inject huge amounts of carbon dioxide into the atmosphere, compounding the greenhouse problem. "We believe that fire will be the dominant factor in future vegetation change around most of the world," says Neilson.

## Diagnosing Car Problems

A small, computerized diagnostic device allows motorists to determine what's wrong with their engines from the comfort of the front seat. The system, thought to be the first of its kind, not only detects a fault but provides guidance in finding the source of the problem. Car performance data are collected covering almost every aspect of engine operation, and results are continuously displayed on both a large screen and a printed readout. The manufacturer, Sykes-Pickavant, Ltd., of England, believes the system will not only save time for experienced mechanics, but allow less-experienced mechanics to undertake sophisticated engine-fault analysis and repair.

LONDON PICTURES SERVICE



Portable analyzer identifies engine faults from the comfort of the front seat.

Portable sequencer lets you make your own music, complete with orchestra.



YAMAHA CORPORATION OF AMERICA

## Making Your Own Music

Would-be musicians can now create their own fully orchestrated compositions using a synthesizer no larger than a portable radio. Yamaha Corporation's QY10 Music Sequencer has a musical palette of sampled instruments and drums, 76 preset rhythm patterns, and a 6,000-note sequencer that will allow amateurs to create professional-sounding original compositions at the touch of a few buttons. Once you've entered your melody and stored it on a microchip, you can plug in a pair of headphones and use the device to listen to your own music as you would a conventional personal stereo.

## Computers and Children

Children are more likely to be using a computer than adults are, reports the U.S. Bureau of the Census. Nearly half of U.S. children aged 3 to 17 were using a computer at home or at school in 1989, up from 30% five years earlier. Twenty percent of adults over age 18 reported using a computer at home, work, or school in 1989, up from 18% in 1984. Parents who are trying to prepare their children for the future work force appear to be spurring the trend, the Bureau believes, and there is a strong correlation between the level of householder education and computer use: Nearly 75% of children of householders with four or more years of college were reported to be using computers.



## Breastfeeding Benefits Mothers

Health researchers have long advocated breastfeeding as a healthful start in life for babies. Evidence now shows that their mothers may benefit as well, according to the Institute of Medicine. Recent studies found that some women who breastfed their babies used calcium more efficiently, enhancing bone mass. This may indicate a positive link between lactation and prevention of osteoporosis, researchers believe. Other studies show a reduced risk of breast cancer and increased ease in losing the weight gained during pregnancy.

## Daddies' Clubs

Men are the primary decision makers about contraception in most developing countries, so family-planning programs are increasingly aiming at the male audience, reports the United Nations Population Fund. In South Korea, family planning was introduced in annual military and civil-service training programs, and the number of men accepting family planning more than doubled in two years. In São Paulo, Brazil, Pro-Pater clinics were set up in 1980 to provide reproductive health services exclusively for men. And in Ghana, "Daddies' Clubs" in workplace recreational centers offer lectures, discussions, home-management assistance, and football jerseys with condom logos that say "Wear Me."

JANE TURNER / UNFPA



Member of one of Ghana's "Daddies' Clubs."

For more information, see "Sources, Tomorrow in Brief" on page 52 of this issue.



S-M 9-805.  
MIN  
9-24-91

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 24, 1991  
PAGE 1

MEMBERS PRESENT: Wayne Alexander, Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Bob Jernberg.

CALL TO ORDER: The meeting was called to order at 5:00 p.m.

SUPERINTENDENT SEARCH PROCESS: The Board met with MSBA representative, Mike Torkelson to discuss alternatives that may be used to search for a superintendent.

A break in the meeting was held until 6:50 p.m.

PLEDGE OF ALLEGIANCE: Chairperson Cummings led the Board, audience and administration in the Pledge of Allegiance when the meeting resumed at 6:50 p.m.

PREVIEW OF AGENDA: Bob Jernberg, Interim Superintendent, previewed the agenda adding land development Moonlite Drive-In and land at 12th Avenue South & 34th Street.

APPROVAL OF AGENDA: Hunt moved, seconded by Cox, to approve the consent agenda as presented. Motion carried 7-0.

FOR YOUR INFORMATION

Carol Renner, Moorhead Public Service, presented awards to Moorhead students Heather Peterson, Alicia Wegner, and Jenny Bedard, for their art work published in the Moorhead Public Service Annual Report. Each received a \$50 savings bond and a framed picture of their art work.

COMMITTEE/MEETING REPORTS

MSBA Legislative Meeting - Cummings reported the meeting discussed School Board involvement in the legislative process.

Long Range Planning - Gustafson reported the committee discussed the World Futures conference and listed objectives for 1991-92 to fit into the 1992-97 Long Range Plan.

PER - It was reported the Parental Involvement Plan and how it relates to building PAC's was discussed.

Superintendent's Advisory Council - Jernberg reported thirteen (13) parents attended. Food preparation and sales for fund raising events, food service and transportation programs were discussed.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 24, 1991  
PAGE 2

**REVIEW STUDENT SCHOOL BOARD MEMBERS:** Student representatives reported a meeting was held at the high school for students to decide what process they feel should be used to meet the new legislation calling for student representatives to the School Board. The students feel a group should be established that would meet with the Board at least three (3) times per year to discuss issues and concerns. Meetings would be held at the high school and the students would set the agendas.

A formal recommendation will be presented to the Board at the October 8th meeting.

**NON-ALIGNED EMPLOYEES:** Borgen moved, seconded by Gustafson, to approve the administrative policy for non-aligned employees. The policy will be used for employees who do not qualify under P.E.L.R.A. to be included in a bargaining unit. Motion carried 7-0.

**COMPARABLE WORTH REVIEW PROCESS:** Alexander moved, seconded by Cox, to approve the comparable worth changes as follows:

	<u>Current</u>	<u>Move to</u>
Tuition Clerk (Accts. Rec. MTC)	B21	B22
Asst. Secy. to Dir. of Special Ser.	A13	B21
Women's Support Services	A13	B21
Student Services	A12	B21
Financial Aid Secretary-MTC	B21	B22
Computer Operator Programmer	B22	B23
Health Occupation Coordinator	C41	C42
ECFE Coordinator	C42	C43
ABE Coordinator	C42	C43
District Accountant	C42	C43
Activities Director	C52	D62
Dean of Business Affairs-MTC	D61	D62

Motion carried 7-0.

The following positions were not recommended for change:

Asst. Elementary Secretary	A13
Health Technician	A13
Sr. High Nurse's Secretary	B21
Student Services Secretary-MTC	B21
Secy. to Dir. of Special Services	B23
Cert. Occup. Therapy Asst. (COTA)	B23
Payroll Secretary	B23
Dean of Adult Education	D62
Director Special Services	D63

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 24, 1991  
PAGE 3

REVIEW SITE BASED DECISION MAKING TASK FORCE: The Board Chair will appoint a board member to serve on the task force if a volunteer is not found.

PERSONNEL: Alexander moved, seconded by Borgen, to approve the following personnel items as amended:

New Employees

Jeff Erickson - ESL Teacher, MA+45 (7), \$28,427.36 (30,434), 170 days  
Kyle Olthoff - POHI Paraprofessional, Junior High, B21 (0), \$7.06/hour, effective immediately

MTC Staff Fall Quarter

Susan Hinsperger - Dental Instructor, BA+75 (8), 24% time, \$2,154.50 (28,726)  
Dale McCracken - Medical Insurance Instructor, BA (6), 12% time, \$814.84 (21,729)  
Keith Johnson - Drafting Instructor, BA (11), 28% time, \$2,243.16 (25,637)  
Renee Henney - Postal Service Management, BA (8), 12% time, \$868.30 (23,155)  
Pat Conlon - Medical Records, BA (4), 16% time, \$1,086.45 (21,729)  
Harold Brehmer - Drafting Instructor, BA (11), 28% time, \$2,243.16 (25,637)  
Joel Aslakson - Math Instructor, BA+45 (7), 28% time, \$1,290.08 (25,802)  
Jean Schuette - Discover Instructor, BA+15 (7), 52% time, \$3,816.67 (23,487)  
Chuck Tomhave - Marketing Instructor, BA (7), 16% time, \$1,116.37 (22,327)  
Bonnie Kavanaugh - Communications Instructor, BA (5), 48% time, \$2,172.90 (21,729)  
Scott Hildre - Marketing Instructor, BA (4), 48% time, \$3,259.34 (21,729)  
Yvonne Boe - Administrative Support, BA (7), 12% time, \$837.10 (22,327)  
Peggy Peterson - Administrative Support, BA (6), 16% time, \$1,086.45 (21,729)  
Nancy Stigen - Flex Lab & Math Instructor, BA (7), 48% time, 111 hours, \$6,104.28

Assurance of Mastery Paraprofessionals

EDISON - all B21 (0), \$7.06/hour, 5 hours/day  
Cathy Davies, Peggy Tri, Nancy Hagen, Ruth Wilson,  
Patricia Aarestad, Michele Barrett, Janet Pipho

PROBSTFIELD - all B21 (0), \$7.06/hour  
Belinda Bauder - 3.2 hours/day

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 24, 1991  
PAGE 4

WASHINGTON - all B21 (0), \$7.06/hour,  
Karen Bluhm, Sandra Hayek, Catherine Dokken, Barb Lien, Joni  
Burns, Joyce Krueger, Jolinda Michels, Debra Wolfgram - 2.5  
hours/day  
Muriel Baukol, Juneve Givens - 3.75 hours/day

RIVERSIDE - all B21 (0), \$7.06/hr, 4.75 hrs/day, 4 days/week  
Mary Broten, Natalie Carlson, Kay Blake, Susie Pierce-Puppe

ROBERT ASP - all B21 (0), \$7.06/hour  
Rena Roberts - 5 hrs/day  
Linda Jones - 4 hrs/day  
Minka Leaser - 3 hrs/day

Motion carried by roll call vote 6-1; Gustafson abstaining.

MOONLITE DRIVE-IN LAND DEVELOPMENT: Hastad moved, seconded by  
Cox, to accept the proposal from Plaza Development to purchase  
the land, in the amount of \$70,860. Motion carried 7-0.

LAND DEVELOPMENT AT 12TH AVENUE SOUTH & 34TH STREET: The Board  
discussed the proposal from R.D. Offutt and Associates for 80  
acres of land. No action was taken at this time.

1989-92 PRINCIPALS' CONTRACT: No action was taken.

CONSENT AGENDA: As part of the consent agenda, the Board:

Eisenhower Grant - Approved the submission of the grant proposal,  
in the amount of \$9,736.

Non-Resident Agreements - Approved the non-resident agreement:

To Attend Norman County West Public Schools  
Cari A. Carter - Rt. 1 Box 20, Georgetown, MN Grade 9

CALL AN ADDITIONAL MEETING: Gustafson moved, seconded by  
Alexander, to hold a regular meeting on Tuesday, October 1 at  
5:00 p.m., to discuss the superintendent search process. Motion  
carried. 7-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The Board briefly discussed the options of using a consultant or  
coordinator to assist in the superintendent search.

ADJOURNMENT: The meeting was adjourned at 9:10 p.m.

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Mark Gustafson, Clerk



S-  
MIN  
9-12-91

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 12, 1991  
PAGE 1**

**MEMBERS PRESENT:** Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Bennett Trochlil.

**MEMBERS ABSENT:** Wayne Alexander

**CALL TO ORDER:** The meeting was called to order at 5:30 p.m.

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

**LAND DEVELOPMENT PROPOSAL:** Mr. Nygaard, Plaza Development, presented a letter to the Board regarding the proposed development of 11.81 acres in Riverview Estates.

Borgen moved, seconded by Gustafson, to approve the agreement with the City of Moorhead for land development of the 11.81 acres of land contingent upon City approval within 30 days and development of lots to be marketable by July 1, 1992. Motion carried 6-0.

**1989-92 PRINCIPALS' CONTRACT:** The Board was briefed regarding the tentative settlement. The contract will be presented for Board approval at the September 24 meeting, if ratified by the principals.

**REVIEW TEACHER NEGOTIATIONS STRATEGIES:** Memo S-92-032 was reviewed. The Board discussed negotiations progress and strategy with negotiator, Paul Hetland.

**ADJOURNMENT:** Gustafson moved, seconded by Cox, to adjourn the meeting at 7:25 p.m. Motion carried 6-0.

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Mark Gustafson, Clerk

5-M9-805  
M,N  
9-10-91

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 10, 1991  
PAGE 1

**MEMBERS PRESENT:** Wayne Alexander, Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Bennett Trochlil.

**MEMBERS ABSENT:** None

**CALL TO ORDER:** The meeting was called to order at 6:35 p.m.

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

**PREVIEW OF AGENDA:** Trochlil previewed the agenda.

**APPROVAL OF AGENDA:** Alexander moved, seconded by Hastad, to approve the agenda as presented. Motion carried 7-0.

**APPROVAL OF MINUTES:** Alexander moved, seconded by Hastad, to approve the minutes of August 1, 13 (as amended), and 27, 1991. Motion carried 7-0.

**CONSENT AGENDA:** Borgen moved, seconded by Gustafson, to approve the following items on the consent agenda: Consideration of Claims, Lease Agreements and Nonresident Agreements. Motion carried 7-0.

**CONSIDERATION OF CLAIMS:** As part of the consent agenda, the Board approved the claims, subject to audit, in the amount of \$825,528.01.

General Fund:	249,292.14
Food Service:	32,729.35
Transportation:	105,166.91
Community Services:	15,516.10
Capital Expenditure:	257,570.50
Debt Redemption:	238.18
MTC-General Fund:	68,676.90
MTC-Special Revenue Fund:	50,346.68
MTC-Adult Education:	5,823.44
MTC-Equipment Fund:	17,797.71
MTC-Repair & Betterment:	11,257.19
Student Funds:	1,241.60
Townsite Centre:	9,870.31
TOTAL	\$ 825,528.01

Motion carried 7-0.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 10, 1991  
PAGE 2

#### FOR YOUR INFORMATION

Lynn Tkachuk, Early Childhood Screening Coordinator, reviewed the legislative changes to this program. Changes included the elimination of volunteers, requires people doing the screening to be licensed and trained, and mandates screenings for all kindergarten students before beginning school.

Les Sharrock, Chief of Police, updated the Board regarding the D.A.R.E. program noting community response has been great. Police officers, Dave Miller and Chris Carey, commented the program is doing excellent in the schools and expressed appreciation for the support from everyone involved.

Trochlil reported the KVOX-AM radio program during the intermission of football games is going well. Transportation, OBE, and food service have been discussed.

Jernberg notified the Board a video is available to the Board on a program presented by the Department of Education and others discussing OBE, its impact on post-secondary institutions and expectations of the State Board of Education.

Jernberg reported the opening of school went smoothly. Enrollments were up by 250 students (14 more than projected). Food service has had some problems with balances in accounts. A suggestion to produce statements, monthly or biweekly, and mail to parents was made. The Board will be kept up-to-date regarding this issue.

#### COMMITTEE/MEETING REPORTS

Joint Powers - Cummings reported the committee discussed migrant issues, joint medical insurance, extending committee membership to Glyndon-Felton Public Schools, wellness programs and voter redistricting.

1991-92 Superintendent's Contract: Hastad moved, seconded by Borgen, to approve the 1991-92 superintendent's contract with a salary of \$81,994.00. Motion carried 6-1; Alexander dissenting.

LAND DEVELOPMENT PROPOSAL: The Board discussed the specifics for the development of 11.81 acres in Riverview Estates. Mr. Nygaard of Plaza Development approached the Board to reiterate his offer to develop the land. Bob Lacher will meet with Mr. Nygaard, if a suitable agreement can be negotiated, the item may be placed on the special meeting agenda for Thursday, September 12.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 10, 1991  
PAGE 3

**NON-ALIGNED EMPLOYEE GROUPS:** The Board discussed an administrative policy designed to address a number of people who work for the district but do not qualify as a bargaining unit under P.E.L.R.A. The positions involved include: Adult Education Coordinators (not members of the Supervisors bargaining group), Indian Education Coordinator, Hispanic Home/School Liaison, and Marketing Specialist-MTC. This item will be placed on the September 24th agenda.

**FUEL TANK REPLACEMENT CHANGE ORDER:** Borgen moved, seconded by Gustafson, to approve change order #1, in the amount of \$7,482.67, for monitoring work by Twin City Testing. Motion carried 7-0.

**Central Office Organization:** Alexander moved, seconded by Borgen, to approve the personnel change of: Anne Moyano - Supervisor on Leave in the Personnel Office, effective as soon as possible. Motion carried 7-0.

Borgen moved, seconded by Alexander, to approve the personnel change of: Robert Jernberg - Interim Superintendent, effective October 14, 1991. Motion carried 7-0.

The Board will discuss filling the superintendent and asst. superintendent positions at the September 24th meeting.

**PERSONNEL:** Hunt moved, seconded by Gustafson, to approve the following personnel items:

**New Employees** (effective for the 1991-92 school year unless stated otherwise)  
Shirley Reiner - MSMH Paraprofessional, Riverside, B21 (0), \$7.06/hour, 7 hours/day  
Jody Borgen - POHI Paraprofessional, Senior High, B21 (0), \$7.06/hour, 7 hours/day  
Billie Sue Ellingson - Inclusion Paraprofessional, Probstfield, B21 (0), \$7.06/hour, 3.5 hours/day  
Karen Elker - MSMH Paraprofessional, Riverside, B21 (0), \$7.06/hour, 7 hours/day  
Margaret Scott - Inclusion Paraprofessional, Probstfield, B21 (0), \$7.06/hour, 7 hours/day  
Barb Skjefte - MSMH Paraprofessional, Riverside, B21 (0), \$7.06/hour, 7 hours/day  
Valarie Rutter - POHI Paraprofessional, Washington, B21 (0), \$7.06/hour, 7 hours/day  
Deb Lontz - Inclusion Paraprofessional, Washington, B21 (0), \$7.06/hour, 3.5 hours/day  
Barb Olson - POHI Paraprofessional, Riverside, B21 (0), \$7.06/hour, 3.5 hours/day



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 10, 1991  
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Rachel Newton - POHI Paraprofessional, Junior High, B21 (0),  
\$7.06/hour  
Nancy Friesen - Interpreter, Probstfield, B23 (0), \$7.77/hour, 7  
hours/day  
Bonnie Bachmeier - Library Secretary, Riverside, A12 (0),  
\$6.49/hour  
Catherine Russell - 5th Grade Teacher, Robert Asp, BA (4),  
\$21,729  
Steve Connelly - Health Teacher, Junior High, MA (4), 78 days -  
\$11,297.52 (26,360)  
Cory Warling - Custodian, Robert Asp, A12 (0), \$6.49/hour,  
effective September 11, 1991

Resignation

Lillian Torgrimson - Food Service, Junior High, effective  
immediately  
Ken Johnson - Teacher on Leave, effective immediately

Change in Assignment

Mary Regelstad - Teacher on Special Assignment - 8 hours/day, 182  
days with extended days to be determined by Central  
Administration as needed.

Change in Employee Entity

Cynthia Sillers - Community Coordinator through Joint Powers  
agreement with the city of Moorhead and Clay County, based on  
stipulations previously determined through Board action, C-42  
(6), \$31,000

Early Retirement

Bennett Trochlil - Superintendent, effective October 14, 1991

Motion carried 7-0.

**STUDENT SCHOOL BOARD MEMBER:** The Board discussed new legislation  
that would allow student representation on the school board. Two  
options are available, either having students participate during  
the meetings or form a student committee which would meet with  
the Board separate of board meetings to discuss items.

Students will be invited to the September 24th meeting to discuss  
the issue before a final decision is made.

**SITE BASED MANAGEMENT PROGRAM:** Jernberg reviewed a working draft  
designed to proceed with site based management in the district.

**CHANGE MEETING START TIME:** Borgen moved, seconded by Alexander,  
to change the starting time of the September 24th meeting to 5:00  
p.m. Motion carried 7-0. This will allow the Board to meet with  
MSBA representative, Mike Torkelson, to develop a process for the  
superintendent search.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 10, 1991  
PAGE 5

CONSENT AGENDA: As part of the consent agenda, the Board:

Lease Agreements - Approved the lease agreements with the West Central ECSU and the Adult Basic Education program, in the amount of \$7,790.64, effective September 1, 1991 through August 30, 1992; and, Early Childhood Family Education program, in the amount of \$18,924.99, effective August 15, 1991 through August 14, 1993.

Non-Resident Agreements - Approved the following non-resident agreements, subject to board action of the appropriate districts:

To Attend Moorhead Public Schools

William M. Pratt, Jr. - 607 2 1/2 Ave NW, Dilworth, Grade 1

To Attend Dilworth Public Schools

Justin L. Hanson - 1706 4th Ave No, Mhd, Grade 4

Jamie M. Hanson - 1706 4th Ave No, Mhd, Grade 9

Randall Cyr - 1909 18th Ave So, Mhd, Grade 10

Joshua J. Hanson - 3511 7th St So, Mhd, Grade 12

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

MSBA will send a representative, Mr. Michael Torkelson, to visit with the Board to assist in developing a focus on a process that will be used to search for a new superintendent.

ADJOURNMENT: Chairperson Cummings adjourned the meeting at 9:15 p.m.

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Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

5-M9-BOS  
MIN  
10-1-91

Notice is hereby given that a SPECIAL meeting of the Moorhead School Board will be held on TUESDAY, OCTOBER, 1, 1991, at 5:00 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

*Robert M. Jernberg*

Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander \_\_\_\_\_  
A. C. (Curt) Borgen \_\_\_\_\_  
Bill Cox \_\_\_\_\_  
James Cummings \_\_\_\_\_

Mark Gustafson \_\_\_\_\_  
Anton Hastad \_\_\_\_\_  
Ellen Hunt \_\_\_\_\_  
Robert Jernberg \_\_\_\_\_

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent
- IV. APPROVAL OF AGENDA

Recommendation: Move to approve the agenda as presented.

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

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

A. UNFINISHED BUSINESS

- 1. Review Search (Jernberg) Appendix A  
Process for  
Superintendent  
Position

Explanation: The Board will discuss issues related to defining the process to be used in the search for a new superintendent.

Recommendation: For Discussion Only

VI. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, October 8, 1991 - 6:30 p.m.  
Board Room - Townsite Centre

5-M9-805  
MIN  
10-1-91

SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 1, 1991  
PAGE 1

MEMBERS PRESENT: Wayne Alexander, James Cummings, Mark Gustafson, Anton Hastad, and Robert Jernberg.

MEMBERS ABSENT: Curt Borgen, Bill Cox and Ellen Hunt.

CALL TO ORDER: The meeting was called to order at 5:05 p.m.

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

REVIEW SUPERINTENDENT SEARCH PROCESS: Cummings handed out a tentative timeline he developed for the superintendent search process. A checklist from NSBA was reviewed. It was the consensus that this would be helpful to use.

The Board discussed writing the qualifications and job description for the position. This should be done before the job is posted. It was suggested to save time, the Board may want to divide into subcommittees to complete the tasks (e.g. job description, qualifications).

The use of a facilitator and/or consultant to assist the Board in developing timelines, expectations, a job description and qualifications of the position was discussed. If a facilitator and/or consultant is used, they will not screen applications. The Board will complete this task. The process will include applicants submitting a letter of application and resume. In turn, the Board will forward a packet including an application form, a request for transcripts and possibly a brochure of the community and school district.

In summary, the Board decided to define their expectations and qualifications before applications are requested. A Request For Proposal (RFP) will be written requesting assistance in aiding the Board define its expectations and job qualifications needed for the superintendent's position. Consultants names obtained from the Minnesota School Boards Association, the National School Boards Association and those who have offered their services will be contacted.

ADJOURNMENT: The meeting was adjourned at 6:10 p.m.

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Mark Gustafson, Clerk



S-M9-805  
H/W  
10-8-91

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 8, 1991  
PAGE 1

MEMBERS PRESENT: Wayne Alexander, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Robert Jernberg.

MEMBERS ABSENT: Curt Borgen

CALL TO ORDER: The meeting was called to order at 6:30 p.m.

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

PREVIEW OF AGENDA: Jernberg previewed the agenda adding a personnel item.

APPROVAL OF AGENDA: Gustafson moved, seconded by Alexander, to approve the agenda as amended. Motion carried 6-0.

APPROVAL OF MINUTES: Alexander moved, seconded by Cox, to approve the minutes of September 10, 12, and 24 (as amended), 1991. Motion carried 6-0.

CONSENT AGENDA: Gustafson moved, seconded by Hastad, to approve the following items on the consent agenda: Consideration of Claims; Special Education Contracts; and, Donations. Motion carried 6-0.

CONSIDERATION OF CLAIMS: As part of the consent agenda, the Board approved the claims, subject to audit, in the amount of \$905,161.99

General Fund:	365,139.99
Food Service:	44,939.30
Transportation:	109,954.87
Community Services:	18,339.86
Capital Expenditure:	148,980.27
MTC-General Fund:	92,634.79
MTC-Special Revenue Fund:	52,383.29
MTC-Adult Education:	6,425.75
MTC-Equipment Fund:	23,374.27
MTC-Repair & Betterment:	10,356.90
Federal Financial Aid:	26,617.30
Student Funds:	2,396.14
Townsite Centre:	4,619.26
TOTAL	\$ 905,161.99

Motion carried 6-0.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 8, 1991  
PAGE 2

COMMITTEE/MEETING REPORTS

Activities Council - Cox reported the committee discussed the Star of the North Games, after-school transportation and choir changes. The discontinuation of after-school transportation has had an effect on participation in the K-8 grade levels. This item will continue to be monitored.

Community Education Advisory Council - Hunt reported the committee discussed the revised budget, funding received for the Early Childhood Family Education program and how it is utilized, and the area meeting held in Detroit Lakes to discuss general funding of community education.

Joint Powers - Cummings reported the committee discussed the Migrant Issues Project's involvement with at-risk students, tax levies and redistricting of voter precincts.

STUDENT SCHOOL BOARD MEMBER REPRESENTATION: Alexander moved, seconded by Gustafson, to approve setting regular and/or special board meetings on January 21, March 17 and April 21, 7 p.m. at Moorhead High, to meet with students regarding issues they may wish to discuss. Motion carried 6-0.

LAND DEVELOPMENT OF 12TH AVENUE SOUTH AND 34TH STREET: Paul Horn, Rick Jordahl and Fred Suppes of R.D. Offutt and Associates reviewed the proposal and related issues regarding the purchase of up to 80 acres of land at this site. The proposal is requesting \$3,750 per acre. Development of land north of 12th Avenue could begin as early as the spring of 1992. The developer has assured the city that any drainage problems in the area will be corrected. R.D. Offutt will contact the School Board before anything is done with the property.

INTERIM SUPERINTENDENT AGREEMENT: Alexander moved, seconded by Hunt, to approve the interim superintendent agreement with Robert Jernberg, effective October 14, 1991 until a permanent superintendent commences employment, in the amount of \$73,640. Motion carried 6-0.

FUEL TANK REPLACEMENT CHANGE ORDER: Alexander moved, seconded by Hunt, to approve change order #9 for additional blacktop, in the amount of \$26,233.84. Motion carried 6-0.

OUTCOME BASED EDUCATION CONTRACT: Alexander moved, seconded by Cox, to accept the contract award to provide \$40,000 for an outcome based management system, and direct staff to work with the MDE representative in the implementation of this project. Motion carried 6-0.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 8, 1991  
PAGE 3

PERSONNEL: Gustafson moved, seconded by Cox, to approve the following personnel items:

New Employees

Michael Craik - Construction Electricity Instructor, MTC, BA (10), \$20,722.59 (24,810), effective October 7, 1991  
Jeannie Witt - HeadStart Paraprofessional, B21 (0), \$7.06/hour, 14 hours/week, effective October 8, 1991

Resignation

Pat Geraghty - Food Service, Junior High, effective September 13, 1991  
Jean Steckler - Visually Impaired Teacher, effective immediately

Maternity Leave

Camille Bloom - MSMH Teacher, Riverside, November 11, 1991 until January 6, 1992  
Beatriz Castillo - Home/School Liaison, on or about October 25 until November 22, 1991  
Joni Jacobson - Occupational Therapist, to begin approximately December 15, 1991 until March 9, 1992  
Ann Krier - Secretary, Voyager, on or about December 2, 1991 February 3, 1992

Salary Adjustment

Anne Moyano - Acting Director of Employee Resources Development & Information, D71 (0), \$44,556, effective September 16, 1991, and continuing until a permanent director commences employment

Motion carried 6-0..

CONSENT AGENDA: As part of the consent agenda, the Board:

Special Education Contracts - Approved the contract with Fargo Clinic MeritCare for consultation services of emotionally disturbed students, in the amount of \$80 per hour.

Approved the contract with Production Alternatives, Inc. for vocational assessments and training of handicapped students, in an amount not to exceed \$8,000.

Approved the contract with Clay County Diversified Services, Inc. for vocational services and assessments of handicapped students, in an amount not to exceed \$10,000.

Approved a contract with the West Central ECSU for the district to provide consultation for physically handicapped students, in the amount of \$14,482.10, and provide audiological services, supplies and travel, not to exceed \$4,149.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 8, 1991  
PAGE 4

Approved the contract with Beach Public Schools, Beach, ND, for residential placement of students at Home on the Range Residential Treatment Center, in the amount of \$8,169.14.

Donations - Accepted a donation from the Moorhead Central Lions Club for the Early Childhood Screening Program, in the amount of \$100.

Accepted the donation from the Robert Asp Parent Advisory Committee, in the amount of \$200, for the purchase of an electric piano.

CALL A SPECIAL MEETING: Gustafson moved, seconded by Hastad, to set a special meeting on Tuesday, October 15 at 5:30 p.m. for the purpose of discussing the superintendent search process. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Jernberg reviewed memo S-92-051 regarding the hiring process for the Employee Resource Development & Information position. The Board will receive information pertaining to the final three (3) applicants for review.

The next teacher negotiations session is set for Thursday, October 24 at 4:00 p.m. The Board will set a meeting in the near future to clarify what directions it wishes to take regarding negotiations.

The Board discussed the process to be used for the superintendent search. The Request for Proposal (RFP) regarding a facilitator/consultant was reviewed. NSBA and MSBA will be contacted for a list of names of consulting firms that may be utilized.

Gustafson moved, seconded by Hastad, to mail the RFP to consulting firms and hire a consultant if they meet Board expectations.

Cummings moved, seconded by Alexander, to divide the question (original motion). Motion carried 4-2; Hastad and Gustafson dissenting.

Gustafson moved, seconded by Hastad, to send out the RFPs to all appropriate organizations. Motion carried 5-1; Cox dissenting.

Gustafson moved, seconded by Hastad, to hire a consultant if one meets the expectations of the Board. Motion failed 3-3; Alexander, Hunt and Cox dissenting.

ADJOURNMENT: The meeting was adjourned at 8:15 p.m.

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Mark Gustafson, Clerk



INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, OCTOBER 8, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

Robert M. Jernberg  
Robert Jernberg, Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PREVIEW OF AGENDA - Robert Jernberg, Superintendent

IV. APPROVAL OF AGENDA

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

V. APPROVAL OF MINUTES

Appendix A

Recommendation: Move to approve the minutes of September 10, 12, and 24, 1991.

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

VI. CONSENT AGENDA (Items: VII; XIII-B. 5-10)

\*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 \_\_\_\_\_

\*VII. CONSIDERATION OF CLAIMS

Appendix B

S-M9-005  
MIN  
10-8-91

VIII. COMMUNICATIONS

IX. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

X. FOR YOUR INFORMATION ; Appendix Z

1. Futures Article - Appendix Z-1

XI. "WE ARE PROUD"

1. Sandra Keating has been selected as Moorhead Technical College's Outstanding Student for 1991.
2. Victor Toribio, a student at Moorhead Senior High, has been requested to serve on the National Youth Leadership Council. Victor joins 16 other youth from several states. Members of the Youth Board will serve one year as a policy advisory group to NYLC and will represent NYLC at conferences, training events and legislative meetings.

Community Education assisted in sponsoring the attendance of the following students at the 10-day National Youth Leadership Project: Heather Beaton, Ben Diest, Victor Toribio, and Aurora Yeba.

3. Moorhead Public Schools has been recognized for exemplary Planning, Evaluation and Reporting (PER) accomplishments by the State Curriculum Advisory Committee (SCAC).

XII. COMMITTEE/MEETING REPORTS

Activities Council - Cox (9/10)

Community Education Advisory Council - Hunt (9/16)

Joint Powers - Cummings (10/3)

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

A. UNFINISHED BUSINESS

1. Consider Student (Jernberg) Appendix C  
School Board Member  
Representation

Explanation: The Board has had several discussions regarding options of student school board members and conducting school board meetings with a group of selected students. Appendix C-1 contains memo S-92-029 and information regarding this issue.

1. Consider Student School Board Member Representation  
(continued....)

Students will be meeting on Mondays prior to each board meeting, convened by the Student Council, to review and discuss the agenda. If an item needs student input, student representatives will speak for the student body at the board meeting. In addition, to fulfill the statute, the Board will meet at least three (3) times per year (Option #3). After discussions with students and advisors, it is requested the Board set the following regular board meeting dates:

Tues., November 19 - 7 p.m. - Moorhead High  
Tues., January 21 - 7 p.m. - Moorhead High  
Tues., March 17 - 7 p.m. - Moorhead High  
Tues., April 21 - 7 p.m. - Moorhead High

Agendas will include: 1) Opportunity for students to report activities & issues; and, 2) A discussion of issues and concerns when the Board and/or students wish to discuss the items.

It may be possible to cancel one (1) of these meetings at a later date if necessary.

Recommendation: Move to approve setting regular board meetings on the dates presented.

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

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2. Review Land  
Development at  
12th Avenue South  
& 34th Street

(Lacher)

Appendix D

Explanation: Appendix D-1 contains a proposal from R.D. Offutt and Associates regarding 80 acres of land at this location. A representative from R.D. Offutt will be present to discuss the proposal and related issues.

Recommendation: For Discussion Only

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

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B. NEW BUSINESS

1. Consider Interim Superintendent Agreement (Cummings) Appendix E

Explanation: Appendix E-1 contains memo S-92-050 regarding an agreement with Robert Jernberg to assume the superintendent position commencing October 14, 1991, until a permanent superintendent begins employment. The salary for the position would be \$73,640.

Recommendation: Move to approve the Interim Superintendent agreement as presented.

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

- 
2. Consider Fuel Tank Replacement Change Order (Lacher) Appendix F

Explanation: Due to the excessive ground removal required to remove the fuel tanks, additional blacktop was required to cover the holes. Change order #9 is in the amount of \$26,233.84.

The school district will request this be funded under the health and safety levy.

Recommendation: Move to approve change order #9, in the amount of \$26,233.84.

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

- 
3. Consider Outcome Based Education Contract (Regelstad) Appendix G

Explanation: Appendix G-1 contains a notification letter from the Minnesota Department of Education that the district has been awarded an OBE contract. The state award will provide funding of approximately \$40,000 for the development of a model for using technology to implement an outcome based management system including data base templates, student progress, parent and community information, and linking course outcomes with graduation outcomes and competencies. Initial work will be in communications and math. The project is for three (3) years.

Recommendation: Move to accept the contract award and direct the staff work with the MDE representative in the implementation of this project.

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



4. Consider Personnel

(Moyano)

Appendix H

New Employees

Chad Murray - Computer Systems Operator, B21 (1),  
\$7.21/hour, 4 hours/day

Michael Craik - Construction Electricity  
Instructor, MTC, BA (10), \$20,722.59 (24,810),  
effective October 7, 1991

Resignation

Pat Geraghty - Food Service, Junior High, effective  
September 13, 1991

Jean Steckler - Visually Impaired Teacher,  
effective immediately

Maternity Leave

Camille Bloom - MSMH Teacher, Riverside, November  
11, 1991 until January 6, 1992

Beatriz Castillo - Home/School Liaison, on or about  
October 25 until November 22, 1991

Joni Jacobson - Occupation Therapist, to begin  
approximately December 15, 1991 until March 9,  
1992

Ann Krier - Secretary, Voyager, on or about  
December 2, 1991 February 3, 1992

Salary Adjustment

Anne Moyano - Acting Director of Employee Resources  
Human Development & Information, D71 (0), \$44,556,  
effective September 23, 1991, and continuing until  
a permanent director commences employment

Recommendation: Move to approve the personnel  
items as presented.

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

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\*5. Consider Special  
Education Contract

(Swedberg)

Appendix I

Explanation: Appendix I-1 contains a contract with  
Fargo Clinic MeritCare for consultation services of  
emotionally disturbed students. A licensed child  
psychologist will provide services at a rate of  
\$80/hour. Services are not to exceed 25 hours  
during the 1991-92 school year.

Recommendation: Move to approve the contract with  
Fargo Clinic MeritCare, as presented.

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

\*6. Consider Special  
Education Contract

(Swedberg)

Appendix J

Explanation: Appendix J-1 contains a contract with Production Alternatives, Inc. for vocational assessments and training of handicapped students, in an amount not to exceed \$8,000 for the period of October 9, 1991 through July 17, 1992.

Recommendation: Move to approve the contract with Production Alternatives, Inc., as presented.

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

---

\*7. Consider Special  
Education Contract

(Swedberg)

Appendix K

Explanation: Appendix K-1 contains a contract with Clay County Diversified Services, Inc. for vocational services and assessments of handicapped students, in an amount not to exceed \$10,000 for the period of September 2, 1991 through September 2, 1992.

Recommendation: Move to approve the contract with Clay County Diversified Services, Inc., as presented.

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

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\*8. Consider Special  
Education Contract

(Swedberg)

Appendix L

Explanation: Appendix L-1 contains a contract to provide the West Central ECSU with 72.8 days of consultation for physically handicapped students, in the amount of \$14,482.10, and provide audiological services, supplies and travel, not to exceed \$4,149.

Recommendation: Move to approve the contract with the West Central ECSU, as presented.

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

\*9. Consider Special  
Education Contract

(Swedberg)

Appendix M

Explanation: Appendix M-1 contains a contract with Beach Public Schools, Beach, ND, for residential placement of students at Home on the Range Residential Center, in the amount of \$8,169.14.

Recommendation: Move to approve the contract with Beach Public Schools, as presented.

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

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\*10. Consider Donation

(Jernberg)

Appendix N

Explanation: The Moorhead Central Lions Club has donated \$100 to the Early Childhood Screening Program.

The Parent Advisory Committee of Robert Asp School has donated \$200 towards the purchase of an electric piano.

Recommendation: Move to accept the donations as presented and send a letter of thank you to the organizations.

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

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XIV. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. Employee Human Resource Development & Information  
Position Update - Jernberg
2. Teacher Negotiations Update
3. Superintendent Search - Cummings

# CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
School Board Mtg.	Tues., Oct. 8	6:30 p.m.	Townsite
Facilities Task Force	Mon., Oct. 7	7:00 p.m.	Townsite
Facilities Task Force	Mon., Oct. 14	7-9 p.m.	Townsite
PER	Tues., Oct. 15	7:00 a.m.	Townsite
Long Range Planning	Tues., Oct. 15	4 - 6 p.m.	Townsite
MTC Merger Mtg.	Tues., Oct. 22	2:00 p.m.	MTC
School Board Mtg.	Tues., Oct. 22	6:30 p.m.	Townsite
SAC	Thurs., Oct. 24	7:00 p.m.	Townsite
Policy Review	Mon., Oct. 28	7:00 p.m.	Townsite
MATC Annual Mtg.	Tues., Oct. 29		St. Cloud
Halloween	Thurs., Oct. 31		
MEEP (K-6)	Fri., Nov. 1	All Day	District-wide

## XV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, October 22, 1991 - 6:30 p.m.  
Board Room - Townsite Centre



TO: School Board  
FROM: B. Trochlil  
RE: Student Representation on Board  
DATE: September 3, 1991

Anne Larson, Community Education Youth Coordinator, and Charles Fisher, Student Council Advisor and I met last week to discuss options that the school board should consider in following the new state statute (attached).

We identified five options:

- Option #1 - one student council member or a member of the community youth advisory board to serve on the school board for the entire year
- Option #2 - one student (the Board may want to directly appoint or request recommendations from the student advisors) to serve the entire year
- Option #3 - the school board will meet three times or more during the school year with a group of selected students
- Option #4 - one student to serve on the board for an entire year and the school board would meet with a group of students
- Option #5 - one student council member and one community youth board member to serve on the school board

Factors considered with the five options:

1. Broad representation of the student body
2. A single student may be a 'lone ranger'
3. One student would give consistent input to the board
4. The amount of information a student needs to serve a useful purpose
5. Role modeling of school board members
6. Mentoring by school board members
7. Selection process of the students
8. Awareness by students of the new law
9. One student may give only one perspective
10. A one year term does not allow the student to network/bond with board members
11. Option four may result in different issues that would be discussed which would be healthy

The three of us submit this information for you so discussions can begin with a final decision to be made in October.

BT:cp

cc: Anne Larson                      Bob Jernberg      Cabinet  
Charles Fisher                      Bob Lacher

## STUDENT REPRESENTATION TO THE MOORHEAD SCHOOL BOARD

At an open evening meeting of student body on September 16th, 1991 it was suggested that representation could best be effected by the following:

Student representatives will be secured from various interest groups within the school community. This partial listing would include student council, TAHC, Key club, band, captain's group, newspaper, and any other group wishing inclusion. As a group they would meet the Monday prior to each board meeting during both lunches at the high school. It shall be the responsibility of the student council to convene these meetings. The purpose of that meeting would be to review the board's agenda and discern any item that would solicit student input. At the same meeting any general student concern would be voiced and prepared for a subsequent board meeting. Should an item need student input representatives would be selected to speak for the students at the board meeting.

At any time the board or the student group may select to meet as a whole or with identified members. As advised in the mandated legislation these meetings should occur a minimum of three times per year. Students have suggested that these meetings be open to all students, teachers, parents and administrators.

## R.D. OFFUTT COMPANY

2829 South University Drive  
P.O. Box 7160  
Fargo, North Dakota 58109-7160  
(701) 237-6062

September 23, 1991

Mr. Robert Lacher  
Assistant Superintendent of Business  
Independent School District #152  
Moorhead, MN 56560

RE: R.D. Offutt Land

Dear Mr. Lacher:

I would like to thank you and Board Member, Curt Borgan, for meeting with Rick Jordahl and myself last Friday. I believe we can offer you land at a reasonable price that will be good for the School District.

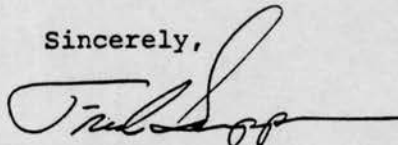
It was agreed that the most desirable piece of property would be the East Eighty (80) acres of the Northeast Quarter Section of Section 15. As indicated the price of the property is \$3,750.00 per acre for a total of \$300,000.00. As partial payment the land presently owned by the School District, 11.07 acres more or less in the same Section 15, would be accepted. The following proposals are presented for your consideration.

- A. R.D. Offutt Co. sells eighty (80) acres E. 1/2 of N.E. 1/4 of Sec. 15 at \$3,750/Acre = \$300,000.
- B. R.D. Offutt Co. would buy back from the School District, 11.07 Acres (more or less) of N.W. 1/4 of Sec. 15 at a cost of \$3,750/Acre = Approx. \$41,512.50.

If the buy back will work for the School District, it would be a net cost of approximately \$258,487.50.

Thank you for your interest, if you have any questions please feel free to call me at (701) 237-6062.

Sincerely,



Fred Suppes

cc. Ron Offutt  
Paul Horn  
Rick Jordahl



MEMO #: S-92-050

TO: Board of Education  
FROM: Jim Cummings  
RE: Interim Superintendent Agreement  
DATE: September 24, 1991

I have discussed the Interim Superintendent Agreement with Mr. Jernberg and Dr. Trochlil. The following is recommended to be consistent with adjustments in principal adjustments and comparable worth adjustments which have been made.

1. Salary - Mr. Jernberg's salary will be based on Step (0) of the Superintendent spreadsheet, as attached, in the amount of \$73,640, commencing October 14, 1991 and continuing until a permanent superintendent begins employment.
2. School Car - The superintendent's contract language shall apply.
3. Professional Dues - The superintendent's contract language shall apply. (Professional memberships are transferable and there is no additional cost to the Board for this item.)
4. Mr. Jernberg shall receive all other benefits as exist in the Moorhead Administrators Association contract and shall be on leave from that group for the period of this agreement.

Please contact me if you have questions regarding this agreement. Unless I receive concerns from other board members, I will place this item on the October 8th agenda.

JC:cp

Attachments: 1991-92 Superintendent's Contract  
Spreadsheet for Superintendent's Schedule





Capitol Square 550 Cedar Street  
Saint Paul, Minnesota 55101 612/296-6104

September 27, 1991

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

Dear Assist. Superintendent Jernberg:

The good news is that we received 188 OBE contract proposals. The bad news is that we had funding for only 30 of those 188 proposals. The 188 proposals were placed in the five major categories of assessment, curriculum, instruction, OBE Integrated (those proposals addressing multiple components) and management/ILP.

The proposals were read by teams that included elementary and secondary teachers, elementary and secondary principals, school district central office people, and selected MDE staff. They used the "criteria for outcome-based education contracts" that is attached. The readers of the proposals ranked 43 proposals as having high quality and deserving of funding. Quality was defined as a proposal in the top ten in ranking within that category and a minimum score of 40.

The four managers of the Learning and Instructional Services Division and representatives of the Minnesota State Board of Education made the final selection across the categories. They used the following criteria in making that determination:

1. All selection requirements specified in law would be met including geographical representation. We used ECSU and Congressional district considerations and we have at least one proposal in each of the regions. (All conditions were met but it meant that we had to "skip down" on the list to fund proposals from ECSU regions 1&2 and 3. It also meant that only the Minneapolis proposal from the Minnesota Alliance for the Arts could be funded.)
2. The greater metropolitan area, with half the state's population, would receive no more than 50% of the contracts. (Fourteen of the thirty contracts recommended for funding are from the metro area.)



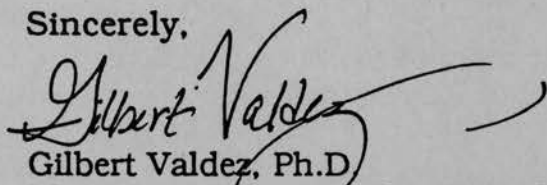
OBE Contract Proposals  
September 27, 1991  
Page 2

3. As much as legally possible, quality as defined by the rankings of the selection committee, should determine the contract awards.
4. No district should receive more than two OBE contracts. (As it turned out, only St. Paul was impacted by this guideline. St. Paul, St. Cloud and the Freshwater Education Districts had two proposals funded because of the proposals' high quality and responsiveness to areas perceived as in great need of investigation.)
5. At least four proposals would be funded in each of the five major categories. (Eight OBE integrated, eight instruction, five assessment, five curriculum and four management were selected.)

Attached, please find the alphabetical listing of the 30 proposals that were selected. In the next few weeks, the department project representative assigned to each of the 30 proposals will contact the OBE contact person to consider modifications of the proposal (if appropriate and necessary) so that the work can begin.

We would like to thank you all for your work in developing the proposals you sent. We wish more proposals could have been funded but are extremely excited about the quality and breadth of the proposals that will be funded. We are certain that those projects will advance OBE in their particular districts and throughout the state.

Sincerely,



Gilbert Valdez, Ph.D.  
Manager, Instructional Design Section  
Minnesota Department of Education

### Some Criteria for Outcome-based Education Contracts

**1. Statement of problem, issue or concern that will be addressed. (15 points)**

- Is the focus of proposal clearly stated?
- Does focus address a significant issue?
- Does focus reflect problems, issues or concerns that have appeal beyond host districts or fiscal agents?
- Does the focus reflect an outcome based issue?
- Does the statement reflect any research or analysis?
- Is the scope or the scale of the focus appropriate for a grant of this size?
- Others appropriate to your specific assignment .

**2. Overall goals and outcomes of the proposal. (10 points)**

- Do the goals and outcomes respond to the focus identified in number 1?
- Are the goals clearly stated?
- Are the outcomes clearly stated?
- Do the goals and outcomes reflect an outcome-based philosophy as noted in the legislature's definition of outcome-based education?
- Will the goals and outcomes suggested result in practical applications of OBE?
- Do the goals and outcomes suggest that OBE and education in general will be moved beyond where they are today?
- Does the scope of the goals and outcomes suggest development of products/strategies appropriate for observation?
- Does the scope of the goals and outcomes suggest development of tangible products that can be evaluated for success and dissemination?
- Others appropriate to your specific assignment.

**3. Specific plans for solving problems and addressing goals and outcomes. (10 points)**

- Who was involved in the planning? Teachers? Parents? Community?
- Do the plans directly address targeted goals and outcomes?
- Do the plans reflect preliminary appropriate analysis and problem solving?
- Do the plans utilize existing strengths if appropriate?
- Do the plans provide realistic solutions or strategies?
- Do the plans suggest understanding of appropriate implementation strategies?
- Do the specific plans suggest that OBE and education in general will be moved beyond where they are today?
- Has thought been given to appropriate modifications as a result of formative evaluation?
- How appropriate are the activities given goals and outcomes?
- Are the timelines realistic and appropriate for tasks?

Others appropriate to your specific assignment.



4. **Design for structure, management and coordination. (5 points)**  
Does the proposal provide a clear picture of the overall structure of the program being designed?  
Does the proposal indicate how this program will operate in relation to other related efforts in that setting?  
Does the proposal suggest that other significant decision makers will support this proposal?  
Does the proposal provide for shared decision making opportunities especially those people expected to do the work?  
Does the proposal indicate who, ultimately, will be responsible for decisions if consensus is not reached?  
Others appropriate to your specific assignment.
5. **Dissemination procedures/activities and timelines (10 points)**  
Does the plan indicate what product(s) will be developed for dissemination?  
Will the products for dissemination have significant interest and value?  
Is there a plan for dissemination of the product internally and throughout the state?  
Does the plan indicate who will be responsible for the dissemination?  
Does the plan provide a timeline and an action plan for dissemination?  
Others appropriate to your specific assignment.
6. **Documentation of Program Success. (5 points)**  
Is there acknowledgement and assurance that the project will participate in the statewide evaluation effort?  
Do the authors of the proposal suggest what kinds of documentation would be important when evaluating their own proposal and for aggregation in a statewide evaluation?  
Has thought been given to appropriate use of formative evaluation?  
Others appropriate to your specific assignment.
7. **Budget Plan. (5 points)**  
Is the project cost-effective?  
Do the budget items correlate with the proposed activities?  
Are the budget allocations appropriate for the tasks proposed?  
Does the budget suggest that this proposal has potential for replication?  
Others appropriate to your specific assignment.



## #54 Big Lake

Focusing on at-risk students to help them meet ILP relative to completing assignments through incorporating choice, learning style, group and individual skills and higher-order thinking.

## #109 Buffalo-Hanover Elementary

Document student achievement, improve instructional placement, provide appropriate reporting to efficiently communicate student learning progress and provide continuous communication regarding student learning between school and home.

## #67 Cambridge-Isanti Schools

Create, pilot and validate English/Language Arts exhibitions of competencies for students at the 4th, 8th and 12th grade levels.

## #170 Carver Scott Ed. Cooperative

Validate, legitimize and organize alternative education on OBE model by developing instructional strategies for at-risk students. Develop model appropriate for statewide dissemination.

## #169 Chaska

Seek to more fully develop instruction and assessment legs of OBE triangle with emphasis on diagnosis and prescription of appropriate instruction when working with very diverse student populations.

## #103 Columbia Heights

Develop outcomes aligned with the graduation outcomes that emphasize curriculum designs that emphasize thematic and inclusive education in a site-based school system. Accountability would be maintained through exit and program outcomes using multiple assessment.

## #15 Dover-Eyota

Expand and further refine current OBE activities, formally collaborate with Winona State as a location for student teachers wishing to become experts on OBE.

## #8 Eden Prairie

Creates a management platform that is independent of linkage to any single brand of computer, uses artificial intelligence techniques to provide a more powerful management systems than those currently in place, uses electronic mail to communicate between parents and the school and provides students with current information on their progress and needs.

## #151 Elk River

Emphasizes use of multiple forms of assessment to identify and address the instructional and personal needs of individual students as they relate to social studies.

## #73 Freshwater Education District

Accelerated learning in Area Learning Centers. Develop student focus through creation of appropriate focus, environment, significance and personal purpose.

## #74 Freshwater Education District

Multiple system to measure seventh and eighth grade students' mathematics performance on identified student outcomes including those recommended by NCTM.

## #40 Fridley

Language arts, science, and social studies are integrated in cross-graded thematic units. Inclusive education, critical thinking skills and an advisor/advisee program are integrated into those subjects.

## SITES SELECTED FOR OBE CONTRACTS

### **#146 Mahtomedi**

Emphasizes a share vision, values, purpose, system thinking and team learning (William Sengel) for implementing outcome-based education. It creates six-member building leadership teams to translate framework into critical issues in language arts.

### **#133 Minneapolis Public Schools/ Minnesota Alliance for Arts Education**

Using the essential model learner outcomes for art and music, matched with current state graduation outcomes and competencies, Minneapolis will use recently identified arts indicators to determine student needs, progress, and achievement. Lessons, units, and instructional materials will be made available on Macintosh and IBM disks.

### **#130 Montevideo/Granite Falls/Clarkfield Public Schools**

Emphasizes the use of science curriculum teams to develop multiple instructional strategies, materials and assessment tools and train their peers.

### **#145 Mounds View**

Develop a unified system of learner outcomes and appropriate assessment for physical education and health K-12. Emphasis is on developing valid and reliable measures for assessing cognitive and affective achievement in those areas.

### **# 20 Moorhead**

Develops a model for using technology to implement an outcome based management system including data base templates, student progress, parent and community information, and linking course outcomes with graduation outcomes and competencies. Initial work will be in communications and math.

### **#31 Norman County West**

Use of alternative instructional strategies including whole language, thematic/integrated, multi-aged, and tailored instruction. Work to create a community of learners.

### **#182 NE ECSU**

Develop and inservice instructional strategies dealing with behavior, social skills, achievement, self-management, character, coping skills and motivation at various age levels and content areas.

### **#174 Princeton**

Emphasizes goals to integrate science outcomes, learning experiences and assessment methods with those of other curriculum areas grades K-8. This includes a system of record keeping and reporting of student achievements in science.

### **#179 Redwood River Education District**

Management system monitors each pupils progress base on the pupils demonstrated achievement and provides information on the progress of students progress in response to multiple instructional strategies and assessment tools.

### **#36 Rosemount, Apple Valley, Eagan**

Develop model performance assessments to certify student attainment of exit (graduation) outcomes and their progress toward them. Focus is on training teachers on observation skills.

### **#41 St. Cloud-Hanover Elementary**

Linking instructional design models to instructional activities to unique needs of students. Working to full inclusion of all students and taking each student to full potential by individualizing instructional program.

## SITES SELECTED FOR OBE CONTRACTS

APPENDIX G-1  
Page 7 of 7

### **#10 St. Cloud**

Develop assessment that better links with new methods of instruction emphasizing performance assessment. Focus in two elementary schools so as to develop an aggregation system.

### **#76 St. Paul**

Develop and disseminate a set of materials for training teachers in performance assessment. A two year field test will be conducted in three buildings with special attention to portfolios.

### **#78 St. Paul**

Takes graduation standards and competencies and implements them instructionally in ways that have meaning and significance for at-risk students. Competencies would be consolidated into tasks that are seen as manageable by students assuring competency related to state expectations for graduation.

### **#139 Shakopee Public Schools**

Emphasizes the creation and training of a cadre of 16 teachers (three teachers from each of five schools plus one teacher from the 6th grade) in each of two years on how to develop integrated, thematic and inclusive OBE curriculum designs.

### **#13 South Central Education District**

Develop and implement a model to compile aligned units and design a parent involvement component.

### **#83 Stillwater-Stonebridge Elementary**

Continuous progress, differentiated staffing, open concepts are integrated to provide an individualized program for students.

### **#28 Worthington Public Schools**

Diversity of instructional approaches, multiple models of instruction, department and grade level collaboration. Kits, centers, stations, packets and teacher demonstration videos would be created.



## CONTRACTUAL AGREEMENT

This contractual agreement, made and entered into this 8th of October 1991 by and between Production Alternatives Inc., a non-profit corporation, and Independent School District No. 152.

## WITNESSETH:

1. The term of this contractual agreement shall be for a period of four months commencing on the 9th day of October 1991, to and including July 17 1992, for an agreed cost during the full term of the contract agreement as follows:
  - A. \$7.25 per hour for Work Adjustment Training for each student, not to exceed amount determined by each student's Individual Education Plan team.
  - B. Technical assistance can be provided upon request from Independent School District No. 152.
  - C. Total cost of the contract will not exceed \$8000.00 for the period of time October 9 1991 through July 17 1992.
2. Production Alternative Inc. agrees to provide supported employment services to Independent School District No. 152 MMMH-MSMH students at a community business site upon written approval from Independent School District No. 152.
3. Production Alternative Inc. agrees to provide services included in each student's Individual Education/Transition Plan and document according to the request from the student's instructor.
4. Production Alternatives Inc. agrees to bill Independent School District No. 152 the tenth of every month to include a description of:
  - A. Name of the student
  - B. Days and hours of service
  - C. Amount per student



5. Production Alternatives Inc. agrees to assist in coordinating an on-site visit for school personnel and the student's family on or before the targeted start date.
6. Independent School District No. 152 agrees to provide a copy of the student's Individual Education/Transition Plan to Production Alternatives Inc.
7. Independent School District No. 152 agrees to pay for supported employment services each month.

\_\_\_\_\_  
Production Alternative Inc.

\_\_\_\_\_  
INDEPENDENT SCHOOL DISTRICT  
#152

DATE \_\_\_\_\_

DATE \_\_\_\_\_

MEMORANDUM OF AGREEMENT FOR  
PSYCHIATRIC CONSULTATIVE SERVICES

1991-92

This contract, entered into this \_\_\_\_\_ day of \_\_\_\_\_, 1991  
and between Moorhead Public Schools, Independent School District  
#152, and Fargo Clinic Meritcare affirms that:

WHEREAS, THE AGENCY has determined that it is necessary to retain  
the service of a licensed child psychiatrist.

WHEREAS, THE CONSULTANT is duly qualified to perform these  
services; as requested by the AGENCY:

1. The CONSULTANT shall provide any or all of the following  
services, as requested by the AGENCY:
  - A. participate in AGENCY client planning, such as Education  
planning committees, individualized planning conferences  
or Medical staffings;
  - B. help determine specific program needs and plan  
appropriate interventions in the school setting.
2. The CONSULTANT shall provide these services to District #152  
children enrolled and in need of services, as determined by  
AGENCY PERSONNEL.
3. The date the service will begin is on or about September 1,  
1991. The number of hours contracted will be up to twenty  
five.

## CONTRACTUAL AGREEMENT

This contractual agreement, made and entered into this 2<sup>nd</sup> of September 1991 by and between Clay County Diversified Services, Inc., a non-profit corporation, and Independent School District No. 152.

## WITNESSETH:

1. The term of this contractual agreement shall be for a period of twelve months commencing on the 2<sup>nd</sup> day of September 1991, to and including, September 2 1992, for an agreed cost during the full term of the contract agreement as follows:
  - A. \$10.22 per hour for on-site vocational services for each student, not to exceed amount determined by each student's Individual Education Plan team.
  - B. \$10.22 per hour for on-site vocational assessment, not to exceed 36 hours per assessment.
  - C. Transportation expense will be billed at a rate of 24 cents per mile.
  - D. Technical assistance can be provided upon request from Independent School District No. 152.
  - E. Technical assistance will be billed at \$20.00 per hour.
  - F. Total cost of the contract will not exceed \$10,000.00 for the period of time 9-2-, 1991 through 9-2 1992.
2. Clay County Diversified Services, Inc. agrees to provide supported employment services to Independent School District No. 152 MMH-SP/PMH students at a community business site upon written approval from Independent School District No. 152.
3. Clay County Diversified Services, Inc. agrees to provide services included in each student's Individual Education/Transition Plan and document according to the request from the student's instructor.
4. Clay County Diversified Services, Inc. agrees to bill Independent School District No. 152 the tenth of every month to include a description of:

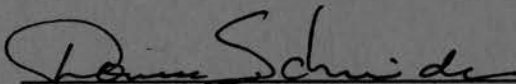
A. Days and hours of service

B. Daily Mileage

DSI/ISD #152 Contract

Page 2

5. Clay County Diversified Services, Inc. agrees to assist in coordinating an on-site visit for school personnel and the student's family on or before the targeted start date.
6. Independent School District No. 152 agrees to provide a copy of the student's Individual Education/Transition Plan to Clay County Diversified Services, Inc. before initiating supported employment services.
7. Independent School District No. 152 agrees to pay for supported employment services and mileage on the 30th day of each month.
8. This agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties hereto.



CLAY COUNTY DIVERSIFIED  
SERVICES, INC.

INDEPENDENT SCHOOL DISTRICT  
#152

DATE 9-9-91

DATE \_\_\_\_\_





### Beach Public Schools District No. 3

**OFFICERS:**

President: Bobbi Hildebrandt

V. Pres.: David Quale

Clerk: Larry Kryzsko

**Directors:**

Ron Davidson

Maurice Lardy

Shirley Simonson

P.O. Box 368 • Beach, North Dakota 58621-0368

Jack Adkins, Superintendent

High School Principal: Ross Roemmich

Elementary Principal: Lyn Jenkins

Sept. 23, 1991

Bennett Trochlil, Supt.  
 Independent School Dist. No. 152  
 810 4th Ave. S.  
 Moorhead, MN 56560

Dear Mr. Trochlil,

A student of your district is in attendance at Beach Public Schools. This student's residential placement is Home on the Range, Beach, North Dakota. Most students are placed at Home on the Range by agencies or through court order. Beach School District provides an educational program for all students in residential placement for boys and girls assigned to HOTR.

Beach School District, in carrying out an educational program for these students, expects the sending school district to pay tuition in accord with NDCC 14-40, 2-03, and 14.40, 2-08 and extra costs within programs designed to help all HOTR students, specifically Day Treatment #1; Day Treatment #2; Diversified Occupations; and Special Education. All payments will be prorated to the actual days of attendance if the student returns to the resident district or is placed in another school district.

Attached is the 1991-92 Tuition and Special Needs Agreement we need to have you sign and return to us in the immediate future.

1991-92 tuition charges are listed on the back side of this letter.

SPECIAL EDUCATION AND SPECIAL NEEDS CHARGES WILL BE ADDED IF THE STUDENT REQUIRES THOSE SERVICES AND THEY WILL BE BILLED AT END OF EACH SEMESTER ONCE ATTENDANCE FIGURES ARE COMPLETED.

If you have any questions, please contact me immediately.

Sincerely,

*Jack Adkins*  
 Jack Adkins  
 Beach Schools Superintendent  
 701-872-4161

# ADMINISTRATIVE MEMO

TO:..... SCHOOL DISTRICTS HAVING STUDENTS IN ATTENDANCE AT BEACH, N.D.  
 FROM:..... JACK ADKINS, BEACH SCHOOLS SUPERINTENDENT  
 SUBJECT:..... 1991-92 TUITION FOR NON-RESIDENT STUDENTS

## NORTH DAKOTA

	ELEM. 1-6	ELEM. 7-8	H.S. 9-12
A. TUITION PER YEAR.....	\$2,461.43	\$2,953.26	\$3,339.36
B. TUITION PER DAY .....	\$13.67	\$16.41	\$18.55

MONTANA PER YEAR.....	\$3,630	\$3,630	\$4,620
MONTANA PER DAY .....	\$20.17	\$20.17	\$25.67

MINNESOTA PER YEAR.....	\$3,780	\$4,360	\$4,360
MINNESOTA PER DAY.....	\$21.00	\$24.22	\$24.22

SOUTH DAKOTA PER YEAR.....	\$3,089	\$3,089	\$4,361
SOUTH DAKOTA PER DAY.....	\$17.16	\$17.16	\$24.23

## FUTURE SCOPE

### Research, Innovation, and Ideas

#### ■ Robot Olympics

What 1992 Olympians are guaranteed not to even break a sweat during competition? The participants at the second International Robot Olympics, expected to be held in Japan next year.

Last fall, more than 60 robots from 12 countries participated in the first robot Olympics, hosted by The Turing Institute and the University of Strathclyde in Glasgow, Scotland. Competitive events included wall climbing, two-legged races, more-than-two-legged races, javelin, talking, pole balancing, and wall following.

The most hotly contested event was the obstacle avoidance, with 12 entries trying not to bump into a variety of objects. The gold medal went to Asterix from the University of Toronto, the only robot not to hit anything.

In addition to the winners of each competition, an overall winner was selected by a team of judges. The champion was Yamabico from the University of Tsukuba in Japan, which made a short speech in Japanese to thank the humans for inviting it to Scotland.

Other notable robots at the Olympics were a robot vacuum cleaner built by a primary school and a large anthropomorphic robot from India that checked the weather and counted the people it met.

Source: National Service Robot Association, P.O. Box 3724, Ann Arbor, Michigan 48106.

#### ■ Campus Cleanup

Universities can best reduce the environmental impacts of their activities by developing interdisciplinary solutions, suggests Sarah Hammond Creighton of the Center for Environmental Management at Tufts University. Such solutions should incorporate technology, institutional policy, and changes in individual habits.

Reporting on an innovative pollution-prevention project called Tufts CLEAN! (Cooperation, Learning, and Environmental Awareness Now!), Creighton notes that universities can reduce the electricity used by lighting, for example, by replacing fixtures with energy-efficient lightbulbs, holding building managers accountable for the energy consumed by lights, and encouraging people to turn out lights when they leave a room.

An "important and on-going first step" for the project, says Creighton, has been raising awareness of the university's environmental impacts. For instance, during one recent school year before the project was initiated, Tufts's Medford, Massachusetts, campus used more than 100 million gallons of water, burned enough fuel oil and consumed enough electricity to result in the emission of 46 million pounds of carbon dioxide, and generated 2,373 tons of solid waste, only 3% of which was recycled.

Other aspects of Tufts CLEAN! include the develop-

ment of a university environmental policy, an information campaign on opportunities for energy savings, a water conservation assessment, waste-reduction strategies, interoffice working groups, and numerous student projects.

Source: "Building a Sustainable Future at Home: Initial Lessons from the Tufts CLEAN! Project," presented at the *Global Pollution Prevention — '91 Conference and Exhibition*, Washington, D.C., April 1991. Sarah Hammond Creighton, Center for Environmental Management, Tufts University, 474 Boston Avenue, Medford, Massachusetts 02155.

#### ■ Japan's Techno-Cities

Japan's "technopolis" communities, modeled after California's Silicon Valley, have begun introducing high-tech industries to non-metropolitan areas. Of the 26 regions throughout the country that will become technopolis communities, 20 recently began their second phase of development.

Since the Japanese government approved the first group of technopolis areas in 1984, the number of factories in most of these areas has doubled, according to Hirotaka Mano, president of the Research Institute for Industrial Location. Local firms, universities, and research facilities have cooperated to develop new products in fields such as electronics, mechatronics (electronics applied to heavy machinery), new materials, and biotechnology.

Despite their success in advancing high technology, technopolis areas "seem to lack the cultural richness of cities," says Mano. "This atmosphere must be rectified if job opportunities are to keep attracting residents."

Source: "Techno-Cities" by Hirotaka Mano. *Look Japan*, April 1991. Published by Look Japan, Ltd., 2-2 Kanda-Ogawamachi, Chiyoda-ku, Tokyo 101, Japan.

#### ■ "Vaccinating" Plants against Viruses

A parasitic natural molecule called a viral satellite may help in the fight against a common plant virus.

The satellite dooms the cucumber mosaic virus — which attacks crops such as tomatoes, peppers, and melons, as well as cucumbers — by robbing it of plant enzymes that both virus and satellite need to multiply, says chemist Jacobus M. Kaper of the U.S. Department of Agriculture's Agricultural Research Service. A test in a commercial tomato field during a 1989 epidemic in Italy found the satellite more than 95% successful in "vaccinating" plants against the virus.

"Viral satellites may be nature's way of preventing the unlimited spread of plant viruses," says Kaper. "That means satellites could be used as a new kind of natural tool for battling epidemics of a host of viruses."

Source: U.S. Department of Agriculture, Agricultural Research Service, Information Staff, Building 005, Agricultural Research Center, Beltsville, Maryland 20705.



S-149-805  
MIN  
10-15-91

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 15, 1991  
PAGE 1**

**MEMBERS PRESENT:** Wayne Alexander, Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Robert Jernberg.

**MEMBERS ABSENT:** None

**CALL TO ORDER:** The meeting was called to order at 5:35 p.m.

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

**REVIEW SUPERINTENDENT SEARCH PROCESS:** The Board reviewed the memo from Chairperson Cummings regarding the Data Privacy Act, pay scale, groups to be interviewed to develop school board/staff/community expectations, and developing an information packet to be sent to all candidates.

Basic details regarding salary schedules, tenure, severance pay, comparable worth compliance, etc. were discussed.

A RFP (request for proposal) has been sent to consulting firms throughout the nation. If a consulting firm is hired, they will be interviewing persons representing groups such as, the school board, district staff, parents, and stakeholders, to develop the expectations of the superintendent's position. The number of people to be interviewed will be left up to the interviewer and groups.

Information packets will include the district's strategic long range plan, PER report, a "Welcome" brochure (school board), application form, and other items obtained from the Chamber of Commerce pertaining to Moorhead.

Mark Gustafson will work with Mary Davies to check into developing a "Position Vacancy" brochure announcing the opening.

The current job description will be reviewed by the Board, while the results of the consultant RFPs are arriving.

**ADJOURNMENT:** The meeting was adjourned at 6:45 p.m.

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Mark Gustafson, Clerk



INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

5-M9-805  
HIN  
10-15-91

Notice is hereby given that a SPECIAL meeting of the Moorhead School Board will be held on TUESDAY, OCTOBER 15, 1991, at 5:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

Robert M. Jernberg  
Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent
- IV. APPROVAL OF AGENDA

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

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

A. UNFINISHED BUSINESS

- 1. Review Search (Jernberg) Appendix A  
Process for  
Superintendent  
Position

Explanation: The Board will discuss issues related to defining the process to be used in the search for a new superintendent.

Recommendation: For Discussion Only

VI. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, October 22, 1991 - 6:30 p.m.  
Board Room - Townsite Centre

S-149-B05  
MIN  
10-22-91

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 22, 1991  
PAGE 1

MEMBERS PRESENT: Wayne Alexander, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Bob Jernberg.

MEMBERS ABSENT: Curt Borgen

CALL TO ORDER: The meeting was called to order at 6:32 p.m.

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

PREVIEW OF AGENDA: Jernberg previewed the agenda adding a personnel item, field trip consideration and discussion on technical college mergers.

APPROVAL OF AGENDA: Gustafson moved, seconded by Hunt, to approve the agenda as amended. Motion carried 6-0.

CONSENT AGENDA: Hunt moved, seconded by Hastad, to approve the following items on the consent agenda: Migrant Education Summer School Project resolution and student teacher agreements. Motion carried 6-0.

COMMUNICATIONS: Sympathy was expressed to Arlene Mickley and Curt Borgen for the recent loss of their family members.

FOR YOUR INFORMATION

Mary Regelstad reviewed the outcome based education curriculum developed for the elementary levels this summer. Reading and language arts were reviewed by sixty teachers (ten from each grade level {K-6}).

Mary Regelstad reviewed the individualized learning plans for grades K-2. The state is funding \$64/student to create learning plans. The intent of the state aid is to reduce the student/staff ratios.

Jernberg reviewed the current enrollment figures and projections with the Board. Projections for this year were over actual figures by only two (2) students. The total enrollment for October 1, 1991, is 5,707 students.

COMMITTEE/MEETING REPORTS

PER - The committee discussed the US Department of Defense Aptitude test which will be offered to students at the high school. Reports were given regarding the Human Rights Committee, inclusion, individualized learning plans, and the OBE contract awarded for the use of technology with curriculum.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 22, 1991  
PAGE 2

Long Range Planning - Alexander reported the committee received reports on the World Futures Society Conference held in Minneapolis last July.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 22, 1991  
PAGE 3

Human Rights - Cox reported the committee reviewed the 1991-92 committee goals and discussed the direct needs of the students and staff in regards to human rights issues.

CALL SPECIAL MEETING: Alexander moved, seconded by Hastad, to approve a special meeting on Wednesday, November 13, 1991, at 6:30 p.m., contingent on the availability of attorney, Paul Hetland, for the purpose of discussing teacher negotiations. Motion carried 6-0.

COACHING POSITION ALLOCATION CHANGES: Alexander moved, seconded by Cox, to approve the reduction of one 9th grade wrestling assistant at .08 and one gymnastics assistant at .07; and, add one tennis position (Jr. High) at .050 and one baseball assistant (Sr. High) at .08. Motion carried 6-0.

FUEL TANK SITE TESTING: Cox moved, seconded by Hunt, to approve the proposal from Twin City Testing, Inc. to complete the required testing of the repaired sites. Motion carried 6-0.

PERSONNEL: Cox moved, seconded by Alexander, to approve the following personnel items as amended:

NEW EMPLOYEES

Bonnie Brown - AOM Paraprofessional, Probstfield, B21 (0), \$7.06/hour, effective October 18, 1991  
Erna Stacy - Cook's Helper, Senior High, A11 (0), \$7.30/hour, 5.75 hrs/day, effective October 21, 1991  
Donna Longie - Lunchroom Computer Operator, Voyager, \$4.75/hour, 1.5 hrs/day  
Carol-Sue Andreasen - Lunchroom Computer Operator, Junior High, \$4.75/hour, 2 hrs/day, effective October 21, 1991  
Judy Roff - Food Service Server, Junior High, \$4.75/hour, 2.25 hrs/day, effective September 30, 1991  
Elizabeth Goetze - Student Services Secretary, MTC, B21 (3), \$7.51/hour, effective October 21, 1991  
Juan Manuel Hernandez Soto - Home/School Liaison, district-wide, B21 (0), \$7.56/hour, 20 hours/week, 132 days, effective October 23, 1991  
Juan Manuel Hernandez Soto - Home/School Liaison substitute, district-wide, B21 (0), \$7.56/hour, 20 hours/week, effective October 28 through November 21 (19 days) (substitute for B. Castillo on maternity leave)

CHANGE IN CONTRACT

Pam Midthune - Home Economics, Junior High, from .714 to full-time, effective October 8, 1991

RESIGNATION

Karla Jabs - AOM Paraprofessional, Probstfield, effective October 18, 1991



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 22, 1991  
PAGE 4

LEAVE OF ABSENCE

Debra Swanson - Social Worker, effective January, 1992

Cummings moved, seconded by Hunt, to amend the original motion in relation to the leave of absence for Deb Swanson to read, contingent on a replacement being found. Motion carried 4-2; Alexander and Hastad dissenting.

The original motion carried 6-0.

FIELD TRIP-JOURNALISM STUDENTS: Alexander moved, seconded by Cox, to approve the field trip for seven (7) journalism students to attend the National Journalism Convention in Chicago, November 13-17, 1991. Motion carried 6-0.

MOORHEAD TECHNICAL COLLEGE MERGER: The Board received copies of the Northwest Minnesota Technical College Merger Study and Executive Summary. The superintendents, presidents and at least one board members of the six area technical colleges will meet November 7 to further discuss the proposed merger.

CONSENT AGENDA: As part of the consent agenda, the Board:

Migrant Education Summer School Project Resolution - Approved the resolution to submit an application for a Chapter I migrant education grant to fund the summer project.

Student Teacher Agreement - Approved the contract with the State of Minnesota-State University Board for student teacher pay, at a rate of \$8.00 per credit.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Negotiations Update - Chairperson Cummings requested board members to be prepared for the upcoming sessions by reviewing information distributed by administration.

Superintendent Vacancy Brochure - Mark Gustafson and Mary Davies are working on a brochure to announce the vacancy.

ADJOURNMENT: The meeting was adjourned at 8:40 p.m.

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Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

5-M9-B05  
MIN  
10-22-91

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, OCTOBER 22, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

Robert M. Jernberg  
Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent
- IV. APPROVAL OF AGENDA

Recommendation: Move to approve the agenda as presented.

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

- V. CONSENT AGENDA (Items: XI-B. 5-6)

\*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. COMMUNICATIONS
- VII. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

VIII. FOR YOUR INFORMATION

Appendix Z

1. Elementary Summer OBE Curriculum Development - Regelstad
2. Review Individualized Learning Plans K-2 - Regelstad
3. Enrollment Projections - Jernberg  
Explanation: Appendix Z-1 contains October, 1991, enrollment data and cohort projections for the next five (5) years. This information will be reviewed.
4. Early Childhood Family Education Videos  
Explanation: A series of videos are being produced to assist parents of preschoolers. The first video addressed entrance into kindergarten programs. It featured parents asking questions, assisting parents to set up a good learning environment at home and resources that the library has to assist in dealing with this transition. The first program aired August 22-September 19 on Moorhead Cable Access Television and is available at the public library, the ECFE office and the superintendent's office. Some kindergarten teachers are using the video for their registration and open houses.  
  
The second video in the series, "Choosing Child Care," will air from September 26-October 17.
5. Community Education Article - Appendix Z-2  
Explanation: Appendix Z-2 is an article by Mary Davies, Community Education Coordinator, which was printed in the Minnesota Community Education Scene.

IX. "WE ARE PROUD"

1. Charlie Fisher, Teacher at Moorhead High, will receive the Minnesota Chamber of Commerce Foundation Excellence in Education Award. The award recognizes Mr. Fisher's teaching excellence and will be presented November 6th in Minneapolis.
2. Moorhead Public Schools has received an award for active participation in the City of Trees Program. Eight (8) trees will be planted due to the recycling efforts of the school district.
3. Mike Hanson, a carpentry student at MTC last year, competed in the VICA Skills Olympics and placed 1st in the state competition last spring and 2nd place in the national competition during the summer.
4. The following students were winners in the Fargo-Moorhead Regional Art Show Youth Exhibit:  
  
K-3: Sarah Flom, K, Probstfield  
4-6: Kristofer Knutson, 5th, Robert Asp  
7-8: Dena Wagner, 8th grade  
Coralie Carlson, 8th grade  
9-12: Heather Tripp, 11th grade  
Nichole Grunvold, 12th grade  
Melissa Martinez, 11th grade

X. COMMITTEE/MEETING REPORTS

PER - Cummings (10/15)

Long Range Planning - Alexander, Cox, Gustafson (10/15)

Human Rights - Cox (10/16)

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

A. UNFINISHED BUSINESS

B. NEW BUSINESS

1. Consider Special Meeting (Jernberg) Appendix A

Explanation: The Board will hold a special meeting on Wednesday, November 13, 1991, at 12:00 noon in the board room. The purpose will be to discuss teacher negotiations strategies.

Recommendation: Move to approve conducting a special meeting on Wednesday, November 13, 1991, at 12:00 noon in the board room.

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

2. Consider Coaching Position Allocation Changes (Hulbert) Appendix B

Explanation: Appendix B-1 contains the athletic summary for 1990-91. Mr. Hulbert will review this with the Board. After analyzing the coaching needs for 1991-93, it is recommended to make the following changes:

1. Reduce the following positions:
  - 1 - 9th Grade Wrestling Asst. at .07% (neg rate)
  - 1 - Gymnastics Assistant at .07% (neg rate)
2. Add the following positions:
  - 1 - Tennis position (Jr. High) at .025%
  - 1 - Baseball Assistant (Sr. High) at .08%

With increased participation anticipated at the junior high level, the addition of positions may be necessary at a later date.

Recommendation: Move to approve the change in coaching position allocations as presented.

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



3. Consider Required  
Testing of Fuel  
Tank Sites

(Lacher)

Appendix C

Explanation: The Minnesota Pollution Control Agency requires testing of the soil where the fuel tanks were replaced before money is obtained from the Super Fund. Appendix C-1 is a proposal from Twin City Testing Corporation to do the necessary testing. The pricing will be the same as their successful bid for testing and monitoring of the tank removal. The work will be done on a time and materials basis.

This will be added to the existing costs incurred for complying with statutes.

Recommendation: Move to approve the proposal from Twin City Testing Inc. to complete the required testing.

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

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4. Consider Personnel

(Moyano)

Appendix D

NEW EMPLOYEES

Bonnie Brown - AOM Paraprofessional, Probstfield, B21 (0), \$7.06/hour, effective October 18, 1991  
Erna Stacy - Cook's Helper, Senior High, A11 (0), \$7.30/hour, 5.75 hrs/day, effective October 21, 1991

Donna Longie - Lunchroom Computer Operator, Voyager, \$4.75/hour, 1.5 hrs/day

Carol-Sue Andreasen - Lunchroom Computer Operator, Junior High, \$4.75/hour, 2 hrs/day, effective October 21, 1991

Judy Roff - Food Service Server, Junior High, \$4.75/hour, 2.25 hrs/day, effective September 30, 1991

Elizabeth Goetze - Student Services Secretary, MTC, B21 (3), \$7.51/hour, effective October 21, 1991

CHANGE IN CONTRACT

Pam Midthune - Home Economics, Junior High, from .714 to full-time, effective October 8, 1991

RESIGNATION

Karla Jabs - AOM Paraprofessional, Probstfield, effective October 18, 1991

LEAVE OF ABSENCE

Debra Swanson - Social Worker, effective January, 1992

Recommendation: Move to approve the personnel items as presented.

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

\*5. Consider Migrant  
Education Summer  
School Project

(Jernberg)

Appendix E

Explanation: Appendix E-1 contains a school board resolution to submit an application for a Chapter I migrant education grant. The grant would allow the operation of the migrant education summer school project during the summer of 1992.

Recommendation: Move to approve the resolution as presented.

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

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\*6. Consider Student  
Teacher Agreements

(Jernberg)

Appendix F

Explanation: The Minnesota State University System has raised the rate at which they pay cooperating teachers in Minnesota working with student teachers. Appendix F-1 contains a memo from Mary Worner, Director of Field Experiences at Moorhead State University, notifying the school district of the rate change.

Appendix F-2 is the contract changing the pay rate to \$8.00 per credit. The previous rate was \$6.00.

Recommendation: Move to approve the contract with the State of Minnesota-State University Board for student teacher pay, in the amount of \$8.00 per credit.

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

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XII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. MSBA Convention (January 9-11, 1992) - Jernberg
2. Negotiations Update - Jernberg/Lacher

## CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
MTC Merger Mtg.	Tues., Oct. 22	2:00 p.m.	MTC
School Board Mtg.	Tues., Oct. 22	6:30 p.m.	Townsite
Teacher Negotiations	Thurs., Oct. 24	4:00 p.m.	Townsite
SAC	Thurs., Oct. 24	7:00 p.m.	Townsite
Policy Review	Mon., Oct. 28	7:00 p.m.	Townsite
Community Ed. Advisory Committee	Mon., Oct. 28	7:30 p.m.	MTC
MATC Annual Mtg.	Mon., Oct. 28 - Tues., Oct. 29		St. Cloud
Halloween	Thurs., Oct. 31		
MEEP (K-6)	Fri., Nov. 1	All Day	District-wide
Election Day (no activities 6-8 p.m.)	Tues., Nov. 5		
Joint Powers	Thurs., Nov. 7	7:00 a.m.	City Hall
End of 1st Qtr.	Fri., Nov. 8		
Activities Council	Tues., Nov. 12	7:00 a.m.	Townsite
School Board Mtg.	Tues., Nov. 12	6:30 p.m.	Townsite
Teacher Negotiations	Wed., Nov. 13	4:00 p.m.	Townsite
Parent/Teacher Conferences (K-only)	Fri., Nov. 22		District-wide
Parent/Teacher Conferences	Mon., Nov. 25 (K-day; K-12-eve) Tues., Nov. 26 (K-12 all day)		District-wide
Teacher Comp. Day (no classes)	Wed., Nov. 27		District-wide
Thanksgiving Break (no classes)	Thurs., Nov. 28 Fri., Nov. 29		

## XIII. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, November 12, 1991 - 6:30 p.m.  
Board Room - Townsite Centre

2/14/91 SUM91.WKS

P55

YEAR.....1990-91

ATHLETIC SUMMARY

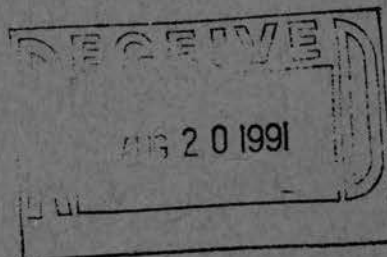
COST PER

SPORT	ND OF COACHES	ND OF PARTIC	PARTIC PER COACH	SALARIES	OFFICIALS COST	SUPPLIES	TRANS	TRAVEL EXPENSE	MISC	TOUR EXPENSE	EQUIP	TOT COST	INCOME	TOTAL	PARTIC LESS INC
BASEBALL	2.00	38.00	19.00	5745.60	1394.00	1230.05	2384.20	200.00	157.25	-1567.29		9543.81	819.40	8724.41	229.59
BASK B SR	5.00	57.00	11.40	11920.14	3603.60	1415.65	3188.66	302.32	100.00	234.92		20765.29	7688.81	13076.48	229.41
BASK B JR	8.00	97.00	12.13	10577.25	1000.00	-24.60	1093.32	0.00	0.00	0.00	777.00	13422.97		13422.97	138.38
BASK G SR	5.00	59.00	11.80	12540.48	2212.50	990.37	4683.14	297.55	0.00	904.00		21628.04		21628.04	366.58
BASK G JR	6.00	99.00	16.50	7509.30	750.00	0.00	1003.04	0.00	0.00	0.00		9262.34		9262.34	93.56
CHEERLEAD	2.00	45.00	22.50	4108.77	0.00	974.43	340.00	0.00	0.00	334.35		5757.55		5757.55	127.95
CR C B SR	1.00	6.00	6.00	2069.08	0.00	45.00	1094.12	0.00	84.00	-77.50		3214.70		3214.70	535.78
CR C B JR	1.00	12.00	12.00	2002.92	0.00	0.00	1094.12	0.00	84.00	42.50		3223.54		3223.54	268.63
DANCELINE	1.00	20.00	20.00	2128.77	0.00	1099.15		117.30	65.00	0.00		3410.22		3410.22	170.51
FB SR	10.00	150.00	15.00	23982.23	2315.00	4982.03	10550.55	625.15	6.00	772.50	7800.00	51033.46	7075.00	43958.46	293.06
FB JR	6.00	108.00	18.00	8001.40	400.00	0.00	449.20	0.00	0.00	0.00		8850.60		8850.60	81.95
GOLF B SR	1.50	22.00	14.67	4468.80	0.00	588.03	1381.00	0.00	87.00	62.76		6587.59		6587.59	299.44
GOLF B JR	2.00	52.00	26.00	1451.33	0.00	0.00	1025.00	0.00	0.00	0.00		2476.33		2476.33	47.62
GOLF G SR	1.50	11.00	7.33	4468.80	0.00	552.80	1008.50	36.52	96.35	42.10		6205.07		6205.07	564.10
GOLF G JR	2.00	18.00	9.00	1451.33	0.00	0.00	1025.00	0.00	0.00	0.00		2476.33		2476.33	137.57
GYM SR	3.00	7.00	2.33	5938.11	988.39	327.80	827.41	35.00	80.75	181.96	7397.84	15777.26		15777.26	2253.89
GYM JR	2.00	7.00	3.50	2117.30	0.00	0.00		0.00	0.00	0.00		2117.30		2117.30	302.47
HOCKEY	4.00	50.00	12.50	10211.61	3187.50	6207.76	4287.76	258.08	0.00	21.42	860.00	25034.15	10468.41	14565.74	291.31
SOCCER B	2.00	21.00	10.50	4141.84	793.00	846.49	2142.63	0.00	0.00	0.00		7923.96		7923.96	377.33
SOCCER G	2.00	29.00	14.50	4290.60	560.00	1000.00	3652.63	400.38	100.00	0.00		10003.61		10003.61	344.95
SOFTBALL	2.00	33.00	16.50	4985.00	150.00	645.98	3930.87	186.00	407.33	600.68		10905.86		10905.86	330.48
SWIM B	2.00	17.00	8.50	3811.14	339.00	157.63	2480.39	99.00	157.50	575.38		7620.04		7620.04	448.24
SWIM G	2.00	31.00	15.50	4885.84	345.00	278.87	2817.13	0.00	121.48	936.00		9384.32		9384.32	302.72
TEN B SR	2.00	30.00	15.00	3716.51	0.00	111.91	1248.70	0.00	0.00	25.00		5102.12		5102.12	170.07
TEN B JR	2.00	38.00	19.00	1472.00	0.00	0.00	690.00	0.00	0.00	0.00		2162.00		2162.00	56.89
TEN G SR	1.00	13.00	13.00	2156.80	0.00	286.36	1716.57	0.00	0.00	487.36		4647.09		4647.09	357.47
TEN G JR	2.00	56.00	28.00	1472.00	0.00	0.00	690.00	0.00	0.00	0.00		2162.00		2162.00	38.61
TR B SR	6.00	52.00	8.67	12247.34	909.96	2584.58	3701.74	372.19	373.38	741.89		20931.08		20931.08	402.52
TR B JR	3.00	43.00	14.33	4457.30	0.00	0.00	159.70	0.00	0.00	0.00		4617.00		4617.00	107.37
TR G SR	6.00	33.00	5.50	11685.17	0.00	937.00	2186.03	305.70	264.00	236.82		15614.72		15614.72	473.17
TR G JR	3.00	45.00	15.00	4250.65	0.00	0.00	159.70	0.00	0.00	0.00		4410.35		4410.35	98.01
VB SR	6.00	81.00	13.50	12034.57	1672.00	1032.68	4261.87	557.76	280.00	1969.22		21808.10	4512.45	17295.65	213.53
VB JR	8.00	204.00	25.50	9130.60	420.00	0.00	1157.31	0.00	0.00	0.00		10707.91		10707.91	52.49
WR SR	5.00	45.00	9.00	10174.26	478.00	262.66	3182.54	0.00	433.05	666.15		15196.66	928.10	14268.56	317.08
WR JR	3.00	44.00	14.67	4788.00	356.00	368.50	447.94	0.00	0.00	0.00	1100.00	7060.44		7060.44	160.46
ADM EXP						6408.98		601.50	11687.23			18697.71		18697.71	
EX CUSTOD					2465.88							2465.88		2465.88	
EM BENFIT												0.00		0.00	
PHY THER					214.50							214.50		214.50	
RENTAL											2109.40	2109.40		2109.40	
TELEPHONE												0.00		0.00	
SEASONTKT												0.00	6280.00	-6280.00	
AC FEE JR												0.00	7350.00	-7350.00	
AC FEE SR												0.00	10420.00	-10420.00	
ELEM ATH	14.00			35965.76		340.00						36305.76		36305.76	
TOTALS		1673.00		220392.84	21873.95	26901.13	70060.79	3792.95	2897.09	7190.22	17934.84	371043.81	34492.17	375294.89	224.32



**twin city testing  
corporation**2105 SEVENTH AVENUE NORTH  
FARGO, ND 58102-3293  
PHONE 701/235-4256

August 15, 1991

Moorhead Public Schools  
810 4th Ave. South  
Moorhead, Minnesota 56560

Attn: Mr. Kaste

Subj: Cost Estimate/Proposal  
Preliminary Contamination Assessment  
Maintenance Shop  
Junior High School  
Edison School  
Probstfield School  
Senior High School  
Washington School  
Moorhead, Minnesota

### 1.0 Introduction

Twin City Testing Corporation (TCT) is pleased to provide you with a proposal for additional work at the above referenced sites. It is our understanding that these sites consists of hydrocarbon contaminated soils and groundwater derived from losses of petroleum hydrocarbon products from the operation of under ground storage tank systems. The purpose of this proposal will be to further evaluate the extent of hydrocarbon contaminated soils and groundwater associated with the above referenced sites as required by the Minnesota Pollution Control Agency (MPCA).

The scope of services we propose to perform is included in Section 2.0 of this proposal. To avoid confusion and enhance simplicity, a similar work scope has been proposed for each site. Similar site characteristics and hydrocarbon products involved make this, in our opinion, a viable option for cost estimating. The scope of work consists of, in our opinion, a minimum scope of work based on data obtained and reviewed to date from excavation activities. Section 3.0 represents a short discussion of the methodology we will use to perform the services provided. Section 4.0 includes a cost estimate and Section 6.0 discusses a schedule for completing the work.

We appreciate the opportunity for submitting this proposal and look forward to working with you on your project.

## 2.0 Scope of Work

The scope of work we propose to perform at each site consists of the following items:

1. assisting in obtaining right of entry for off site access;
2. acting as a liaison between our client and the Minnesota Pollution Control Agency (MPCA);
3. advancing four to twelve hollow stem auger (HSA) soil borings to depths of up to twenty feet below grade;
4. screening soil samples recovered from the borings for the presence and concentration of organic vapors as indications of hydrocarbon contamination;
5. collecting select soil samples from the borings for chemical analysis to determine the presence and concentration of benzene, ethylbenzene, toluene, xylene (BETX), total hydrocarbons as fuel oil (THC-FO), and lead. Total hydrocarbons as gasoline (THC-G) will be required at the Maintenance Shop site;
6. installing four to seven monitoring wells;
7. develop the monitoring wells;
8. obtain groundwater elevation data from all of the monitoring wells;
9. collecting groundwater samples from the monitoring wells and analyzing the samples for the presence and concentration of BETX, volatile organic compounds from the MN DOH 465C volatile list, and THC-FO. THC-G will be required at the Maintenance Shop site; and
10. preparing a report for each site which will include our data, our opinions and recommendations, and a proposed "Corrective Action Design" section, based on that data.

### 3.0 Methodologies

#### 3.1 Contamination Reduction and Soil Sampling

The drill rig and tools will be steam cleaned prior to mobilization and between each boring. The wash water will be disposed of through run off to the sewer and evaporation. Cuttings will be thin-spread on site.

The split barrel sampler will be washed with a trisodium phosphate solution and rinsed in potable water prior to collecting each sample. Wash and rinse water shall be disposed of on site through infiltration.

Soil sampling will be done in accordance with ASTM: D 1586-84. Using this procedure, a 2" O.D. split barrel sampler is driven into the soil by a 140 lb weight falling 30 inches. After an initial set of 6", the number of blows required to drive the sampler an additional 12" is known as the penetration resistance or N value. The N value is an index of the relative density of cohesionless soils and the consistency of cohesive soils.

Soil sampling may be done alternatively using a 3" O. D. split barrel sampler. The 5 foot sample barrel fits within the lead auger of the hollow auger column, extending 6 inches in front of the auger head, providing a continuous sample.

#### 3.2 Classification

As the samples will be obtained in the field, they will be visually and manually classified by the crew chief in accordance with ASTM: D 2487-84 and ASTM: D 2488. Representative portions of the samples will then be returned to the laboratory for further examination and for verification of the field classification. Logs of the borings indicating the depth and identification of the various strata, the N value, water level information and pertinent information regarding the method of maintaining and advancing the drill holes will be attached. Charts illustrating the soil classification procedures, the descriptive terminology and symbols used on the boring logs will also be attached.

#### 3.3 Soil Screening

The soil samples will be screened for the presence of organic vapors as indications of hydrocarbon contamination using an hNu Model 101 Photoionization Detector (PID) equipped with a 10.2 eV lamp. This instrument provides readings in hNu units which are parts per million equivalents of the calibration gas. The lower detectable limit is approximately 1 part per million.



The soil samples shall be collected in clean, glass jars and taken to a well ventilated area. The samples will be allowed to equilibrate to room temperature. The foil seal on the soil jars will then be probed, by the PID probe and the reading will be obtained.

### 3.4 Monitoring Well Installation and Development

Monitoring well construction and installation details shall be provided on the "Installation of Monitoring Well" data sheets, attached.

The site monitoring wells will be developed using teflon bailers until temperature, pH and conductivity stabilized and sediment-free water are produced.

### 3.5 Surveying

Grade elevations of borings will be surveyed to the nearest 0.1 foot and the top-of-riser elevations of wells as well as surface water locations will be surveyed to the nearest 0.01 foot. Elevations shall be tied in to a permanent local benchmark set equal to 100.00 feet. Horizontal locations shall be measured to the nearest 2 feet.

### 3.6 Water Level

All ground water level measurements shall be obtained by using an electronic measuring device which indicates when a probe is in contact with the ground water in the well. Measurements shall be obtained by lowering the device into the well until it is indicated that the water surface has been encountered and by measuring the distance from the top of the riser pipe to the probe. All measurements shall be reported to the nearest 0.01'; however, the manufacturer's reported accuracy for the instrument is 0.04'.

### 3.7 Water Quality Sampling and Chain of Custody

Samples will be collected using laboratory cleaned bottom-loading teflon bailers. Separate bailers were used for each well.

Upon completion of a sample, a chain of custody log shall be initiated. The chain of custody record will include the following information: project, work order number, shipped by, shipped to, sampling point, location, field ID number, date and time taken, sample type, number of containers, analysis required, sampler(s) signature(s), etc. As few people as possible will be involved with handling the samples.



The chain of custody records will be shipped with the samples to the laboratory. Upon arrival at the laboratory, the samples will be checked in and signed over to the appropriate laboratory personnel. A copy of the chain of custody shall be turned over to the project manager. Upon completion of the laboratory analysis, the completed chain of custody record will be returned to the project manager.

### 3.8 Analytical Procedures

#### Selected Volatiles

Gasoline concentrations will be determined using methods similar to EPA Method 8020 with a Tekmar Liquid Sample Concentrator on an HP5890A gas chromatograph equipped with a flame ionization detector. Compounds will be identified by column retention time and quantified by peak area comparisons to those of known standards using a VG Laboratory data system.

#### Lead - Soil Samples

Lead content will be determined based on EPA Test Methods for Evaluating Solid Wastes, SW-846, Method 7420.

#### Lead - Water Samples

Lead content will be determined based on EPA Methods for Chemical Analysis of Water and Wastes, EPA-600/4-79-020, March 1983, Method 239.1

#### Volatile Organic Compounds

Volatile organic compounds will be determined using a Tekmar LSC-2000 Liquid Sample Concentrator linked to an HP5890A gas chromatograph with a Hall electroconductivity detector and a photoionization detector in series. Compounds will be identified by column retention time and quantified by peak area comparisons with known standards using a VG Laboratory data system.

### 3.9 Quality Assurance/Quality Control

In addition to the above mentioned practices, sampling QA/QC includes obtaining trip blanks and bailer blanks. One trip blank will be taken for each groundwater sampling event. One bailer blank will be taken for each sampling event. The blanks will be analyzed for the same

parameters as the groundwater samples. QA/QC manuals are available at TCT offices for your review.

### 3.10 Reporting

We will prepare reports that will 1) present and summarize the results of the field work, including site location and site maps, 2) give our opinion as to the presence of contamination and the necessity for additional work, and 3) recommend the scope of additional work if it is deemed necessary.

### 3.11 Staffing

We anticipate that Mr. Terry Johnson will continue to be the Project Manager for this project. The project manager will be assisted by the balance of the Fargo staff and, as necessary the staff of the St. Paul office.

## 4.0 Cost Estimate

The scope of work listed in this proposal will be performed and compensated for based on our 1991 Fee Schedule and "General Conditions". A copy of the "General Conditions" is attached. An estimated cost breakdown for each site is shown below.

Drilling services & well installation	\$2,278.00	to	\$4,313.00
Materials	\$2,792.50	to	\$5,957.00
Environmental Scientist	\$1,008.00	to	\$1,260.00
Environmental equipment	\$ 295.00	to	\$330.00
Chemical Analyses	\$3,168.00	to	\$6,337.00
Project Management & Reporting	\$3,181.00	to	\$3,412.00
	<hr/>		
	\$12,722.50	to	\$21,609.00

If conditions at the site require that TCT provide services beyond the scope of this proposal or in excess of the above estimates, the additional services will require additional approval and will be charged according to the 1991 Fee Schedule. Snow removal costs that may be needed are not included in this cost estimate.

If accepted within 30 days of the issue date, the above cost estimate for the proposed scope of work will apply. If the proposal is not accepted within 30 days of the issue date, the above cost estimate is subject to change.

### **5.0 Authorization**

We will not begin work on this project without written authorization. Authorization can be initiated by signing *both* copies of this proposal. *Both* copies should then be returned for TCT's signature. One original signed copy of this proposal will be returned to you. By signing this proposal, you are indicating that you are financially responsible for payment of all TCT invoicing associated with the performance of the above scope of work.

### **6.0 Schedule**

We will mobilize to the site for the purpose of drilling within ten working days following authorization. We will notify you verbally of field and chemistry results as they become available.

We anticipate the issuance of a written laboratory report within fifteen working days of sampling. A final report will be issued within thirty working days of the laboratory report.

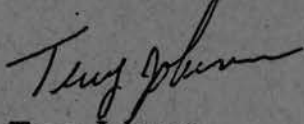
### **7.0 Remarks**

Our efforts will be directed at performing the work and accomplishing the objectives defined within the estimated cost and schedule proposed. The estimated cost and schedule are based on our judgement of the requirements known at the time of the proposal. The successful completion within cost and schedule limits can be influenced - favorably or adversely - by changes in work scope and schedules as indicated by your needs and presently unforeseen circumstances. We will notify you in advance if scheduled costs are expected to exceed the estimate. In such events, you may wish to 1) authorize additional funds to complete the work as originally defined, 2) re-define the scope of work in order to fit the remaining funds, or 3) request that work be stopped at a specific expenditure level. If option 3 is chosen, we will turn over such data and results, and materials completed at the authorized level without further obligation or liability by either party except for payment for work performed.



We appreciate the opportunity of submitting this proposal and look forward to working with you. If you have any questions concerning this proposal please call us at 701-235-4256.

TWIN CITY TESTING CORPORATION



Terry Johnson  
Environmental Engineer

TLJ:kf

ACCEPTED:

Client: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Typed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company: \_\_\_\_\_

Date: \_\_\_\_\_

Project Manager: Terry L. Johnson, E.I.T

Authorized Signature: \_\_\_\_\_

Branch Manager: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Company: Twin City Testing Corporation

Date: \_\_\_\_\_



**SECTION 1: PROJECT INFORMATION**

1.1 Client will make available for TCT's review all known information regarding existing and proposed conditions or requirements which affect the service(s) to be performed including, but not limited to, information Client knows, assumes or may suspect on hazardous or potentially hazardous substances. Client will immediately transmit to TCT any new information which becomes available to it, its contractors, agents or subcontractors.

1.2 Client agrees to render reasonable assistance as requested by TCT so the performance of the service(s) may proceed without delay or interference and, when required by TCT, to provide a representative to answer questions about the project. If the service(s) to be performed require the presence of TCT personnel on site, Client will provide a representative at the site to supervise or coordinate the project, when required by TCT, upon 24 hours notice. Upon request of TCT Client agrees to provide suitable work space.

1.3 TCT will not be liable for any advice, judgment, or decision based on any inaccurate information furnished by Client or others engaged by or for Client, and Client will indemnify TCT against liability arising out of or contributed to by such information.

**SECTION 2: SITE LOCATION/ACCESS/PERMITS AND APPROVALS/UTILITIES**

If the services to be performed require TCT personnel on site, the following provisions are applicable:

2.1 Client will indicate to TCT the property lines and be responsible for accuracy of markers.

2.2 Client will provide right-of-entry for TCT personnel and equipment.

2.3 TCT will assist Client in applying for and obtaining permits and approvals normally required by law; however, ultimate responsibility for obtaining the permits and approvals remains on Client.

2.4 While TCT will take reasonable precautions to minimize any damage to property, it is understood that in the normal course of the service(s) some damage may occur. The correction of any damage is the responsibility of Client, or at TCT's option, the damage may be corrected by TCT and billed at cost plus 25% to Client.

2.5 Client will be responsible for locating all subterranean structures or utilities. In performing the service(s), TCT will take reasonable precautions to avoid damage or injury to subterranean structures or utilities identified and located by Client.

2.6 Client will indemnify and hold TCT harmless, except to the extent TCT is found to be at fault, for any damages, including but not limited to clean-up costs, repairs, and replacement, claimed by any one, or a result of damage to subterranean structures or utilities which are not called to TCT's attention or not correctly shown on the plans or other information furnished. Any damage may, at TCT's option, be repaired by TCT and billed at cost plus 25% to Client.

2.7 Bore holes may be backfilled with on-site materials. Some settlement of these materials can be expected to occur. Refilling may be necessary to avoid an unsafe condition. This refilling is the sole and complete responsibility of Client and is not the responsibility of TCT.

**SECTION 3: SAMPLES**

Test samples or specimens may be consumed or substantially altered during testing. TCT, at its sole discretion, may dispose of any remaining residue, samples or specimens immediately upon completion of tests as follows:

3.1 **NONHAZARDOUS:** TCT may retain nonhazardous samples and/or residue for a maximum of thirty (30) days after submission of TCT report. At TCT's option, or upon request by Client in writing, such samples will be shipped, at Client's expense, to destination selected; or TCT can store them for an agreed storage charge and time period. Client agrees that Client will not hold TCT responsible or liable for any loss or damage of test specimens or samples retained in storage.

3.2 **HAZARDOUS/POTENTIALLY HAZARDOUS:** Client is responsible for all hazardous or potentially hazardous materials/substances which are present on a project site and/or submitted to TCT. Samples submitted, retrieved, encountered or determined as containing any hazardous or potentially hazardous materials/substances will remain the property of the Client who will be solely and completely responsible for their proper disposal. After completion of testing, and at Client's sole expense, TCT may elect to (i) return such samples and/or residue to Client or the project site or; (ii) TCT will have such samples and/or residue transported to a location selected by Client for final disposal or; (iii) TCT may dispose of the samples. CLIENT AGREES TO PAY ALL COSTS PLUS A HANDLING CHARGE ASSOCIATED WITH THE STORAGE, TRANSPORT AND DISPOSAL OF SAMPLES AND/OR RESIDUE. Client further agrees to furnish, at TCT's request, a manifest under Client's generator number and signed by Client as generator.

**SECTION 4: FEE PAYMENT**

4.1 TCT will submit invoices to Client monthly, and a final invoice upon completion of services. Invoices will show charges based on current TCT Fee Schedule or other agreed upon basis.

4.2 Payment is due upon receipt of invoice. Client agrees to pay interest on unpaid invoice balances at a rate of 1.5% per month or the maximum allowed by law, beginning thirty (30) days after invoice date.

4.3 Client will notify TCT, in writing, within fifteen (15) days from the invoice date, of any alleged errors, questions or disagreements with the invoice; unless so notified invoices are deemed correct. Client is responsible for payment of all amounts not in dispute. TCT and Client will diligently pursue resolution of any items Client alleges to be incorrect.

**SECTION 5: OWNERSHIP OF DOCUMENTS AND USE OF TCT REPORT**

5.1 All documents prepared by TCT as instruments of services will remain the property of TCT.

5.2 Client agrees that all reports and/or other items furnished to Client or its agents, which are not paid for, will be returned upon demand and will not be used by Client for any purpose whatsoever.

5.3 Unless otherwise agreed, TCT will retain all pertinent records concerning services performed for a period of two (2) years after the report is sent; during that time, the records will be made available to Client during TCT's normal business hours and subject to a reasonable charge.

5.4 Except as may otherwise be provided in an attached Proposal or in any Addendum to General Conditions, Client may use the TCT report in its entirety and may make copies of the entire report available to others. Client shall not make disclosure to others of any portions of a report constituting less than the entire report. The report and any related documents will not be and are not intended or represented to be suitable for reuse by Client or others for extensions of the project or for any other project or purpose. TCT is not responsible for the interpretation by others of the information developed.

5.5 The report and any related documents are not to be used for any marketing or advertising purposes without the express prior written consent and approval of TCT.

**SECTION 6: DISPUTES**

6.1 Client will pay all reasonable collection or litigation expenses including attorney fees TCT incurs in collecting any delinquent amount Client owes under this Agreement. In addition, Client shall pay interest at the rate of 1.5% per month, or the maximum allowed by law, on any past due balances.

6.2 If the Client institutes a claim against TCT, at law or otherwise, which is dismissed, or which Client fails to prove, or judgment is substantially in favor of or rendered for TCT, Client will pay TCT for all costs of defense, including attorney fees, expert witness fees and court costs. In addition Client shall pay interest at the rate of 1.5% per month, or the maximum allowed by law, on any past due balances.

**SECTION 7: PROFESSIONAL STANDARD AND WARRANTY**

7.1 TCT services will be performed with that level of care and skill ordinarily exercised by members of the profession currently practicing under similar conditions including, but not limited to, time and budgetary constraints. No other warranty, express or implied, is made, except as may be specifically otherwise noted in this Agreement.

7.2 If any failure to meet this standard appears within one (1) year from completion of the services, TCT will reperform the services at its own expense. This is the sole obligation of TCT and the sole remedy of Client.

7.3 Client recognizes that subsurface or inaccessible area conditions may vary from those actually encountered in borings, surveys, samplings or explorations and that information and recommendations developed by TCT are based solely on the information available to TCT. Client further recognizes that even a more comprehensive sampling and testing program performed in accordance with a professional standard of care may fail to detect certain conditions because they are hidden. Client also recognizes that environmental, geologic and geotechnical conditions that actually exist between sampling points may differ significantly from those that TCT may characterize to exist based on the sampling. TCT is available to explain to Client how the risk of such differences may be reduced, but not eliminated, by an expanded scope of services so that Client may determine if it wishes to modify the scope of services based on Client's risk preferences and other considerations.

**SECTION 8: INDEMNIFICATION AND LIMITATION OF LIABILITY**

8.1 Client agrees, except to the extent TCT is found to be at fault, to assume entire responsibility and liability for all damages or injury to all persons, whether employees of Client or otherwise, and to all property, arising out of, resulting from or in any manner connected with, the execution of the service(s) provided for in this Agreement or occurring or resulting from the use by Client, TCT's agents, employees or contractors, of materials, equipment, reports from TCT, or other documents or other property, whether the same be owned by TCT, Client or third parties. Client further agrees, except to the extent TCT is found to be at fault, to indemnify, defend and save harmless TCT, its agents and employees from all such claims plus legal fees and disbursements paid or incurred to enforce the provisions of this paragraph. Client further agrees to obtain, maintain and pay for such insurance coverage as will insure the provisions of this paragraph.

8.2 If Section 7.2 does not apply, Client hereby agrees that to the fullest extent permitted by law, TCT's total liability to Client for any and all injuries, claims, losses, expenses, or damages whatsoever, arising out of or in any way related to the project or this Agreement, from any cause or causes, including but not limited to, Client's negligence, errors, omissions, strict liability, breach of contract, or breach of warranty, shall not exceed the total compensation received by TCT under this Agreement.

8.3 In no event, whether based on contract, indemnity, warranty, tort (including negligence), strict liability or otherwise shall TCT, its employees, or suppliers be liable for special, incidental, exemplary or consequential damages, including, but not limited to, loss of profits or revenues, loss of use of any property, cost of capital, cost of substitute equipment, facilities or services, downtime costs, or claims of customers, tenants, lessees, or invitees of Client for such damages. The Client, to the maximum extent permitted by law, indemnifies TCT against any such claims from Clients customers, tenants, lessees, or invitees including claims based on alleged negligence, strict liability, or breach of contract by TCT. If the Client is furnishing TCT's services to a third party by contract, the Client shall obtain from such third party a provision affording TCT and TCT's suppliers the protection of this and the preceding paragraph.

8.4 All legal actions, except for Clients non-payment of TCT invoices, by either party against the other for breach of this Agreement or any addendum to it, or failure to perform in accordance with the applicable standard of care, or that are essentially based upon such breach or such failure, shall be barred after two years have passed from the time the claimant knew or should have known of its claim, and under no circumstances shall be initiated after four years have passed from the date on which TCT substantially completes its services or from the date which TCT's services are terminated, whichever is earlier.

8.5 TCT will not be responsible for any loss or liability arising from negligence by Client, Client's employees or agents. Further, TCT will not be responsible for acts, omissions or the failure of any parties involved in the design or of any contractor or subcontractor on the Project to perform and/or comply in accordance with recommendations contained in any correspondence or verbal recommendations issued by TCT.

**SECTION 9: INSURANCE**

9.1 TCT will carry workers compensation insurance and public liability and property damage insurance policies which TCT considers adequate. Certificates of insurance will be provided to Client upon request.

**SECTION 10: TERMINATION**

10.1 This Agreement may be terminated by either party upon seven (7) days written notice if there is substantial failure by the other party to perform. Termination will not be effective if substantial failure is remedied before expiration of the seven (7) days. Upon termination, TCT will be paid for services performed to the date of termination, plus reasonable termination expenses and subject to Section 3.

10.2 In the event Client fails to pay TCT within sixty (60) days following invoice date, TCT may consider the default a substantial failure to perform this Agreement and all duties and liabilities of TCT under this Agreement terminated.

10.3 If this Agreement is terminated prior to completion of all reports contemplated by this Agreement, or suspended for more than three (3) months, TCT may complete analyses and records as are necessary to complete its files and may also complete a report on the services performed. Termination or suspension expenses will include direct costs of completing analyses, records, reports, and sample dispersal. In the event of a suspension of work under this Agreement, TCT reserves the right to adjust its fees to the TCT Fee Schedule in effect on the date work is resumed.

**SECTION 11: ASSIGNS AND THIRD-PARTY BENEFICIARIES**

11.1 Neither party may assign duties or interest under this Agreement without the written consent of the other party.

11.2 This Agreement gives no rights or benefits to anyone other than the Client and TCT and this Agreement has no third-party beneficiaries.

**SECTION 12: AMENDMENTS**

12.1 This Agreement may be amended only by a written amendment signed by both Client and TCT.

**SECTION 13: DELAYS AND UNFORESEEN OCCURRENCES**

13.1 If TCT is delayed in performance due to circumstances beyond its control including, but not limited to, strike, fire, riot, act of God, governmental action, action of a third party, or action or inaction of Client, the time for performance shall be extended by a period equal to the time lost by reason of the delay. If the delay is caused by Client, TCT will be entitled to payment for its reasonable additional charges due to the delay.

13.2 If, during the performance of services, any unforeseen hazardous substances or constituents or other unforeseen conditions or occurrences, are encountered which, in TCT's sole judgement, may significantly affect the services, the risk involved in providing the services, or the scope of services, TCT will agree with Client to modify the scope of services and provide an estimate of additional charges to include provision for the previously unforeseen circumstances, such revision to be in writing and signed by the parties for incorporation herein; or TCT will terminate the services effective on the date specified by TCT in writing in which event Client shall pay TCT for services performed to the date of termination, plus reasonable termination expenses.

**SECTION 14: MANAGEMENT AND SAFETY RESPONSIBILITY**

14.1 Client or Client's designated contractor, shall have sole and complete responsibility for project site safety conditions during the course of construction or other activities including safety of all persons and property, continuously and not limited to normal working hours. TCT will be responsible for its own and its employees safety on the project site, but this shall not be construed to relieve Client or Client's designated contractor from the responsibility for maintaining a safe site.

14.2 TCT will perform professional services in accordance with custom and practice within the locality and in no instance shall be construed, deemed, assumed, or implied to be responsible for or have constructive control of (i) the methods or performance of the work, or any services other than those specifically provided by TCT per this Agreement, or (ii) superintendence, or (iii) sequencing of construction, or (iv) safety in, on or about the project site.

14.3 In the event any third party brings suit or claim for damages against TCT alleging exposure to or damage from materials, elements or constituents at or from Client's project site before, during or after services are performed by TCT or any of its agents or its subcontractors pursuant to this Agreement, which is alleged to have resulted in or caused disease or any adverse health condition to any third party or resulted in costs for remedial action, clean-up, uninhabitability of the property, or other property damage then: Client agrees at its cost to defend TCT in any such suit or claim and pay on TCT's behalf any judgment entered against TCT, including any interest thereon. Client shall have the right to investigate, negotiate and settle, with TCT's concurrence, any such suit or claim, and TCT will cooperate in the defense of any suit or claim.

14.4 TCT may report, but will not be responsible for reporting, to any federal, state, or local public agencies any conditions at the site that may present potential dangers to public health, safety or the environment. Client agrees to notify the appropriate federal, state, or local public agencies as required by law or otherwise to disclose, in a timely manner, any information that may be necessary to prevent any danger to health, safety, or the environment. In connection with any hazardous or potentially hazardous waste, Client agrees to the maximum extent permitted by law to defend, hold harmless and indemnify TCT from and against any and all claims and liabilities resulting from (i) Client's violation of any federal, state or local statute, regulation or ordinance relating to the disposal or handling of hazardous substances or constituents; (ii) Client's failure to disclose presence of such hazardous substances or constituents; (iii) changed conditions or hazardous substances or constituents introduced at the site by Client or third party before or after the completion of TCT's services herein; (iv) Client's undertaking of or arrangement for the handling, removal, treatment, storage, transportation or disposal of hazardous substances or constituents found or identified at the site; (v) allegations that TCT is a handler, generator, operator, transporter, transporter, or disposer under the Resource Conservation and Recovery Act of 1976 as amended, Comprehensive Environmental Response Compensation and Liability Act, or similar federal, state or local regulation, ordinance or law.

The foregoing indemnity provision extends to any claims, causes of action or liability which may be asserted against TCT or which may arise out of any alleged contamination of any aquifer as a result of contamination of certain subsurface areas, as for example when a probe, boring device or well device moves through a contaminated area, linking it to an aquifer, underground stream, or other hydrous body not previously contaminated which allegedly results in the spreading of hazardous substances, materials or wastes to any other areas or hydrous bodies.

**SECTION 15: SEVERABILITY**

15.1 If any element of this Agreement is held to be unenforceable all remaining provisions shall continue in force.

**SECTION 16: SURVIVAL**

16.1 The obligations under sections 1.3; 2.7; 3; 4; 5; 6; 8; 9; and 14 shall survive the completion of the services hereunder and/or the termination of this AGREEMENT, subject to the provisions of Section 10.2.

**SECTION 17: ENTIRE AGREEMENT**

17.1 This contract represents the entire Agreement between the parties and supersedes all prior representations or agreements.

RESOLUTION  
OFINDEPENDENT SCHOOL DISTRICT NO. 152  
Moorhead, Minnesota

WHEREAS, in recognition of the special educational needs of children of migratory farm workers, the Congress of the United States has declared it to be the Policy of the United States to provide funds to State Departments of Education for the purpose of providing special educational programs designed to meet the special educational needs of the children of migratory farm workers, and

WHEREAS, School District #152 at Moorhead, Minnesota, is located in an area of the state in which large numbers of migratory farm workers are employed on a seasonal basis, and

WHEREAS, the District is being requested by the State Department of Education to cooperate in an effort to provide an educational program for the children of migratory farm workers designed to meet their special educational needs during their residence in the area;

BE IT THEREFORE RESOLVED, that the District shall submit an applications for a Chapter I Migrant Education grant to operate a Migrant Education project during the summer of 1992. The state Department of Education is requested to coordinate this application process with James Nigg who is hereby designated the district contact person for the 1992 Migrant Education summer project.

IT IS UNDERSTOOD, that coordinated with the Chapter I Migrant Education project, day care and Head Start services will be provided directly by Tri-Valley Opportunity Council, Inc. to the preschool aged children of migratory workers. While the District is not the fiscal host for these preschool services, the District will cooperate in the operation of this preschool component of the Migrant Project, thereby assisting in the provision of comprehensive services to migrant children.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Chairperson  
Title

\_\_\_\_\_  
October 22, 1991  
Date

**OFFICE MEMORANDUM**

**MOORHEAD STATE UNIVERSITY**

**Field Experiences**

**PHONE:** 236-2254  
**DATE:** October 7, 1991  
**TO:** Contracted Schools  
**FROM:** Mary Worner, Director  
Field Experiences  
**RE:** Contract Change

The Minnesota State University System has raised the rate at which we pay cooperating teachers in Minnesota for working with student teachers. The new rate is \$8.00 per credit and it is in effect as of this fall quarter.

Please sign and date all five (5) copies of the contract to formalize the change and return the contract to me.

lms



STA

5963

STATE OF MINNESOTA  
STATE UNIVERSITY BOARD  
STUDENT TEACHER AGREEMENT

Independent School District No. 152 of Clay County, Moorhead,  
Minnesota, agrees with the State of Minnesota, acting through the  
State University Board as follows:

Beginning September 5, 1991, Moorhead State University agrees to pay  
at a rate, not to exceed \$ 8.00 per quarter credit for each student  
teacher placed in the above named school district. (Rate subject to  
change should financial exigency warrant such action.)

The school district agrees to supply to the student teacher  
opportunity to work in a teaching-learning situation cooperatively  
with a teacher certified at standards equal or superior to the  
regulations of the State of Minnesota during the student teaching  
assignment.

Independent School District No. 152  
of Clay County, Minnesota

by \_\_\_\_\_

(Chairman)

\_\_\_\_\_  
(Clerk)

DATE \_\_\_\_\_

APPROVED:

STATE UNIVERSITY BOARD

\_\_\_\_\_  
(Chancellor)

Recommended for approval

Moorhead State University

by \_\_\_\_\_

(President)



1990 CENSUS INFORMATION  
Clay County

<u>AGE</u>	<u>Persons</u>
0 yrs.	630
1-2 yrs.	1442
3-4 yrs.	1469
5-6 yrs.	1465
*7-9 yrs.	2295
10-11 yrs.	1471
12-13 yrs.	1372
14-15 yrs.	1285
16-17 yrs.	1196

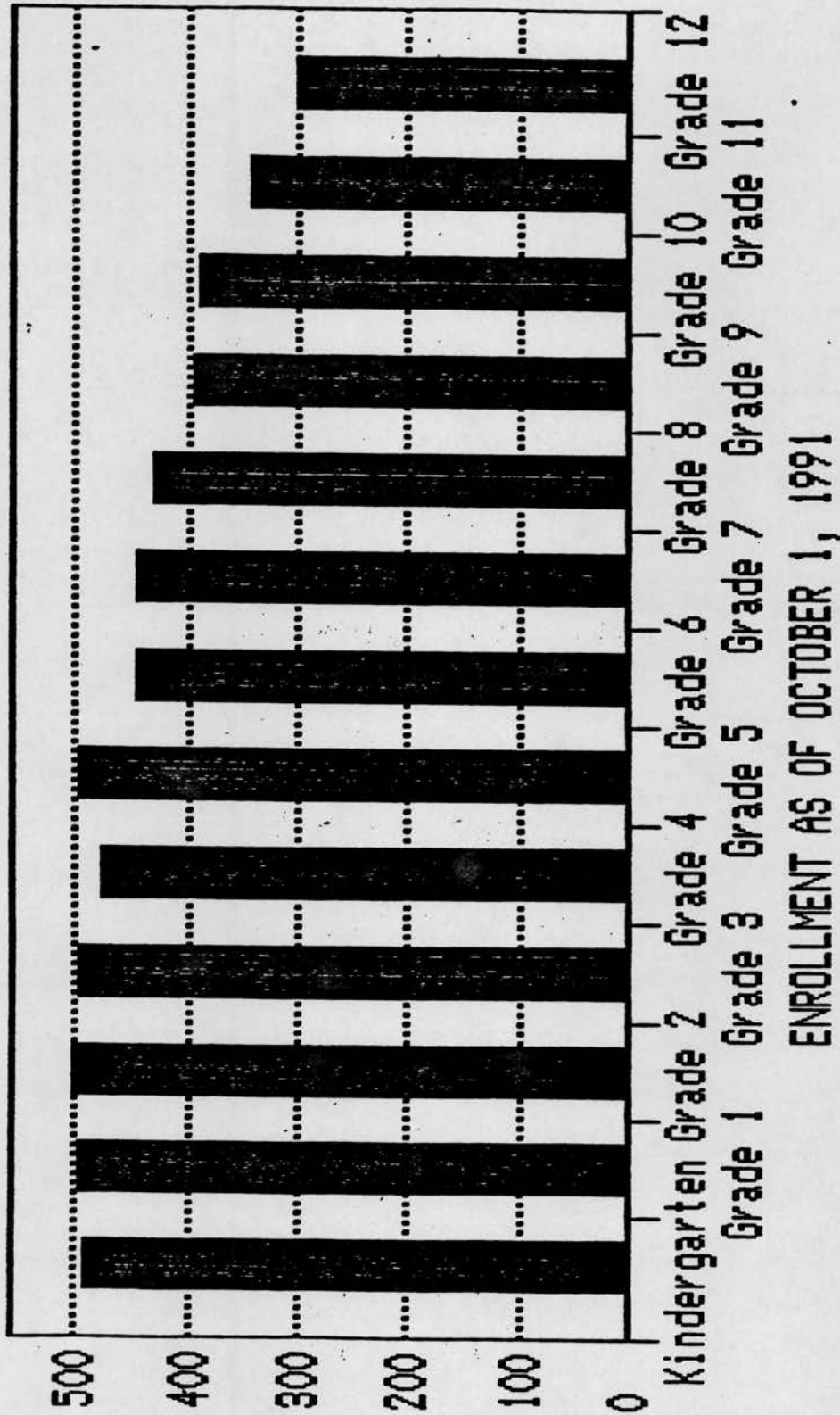
\* Three (3) year span.

Source: State of Minnesota Demographers Office

October 91	MOORHEAD PUBLIC SCHOOLS COHORT PROJECTIONS OCT 1											projected in 1990 for Oct 1 1991	Variance
GRADE	* 87/88	88/89	89/90	90/91	91/92*	92/93	93/94	94/95	95/96	96/97*			
KINDERGARTEN	* 465	463	474	493	492 *	470	487	502	472	454 *		478	14
GRADE 1	* 472	460	467	516	496 *	503	481	498	514	483 *		496	1
GRADE 2	* 425	457	448	491	502 *	487	465	482	497	467 *		519	-17
GRADE 3	* 413	438	463	485	495 *	515	499	477	494	509 *		496	-1
GRADE 4	* 369	410	431	488	475 *	493	513	497	475	492 *		486	-11
GRADE 5	* 355	381	416	441	497 *	486	504	514	498	476 *		492	5
GRADE 6	* 348	371	381	423	442 *	505	493	513	523	507 *		446	-4
GRADES K-4	* 2144	2228	2283	2473	2460 *	2468	2445	2456	2452	2406 *		2474	-14
GRADES K-5	* 2499	2609	2699	2914	2957 *	2954	2949	2970	2950	2882 *		2966	-9
GRADES 5 & 6	* 703	752	797	864	939 *	991	997	1027	1021	983 *		938	1
GRADE 7	* 339	361	376	409	444 *	456	520	507	528	542 *		428	16
GRADE 8	* 309	345	370	387	427 *	453	465	529	516	527 *		412	15
GRADES 7 & 8	* 648	706	746	796	871 *	909	985	1036	1044	1069 *		840	31
GRADE 9	* 330	324	362	386	397 *	439	466	478	544	530 *		398	-1
GRADE 10	* 381	326	321	353	389 *	393	435	461	473	538 *		385	4
GRADE 11	* 400	338	313	314	340 *	370	373	413	438	450 *		338	2
GRADE 12	* 350	383	344	303	300 *	333	365	369	407	432 *		321	-21
GRADES 9-12	* 1461	1371	1340	1356	1426 *	1535	1638	1720	1862	1951 *		1442	-16
GRADES K-6	* 2847	2980	3080	3337	3399 *	3459	3442	3483	3473	3389 *		3412	-13
GRADES 7-12	* 2109	2077	2086	2152	2297 *	2444	2623	2756	2906	3020 *		2282	15
GRADES K-12	* 4956	5057	5166	5489	5696 *	5903	6066	6240	6379	6408 *		5694	2
Year - Calendar	1980	1981	1982	1983	1984 *	1985	1986	1987	1988	1989 *			
Births -Moorhead	408	447	450	427	436 *	426	413	408	451	459 *			
Births ClayCounty	702	775	741	694	694 *	678	659	637	670	698 *			

(over)

# MOORHEAD PUBLIC SCHOOLS



DATE: October 1, 1991

[illegible]



## Study Circle Attracts Older Adults

By Mary Davies, Moorhead

Every Friday morning a group of older adults gathers at the Park View Terrace Apartments in Moorhead to discuss current issues. They have talked about AIDS, minority issues, health care for the elderly, crime and homelessness.

Deb Trygstad coordinates Moorhead Community Education's 55 and Learning program. She wanted to add a learning opportunity to her schedule of classes that would really engage older adults in the world around them. A study circle was the answer.

The group members choose the topics. Trygstad moderates the study circle and arranges for speakers on the topic

under discussion. Participants read material on the topics before the session. Discussion is spirited. Group members gain a better idea of the complexity of current issues, certainly a requisite for good citizenship.

One older adult says, "I look forward to class all week." Another participant adds, "We old people need to keep up on current topics."

The next goal is to get these eager seniors together with high school students. By discussing issues of critical importance, both generations will gain a better understanding of the issues as well as of each other.



A STUDY CIRCLE for older adults in Moorhead gives everyone a chance to learn more about an issue, listen to the opinions of others, and express their own ideas. Pictured from left to right: Connie Eskildson, Fran Iverson, Ann Brix, Edna Fuder, and Anna Dietz.

S-119-B05  
MIN  
11-13-91

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
NOVEMBER 13, 1991  
PAGE 1**

**MEMBERS PRESENT:** Wayne Alexander, Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Robert Jernberg.

**MEMBERS ABSENT:** None

**CALL TO ORDER:** The meeting was called to order at 6:35 p.m.

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

**REVIEW CONSULTING FIRMS:** Discussion included information from the reference checks performed by administration.

Alexander moved, seconded by Hastad, to request administration to set a date and times for board members to meet with Dr. Clifford Hooker, interviewing him as a possible consultant. Motion carried 7-0.

**TEACHER NEGOTIATIONS:** The Board reviewed negotiations progress and strategies with Paul Hetland and administration. Memos S-92-018, S-92-032 and budget reports were reviewed.

**ADJOURNMENT:** The meeting was adjourned at 9:38 p.m.

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Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

5-M9-1305  
MIN  
11-12-91

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, NOVEMBER 12, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

*Robert M. Jernberg*  
Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent
- IV. APPROVAL OF AGENDA

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

- V. APPROVAL OF MINUTES Appendix A

Recommendation: Move to approve the minutes of October 1, 8, 15, and 22, 1991.

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

- VI. CONSENT AGENDA (Items: VII; XIII B. - 10)

\*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 \_\_\_\_\_

\*VII. CONSIDERATION OF CLAIMS

Appendix B

VIII. COMMUNICATIONS

IX. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

X. FOR YOUR INFORMATION

Appendix Z

1. Futures Article - Appendix Z-1

XI. "WE ARE PROUD"

1. Several Community Education coordinators presented workshops at the Minnesota Community Education Association annual conference. Mary Davies led a session on "Building Community Support for School Age Child Care; Deb Trygstad presented "Tall Friend/Small Friend: An Intergenerational Program;" and Jane Rawlings presented "Theatre for Adults With Abilities and Disabilities."
2. Congratulations to the November students of the month at Moorhead High: Freshman - Bridget Setter, Sophomore - Laura Kritzberger, Junior - Julie Schellhase, and Senior Matt Krabbenhoft.
3. Congratulations to Gretchen Carlson and Jenny Kvidera who were honored by the FM Network of Women in Mathematics and Science for their work in these areas.
4. Congratulations to Ryan Kalberg for being selected school winner of the Century II Scholarship program.
5. Moorhead High principal, Don Dulski acted as a Visiting Validation Team Chairperson for Mankato K-12 Public Schools.

XII. COMMITTEE/MEETING REPORTS

Supt. Advisory Council - Jernberg (10/24)

MNTC Annual Conference - Borgen (10/28-29)

MTC Merger - Gustafson (11/7)

Joint Powers - Cummings (11/7)

Activities Council - Cox (11/12)



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

A. UNFINISHED BUSINESS

B. NEW BUSINESS

1. Review Preliminary (Lacher) Appendix C  
Audit Report

Explanation: Appendix C-1 contains a preliminary draft of the summary of changes in fund balances for the 1991-92 audit report. A complete report will be given at the November 26th meeting.

Recommendation: For Discussion Only

- 
2. Consider Facilities (Jernberg) Appendix D  
Task Force Final  
Report

Explanation: Appendix D-1 contains the Facilities Task Force Final Report. Liliias Jones, task force chairperson, and committee members will review the report with the Board.

It is recommended that a public hearing be set to allow for public input. The superintendent's recommendation will be made at the second meeting in January, 1992.

Recommendation:

- 1) Move to accept the Facilities Task Force Final Report.

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

- 2) Move to set a public hearing to receive input regarding the Facilities Task Force Final Report for Monday, December 2, 1991, 7:00 p.m. at the Moorhead Senior High auditorium.

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

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3. Review 1992-93  
Capital Outlay  
Guidelines

(Jernberg)

Appendix E

Explanation: Appendix E-1 contains the 92-93 capital outlay guidelines. They have been reviewed by the administrative cabinet. A recommendation to adopt the guidelines will be presented at the November 26th meeting.

Recommendation: For Discussion Only

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4. Consider Resolution (Jernberg)  
for MTC Consolidation

Appendix F

Explanation: Board of education members, superintendents, technical college presidents, and staff from Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, Wadena, and met November 7th to discuss consolidation of those technical colleges. Each technical college indicated its intent to move forward towards the consolidation of the six (6) area technical colleges. Based on that meeting, the following recommendations are being made.

Recommendation:

- 1) Move to approve the resolution of intent for Moorhead Technical College to consolidate with the technical colleges of Bemidji, Detroit Lakes, East Grand Forks, Thief River Falls, Wadena.
- 2) Move to appoint board members Curt Borgen and Mark Gustafson as member and alternate, respectively, of the Planning Committee which will prepare a joint powers agreement and operational procedures to establish a regional technical college system, effective July 1, 1992.

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

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5. Consider 1991-92 (Jernberg) Appendix G  
Instructional Budget  
Revisions

Explanation: Due to adjusting instructional budgets for equity between buildings based on enrollment it is recommended to increase the instruction budgets as follows:

Riverside Elementary -	Increase of \$1,100
Robert Asp Elementary -	Increase of \$4,300
Moorhead Junior High -	Increase of \$6,700
TOTAL BUDGET INCREASE	\$12,100

Recommendation: Move to approve the increase in instructional budgets as presented.

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

6. Consider Communication (Lacher) Appendix H  
System - Senior High

Explanation: Appendix H-1 are bid summaries for base bid and alternatives for a new communications system at the high school.

	<u>Bid</u>	<u>Accept</u>
Base.....	\$27,725	\$27,725
Alt 1.....	9,750	9,750
2.....	32,500	32,500
3.....	49,500	49,500
4.....	3,900	3,900
5.....	14,750	14,750
6.....	5,200	- 0 -
7.....	11,300	11,300
7A.....	1,200	1,200
	\$155,825	\$133,125

The project will be financed by:

1991-92 Capital Outlay.....	\$100,625
Media Center C.O.....	10,000
Bldg. Discretionary Funds.....	5,000
Operation & Maintenance.....	5,000
Part of Activity Center Lease.....	12,500
	\$133,125

Recommendation: Move to approve the bids and alternates as presented.

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

7. Consider Additional (Swedberg)  
Special Education  
Staffing

Appendix I

Explanation: The district is recommending action on three proposals for additional special education staff.

- #1) Requests a paraprofessional up to 14 hours/week to assist in programming for students ages 4 and 5 in the Early Childhood/Special Education program at Lincoln. It is anticipated the total cost of this request will not exceed \$3,000, including salary and FICA which will be funded by federal funds.
- #2) Requests a paraprofessional full-time to assist in programming for students in the Emotional/Behavior Disabilities program at the high school. Due to the possibility that some of the students may be programmed into the Clay County Day Treatment Facility second semester, the administration is proposing this position be approved through the first semester. If the position is still needed for the second semester, the proposal will be resubmitted at that time. Total cost of the request through January 24, 1992, is estimated to be \$1,325, after state special education reimbursement.
- #3) Requests a speech/language clinician to assist in programming for speech/language impaired students at Washington and Riverside schools, up to an additional 10 hours/week for a total of \$3,460 after state special education reimbursement.

Recommendation: Move to approve the special education staffing addition as presented.

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



8. Consider Personnel

(Moyano)

Appendix J

New Employee

JoAnn Simser - Dean of Instruction, MTC, D62 (10),  
\$27,522.60 (51,114), effective December 16, 1991

Paula Aune - AOM Paraprofessional, Robert Asp, 5  
hrs/day, B21 (0), \$7.06/hour, effective November 5,  
1991

Maternity Leave

Denice Brewer - Adult Education Secretary, from  
approximately February 9, 1992 for 3 months

Extension of Maternity Leave

Robin Grooters - EBD Teacher, Senior High, extension  
of maternity leave until the end of the 1991  
calendar year

Extension of Contract

Annette Skifton - Audiologist, from 110 hours to 125  
hours for the 1991-92 school year. It is  
anticipated the extension of this contract will  
cost approximately \$415 which will be billed to the  
ECSU.

Resignation

Erna Stacy - Food Service, Senior High, effective  
immediately

Recommendation: Move to approve the personnel items  
as presented.

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

---

9. Review Policies

(Jernberg)

Appendix K

Explanation: The Policy Review Committee has  
reviewed and revised the following policies:

Child Abuse (JHG)

Student Teachers (LEA)

This is the first reading of these policies. The  
Board will receive a recommendation for approval at  
the November 26th meeting.

Recommendation: For Discussion Only

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\*10. Consider Non-Resident Agreements

(Jernberg)

Appendix L

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

To Attend Moorhead Public Schools

Tammy L. Scott - 706 2nd Ave NW, Dilworth, MN,  
Grade 9

Brian K. Scott - 706 2nd Ave NW, Dilworth, MN,  
Grade 7

Christopher J. Heilman - Rt. 1 Box 2C, Perley, MN,  
Grade 2

Brandon J. Heilman - Rt. 1 Box 2C, Perley, MN,  
Grade K

Dana Witzke - #95 Dilworth Trailer Crt., Dilworth,  
MN, Grade 9

To Attend Dilworth Public Schools

Charity Schwab - Dilworth, MN, Grade 8

Chris Schwab - Dilworth, MN, Grade 6

Dustin Schwab - Dilworth, MN, Grade 2

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

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

---

XIV. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. Day Treatment Center Update - Swedberg

2. Personnel Position Update - Hastad

3. Superintendent Search Update - Cummings

Note: The Board has received several proposals in response to the RFP for consulting services to assist in the superintendent search. The Board may wish to take action following discussion of these proposal or wish to delay action until a later date.

## CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Activities Council	Tues., Nov. 12	7:00 a.m.	Townsite
School Board Mtg.	Tues., Nov. 12	6:30 p.m.	Townsite
Teacher Negotiations	Wed., Nov. 13	4:00 p.m.	Townsite
Parent/Teacher Conferences (K-only)	Fri., Nov. 22		District- wide
Parent/Teacher Conferences	Mon., Nov. 25 (K-day; K-12-eve) Tues., Nov. 26 (K-12 all day)		District- wide
School Board Mtg.	Tues., Nov. 26	6:30 p.m.	Townsite
Public Hearing - Tax Levy	Tues., Nov. 26	7:00 p.m.	Townsite
Teacher Comp. Day (no classes)	Wed., Nov. 27		District- wide
Thanksgiving Break (no classes)	Thurs., Nov. 28 Fri., Nov. 29		
North Central Association Visit	Mon., Dec. 2 - Wed., Dec. 4		
Teacher Mediation	Tues., Dec. 3	9:00 a.m.	Townsite
MEEP Convention	Thurs., Dec. 5 - Fri., Dec. 6		Mpls.
Joint Powers	Thurs., Dec. 5	7:00 a.m.	City Hall
Activities Council	Tues., Dec. 10	7:00 a.m.	Townsite
School Board	Tues., Dec. 10	6:30 p.m.	Townsite
Last Day for Students	Fri., Dec. 20		
Winter Break	Sat., Dec. 21 - Wed., Jan. 1		

## XV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, November 26, 1991 - 6:30 p.m.  
Board Room - Townsite Centre

INDEPENDENT SCHOOL DISTRICT NO. 152  
 DEER HARBOR, MINNESOTA  
 STATEMENT OF CHANGES IN FUND BALANCES  
 FOR THE YEAR ENDED JUNE 30, 1991  
 For Review and Approval  
 -- Subject to Change --  
 NET CHANGE  
 IN FUND  
 BALANCE  
 6/30/90 BALANCE 6/30/91

APPENDIX C-1  
 Page 1 of 4

	BALANCE 6/30/90	NET CHANGE IN FUND BALANCE	BALANCE 6/30/91	CASH BALANCE 6/30/91
General Fund				\$2,908,971
Reserved for:				
Unemployment insurance	(\$33,047)	\$24,455	(\$8,592)	
Post employment benefits	\$37,024	\$8,347	\$45,371	
Unreserved undesignated	\$2,333,927	\$82,644	\$2,416,571	
Special Revenue Funds				
K-12 Food Service				(\$19,740)
Unreserved undesignated	\$63,709	(\$11,140)	\$52,569	
Pupil Transportation				(\$102,156)
Reserved for bus purchase	\$67,856	\$64,416	\$132,272	
Unreserved undesignated	(\$167,896)	\$119,577	(\$48,319)	
K-12 Community Service				\$157,449
Unreserved undesignated	\$144,781	\$60,532	\$205,313	
K-12 Capital Expenditure				(\$850,607)
Reserved for:				
Advances to other funds	\$1,165,116	(\$93,785)	\$1,071,331	
Equipment	(\$106,903)	\$109,641	\$2,738	
Facilities	(\$737,448)	(\$436,552)	(\$1,174,000)	
Health and Safety	\$683,293	(\$350,554)	\$332,739	
MTC General Fund				(\$217,271)
Reserved for:				
Unemployment insurance	\$24,769	(\$20,852)	\$3,917	
Unreserved undesignated	\$27,805	\$284,720	\$312,525	
MTC Bookstore				(\$51,599)
Unreserved undesignated		(\$53,608)	(\$53,608)	
MTC Community Service				\$47,105
Unreserved undesignated	\$43,357	\$15,539	\$58,896	
MTC Capital Expenditures				\$174,869
Reserved for:				
Vocational equipment	\$88,557	(\$71,107)	\$17,450	
Repair and betterment	\$29,370	\$5,357	\$34,727	
Capital Projects Fund				(\$1,536)
Unreserved undesignated	(\$1,019)	(\$517)	(\$1,536)	
Debt Service Funds				
K-12				\$312,235
Unreserved designated for debt service	\$217,029	(\$368)	\$216,661	
MTC				\$333,966
Unreserved designated for debt service	\$334,529	(\$20,563)	\$333,966	
Enterprise Fund	(\$601,355)	(\$26,102)	(\$627,457)	
-Trust and Agency	\$10,000		\$10,000	\$137,517



**PRELIMINARY DRAFT**  
 For Review: ~~MOORHEAD, MINNESOTA~~ <sup>MOORHEAD, MINNESOTA</sup>  
 Subject to ~~City Council~~ <sup>City Council</sup>  
 SCHEDULE OF REVENUES, BUDGET AND ACTUAL  
 NOT TO BE  
 GENERAL FUND  
 FOR THE YEAR ENDED JUNE 30, 1991  
 (With Comparative Totals For Year Ended June 30, 1990)

	1991		Variance	1990
	Budget	Actual	Favorable (Unfavorable)	Actual
Local property tax levies:				
Maintenance levy	\$ 3,511,080	\$ 3,447,231	\$ (63,849)	\$ 4,175,463
Unemployment levy	40,700	40,700	0	
Property tax shift	0	(72,710)	(72,710)	44,447
	<u>3,551,780</u>	<u>3,415,221</u>	<u>(136,559)</u>	<u>4,219,910</u>
Other local and county sources:			0	
Tuition and fees	271,450	243,046	(28,404)	213,620
Student activities	38,000	39,094	1,094	38,079
County apportionment	78,000	59,058	(18,942)	85,351
Interest	180,000	92,237	(87,763)	78,934
Other local revenues	59,100	59,042	(58)	289,515
	<u>626,550</u>	<u>492,477</u>	<u>(134,073)</u>	<u>705,499</u>
State sources:				
General education aid	15,775,000	15,637,090	(137,910)	12,237,297
Special education aid	1,750,000	1,791,987	41,987	1,681,886
Agriculture aid credit	0	0	0	192,760
Homestead credit	0	0	0	1,552,318
HACA	703,400	703,404	4	
TRA/FICA aid	(25,000)	(28,163)	(3,163)	26,230
Reduced assessment aid	596,590	608,704	12,114	507,027
Other aids	262,795	510,563	247,768	72,584
State aid adjustment	0	72,710	72,710	(44,447)
	<u>19,062,785</u>	<u>19,296,295</u>	<u>233,510</u>	<u>16,225,655</u>
Federal sources:				
Title I	486,183	359,652	(126,531)	335,593
Title VI-B	205,350	201,773	(3,577)	208,732
Block grant	35,123	35,224	101	33,099
Other	65,607	114,459	48,852	40,194
	<u>792,263</u>	<u>711,108</u>	<u>(81,155)</u>	<u>617,618</u>
Sales and other conversion of assets:			0	
Sale of material purchased for resale	7,000	5,741	(1,259)	8,341
Insurance recoveries	5,000	536	(4,464)	3,328
	<u>12,000</u>	<u>6,277</u>	<u>(5,723)</u>	<u>11,669</u>
Total revenues	<u>\$ 24,045,378</u>	<u>\$ 23,921,378</u>	<u>\$ (124,000)</u>	<u>\$ 21,780,351</u>

**PRELIMINARY DRAFT**  
INDEPENDENT SCHOOL DISTRICT NO. 152  
For Review Purposes Only  
— Subject to —  
SCHEDULE OF EXPENDITURES - BUDGET AND ACTUAL  
GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 1991

(With Comparative Totals For Year Ended June 30, 1990)

	1991		Variance	1990
	Budget	Actual	Favorable (Unfavorable)	Actual
District and school administration:				
Salaries and wages	\$ 1,093,390	\$ 1,106,334	\$ (12,944)	\$ 921,746
Employee benefits	228,910	217,917	10,993	189,583
Purchased services	50,230	38,806	11,424	68,009
Other expenditures	33,710	27,397	6,313	30,363
Chargebacks	0	0	0	(28,852)
	<u>1,406,240</u>	<u>1,390,454</u>	<u>15,786</u>	<u>1,180,849</u>
District support services:				
Salaries and wages	351,490	335,564	15,926	315,841
Employee benefits	55,440	53,463	1,977	53,486
Purchased services	104,150	90,128	14,022	118,030
Supplies and materials	34,710	31,838	2,872	42,041
Other expenditures	35,560	27,002	8,558	15,295
Chargebacks	(122,360)	(116,043)	(6,317)	(109,448)
	<u>458,990</u>	<u>421,952</u>	<u>37,038</u>	<u>435,245</u>
Regular instruction:				
Salaries and wages	8,974,927	9,099,483	(124,556)	8,548,519
Employee benefits	2,067,636	2,072,973	(5,337)	1,943,582
Purchased services	393,283	492,005	(98,722)	463,515
Supplies and materials	557,233	570,130	(12,897)	567,153
Other expenditures	293,507	142,482	151,025	126,966
	<u>12,286,586</u>	<u>12,377,073</u>	<u>(90,487)</u>	<u>11,649,735</u>
Vocational instruction:				
Salaries and wages	277,410	284,351	(6,941)	197,200
Employee benefits	53,720	64,703	(10,983)	48,682
Purchased services	2,500	3,224	(724)	700
Supplies and materials	1,000	966	34	490
	<u>334,630</u>	<u>353,244</u>	<u>(18,614)</u>	<u>247,072</u>
Exceptional instruction:				
Salaries and wages	4,032,933	4,113,707	(80,774)	3,427,099
Employee benefits	881,572	908,783	(27,211)	814,655
Purchased services	280,744	327,384	(46,640)	231,042

**PRELIMINARY DRAFT**

For Review and Discussion Purposes Only  
 — Subject to Change —  
 Not to be Reproduced

Supplies and materials	80,200	70,828	9,372	56,342
Equipment	25,402	20,899	4,503	
Other expenditures	60,500	61,005	(505)	93,332
	<u>5,361,351</u>	<u>5,502,606</u>	<u>(141,255)</u>	<u>4,622,470</u>
Community education:				
Other expenditures	<u>3,210</u>	<u>1,555</u>	<u>1,655</u>	<u>728</u>
Instructional support services:				
Salaries and wages	698,018	713,948	(15,930)	627,167
Employee benefits	126,290	133,131	(6,841)	114,952
Purchased services	76,552	72,236	4,316	42,276
Supplies and materials	60,712	62,219	(1,507)	53,559
Equipment	35,123	34,937	186	
Other expenditures	147,013	144,278	2,735	140,757
	<u>1,143,708</u>	<u>1,160,749</u>	<u>(17,041)</u>	<u>978,711</u>
Pupil support services:				
Salaries and wages	489,700	496,015	(6,315)	427,370
Employee benefits	102,570	107,532	(4,962)	92,701
Purchased services	3,020	3,067	(47)	1,471
Supplies and materials	10,695	8,830	1,865	8,761
Other expenditures	27,890	30,526	(2,636)	22,477
Chargebacks	(8,500)	(9,549)	1,049	(9,514)
	<u>625,375</u>	<u>636,421</u>	<u>(11,046)</u>	<u>543,266</u>
Site, building and equipment:				
Salaries and wages	666,411	648,935	17,476	627,006
Employee benefits	124,215	111,830	12,385	111,510
Electricity	185,700	188,407	(2,707)	164,098
Other purchased services	263,031	237,301	25,730	245,091
Fuel for buildings	205,700	153,412	52,288	180,621
Other supplies and materials	128,911	119,428	9,483	122,894
Capital expenditures	0	0	0	
Other expenditures	17,080	15,406	1,674	18,781
Chargebacks	(44,140)	(43,015)	(1,125)	(50,211)
	<u>1,546,908</u>	<u>1,431,704</u>	<u>115,204</u>	<u>1,419,790</u>
Fiscal and other fixed costs:				
Severance and sabbatical pay	130,000	149,221	(19,221)	217,204
Interest	500	51,280	(50,780)	123,384
Employee benefits	222,800	285,554	(62,674)	445,842
Other insurance	79,100	101,686	(22,586)	78,181
Other expenditures	2,220	2,195	25	5,695
Chargebacks	0	(59,762)	59,762	(2,103)
	<u>434,700</u>	<u>530,174</u>	<u>(95,474)</u>	<u>868,203</u>
Total expenditures	<u>\$ 23,801,698</u>	<u>\$ 23,805,932</u>	<u>\$ (204,234)</u>	<u>\$ 21,946,069</u>



INDEPENDENT SCHOOL DISTRICT 152  
FACILITIES TASK FORCE FINAL REPORT  
NOVEMBER, 1991

EXECUTIVE SUMMARY

Independent School District 152 faces a continued, significant growth in student population over the next few years. This population "bubble" is projected to last ten to fifteen years, then decline. It comes at a time of financial restraint and places additional strain on aging facilities. A Facilities Task Force was appointed to design a solution to these problems, and this document presents its recommendations for meeting the District's facilities needs over the next one to two decades.

Based on the Task Force's criteria and research, and driven by a number of planning and financial assumptions, two recommendations are presented. Each focuses on facilities additions at the Junior High level, but is also designed to meet needs at all grade levels. The linchpin of the first recommendation is a 400-student addition to the existing Junior High, while the second recommendation focuses on building a new 800-student facility for grades 7-9. These recommendations are presented as of equal weight, and the School Board is urged to act swiftly and decisively to meet the needs of the District.

BACKGROUND

In April, 1991, the School Board of Independent District 152 formed a Facilities Task Force "to provide the School Board and administration with solution strategies to meet the facility needs through the year 2000." (See Appendix I) The Task Force held its first meeting on May 7 and concludes its work with the presentation of this report to the Board on November 12, 1991.

The Task Force included 25 people representing parents, staff, government units, the ministerium, citizens' groups, and a wide variety of District interests. (See Appendix II) Despite its tight time frame, the Task Force reviewed over two dozen earlier District reports and other relevant literature, surveyed the staff (See Appendix XVI), reviewed State and Federal facilities guidelines (See Appendix XII), heard from several local experts, gathered data from District administrators, toured each District building at least once, and performed original research as needed. It also drew on its members' wide base of information and experience and considered input that resulted from media coverage and meetings with various groups.

This report does not pretend to repeat every piece of information gathered, but only to recap the highlights of the decision-making process that led to the Task Force's two final recommendations. Among the documents that provided key information were the Long Range Facilities Master Plan: 1990-2010 (LRFMP) prepared for the District by Kenneth Johnson in January, 1991, and the State of Minnesota's Guide for Planning New and Improved School Facilities in Minnesota (GPNISF). (See Appendix XII) Persons interested in detailed background information are referred to these documents and to the attached Appendices.



## THE PROBLEM

Like other Districts, Moorhead faces a large growth in student population in the early 1990's — approximately 1,000 students are being added to a 1990 K-12 population of 5,489. This growth is expected to be temporary and to take the form of a "bubble" passing through the grade levels. This "bubble" is composed of the children of members of the "baby boom" generation and is expected to decline after about 2005. (IRFMP, pp. 11, 39; Appendix III) According to the Clay County Planner's office, the overall District population has been stable in the recent past, with population losses in the rural portions of the District offsetting urban gains.

However, the projected decline to 1987-88 student levels by the year 2010 may be moderated by expected land development around the rim of Moorhead. Thus far, a projected drop in Kindergarten population in the 1995-96 school year is not supported by any drop in live births in Clay County. This also indicates that the decline in student population might be less precipitous than expected when Johnson's report was written. (See Appendix XVII)

The population boom has been visible in the schools for several years. By 1991, it appeared to be peaking at the K-4 level and was straining 5-8 facilities. Kenneth Johnson's report estimated that meeting Moorhead's facilities needs would cost over \$20 million in the 1990's, "whatever construction options were chosen, if space requirements are to be met by construction."

Additional strains are being placed on existing facilities by technological change, the move to outcome based education, increases in special education, and the addition of a variety of mandated programs. (IRFMP, pp. 36, 39; Appendix IV) Existing facility characteristics and space configurations are not tailored to meet these needs, which are not expected to subside, and some shortfalls exist. (See Appendix V)

Also, as pointed out by the Johnson report, no District building meets State requirements for site size. Even without State requirements, green space around some buildings is obviously deficient, making adding onto existing facilities difficult or impossible. (IRFMP, p. 29)

Unfortunately, these needs are occurring at a time of national recession and financial restraint, challenging the School Board to make some difficult decisions. Moorhead is not alone in meeting these challenges, and a variety of multi-million dollar construction projects and facilities use changes are slated across Minnesota. (See Appendix VI)

Public support is key to the implementation of any facilities plan undertaken by the Board, and every effort should be made to inform the public of existing and anticipated needs. The formation of the Facilities Task Force was one step in this direction, but the process must be continued through the use of public hearings, the media, and District publications.

## AN OVERVIEW OF THE TASK FORCE PROCESS

The Task Force spent much of the first half of its existence gathering information, as summarized above. In addition to the activities at regular meetings, extensive use was made of subcommittees and of individual research and reports to the group.

It also set seventeen criteria against which to judge its facilities recommendations. The criteria were divided into two categories based on whether they were perceived as highest priority or second priority. They were reviewed at later stages in the process, and finalized as:

TOP TEN

- Needs of Students
- Cost Effectiveness
- Official District Mission and Philosophy (See Appendix VII)
- Demographic Expectations
- State and Federal Mandates
- Student/Space Ratio
- Impact on Family Life
- Technological Considerations
- Maintaining a Quality, Positive Work Environment for Staff
- Maintaining Green Space

SECOND SEVEN

- Flexibility in Meeting Changing District Needs
- Efficiency and Traffic Flow
- Program Needs
- Community Use of School Facilities
- Environmental Considerations
- Student/Staff Ratio
- Public/Political Acceptability

It should be noted that the criteria were not listed in any order within the "Top Ten" and "Second Seven" categories.

The Task Force was encouraged to look at a wide range of possibilities. Options considered included year-round schooling, co-location with other non-profit or business programs, conversion of existing buildings to new uses, split shift schooling, leasing or building new facilities, portable classrooms, boundary changes, evening classes, and a variety of configurations using the existing space. The Task Force also looked into potential building and lease sites in the City and Township of Moorhead, and attempted to identify potential additional acreage that might be acquired near existing buildings.

The Task Force also considered a "status quo" option, but that was deemed inappropriate early in the process. (See Appendix VIII) It quickly became obvious to the group that, while shuffling existing spaces and "making do" could meet many existing facilities shortfalls, they had no chance of meeting upcoming District needs. The costs of this option were also the most uncertain of any solution considered.

By late July, the Task Force had drawn up preliminary assumptions and four potential solutions. These were researched and compared to the group's criteria during August and early September, and a fifth potential solution was added. The cost of each solution was estimated, and they were then finalized.

By mid-October, the Task Force had prepared a media plan, designed methods of encouraging public participation in the solution selection process, and designated two solutions as the group's recommendations to the School Board. The remaining solutions, with their costs and criteria information, are Appendix VIII to this report. Intermediate subcommittee reports that identified space needs are Appendix IX.



#### PLANNING PROCESS ASSUMPTIONS

The following were identified as the Task Force's general planning assumptions for purposes of this Report:

1. The demographic numbers given to the Task Force will prove to be fairly accurate.
2. Moorhead Technical College will be leaving the district within the year, and Community Education offices will move to Townsite Centre.
3. Early Childhood/Family Education (ECFE) will stop sharing space with the Youth Educational Services (YES) program in the next 2-3 years.
4. Both parcels of School District land to the south of Moorhead will be sold, and additional land will be acquired to the east of Moorhead. This document assumes land near 34th Street and 12th Avenue South. (See Appendix X)
5. The lack of green space precludes building onto existing structures at Riverside, Edison, Asp, and Lincoln Schools, or any major addition to Washington.
6. The City of Moorhead will not vacate streets near Washington, Asp, and Voyager Schools in the next five years.
7. Voyager and Lincoln Schools will be used only in the short term and are not appropriate for long-term use.
8. Edison, Washington and Riverside Schools have major remodeling needs in the next ten years due to aging, technological advances and the need for additional conference, office and program space.
9. The K-4 student population bulge has peaked, but something should be done to reduce crowding.
10. The Task Force is actually planning for the next 10 to 20 years, despite its 10 year mandate.
11. The YES program will increase in size in existing space, but the increase will not be dramatic.
12. School consolidation will continue, and the District should position itself for the possibility of adding students from other area Districts.
13. Full-Day kindergarten will require 10 additional classrooms in Fall, 1993. (See Appendix VII)
14. Class sizes need to be reduced, especially at the 5-8 level, and should not exceed 27 per class. (See Appendices XI, XII)
15. Townsite Centre will house more administrative staff as needed, and less space will be leased. (See Appendix XIII)
16. School district facilities will be available for community use.
17. Portables will be built so they may be resold as homes in the future, and each will hold two classrooms.
18. Lincoln School will be sold by the year 2001.
19. Additions, remodeling, or new facilities will be designed to accommodate not only accessibility, but functionality for individuals with handicaps.
20. The high school's capacity is 1900 students at the 9-12 grade level, including the use of space in the Sports Center.
21. For any new construction east of Moorhead, 34th Street will be available, and City water and sewer will have been extended to the site.

These assumptions should be applied in reading the Task Force's recommendations and in looking at potential solutions that were rejected. It should be recognized that changes in assumptions will cause changes in the configuration of the solutions, in what the solutions will accomplish, in how the solutions relate to the Task Force's criteria, and in cost figures.

### PROJECTED COSTS ASSUMPTIONS

The following assumptions apply specifically to the calculation of projected costs for each potential facilities solution. These assumptions should be applied in reading the Task Force's recommendations and in considering potential solutions that were rejected.

1. The Task Force has assumed that both existing parcels of school district land to the south of Moorhead and the Lincoln School site will be sold. Revenue from these sites is not included in our figures.
2. Revenue from the potential sale or lease of the Riverside site is not included, but this was anticipated by Solutions 1 and 3 (See Appendix VIII).
3. The allocation for land acquisition near Riverside School, in Solutions 2, 4 and 5, represents total funds expended by the district over and above income from the sale of existing buildings on any acquired land.
4. Major remodeling at Edison, Washington and Riverside Schools in the next ten years was assumed under all solutions. Costs for this remodeling could not be estimated until such a time as the exact nature of the remodeling is determined.
5. Cost of the four portables needed in the 1992-93 school year at Voyager School is included in all solutions, because under Solution 4, they would be used at the high school at a later date. Income from the eventual sale of the portable classrooms is not included. Leasing should be considered for Solutions 1 and 3.
6. The cost of a proposed land purchase to the east of Moorhead, currently under consideration by the School Board, is not included. This purchase is assumed, although a proposed use for the land is not included in Solutions 2 and 4. Drainage solutions, as needed, are not included in cost figures.
7. Figures do not include the cost of desks, chairs and other furnishing or of staffing additional space, but do include educational needs such as laboratory equipment, musical instrument storage, and shop equipment. The Task Force feels staff and basic furnishings will be needed under any scenario, but that other equipment needs depend on construction of specialized space.
8. Cost of administrative and staff time for conversion to year-round high school under Solution 2 was omitted. Total classroom hours would not be significantly different from any other solution.
9. If it would be less expensive to purchase Voyager School than to lease it under Solutions 2 and 5, that should be done. The building would then be torn down at the end of the population bulge and converted to green space for use by Washington and Asp students. Cost for demolition not included. Any rise in lease costs not included.
10. If new space is built, operating costs of approximately \$4/square foot should be anticipated, but are not included in these figures. This estimate is lower than for some existing District buildings, but assumes that new construction can incorporate the latest energy conservation and waste reduction techniques, resulting in lower operating costs than existing, older buildings. (See Appendix XIV)



## RECOMMENDATIONS TO THE BOARD

The Facilities Task Force recommends that Independent School District 152 pursue one of the following two courses of action. These solutions are presented as having equal weight.

### **SOLUTION #2: BUILD AN ADDITION ONTO THE CURRENT JUNIOR HIGH TO ACCOMMODATE 400 STUDENTS BY THE 1994-95 SCHOOL YEAR**

#### **CONSIDERATIONS:**

- A. Use two (2) portables to meet kindergarten space needs with placement at Probstfield and Edison schools by Fall, 1993.
- B. Lease Voyager School through 2006-07 school year.
- C. Start year-around schooling for grades 9-12 in the 1996-97 school year.
- E. Build an additional six (6) permanent kindergarten rooms, 4 at Washington and 2 at Probstfield, by Fall, 1993.
- F. Allocate \$500,000 for land acquisition near Riverside School.
- G. Four (4) portables will be sited at Voyager School and used for grades five and six, beginning in the 1992-93 school year.
- H. Portables removed from Voyager beginning after the 1998-99 school year, and completely after the 2002-2003 school year.

Note: This addition is not necessarily the addition to the north of the building that has already been suggested.

#### **TOP TEN CRITERIA:**

- 1. Needs of Students: The needs of the students will be met due to more room and reduced class sizes.
- 2. Cost Effectiveness: This criteria will be met because it is less expensive to remodel than build a new building.
- 3. District Mission: This criteria will be met.
- 4. Demographics: This criteria will be met.
- 5. State/Federal Mandates: This criteria will be met, between addition and remodeling at elementary schools.
- 6. Students/Space Ratio: This criteria will be met.
- 7. Impact on Family Life: This criteria will be met, although there are possible negative impacts for a few families from year-round high school.
- 8. Technology Considerations: This criteria will be met at the 7-12 level due to more library space and some technological additions. At K-6 level, remodeling will allow technological upgrade, but extended use of Voyager and portables will create problems.
- 9. Quality/Positive Work Environment: This criteria will be met with more conference space, lower student/staff ratios, and better long-term working conditions. In short run, may be some demoralizing effects.
- 10. Green Space: This criteria will be met in long run, with enhancement at Riverside. Short-term losses due to portables.

## SECOND SEVEN CRITERIA:

1. Flexibility: This criteria will be met through the use of remodeling, multipurpose rooms and moving grade 9 as needed. Year-round high school adds a great deal of curriculum and staff flexibility.
2. Efficiency/Traffic: This criteria will be met.
3. Program Needs: This criteria will be met with the addition of a gymnasium and music space at Junior High, and with more small conference rooms at K-8 levels.
4. Community Uses: This criteria will be met, especially with the addition of a gymnasium. Remodeling can also take community needs into account.
5. Environmental Considerations: This criteria will be met in some areas, but lack of major construction means no state-of-the-art possibilities. Does minimize energy use from transportation.
6. Student/Staff Ratio: This criteria will be met.
7. Public/Politically Acceptable: This criteria will be met due to a decrease in class size, financial considerations, and positive impacts in all areas of Moorhead.

TOP TEN CRITERIA	Not		SECOND SEVEN CRITERIA	Not	
	Met	Met		Met	Met
Needs of Students	X		Flexibility	X	
Cost Effectiveness	X		Efficiency/Traffic Flow	X	
District Mission	X		Program Needs	X	
Demographics	X		Community Uses	X	
Mandates	X		Environment		?
Student/Space Ratio	X		Student/Staff Ratio	X	
Impact on Family Life	X		Public/Political		
Technology		?	Acceptability	X	
Quality/Positive					
Work Environment	X				
Green Space	X				

## PROJECTED COST

4 Portables (2 rms. each) ('92).....	\$ 200,000
2 Portables (2 rms. each) ('93).....	100,000
14 Additional Years Lease of Voyager School.....	840,000
Additions to Washington and Probstfield.....	500,000
Land Acquisition Near Riverside.....	500,000
Addition to Junior High.....	1,980,000
Remodel Junior High.....	100,000
TOTAL	\$ 4,220,000

**SOLUTION #5: BUILD A JUNIOR HIGH TO THE EAST OF MOORHEAD TO ACCOMMODATE 800 STUDENTS IN GRADES 7-9 BY THE 1994-95 SCHOOL YEAR**

**CONSIDERATIONS:**

- A. The existing and new junior high schools will house grades 7-9.
- B. The existing K-6 buildings will remain K-4 and 5-6, respectively.
- C. Build two portables to be located at Edison and Probstfield for kindergarten classes by Fall, 1993.
- D. Build an additional six (6) permanent kindergarten rooms, four at Washington and two at Probstfield by Fall, 1993.
- E. Allocate \$500,000 for land acquisition near Riverside School.
- F. Four (4) portables will be sited at Voyager School and used for grades five and six, beginning in the 1992-93 school year.
- G. Portables removed from K-4 level after remodeling is completed (1999-2000 school year) and from Voyager beginning after 1998-1999 school year and completely after 2002-2003 school year.

**TOP TEN CRITERIA:**

1. Needs of Students: This solution will add much needed space to the district, cure existing program shortfalls, and meet needs of inclusion students most quickly.
2. Cost Effectiveness: The new building would cost approximately \$7 million. Although costly, this solution would be an immediate help to the space needs, as well as creating a long-term solution that provides opportunities for innovation in curriculum, technology, and environmental areas.
3. Mission/Philosophy: This criteria is met.
4. Demographics: Grades 7-9 are the best age group to work with, because of projected needs, existing shortfalls, and flexibility.
5. State/Federal Mandates: This would help meet many mandates that are now only marginally being met.
6. Student/Space Ratio: Additional space would allow for meeting this criteria.
7. Impact on Family Life: The new location could cause transportation difficulties for awhile, but there is the least overall disruption with this solution.
8. Technological Considerations: The new building could be a technologically advanced one. Remodeling will allow for advances at K-4 level.
9. Quality/Positive Work Environment: Staff would like to work in a new building. The additional space would increase morale at all levels.
10. Green Space: The portable classrooms would reduce some space at the elementary schools, but could be removed sooner than with solutions 2 and 4. Added site and more green space at Riverside means substantial net gain.



## SECOND SEVEN CRITERIA

1. Flexibility: A new building could increase the flexibility of all schools by increasing space. Adding at 7-9 level means built-in, long-term flexibility.
2. Efficiency/Traffic Flow: Outside the building, this depends on eventual street construction and running an efficient bus system. Inside the building, design would be important and must consider inclusion students. This plan would be helpful if Dilworth/Glyndon-Felton students were eventually included and for rural parts of the district.
3. Program Needs: A new building would meet program needs better than the present situation.
4. Community Uses: A new building could be used for a variety of needs, and could be designed to encourage community uses, including the use of air conditioning for summer programs.
5. Environmental Considerations: A new building could be energy efficient and could allow latest in waste systems. Some additional transportation costs, but less than solution 3.
6. Student/Staff Ratios: The added space will lower class sizes.
7. Public/Political Acceptability: The cost of a new building could be a negative factor, but it is less costly than solutions 1 and 3. Clearly more acceptable in terms of overall green space, meeting student and staff needs, and technological considerations than solution 4.

TOP TEN CRITERIA	Not		SECOND SEVEN CRITERIA	Not	
	Met	Met		Met	Met
Needs of Students	X		Flexibility	X	
Cost Effectiveness	X		Efficiency/Traffic Flow	X	
District Mission	X		Program Needs	X	
Demographics	X		Community Uses	X	
Mandates	X		Environment	X	
Student/Space Ratio	X		Student/Staff Ratio	X	
Impact on Family Life	X		Public/Political		
Technology	X		Acceptability	X	
Quality/Positive					
Work Environment	X				
Green Space	X				

## PROJECTED COST

4 Portables (2 rms. each) ('92).....	\$ 200,000
2 Portables (2 rms. each) ('93).....	100,000
10 Additional Years Lease of Voyager School.....	600,000
Build New Junior High.....	7,000,000
Addition to Washington and Probstfield.....	500,000
Land Acquisition near Riverside.....	500,000
TOTAL	\$ 8,900,000



## FINANCIAL CONSIDERATIONS

The District's Board and administrators will need to continue to put careful research into the options available to fund the chosen facilities solution. Considering Kenneth Johnson's prediction that ISD #152 will need to spend over \$20 million on facilities in the 1990's, if construction is undertaken, the Task Force's two recommendations may look inexpensive at first.

The costs are, however, almost certainly understated to some extent, as the projected cost for both the new Junior High and the addition to the existing building were figured using 1988 guidelines. While these were the most recent available, rising costs over time will make the project more expensive. Additionally, the Task Force used low-middle assumptions for both cost per square feet and space per student. This was done in an effort to provide estimates for "Chevrolet" facilities, rather than "Cadillac" facilities; the group felt the latter would be less acceptable to the public.

In considering these recommendations, the Board should also remember that no dollar figure has been attached to remodeling the older elementary buildings. This will also drive facilities expenditures higher than is indicated by the totals listed above.

A variety of funding sources exist for the District, even though facilities accounts are currently in deficit. The deficits in the accounts most relevant here, Facilities and Equipment, are minor, and substantial funds will be available under current circumstances to meet many of the needs represented by the recommended courses of action. (See Appendices XIX and XX)

Funding possibilities for remodeling are more numerous than those for new construction, but the current income will not cover all needs under either solution. (See Appendix XXI) Some form of increased revenue will be needed, and it should be noted that this need cannot be met by increased aid that results from a larger student population. This form of aid will come only after the fact, while facilities spending must precede the additional students. The Task Force tried to tailor its recommendations to keep the District's added revenue needs as small as possible. The recommendations were also kept flexible by including leasing as a way to meet District needs in several areas. (See Appendix XXII)

While the prospect of a new bond issue is not pleasant to any taxpayer in the District, including the members of the Task Force, it may well be necessary. And while this possibility may not be politically popular at this time, the Task Force believes that this is largely due to the public's lack of information on the situation faced by the District over the next decade. It is worth noting that most Task Force members came into the process knowing little about the scope of the problem and quickly came to the decision that something major needed to be done as quickly as possible.

A carefully-designed marketing plan should be given substantial attention as the Board prepares the District for the future. This is not only a matter of financial planning, but of meeting the needs of all District residents over the long-term.

## CONCLUSION

Independent School District 152 has maintained an excellent educational reputation, and the Task Force is anxious that this reputation not suffer as a result of the human tendency to avoid difficult decisions. In the last couple of decades, failure to deal with challenges pro-actively has caused a great deal of conflict and consternation within the District. We wish to avoid repeating this portion of our District's history, while highlighting our traditions of quality and innovation.

We hope that the Board, with its recent reconfiguration, will establish itself as a body of vision and leadership. The existing shortfalls and needs of ISD #152, combined with the complicated nature of facilities tasks, leads us to urge swift and decisive action by the School Board. We recommend that a public hearing be held at the earliest possible date to receive input on these potential solutions, and that the Board's final decision be made within the next two months to allow action to proceed toward one of these solutions.

We also wish to thank the Board for this opportunity to be of service to our community. We hope that our efforts will lead Independent School District 152 into the 21st Century ready for the challenges we will face as a School District, as a nation, and as part of the earth's community.

APPENDICES TO FACILITIES TASK FORCE FINAL REPORT

APPENDIX I: FACILITIES TASK FORCE FORMATION DOCUMENT

APPENDIX II: FACILITIES TASK FORCE MEMBERSHIP

APPENDIX III: ISD #152 ENROLLMENT PROJECTIONS TO 2010-11

APPENDIX IV: COMPILATION OF INCREASED MANDATES/REQUIREMENTS/EXPECTATIONS OF MINNESOTA PUBLIC SCHOOL DISTRICTS

APPENDIX V: INSTRUCTIONAL FACILITIES AND NEEDS RELATING TO MANDATES: JUNE 18, 1991

APPENDIX VI: "SCHOOLS ANXIOUS TO BUILD IN TOUGH TIMES," MINNEAPOLIS STAR TRIBUNE, OCTOBER 6, 1991

APPENDIX VII: POTENTIAL SOLUTIONS REJECTED BY THE FACILITIES TASK FORCE

APPENDIX VIII: ISD #152 STRATEGIC LONG RANGE PLAN: 1991-1996

APPENDIX IX: SUBCOMMITTEE REPORTS ON PROJECTED SPACE NEEDS

APPENDIX X: MEMO FROM ROBERT LACHER ON DISTRICT PROPERTIES

APPENDIX XI: "HERE'S PROOF: SMALL IS BETTER," NEA TODAY, OCTOBER, 1990

APPENDIX XII: SPACE GUIDELINES FROM STATE OF MINNESOTA, GUIDE FOR PLANNING NEW AND IMPROVED SCHOOL FACILITIES IN MINNESOTA, JULY, 1988

APPENDIX XIII: MOORHEAD TOWNSITE CENTER LEASING ARRANGEMENTS, JULY, 1991

APPENDIX XIV: 1989-90 ACTUAL BUILDING OPERATING COSTS IN ISD #152

APPENDIX XV: HIGH SCHOOL REMODELING POSSIBILITIES

APPENDIX XVI: FACILITIES TASK FORCE SURVEY OF STAFF AND PARTIAL RESULTS

APPENDIX XVII: LIVE BIRTHS IN CLAY COUNTY: 1979-1989

APPENDIX XVIII: ADDITIONAL INPUT FROM ISD #152 STAFF

APPENDIX XIX: MEMO FROM ROBERT LACHER: OCTOBER 10, 1991

APPENDIX XX: STATE DEPARTMENT OF EDUCATION LEVY LIMITATIONS AND CERTIFICATION FOR ISD #152: 1991 PAYABLE 1992

APPENDIX XXI: PORTIONS OF MINNESOTA STATUTES DEALING WITH SCHOOL FACILITIES

APPENDIX XXII: LETTER FROM ROBERT LACHER TO MR. BILL KIESOW REGARDING ISD #152 LEASES - LEVY AUTHORITY: AUGUST 6, 1991



PRELIMINARY CAPITAL OUTLAY GUIDELINES FOR 1992-93

1. Definition of capital outlay:

"Site improvements, building improvements, and capital repairs are of such magnitude that they represent an expenditure with a minimum individual project cost of \$1,000 with the useful life of at least ten years, and significantly increase the value and/or extend the useful life in the instance of capital repair. Equipment represents an expenditure with a minimum unit cost of ~~\$100~~ \$250 with a useful life of at least four years."

2. Capital Outlay Revenues set as \$1,413,910

2.1 Facilities Revenue set at \$827,697 plus \$71,800 from sale of property for a total of \$899,497.

Requires a school board to adopt a capital expenditure facilities program by a two-thirds vote after notice and hearing as part of a 5-year program which must be reviewed by the district before July 1 of each odd-numbered year, after notice and hearing; after the biennial review, the program may be amended to include the ensuing 5-year period.

Facilities Revenue may be used for repair and restoration of existing district-owned facilities; new construction correcting existing health and safety hazards; equipping and reequipping buildings; surplus school buildings that are used substantially for public nonschool purposes; leasing buildings, and purchasing or leasing interactive telecommunications equipment.

2.2 Capital Expenditure Equipment Revenue set at \$413,849.

This revenue may be used to pay capital expenditure related assessments of any entity formed under a cooperative agreement between two or more districts, to purchase or lease computers and related materials, copying machines, telecommunications equipment, and other noninstructional equipment, to purchase or lease equipment for instructional programs, to purchase textbooks, to purchase library books, and to purchase vehicles other than school buses. Most items can be readily classified as equipment. However, the following are examples of equipment items that could appear to qualify as supplies: Encyclopedias, large wall maps, large freestanding globes, band and choir uniforms, chairs, and library books representing initial adoptions and later substantive improvements.

2.3 Health and Safety Aid and Levy at \$100,564.

This revenue is available based on approval of an application to the Commissioner of Education for hazardous substance removal, fire code compliance or life safety repairs. The revenue may be used to correct fire safety hazards of life safety hazards or for the removal or encapsulation of asbestos, asbestos-related repairs, clean-up and disposal of PCBs or clean-up removal, disposal and repairs related to storing heating fuel or transportation fuels.



2.4 Other Capital-Building Lease Revenue set at \$114,938.

This revenue may be used to pay capital expenditures related to the lease of nonschool district properties for educational purposes. This levy can be made only after securing prior approval from the Minnesota State Department of Education.

2.5 Block grant of approximately \$35,000 will be used for Instructional Technology.

3. Allocations will be based on the following (in priority):

Facilities Revenue

1. Health and safety
2. Energy conservation
3. Building preservation
4. Needed space for continuing programs (need Building Review Committee approval)
5. Telecommunications
6. Convenience
7. Appearance

Equipment Revenue

1. Essential furniture (used if available)
2. Technology
3. Specialized equipment needed for instruction
4. Specialized equipment needed for maintenance and transportation (buses are not a part of this revenue)
5. Equipment to support curriculum
6. Convenience
7. Appearance

4. Requests will be made as to budget categories:

- 4.1 Improvement to Sites
- 4.2 New Buildings
- 4.3 Improvement to Buildings
- 4.4 Instructional Equipment
- 4.5 Management Equipment

5. Allocation to buildings:

5.1 Based on number of pupil units:

Preschool/Kindergarten . . . . .	.5
Elementary (1-6) . . . . .	1.0
Secondary (7-12) . . . . .	<del>1.33</del> 1.3
(includes shared-time equivalence)	

6. *Alternative 1*

Dedicated allocations of \$23.75 per pupil unit of Equipment Revenue based on October 1991 enrollment and a 5-year plan which can be renewed.

**ALTERNATIVE 2**

Dedicated allocations of \$3,000 plus \$20 per pupil  
unit of equipment revenues based on October 1990 enrollment  
and a 3-year plan which can be renewed.

Allocations must meet statutory requirements.  
Allocations must meet priorities as listed in Section 3.  
Estimated costs will be current list prices.  
Special Education will be included in the allocations.

**Building Allocation Alternative 1**

	1991-92	1992-93	1993-94	1994-95	1995-96
6.1 Edison	14,369	14,250	14,250	14,250	14,250
6.2 Probstfield	17,646	17,813	17,813	17,813	17,813
6.3 Riverside	11,566	11,566	11,566	11,566	11,566
6.4 Washington	15,295	15,699	15,699	15,699	15,699
6.5 Robert Asp	15,343	16,744	16,744	16,744	16,744
6.6 Voyager	5,178	5,558	6,792	6,935	7,647
6.7 Junior High	25,522	26,892	28,065	27,324	31,987
6.8 Senior High	43,477	44,028	47,393	50,573	53,105
Total	148,396	152,548	158,322	160,903	168,810

**Building Allocation Alternative 2**

	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96
6.1 Edison	12,940	13,216	13,267	13,274	13,193	13,273
6.2 Probstfield	13,336	17,774	17,813	17,846	17,746	17,847
6.3 Riverside	9,790	13,028	13,034	13,073	13,010	13,076
6.4 Washington	13,202	13,939	16,902	16,932	16,839	16,934
6.5 Robert Asp	17,182	13,976	16,289	17,342	18,060	18,947
6.6 Voyager	14,000	8,041	8,033	8,100	8,070	8,100
6.7 Junior High	24,693	23,492	26,464	27,328	29,083	30,271
6.8 Senior High	43,983	40,672	42,880	47,443	47,333	48,820
Total	132,748	132,079	136,701	161,342	163,336	169,270

The Administrative Recommendation is to utilize Alternative 1 and to allow buildings to expend  
\$3,000 per building for capital cost as part of the district-wide capital outlay account. This  
money has already been expended, creating a deficit during 1989/90. No credit to the capital  
budget will be made during 1991/92 for this deficit spending.

**6.9 Assumptions for 1991/92 1992-93:**

- 6.91 October projections will hold.
- 6.92 Boundary areas will be reviewed.
- 6.93 Fifth and Sixth grade students will be housed at  
Robert Asp, George Washington, and Voyager  
Schools with three sections at George Washington and  
to be determined.
- 6.94 Figures will be fixed for 1992-93 and will be adjusted  
in November of each year. Adjustments will be made if  
necessary due to major facility changes.

- 6.95 There will be 20 sections of kindergarten each year, 6 at Probstfield, 4 at Edison, 4 at Washington, and 6 at Riverside/Lincoln.
  - 6.96 Elementary capital outlay will be determined on a pupil unit basis and allocated on a per pupil basis.
  - 6.97 Newly constructed rooms will be equipped with intercoms, a teacher's desk, student desks, and a file cabinet from district-wide budgets.
  - 6.98 When boundaries are changed or when a classroom is reopened the principal and the superintendent or assistant superintendent for instruction will review district-wide and building capital expenses.
  - 6.99 Priority to accommodate space needs will be use of available space, rental of space, permanent or temporary additions, and construction.
- 6.10 Activities' needs are included in 6.7 and 6.8. (Principals will allocate monies.)
- 6.11 Monies overspent in 1991-92 will be subtracted from 1992-93 allocations.
- 6.12 Monies cannot be carried over without written approval of the superintendents.
- 6.13 Changes in expenditures can be made with approval of the superintendent where allowed by statute.
7. Dedicated areas identified by superintendent:
- 7.1 Equipment expenditures (Attachment 7.1).
  - 7.2 Facilities expenditures (Attachment 7.2).
  - 7.3 Health and Safety expenditures (Attachment 7.3).
  - 7.4 Responsibilities - Media (see attachment - Administrative Policy DBDA-A).
  - 7.5 Block grant (uncertain at this time) will be utilized for Instructional Technology proposals. Estimate \$35,000.
  - 7.6 District-wide programs including special education, gifted, ESL and needs that cannot be addressed in discretionary funds, will be reviewed by ~~HERNBERG, KACHER AND TROCHILL~~ Central Administration (Federal Funds and Basic Levy).
8. Preliminary requests for capital outlay expenditures for the 1992-93 school year must be submitted to the Office of Instruction by ~~December 17, 1990~~ December 20, 1991.



. RESOLUTION  
OF  
INDEPENDENT SCHOOL DISTRICT NO. 152  
Moorhead, Minnesota

WHEREAS, the State of Minnesota and the State Board of Technical Colleges have determined serious challenges are facing the Technical College System. In 1991, a document entitled "Campaign 2001" defined a plan of action for the Technical Colleges in Minnesota.

WHEREAS, the 1991 legislative session in the Omnibus Higher Education Appropriations bill passed the Technical College District Law (136C.71) which provides that the State Technical College Board shall create a minimum of 9 and not more than 15 Technical College Districts in Minnesota, and which provides all Technical Colleges in Minnesota with a student population of less than 1,500 shall consolidate with neighboring institutions;

WHEREAS, the School Districts which govern the Technical Colleges in Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena have agreed to consolidate educational systems;

BE IT THEREFORE RESOLVED, that the Board of Education of Independent School District No. 152, which governs Moorhead Technical College, proposes to consolidate educational systems with Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena, effective July 1, 1992.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Chairperson  
Title

\_\_\_\_\_  
Date



SECTION 01030 - BASE BID AND ALTERNATES

The following is an outline description of the Base Bid and Alternates. These descriptions in no way relieve the Contractor from providing any necessary labor and material required for the Base Bid or each Alternate as specified and shown on the Contract Documents.

BASE BID - REPLACE EXISTING CLASS CALL CONSOLE: State amount in Base Bid to replace existing class call console with a new central switching exchange cabinet with capability of expansion in the future to functions listed in all Alternates. Replace all existing class call-in switches and replace existing master clock.

ALTERNATE NO. 1 - TELEPHONE SETS: State amount to be added to Base Bid to replace all of the existing call-in switches with telephone sets in lieu of new call-in switches as stated in Base Bid and add new telephone sets. Replace all existing cable to existing call-in switch locations.

ALTERNATE NO. 2 - MEDIA CENTER DISTRIBUTION SYSTEM WIRING: State amount to be added to Base Bid to provide the media center distribution system wiring including cable, splitters, outlets, devices, plates and media equipment to include cabinet for rack equipment, combiner, (1) modulator and cable TV input.

ALTERNATE NO. 3 - ELECTRONIC CLOCK AND MESSAGE CENTER DISTRIBUTION SYSTEM: State amount to be added to Base Bid to add television sets as shown on Drawings with additional equipment required within central exchange, media center equipment, existing clock modifications, and input computer to provide electronic clocks and message center system.

ALTERNATE NO. 4 - ELECTRONIC BULLETIN BOARD DISTRIBUTION SYSTEM: State amount to be added to Base Bid to add additional equipment required within the central exchange media center and input computer to provide an electronic bulletin board system.

ALTERNATE NO. 5 - MEDIA CENTER DISTRIBUTION SYSTEM: State amount to be added to Base Bid to add additional equipment required within the central exchange and media center to provide a television distribution system including cable TV input, (2) VCR's, (1) portable studio, satellite dish input and related wiring.

ALTERNATE NO. 6 - SATELLITE DISH: State amount to be added to Base Bid to provide a satellite dish located as shown on Drawings and related wiring.

ALTERNATE NO. 7 - SPORTS CENTER TELECOMMUNICATIONS CONNECTION: State amount to be added to Base Bid to provide a telecommunications system connection from the High School to the Sports Center via a wired connection from the High School, underground to the Sports Center, to include underground conduit and audio and video A and B cable, telecommunications terminal board, speakers, interconnecting cable within building, call-in switches, exterior speaker, and administrative telephone.

ALTERNATE NO. 7A - SPORTS CENTER TELEPHONES: State amount to be added to Base Bid to provide telephones within Sports Center in lieu of call-in switches shown.

END OF SECTION

TO: Bob Lacher  
FROM: Mike Siggerud  
RE: Telecommunications system  
DATE: 11/6/91

After meeting with Fran Laske and Jerry Harter, we recommend the following cost-cutting suggestions as a means of assisting the financing of alternates 2-5 of the proposed telecommunications system:

- 1) Eliminate 25 monitor locations. Install jacks only.
- 2) Use 25 currently owned monitors with the new system.

This would result in a cut of 50 monitors from the original purchase specifications, leaving 41 left to purchase.

Fran has agreed to allocate \$10,000 from the media capital outlay budget for this purpose, with the understanding that alternate 5 must be included with 2-4.

Mr. Dulski is out of town today, and cannot be reached for a possible building capital outlay commitment.

The specific monitors to be eliminated are located in the following rooms:

**First floor**

113, (computer lab) 118, 120, 121, (industrial arts) 122, 124, (art) 142, 143, 144, (phy. ed. offices).

**Second floor**

204, 206, (TMH) 209, 210, 211, (industrial arts) 218, (3 units from library, leave one in place) 227, 228, (music) 235, 239 (teacher's work rooms).

**Third floor**

308, (copy room) 315, 317, (keyboarding) 319, (group room).

An additional savings could be made by eliminating 8 monitors from math rooms. This should be viewed as a somewhat more undesirable cut than those listed above.

Those are 126, 129, 131, 133, 201, 202, 205, and 309.



42,800  
36,860  
35,900

TELECOMMUNICATIONS SYSTEM - SENIOR HIGH SCHOOL  
INDEPENDENT SCHOOL DISTRICT NO. 152, MOORHEAD, MINNESOTA  
UEI PROJECT NO. 91280

BASE + ALT #1 +  
BASE + ALT #2  
BASE + ALT #7 + #7A  
BASE + ALT #2 + #5

BID DATE: OCTOBER 21, 1991, 2:00 P.M.

yes yes NO NEED NEED

BID TABULATION

Contractor	Add. #1	Bid Bond	Manufacturer	Base Bid	Alt. #1	Alt. #2	Alt. #3	Alt. #4	Alt. #5	Alt. #6	Alt. #7	Alt. #7A	TOTAL
CB Electric	X	X	Rauland	\$42,800	\$36,860	\$35,900	\$50,050	\$ 6,100	\$ 6,600	\$ 3,750	\$17,755	\$ 3,500	\$203,315
			Simplex	\$27,725	\$ 9,750	\$32,500	\$49,500	\$ 3,900	\$14,750	\$ 5,200	\$11,300	\$ 1,200	\$155,825
Dakota Electric	X	X	Rauland	\$40,150	\$42,750	\$45,700	\$59,000	\$ 6,200	\$ 6,900	\$ 3,560	\$18,550	\$ 3,300	\$226,110
			Simplex	\$24,300	\$16,900	\$41,800	\$56,500	\$ 4,200	\$16,600	\$ 6,050	\$12,100	\$ 1,930	\$180,380
			Telecor	\$46,150	\$28,800	\$43,500	\$93,250	\$ 5,100	\$11,100	\$ 3,750	\$15,150	\$ 750	\$247,550
Red River Elec.			Rauland	NO BID									
Rick Electric	X	X	Rauland	\$43,820	\$40,260	\$43,215	\$55,270	\$ 7,364	\$ 7,270	\$ 4,250	\$15,515	\$ 4,535	\$221,499
			Simplex	\$27,400	\$11,970	\$37,815	\$50,540	\$ 4,860	\$16,385	\$ 5,805	\$ 8,325	\$ 2,140	\$165,240
			Telecor	\$46,725	\$16,710	\$39,625	\$79,780	\$ 5,795	\$11,425	\$ 3,630	\$11,380	\$ 1,780	\$216,850

\*Deduct for Goldstar TV's



August, 1991

MOORHEAD PUBLIC SCHOOLS  
Moorhead Minnesota

91-92 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: Lincoln Elementary  
TOPICS OF PROPOSAL: Paraprofessional for Preschool Partners - p.m. session  
SUBMITTED BY: Tracy Erickson Jan Jenson  
Maggie Hanson Carol Olson DATE: 11-4-91  
SUBMITTED TO: Jernberg DATE TO BE IMPLEMENTED:  
Swedberg  
Lacher ASAP

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: \_\_\_\_\_

PERSON RESPONSIBLE TO RECOMMEND  
TO SUPERINTENDENT: \_\_\_\_\_

Recommendation (by person responsible):

Approve \_\_\_\_ Disapprove \_\_\_\_ Hold \_\_\_\_ Refer to Cabinet \_\_\_\_

Date \_\_\_\_\_

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

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

1. Describe the proposal for funding.

A special education paraprofessional is needed in the Preschool Partners program during the afternoon session four days per week. This paraprofessional would assist with programming for students with disabilities.

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

There are presently 12 four and five year olds enrolled in the afternoon session of Preschool Partners, five of which have disabilities. Presently there are two full time staff persons, one special education teacher and one paraprofessional. The speech clinician is in the room for the majority of each day but also serves a child in the kindergarten class and is involved in assessments in the kindergarten classroom. An occupational therapist serves the classroom for 60 minutes on two days.

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

Based on the needs of the children with disabilities there is not always adequate supervision or individualized instruction. One child demonstrates frequent challenging behaviors (e.g., aggressive behaviors, escape behaviors impulsivity, and distractability). She requires one on one adult assistance in order to participate in activities, stay with peers and optimize learning. Another child requires frequent one to one attention in order to participate in daily routine and self help skills. When two adults are attached to these individual children, one teacher is often left to work with 10 children, 3 of which have disabilities. In addition, three children have IEPs which dictate directed individual articulation therapy. At the present time it is difficult for the speech clinician to remove herself from the classroom to do this since she is needed for behavior management.

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

We have accessed high school students through Youth Educational Services but the attendance has been inconsistent and the student currently with our program does not come all four afternoons. We have also accessed a practicum student from MSU but this student is with our program only 2 afternoons per week and will be finished on November 22, 1991. We have not been assured that we will have a college student each quarter.

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

PROPOSAL FORM

PERSONNEL	*1 Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional					
No. & Hrs/Day	4 hr/day	2768		2768.	0
Teacher Para	1				
Noon Para					
				FICA 212. WC 11	223.
FRINGE BENEFITS				Total Salaries X 30% Worker's Compensation X salary X .005 =	
SUPPLIES					
*2					
CAPITAL OUTLAY					
OTHER EXPENSES					
<p>*3 TOTAL COST 2991. NET DISTRICT COST -0-</p>					
<p>Comments on budgetary items:</p>					
<p>Total cost covered with Part F Federal Funds.</p>					

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

6. Space implications (short/long range).

Our present classroom space and gym time are adequate both at this time and for the future.

7. Equity implications.

The Preschool Partners program involves students of all races, cultures and genders. A paraprofessional would better enable us to meet the unique needs of these students.

8. Technology implications.

A paraprofessional would allow us to use our available resources more completely.

9. Suggested timelines for implementation.

We propose that the paraprofessional be hired immediately.

10. Who has been involved in this decision?

Maggie Hanson  
Jan Jenson  
Tracy Erickson  
Carol Olson  
Al Swedberg

11. Other comments:



August, 1991

MOORHEAD PUBLIC SCHOOLS  
Moorhead Minnesota

91-92 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: Senior High  
TOPICS OF PROPOSAL: Paraprofessional for EBD program.  
SUBMITTED BY: Laura Nylander Robin Grooters Paula Falk  
Barb Larson Mike Siggerud DATE: 10-31-91  
SUBMITTED TO: Jernberg DATE TO BE IMPLEMENTED:  
Lacher  
Swedberg ASAP

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: \_\_\_\_\_

PERSON RESPONSIBLE TO RECOMMEND  
TO SUPERINTENDENT: \_\_\_\_\_

Recommendation (by person responsible):

Approve \_\_\_\_ Disapprove \_\_\_\_ Hold \_\_\_\_ Refer to Cabinet \_\_\_\_

Date \_\_\_\_\_

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

1. Describe the proposal for funding.

A special education paraprofessional is needed for the EBD program. The number of students in the program has greatly increased since last year. Also, the severity of the handicaps and the needs of the students has greatly increased. This paraprofessional would assist in students' learning and in management of behavior.

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

See attached sheets

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

Students will be truant and/or will fail academically. There would also be a potential for residential placements for the students.

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

Level 5 placement  
Day Treatment  
Homebound tutoring  
Residential placement

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional		9000.	01.200.493.740.00141.	4680.	4320.
No. & Hrs/Day	1 - 7 hrs	(6750)		3510	(3240)
Teacher Para'	yes				
Noon Para					
FRINGE BENEFITS					
		Total Salaries	X 30%		1223.
		Worker's Compensation X salary X .005 =			45.
					(917) (34)
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST		10,268. full year (7,701) remainder of this year		5588. full year (4191.) remainder of year	
Comments on budgetary items:					

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

\* costs are given for both full year and remainder of current year (in parenthesis)

6. Space implications (short/long range).

We may need to access available open classrooms and/or the library during certain class periods.

7. Equity implications.

The EBD program involves students of all races, cultures and genders. A paraprofessional would better enable us to meet the unique needs of the students.

8. Technology implications.

A paraprofessional would allow us to make better use of available resources.

9. Suggested timelines for implementation.

We suggest that this paraprofessional be hired immediately.

10. Who has been involved in this decision?

Laura Nylander	Mike Siggerud
Barb Larson	Joel Ortega
Paula Falk	Al Swedberg
Robin Grooters	Mavis Falk
Lynn Sipe	

11. Other comments:



MHS EBD PROGRAM

DAILY SCHEDULE

PERIOD 2

English Paula Falk  
3 students in 11th grade Eng.  
1 student in 9th grade Basic Eng.

Elective Laura Nylander  
2 ninth grade students  
2 tenth grade students  
These students work individually on whatever  
coursework they need assistance with.

Frep Barb Larson

PERIOD 3

Social Barb Larson  
3 students in Geography  
3 students in Civics  
1 student working on YES materials  
1 student doing Independent Study math

EBD IV Laura Nylander  
5 students (2 juniors, 3 seniors) in social  
skills group

ENG.9B Paula Falk  
Paula goes to a regular English class to  
assist with the numerous special ed. students  
in the class.

PERIOD 4

EBD I Barb Larson  
3 students in Affective Skills group

EBD II Paula Falk  
5 students in Affective Skills group  
3 students working individually

Frep Laura Nylander

PERIOD 5

EBD I Barb Larson  
3 students in Affective Skills group

Math Laura Nylander  
2 students in General Math  
1 student in Pre-Algebra

Frep Paula Falk

PERIOD 6

Elective Barb Larson & Laura Nylander  
3 ninth graders  
2 tenth graders  
4 juniors

English Paula Falk  
1 ninth grade Basic English student

PERIOD 7

EBD 1 Laura Nylander  
5 students in Affective Skills group  
1 student working individually

Elective Paula Falk  
2 ninth graders  
1 10th grader  
1 junior

Social Barb Larson  
2 students in Geography

There are approximately fifty students at Moorhead High School whose primary handicapping condition is EBD. Of those students, several have needs severe enough to warrant fulltime placement in the EBD classroom. These students cannot be left alone at any time throughout the day. They must be escorted to and from the restroom and isolated at lunch. Several other students require close supervision in order to attend mainstream classes and intensive assistance in order to succeed there.

The EBD program also serves many students under the special education "umbrella". These students add to the great diversity of needs being served in the classroom.

Students enrolled in the program have IQ's ranging from below average to superior. Some are excellent readers while others are reading way below grade level. Some are excellent creative writers; others can't write a simple sentence without assistance.

Behaviors exhibited by these students are also very diverse. The majority of the students are diagnosed as having Attention Deficit Hyperactivity Disorder which is characterized by impulsivity, distractibility, and inability to concentrate. There are also students in the program who are oppositional/defiant and acting out. Still others are severely withdrawn and/or depressed. Some of these students must be escorted from room to room and supervised during lunch.

All of the students would be better able to succeed with more individualized instruction and assistance. It is impossible for one teacher per group to give the amount of attention necessary on a daily basis.



August, 1991

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

1991-92 Budget

PROPOSAL FORM

NAME OF BUILDING: Washington & Riverside, Probstfield and Asp

TOPICS OF PROPOSAL: Speech/Language Services

SUBMITTED BY: Pertinent building principals and Anne Moyano

DATE: October 30, 1991

SUBMITTED TO: Al Swedberg, Bob Jernberg, Bob Lacher

DATE TO BE IMPLEMENTED: ASAP

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED:

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT: Al Swedberg

\_\_\_\_\_ Recommendation (by person responsible):

Approve ☐ Disapprove ☐ Hold ☐ Refer to  
Cabinet ☐

Date \_\_\_\_\_

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

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

1. Describe the proposal for funding.

Increase speech/language services at Washington up to five hours per week. Increase services at Riverside, Probstfield and/or Asp up to a total of five hours per week on an as needed basis. The total proposal is for up to ten hours per week.

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

Currently there are two students at Washington with IEP's who are not scheduled for services. There is no time in current staff schedules to serve these students. At Washington, Probstfield, and Asp additional referrals are pending and several students are expected to be eligible for and in need of speech/language services. The need for additional staff time to serve these students will be determined by the building principal, speech/language coordinator and special education director.

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

Careful review of student records suggest that further grouping of students would result in ineffective programming.

Refusal to provide services could result in due process hearings.

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

Several actions have already occurred. The caseloads and schedules for all district clinicians have been reviewed. We know that it will not be possible to reassign another clinician to these buildings. Some students' IEP's have been reviewed and suggestions made to reevaluate the amount and type of services provided. Adjustments have and will continue to be made; the needs described in this proposal go beyond what these adjustments can accomplish.

Staff size could be increased to accommodate only those students who currently have IEPs and a new proposal(s) submitted to the board as IEPs are written for new students.

We can refuse to provide services.

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

PROPOSAL FORM

PERSONNEL	*1 Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost		
Administrators							
Teachers	.286	5785.	01.200.470.740.00141.	3263.	2522.		
Clerical							
Paraprofessional							
No. & Hrs/Day							
Teacher Para							
Noon Para							
FRINGE BENEFITS							
		Total Salaries					
			X 30%				
		Worker's Compensation X salary X .005 =			938.		
SUPPLIES							
*2							
CAPITAL OUTLAY							
OTHER EXPENSES							
*3 TOTAL COST		6723.	NET DISTRICT COST		3460.		
Comments on budgetary items:							

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

6. Space implications (short/long range).

Instructional spaces have been identified which could be used for short periods of time.

7. Equity implications.

None

8. Technology implications.

None.

9. Suggested timelines for implementation.

We need to recruit and employ staff as soon as possible after the November 12 meeting for Washington and as needed for the other buildings.

10. Who has been involved in this decision?

Al Swedberg, Special Education Director  
Don Iverson, Betty Myers, Howard Murray and Bob Olson,  
Principals  
Marge McGuire, Marty Fridgen, Deb Hanson, Pat Sullivan,  
Candace Allen, Helen Friend Speech/Language Clinicians  
Anne Moyano, Speech/Language Coordinator

11. Other comments:



POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JHG  
DATE ADOPTED: 05-27-86  
REVIEWED/REVISED:

CHILD ABUSE

I. Elementary & Secondary Policy

A. Maltreatment of Minors

1. It is the policy of Independent School District No. 152 to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to strengthen the family by making the school community safe for children by promoting responsible child care in all settings.
2. It is the policy of Independent School District No. 152 to comply with the law of requiring the reporting of suspected physical or sexual abuse and conditions of neglect involving children.
3. The reporting of maltreatment of minors shall be strictly in accordance with the provisions of Minnesota State Statute 626.556 sub. (3). All persons responsible for the child's care means a parent, guardian, teacher, school administrator or other lawful custodian of a child having either full-time or short term care responsibilities including but not limited to, daycare, baby-sitting whether paid or unpaid, counseling, teaching, and coaching.

B. Definitions:

1. Physical Abuse: Any physical injury inflicted by a parent, guardian, teacher or other person responsible for the child's care, on a child other than by accidental means; or any physical injury that cannot reasonable be explained by the history of injuries.

Such injuries may include but are not limited to:

- bruises and welts
- burns and scaldings
- abrasions and lacerations
- wounds or cuts
- bites and punctures
- bone fractures
- ~~malnutrition~~
- concussions
- ~~failure to thrive~~
- soft-tissue swelling

2. Sexual Abuse: The subjection by the child's parent, **teacher**, guardian or person responsible for the child's care, to any act of incest, rape, sodomy, intercourse, indecent liberties and/or sexual penetration (as covered in Minnesota Statutes, 609.341 to 609.345 and 609.365). Sexual abuse also includes any acts of sexual exploitation involving a minor child (Section 617.246), or the involvement of a minor child in prostitution (Section 609.324).
3. Neglect: The failure by a parent, **teacher**, guardian or other person responsible for a child's care to provide a child with necessary food, clothing, shelter or medical care when reasonably able to do so. Neglect also includes the failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical and mental health when reasonably able to do so. Neglectful conditions may include:
  - failure to thrive
  - abandonment
  - lack of special care for a physical or mental condition
  - inadequate parental care or supervision
  - inadequate foster care or illegal child placement
  - threats of physical harm
  - malnutrition

"Neglect" includes prenatal exposure to a controlled substance, as defined in section 253B.02, used by the mother for a non-medical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance.

It is not construed to mean that a child is neglected solely because the parent, guardian or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment of disease or remedial care of the child.

4. Mental Injury: An injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
5. Threatened Injury: A statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

C. Reporting - Who Must Report

1. In education, a professional or his/her delegate who knows or has reason to believe that a child is being neglected or physically or sexually abused must immediately report orally, **within 24 hours**, and in writing, **within 72 hours**, the information to the appropriate authorities.
2.
  - a. A person who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three (3) years shall immediately report the information to the local welfare agency, police department, or the county sheriff.
  - b. A person who is a professional or professional's delegate who is engaged in the provision of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, or law enforcement.
  - c. Any employee of the school district who stands in a position of authority is responsible for reporting. Those employees include/but not limited to:

Administrators	Counselors
Teachers	Substitute Teachers
Principals	Speech Clinicians
Superintendents	School Nurse/Health Tech.
School Board Members	Bus Drivers
Social Workers	Secretaries
Psychologists	Custodians
Child Care Staff/	Coaches
Paraprofessionals	Occupational Therapists/
Food Service Personnel	Occ. Therapist Assistants
Supervisors of Students	

32. In addition, persons not required to report but who know or have reason to believe that a child has been abused or neglected may voluntarily report the information to the appropriate authorities.
43. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected. All that is required is that the reporter knows or has reason to believe a child is being neglected or abused.
54. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports participating in good faith and exercising due care in the making of report or assisting in the assessment pursuant to this section has immunity from any liabilities civil or criminal, that otherwise might result by reason of ~~his/her~~ **their** action.



5. Retaliation prohibited: There shall be no retaliation against the person for reporting in good faith suspected abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report.
  - a. The employer of any person required to make a report under this subdivision who retaliates against the person because of a report of suspected abuse or neglect is liable to that person for actual damages and, in addition, a penalty up to \$1,000.
  - b. There shall be a rebuttal presumption that any adverse action within 90 days of a report is retaliatory for purposes of this paragraph, the term "adverse action" refers to action taken by an employer of a person required to report under this subdivision which is involved in a report against the person making the report with respect to whom the report was made because of the report, and includes, but is not limited to:
    - (1) discharge, suspension, termination, or transfer from the school;
    - (2) discharge from or termination of employment;
    - (3) demotion or reduction in remuneration for services;
    - (4) restriction or prohibition of access to the facility, institution, school, agency, or persons affiliated with it.
6. Falsified reports: Any person who willfully or recklessly makes a false report under the provisions of this section shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury.
7. Failure to report: Any person required by this section to report suspected physical or sexual child abuse or neglect who willfully fails to do so shall be guilty of a misdemeanor.

## II. Policy Procedures

### A. Responsible Reporter

1. Any employee having reasonable cause to suspect who knows or has reason to believe that a child is being physically or sexually abused or neglected shall immediately report this information to Clay County Child Protection Services or Law Enforcement Center to the proper city or county law enforcement agency. The employee should also report this information to the building administrator.
2. Whenever circumstances suggest that a child's health or welfare may be immediately in jeopardy, the employee shall first report these circumstances to the Law Enforcement Agency proper law enforcement agency and then contact the designated administrator.



## Policy JHG

3. When helpful, building staff are encouraged to seek additional consultation through appropriate school staff, such as a social worker, nurse, counselor, psychologist or staff resource person crisis management team leader.
4. Though consultation may be used in helping to determine whether there is reasonable cause to suspect abuse or neglect, The decision to report is the responsibility of the individual employee. Consultation with the designated administrator or other school personnel must not inhibit the individual from reporting when, in their own best judgement, a concern remains for the welfare of the child.

B. Reporting Process

1. An oral report shall be made immediately (within 24 hours), to the Clay County Child Protection Services or Law Enforcement Center the proper city or county law enforcement agency.

Note: If it is believed that the child's immediate health or welfare is jeopardized, the police proper law enforcement agency shall be must be called. They are the only community agents who have the authority to remove a child, short of a court order.

Clay County Social Services  
P.O. Box 1177 or 123 1/2 21st St. So.  
Moorhead, MN 299-5180  
Ask for service intake worker or child protection worker on call- Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division  
915 North 9th Avenue  
Moorhead, MN 299-5111  
24 hours a day, seven days a week

Clay County Sheriff's Department  
(for families living outside Moorhead city limits)  
915 9th Ave. No.  
Moorhead, MN 299-5111

2. A written report must be completed by the reporting person using the appropriate county form. Forms for reporting child abuse or neglect are in each building administrator's office. The report must be made within 72 hours.

Any report shall be of sufficient content to identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known. Any report shall include child's name, birth date, address, parent/guardian's name and address, the nature and extent of abuse or neglect and the name and address of the reporter. Reporting staff may request follow-up information regarding investigation results. by indicating such requests on the Child Abuse/Neglect reporting form.

A copy of the report of child abuse or neglect must be kept in the building administrator's confidential file.

Point of Information

Written reports received by a police department or the county sheriff are forwarded immediately to the local welfare agency. The police department or the county sheriff may keep copies of the reports received by them. Copies of the written report received by a local welfare agency are forwarded immediately to the local police department or the county sheriff.

C. Local Social Service Agency and Local Law Enforcement  
Interview of Child on School Premises

The schools will cooperate with the local social service agency and the local law enforcement agency in their conducting of assessment interviews of children without parental consent or knowledge of the alleged perpetrator.

1. To be authorized to conduct an assessment interview of a child on school property, the local social services or local law enforcement agency shall, prior to the interview, provide notice to school officials containing the following information:
  - a. the name of the child to be interviewed;
  - b. the purpose of the interview;
  - c. a reference to the statutory authority to conduct an interview on school property; and,
  - d. if the notification is from the local social services agency, a signature by the chairperson of the county welfare board or his/her designee.
2. Except where the alleged perpetrator is believed to be a school official or employee, the school officials shall have discretion to set reasonable conditions as to the time, place and manner of interview on school premises, but the local social services or law enforcement agency shall have exclusive authority to determine who may attend the interview. **The classroom teacher needs to be sufficiently informed so he/she can provide appropriate support to the child.** The interview shall be conducted not more than 24 hours after receipt of such written notification, unless another time is deemed necessary by mutual agreement between the school officials and the local social services agency or the local law enforcement agency.

3. The written notification of intent to interview referred to in paragraph 1 is private data on individuals. However, no school official shall disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local social services or law enforcement agency that the investigation or assessment has been concluded. Any notification of intent to interview shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation.
4. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

D. Follow-Up Procedures

It is important to provide follow up support to the staff who works with the child. It is necessary to be sensitive to the needs and concerns of the teacher who made the report, and aware that other staff may see some effect on the student who has experienced the neglect or abuse. While confidentiality must be a high priority in handling these matters, an informed staff can often be the most supportive in dealing with the student.

1. Elementary: After the report has been made, the designated building administrator will confer with the building crisis management team leader to consider which staff members need to be informed. The designated administrator will then meet individually or collectively with these staff members, sharing information which would be helpful to them. The designated administrator will notify the school social worker in all instances. Reporting staff may request follow-up information regarding investigation results. by indicating such requests on the Child Abuse/Neglect reporting form.
2. Secondary: After the report has been made, the designated administrator will confer with the student, counselor, and the crisis management team leader to discuss the necessity and procedure for informing other staff. The school social worker will be notified in all instances. Reporting staff may request follow-up information regarding investigation results.
3. Testimony: Staff members (teachers, designated administrators, support personnel, etc.) who might be required to testify in court or meet with the Child Protection Team or Law Enforcement personnel will be released from school to do so. The staff member may request that the designated administrator or other appropriate staff member accompany him/her to such meetings. Consideration shall be given to accessing legal services. Contact the Superintendent's Office or designated Assistant for further information. Appropriate substitutes will be provided by the school district if such meetings are scheduled during school hours. In order to be prepared for such testimony, it is helpful to document information such as observations, comments made by child, dates, etc.



## Policy JHG

E. Confidential Files

1. If, upon assessment or investigation a report is found to be false, notice of intent to destroy record of the report shall be mailed to the individual subject of the report. At the subject's request the records shall be maintained as private data. If no request from the subject is received within 30 days of mailing the notice of intent to destroy, the records shall be destroyed.
2. Reports of suspected child abuse or neglect which, after initial investigation by a Clay County Child Protection worker, can neither be substantiated or disproven may be kept for one (1) year in the designated administrator's confidential file. If the report is not substantiated within that time, the report shall be destroyed.
3. Reports of suspected child abuse or neglect that are substantiated by the Clay County Protection worker may be kept for seven (7) years following the date of the final case entry in the designated administrator's confidential file. The purpose of maintaining the file is to ensure (a) the long range adjustment and welfare of the child; and, (b) a continuity of support services for the child and family.
- 1 4 If or when the child transfers to another building within the district, the confidential file will be delivered to the designated administrator of the receiving building. That administrator will then implement policy provision Section II., D.

III. Policy AwarenessA. Staff Inservice

Each building administrator or designee will review the policy and procedures prior to opening of school each year.

B. Prevention and Awareness

Each building administrator shall ensure that prevention awareness and personal body protection are addressed by classroom teachers through guidance, utilization of resource persons and appropriate curricular areas.

C. Community Awareness

1. Policy provisions I. A-1, 2, and 3 will be published in the back to school newsletter each fall.
2. A copy of provisions I. A-1, 2, and 3 will be posted in each school building and included in each school handbook, policy book, or placed in a parent newsletter.



Form JWS-7A

CHILD ABUSE/NEGLECT FORM

\* Name of Child  \* Age   
 \* Parent(s) Name  \* Phone   
 \* Address   
 \* Directions to home (if needed)   
 Name of Reporter   
 Reporter's Address   
 Reporter's Relationship to Child   
 Does reporter wish to remain anonymous? ☐ Yes ☐ No ☐ No Preference  
 \* At the time of this call, does the child bear physical signs of  
 abuse? ☐ Yes ☐ No If yes, describe:

Nature of Complaint and Date of Occurrence:

\* Denotes information that must be present to investigate report.

Signature of person taking report   
 Date  Time   
 Copy to Police ☐ Date  (MM, DAY, 626/336, Sec 13, Subd 13)  
 Minutes Spent   
 Follow-up: Was Social Services notified by phone? ☐ Yes ☐ No  
 If yes, Date  Time   
 Date written report submitted:   
 Substantiated ☐ Unable to substantiate ☐  
 Unsubstantiated ☐ Information only ☐

RECOMMENDATIONS by worker investigating:

## CLAY COUNTY CHILD ABUSE-NEGLECT REPORT

Clay County Social Service Center, Box 1177, Moorhead, MN 56560 (218)299-5180

CASE NAME \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_  
Report Received by: \_\_\_\_\_ Type: \_\_\_\_\_ physical, \_\_\_\_\_ sexual, \_\_\_\_\_ neglect

## REPORTER/COMPLAINANT:

Name \_\_\_\_\_ Relationship \_\_\_\_\_  
Address \_\_\_\_\_ Mandated Reporter \_\_\_\_\_ \*yes, \_\_\_\_\_ no  
Phone # \_\_\_\_\_ \*if yes, written report required

## FAMILY INFORMATION:

FATHER \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
d.o.b. \_\_\_\_\_  
Place of Employment \_\_\_\_\_ Phone \_\_\_\_\_MOTHER \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
d.o.b. \_\_\_\_\_  
Place of Employment \_\_\_\_\_ Phone \_\_\_\_\_CHILDREN: [ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
[ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
[ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
[ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
"x" - Victim

## ALLEGED OFFENDER:

Name \_\_\_\_\_ Relationship \_\_\_\_\_  
Address \_\_\_\_\_ Place of Employment \_\_\_\_\_  
Phone # \_\_\_\_\_ Work Phone \_\_\_\_\_NATURE OF COMPLAINT (describe concern, injury, date, time, place,  
child's whereabouts)

## INVESTIGATOR-ASSESSOR ASSIGNED:

LEC \_\_\_\_\_ SS \_\_\_\_\_  
(name) (name)  
LEC Notified: Date \_\_\_\_\_ Time \_\_\_\_\_  
Copy To: Social Services/LEC

<p>POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.</p>	<p>DISTRICT CODE: LEA DATE ADOPTED: 10-10-72 REVIEWED/REVISED:</p>
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### STUDENT TEACHERS

Each college is to work directly with the building administrators through the Personnel Office in placing student teachers in the Moorhead Public Schools. The building administrator of each school shall prepare a roster of cooperating teachers for his/her staff which shall be available to cooperating colleges upon request. In general, a supervising teacher should not have more than one student teacher per year. The building administrator and college supervisor may make exceptions to this item. No A student teacher may not be assigned to a cooperating teacher in his/her first semester year of teaching in the Moorhead public school system.

Each college is to send a copy of all student teacher assignments to the Moorhead Public Schools (Personnel Office and Principal's Office) prior to the beginning of the student teaching assignment. College supervisors should bring student teachers to the principal's office on their first visit to the school.

No college student observations shall be made before the Education Department, the college and principal of the building to be observed has been agreed upon.

Student teacher observations shall be made on a regular basis by the college supervisor and the supervising teacher.

Each supervising teacher shall be paid 80% of the fee paid for student teachers and 20% shall go to the Moorhead Association of Teachers Educators (MATE).







REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
NOVEMBER 12, 1991  
PAGE 1

5  
MIN  
11-12-91  
MEMBERS PRESENT: Wayne Alexander, Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Robert Jernberg.

MEMBERS ABSENT: None

CALL TO ORDER: The meeting was called to order at 6:32 p.m.

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

PREVIEW OF AGENDA: Jernberg previewed the agenda adding consider 1989-92 principal agreement and deleting consideration of communication system-Senior High.

APPROVAL OF AGENDA: Borgen moved, seconded by Hastad, to approve the agenda, as amended. Motion carried 7-0.

APPROVAL OF MINUTES: Hastad moved, seconded by Gustafson, to approve the minutes of October 1, 8, 15, and 22, 1991. Motion carried 7-0.

CONSENT AGENDA: Borgen moved, seconded by Hastad, to approve the following items on the consent agenda: Consideration of Claims and Non-Resident Agreements. Motion carried 7-0.

CONSIDERATION OF CLAIMS: As part of the consent agenda, the Board approved the claims, subject to audit, in the amount of \$1,002,859.87.

General Fund:	277,016.66
Food Service:	59,668.91
Transportation:	107,732.53
Community Services:	13,423.84
Capital Expenditure:	282,149.29
MTC-General Fund:	107,687.16
MTC-Special Revenue Fund:	31,136.86
MTC-Adult Education:	16,991.90
MTC-Equipment Fund:	34,563.58
MTC-Repair & Betterment:	25,089.63
Federal Financial Aid:	22,971.91
Student Funds:	19,545.11
Townsite Centre:	4,882.49
TOTAL	\$1,022,859.87

Motion carried 7-0.

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#### COMMITTEE/MEETING REPORTS

Supt. Advisory Council - Jernberg reported the council discussed field trip transportation and students bringing food to school for classroom treats or bake sales.

MN Technical College Annual Conference - Borgen reported the conference stressed the quality product the MNTC system is delivering. The Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena technical colleges discussed a process to establish a merger of their systems.

MTC Merger - Gustafson reported a meeting was held in Mahanomen with Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena technical colleges to discuss merging into Northwestern Technical College. A planning committee was formed, consisting of board members from each college, to establish guidelines and procedures for the merger.

Joint Powers - Cummings reported the committee discussed the Migrant Issues Project, computer sharing between the city and county, drainage of the golf course land, and voter redistricting.

Activities Council - Cox reported the committee reviewed extracurricular positions which are no longer utilized and co-sponsorship with service groups of the Key Club.

REVIEW PRELIMINARY AUDIT REPORT: Bob Lacher reviewed the preliminary audit. A complete report will be given at the November 26th meeting.

FACILITIES TASK FORCE FINAL REPORT: Liliias Jones, Task Force Chairperson, reviewed the final report with the Board. The task force recommendations, presented with equal weight, are: build an addition onto the current junior high to accommodate 400 students by the 1994-95 school year; or, build a junior high school to the east of Moorhead to accommodate 800 students in grades 7-9 by the 1994-95 school year. The projected costs (using 1988 guidelines) would be \$4,200,000 or \$8,900,00, respectively. The task force feels a space problem does exist and action should be taken as soon as possible to alleviate overcrowding. Board members discussed birth projections, elementary school considerations, site locations, sports center space and year-round schooling. A meeting will be held with city officials, school board members and administrators, task force members and representatives from the Long Range Planning and PER committees to further discuss the issue. Marketing of the final decision will be developed after the Board takes action.

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Chairperson Cummings thanked Liliias Jones and all the task force members for their hard work.

Alexander moved, Hastad seconded, to accept the Facilities Task Force Final Report. Motion carried 7-0.

Borgen moved, seconded by Gustafson, to set a public hearing for the purpose of receiving community input regarding the Facilities Task Force Final Report for Monday, December 2, 1991, 7:00 p.m. in the Oscar Bergos Auditorium at Moorhead Technical College. Motion carried 7-0.

REVIEW 1992-93 CAPITAL OUTLAY GUIDELINES: The 1992-93 Capital Outlay guidelines were reviewed. A recommendation to adopt the guidelines will be presented at the November 26th meeting.

RESOLUTION FOR MTC CONSOLIDATION: Borgen moved, seconded by Hastad, to approve the resolution of intent for Moorhead Technical College to consolidate with the technical colleges of Bemidji, Detroit Lakes, East Grand Forks, Thief River Falls, and Wadena. Motion carried 7-0.

Hastad moved, seconded by Hunt, to appoint board members Curt Borgen and Mark Gustafson, as member and alternate, respectively, to the Planning Committee which will prepare a joint powers agreement and operational procedures to establish a regional technical college system effective July 1, 1992. Motion carried 7-0.

1991-92 INSTRUCTIONAL BUDGET REVISIONS: Borgen moved, seconded by Alexander, to approve the increase in instructional budgets as follows: Riverside Elementary - \$1,100; Robert Asp Elementary - \$4,300; Moorhead Junior High - \$6,700. Motion carried 7-0.

COMMUNICATION SYSTEM - SENIOR HIGH: This item was removed from the agenda for the purpose of further discussion.

ADDITIONAL SPECIAL EDUCATION STAFFING: Hunt moved, seconded by Alexander, to approve the following special education staffing: ECFE paraprofessional - 14 hours/week, Lincoln School, not to exceed \$3,000; EBD paraprofessional - full-time, Senior High, 1st semester, approximately \$1,325; speech/language clinician - Washington/Riverside/Probstfield/Robert Asp schools, up to 10 hours/week, \$3,460. Motion carried 7-0.

1989-92 PRINCIPAL AGREEMENT: Hastad moved, seconded by Borgen, to approve the 1989-92 principals' agreement, in the total amount of fourteen percent (14%) for three years. Motion carried 7-0.

PRINCIPALS' CLASSIFICATION CHANGES: Borgen moved, seconded by Cummings, to approve the classification changes as presented. Motion carried 7-0.

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PRINCIPALS' STEP INCREASES: Alexander moved, seconded by Gustafson, to approve the step adjustments to salaries, in the amount of \$25,209. Motion carried 7-0.

PERSONNEL: Alexander moved, seconded by Cox, to approve the following personnel items:

New Employee

JoAnn Simser - Dean of Instruction, MTC, D62 (10), \$27,522.60 (51,114), effective December 16, 1991  
Paula Aune - AOM Paraprofessional, Robert Asp, 5 hrs/day, B21 (0), \$7.06/hour, effective November 5, 1991

Maternity Leave

Denice Brewer - Adult Education Secretary, from approximately February 9, 1992 for 3 months

Extension of Maternity Leave

Robin Grooters - EBD Teacher, Senior High, extension of maternity leave until the end of the 1991 calendar year

Extension of Contract

Annette Skifton - Audiologist, from 110 hours to 125 hours for the 1991-92 school year. It is anticipated the extension of this contract will cost approximately \$415 which will be billed to the ECSU.

Resignation

Erna Stacy - Food Service, Senior High, effective immediately

Motion carried 7-0.

REVIEW POLICIES: The Board conducted the first readings for the Child Abuse (JHG) and Student Teachers (LEA) policies. It was requested that the Child Abuse policy be reviewed by counsel before the next meeting. A recommendation for approval will be presented at the November 26th meeting.

CONSENT AGENDA: As part of the consent agenda, the Board:

Non-Resident Agreements - Approved the following non-resident agreements, subject to approval from the appropriate districts:

To Attend Moorhead Public Schools

Tammy L. Scott - 706 2nd Ave NW, Dilworth, MN, Grade 9  
Brian K. Scott - 706 2nd Ave NW, Dilworth, MN, Grade 7  
Christopher J. Heilman - Rt. 1 Box 2C, Perley, MN, Grade 2  
Brandon J. Heilman - Rt. 1 Box 2C, Perley, MN, Grade K  
Dana Witzke - #95 Dilworth Trailer Crt., Dilworth, MN, Grade 9



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To Attend Dilworth Public Schools

Charity Schwab - Dilworth, MN, Grade 8

Chris Schwab - Dilworth, MN, Grade 6

Dustin Schwab - Dilworth, MN, Grade 2

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Day Treatment Center Update - Swedberg reported lead teacher, Kathleen Wedll, has been employed and is working on implementing the program to begin approximately January 27, 1992.

Personnel Position Update - Hastad reported the selection committee has narrowed the candidates to three finalists. The interim superintendent will make a recommendation to the board at the November 26th meeting. Hastad commented that he is very pleased with the process which was used to fill this position.

Superintendent Search Update - Cummings noted the Board received three (3) responses from consultants/firms regarding the RFP. References will be checked. A decision will be made at the November 26th meeting whether or not to use a consultant/firm for the process.

ADJOURNMENT: The meeting was adjourned at 9:00 p.m.

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Mark Gustafson, Clerk

5-M19-BoS  
MIN  
11-26-11

**REGULAR MEETING  
BOARD OF EDUCATION  
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**MEMBERS PRESENT:** Wayne Alexander, Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, and Robert Jernberg.

**MEMBERS ABSENT:** None

**CALL TO ORDER:** The meeting was called to order at 6:35 p.m.

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

**PREVIEW OF AGENDA:** Jernberg previewed the agenda removing Consideration of Policies and adding Consideration of Personnel and Consideration of Meeting with City Council.

**APPROVAL OF AGENDA:** Borgen moved, seconded by Hastad, to approve the agenda as amended. Motion carried 7-0.

**CONSENT AGENDA:** Hastad requested item six (6), Cancellation of Meeting, be removed from the consent agenda. No items remained on the consent agenda.

**COMMUNICATIONS:** Hastad noted the district should have had a formal testimony prepared for the MN Department of Education's public hearing regarding the OBE graduation rule. He said the district should take advantage of opportunities when they arise.

**FOR YOUR INFORMATION:** Members of the Motor Team reviewed activities they experienced during barrier awareness events conducted in October.

**RECESS FOR 1991 PAYABLE 1992 PROPERTY TAX LEVY PUBLIC HEARING:** Hastad moved, seconded by Hunt, to recess the board meeting at 7:05 p.m. for the purpose of conducting the public hearing. Motion carried 7-0.

Moorhead resident, Chester Nordby, 907 South 10th Street, discussed his opposition to the Board hiring consultants to assist in the search for a Superintendent of Schools.

Borgen moved, seconded by Gustafson, to reconvene the school board meeting at 7:15 p.m. Motion carried 7-0.

**COMMITTEE/MEETING REPORTS**

**Policy Review** - Jernberg reported the committee will submit the Tobacco Free Environment, Boundary Exception, Travel Reimbursement, Transportation Guidelines, and Community Use of School Facilities policies to the Board for the first reading at the December 10th meeting.

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Long Range Planning - Gustafson reported the committee discussed the North Central Association visit scheduled for December, the superintendent search process and OBE guidelines.

Public Hearing - Outcome Based Education Graduation Rule - Jernberg reported several were in attendance. The general feeling expressed was the State needs to give districts more direction on implementation. Also, the outcomes need to be written more specifically (e.g. art, music, world language).

PER - Cummings reported the committee reviewed OBE timelines, the ESL program, and the new art course-which needs further study and review.

Supt. Advisory Council - Jernberg reported the council discussed the Facilities Task Force Final Report, fundraising and building sharing.

Community Ed. Advisory Council - Hunt reported the council toured the Area Learning Center, and heard reports regarding the Adult Basic Education budgets and 55 & Learning program.

CONSIDER 1990-91 AUDIT REPORT: Dave Stende and Lauren Brorby, Eide Helmeke representatives, reviewed specifics of the report with the Board. The end of year fund balance was \$(328,234). The audit noted significant improvements in the use of the new computer system.

Gustafson moved, seconded by Cox, to accept the 1990-91 audit report as presented. Motion carried 7-0.

CONSIDER 1992-93 CAPITAL OUTLAY GUIDELINES: Borgen moved, seconded by Alexander, to approve the 1992-93 capital outlay guidelines as presented. Motion carried 7-0.

CONSIDERATION OF POLICIES: The Student Teacher and Child Abuse policies were removed from the agenda to allow further review.

CONSIDER 1991 PAYABLE 1992 PROPERTY TAX LEVY: The proposed levy is a reduction of \$159,733.64 or 2.4 percent from last year.

Cox moved, seconded by Hunt, to approve the levy for 1991, in the amount of \$6,497,574.82, as certified by the State of Minnesota Department of Education. Motion carried 7-0.

CONSIDER COMMUNICATION SYSTEM - MOORHEAD SENIOR HIGH: Hastad moved, seconded by Hunt, to award CB Electric the base bid and alternates 7 and 7A, in the total amount of \$40,225 for a communications system at the high school. Motion carried 7-0.

Further action will be recommended at the next meeting.

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CONSIDER CONSULTANT FOR SUPERINTENDENT SEARCH: Hastad moved, seconded by Gustafson, to contract with Dr. Clifford Hooker, for consultant services as part of the superintendent search process, in the amount of \$50.00 per hour. Motion carried 7-0.

CONSIDER SPECIAL EDUCATION STAFFING: Alexander moved, seconded by Cox, to approve the proposal to employ one (1) additional EBD paraprofessional at Moorhead Junior High. Motion carried 7-0.

CONSIDER PERSONNEL: Borgen moved, seconded by Hastad, to approve the following personnel items:

NEW EMPLOYEE

Robert Haseltine - Social Worker, district-wide, MA (8)  
\$18,174.87 (27,797), effective December 2, 1991  
Donald Harter - Electronic/Electricity Technical Tutor, MTC,  
MA+45 (7), \$20,058.72 (30,434), effective November 25, 1991  
Josie Gilbery - Speech/Language Clinician, Washington, MA (4),  
.114 FTE for 97 days, \$1,601.47 (26,360)  
Dale Warner - Food Service Helper, Senior High, A11 (0),  
\$7.30/hour, 5.75 hours/day, effective December 2, 1991

RESIGNATION

Peggy Tri - AOM Paraprofessional, Edison, effective November 22, 1991

LEAVE OF ABSENCE

Jeanne Erickson - Health Technical, Edison, from December 31, 1991 to June 1, 1992

Motion carried 7-0.

CONSIDER CANCELLATION OF MEETING: Hastad moved, seconded Borgen, to approve the cancellation of the December 24, 1991, school board meeting. Motion carried 7-0.

CONSIDER DIRECTOR OF EMPLOYEE RESOURCE DEVELOPMENT AND

INFORMATION: Discussion was held regarding the classification given to this position. The job description was on the border between being classified an E81 or E82.

Hastad moved, seconded by Borgen, to direct administration to expand the job description to fit into the E82 classification. Motion failed 2-5; Cox, Alexander, Hunt, Cummings, Gustafson dissenting.

Alexander moved, seconded by Cox, to approve the personnel item as presented.



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Cummings moved, seconded by Hastad, to amend the motion to change the Personnel job description classification to an E82, at a pay of \$59,301. Motion failed 3-4; Cox, Alexander, Hunt and Gustafson dissenting.

Alexander motion carried 7-0.

CONSIDER JOINT MEETING WITH CITY COUNCIL: Hastad moved, seconded by Alexander, to set a special meeting between the Moorhead City Council and Moorhead School Board for Thursday, December 19, 1991 at Townsite Centre, contingent on district activities that evening. Motion carried 7-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Intergovernmental Retreat - The Chamber of Commerce has scheduled the retreat for January 24-25, 1992, in Detroit Lakes. Board members were requested to notify the superintendent's office whether or not they will be attending.

National School Boards Association Convention - The convention will be held in Orlando, Florida, April 25-28, 1992. Board members Bill Cox and Mark Gustafson will attend.

Teacher Negotiations Update - Jernberg noted a teacher mediation session is scheduled for Tuesday, December 3, 9:00 a.m.

Superintendent Contracts - Cummings informed board members samples of employment contracts from various school districts are available in the superintendent's office for review.

ADJOURNMENT: The meeting was adjourned at 9:20 p.m.

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Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

5-M9-805  
MIN  
11-26-91

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, NOVEMBER 26, 1991 at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

Robert M. Jernberg  
Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent

IV. APPROVAL OF AGENDA

Recommendation: Move to approve the agenda as presented.

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

V. CONSENT AGENDA (Items: XI B. 6)

\*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. COMMUNICATIONS

VII. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

VIII. FOR YOUR INFORMATION

Appendix Z

1. Handicapped Awareness Week - Swedberg  
Explanation: Members of the Motor Team (Occupational and Physical Therapists, teachers of the physically disabled and adaptive physical education) will review activities they experienced during the barrier awareness events conducted in October. Appendix Z-1 is a questionnaire relating to the events and will be reviewed with the Board.
2. 9th Grade Stanford Achievement Test Scores - Appendix Z-2
3. North Central Association Visitation Schedule - Appendix Z-3
4. OBE Seminar: "What is a Quality School?" - Appendix Z-4  
Fergus Fall Middle School
5. Futures Article - Appendix Z-5

IX. "WE ARE PROUD"

1. The art work displayed in the board room is the work of 3rd & 6th grade students and is done in the style of Henri Matisse.
2. Congratulations to seniors Leah Roy and Hannah Wiger for finishing sixth and honorable mention, respectively, in The Eighth Annual Emerging Writers Awards, 1991 sponsored by the English department of The College of St. Catherine.
3. Congratulations to Ben Tomhave who was selected to receive the Hugh O'Brien Leadership Award; and, to Steve Meyer who was selected as alternate. Ben will be attending a state-wide leadership seminar in June.
4. Ryan Kallberg was awarded Superior rating in the news writing category at the NSPA/JEA National Journalism Convention held in Chicago, November 15-17. Nancy Lewis earned an honorable mention in the category of copy editing. Four thousand students from 24 states participated in the convention.

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RECESS THE SCHOOL BOARD MEETING FOR THE PURPOSE OF CONDUCTING A  
PUBLIC HEARING ON THE 1991 PAYABLE 1992 PROPERTY TAX LEVY

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

=====

RECONVENE THE SCHOOL BOARD MEETING

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

X. COMMITTEE/MEETING REPORTS

Policy Review - Jernberg (11/18)

Long Range Planning - Gustafson (11/19)

Public Hearing-Outcome Based Graduation Rule - Jernberg (11/19)

PER - Cummings/Hunt (11/20)

Supt. Advisory Council - Jernberg (11/20)

Community Ed. Advisory Council - Hunt (11/25)

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

A. UNFINISHED BUSINESS

1. Consider 1990-91 (Lacher) Appendix A  
Audit Report

Explanation: Lauren Brorby and Dave Stende, Eide Helmeke representatives, will review the audit report with the Board.

Recommendation: Move to accept the 1990-91 audit report.

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

- 
2. Consider 1992-93 (Jernberg) Appendix B  
Capital Outlay  
Guidelines

Explanation: Appendix B-1 contains the 1992-93 capital outlay guidelines. They have been reviewed by administrative cabinet.

Recommendation: Move to approve the 1992-93 capital outlay guidelines as presented.

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



3. Consider Policy - (Jernberg) Appendix C  
Student Teachers (LEA)

Explanation: Appendix C-1 contains the policy as reviewed/revised by the Policy Review Committee.

Recommendation: Move to approve the policy Student Teachers (LEA) as presented.

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

4. Consider Policy - (Jernberg) Appendix D  
Child Abuse (JHG)

Explanation: Appendix D-1 contains the policy as reviewed/revised by the Policy Review Committee. This policy has been reviewed by counsel.

Recommendation: Move to approve the policy Child Abuse (JHG) as presented.

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

B. NEW BUSINESS

1. Consider 1991 Levy (Lacher) Appendix E  
Payable 1992

Explanation: The 1991 property tax levy payable in 1992 is as follows:

Maintenance.....	\$5,035,514.67
Transportation.....	538,651.14
Community Service.....	264,840.57
Capital Expense.....	269,295.20
General Debt Service.....	371,148.59
Tech College Debt Service....	- 0 -
Tech College Other.....	18,124.65
TOTAL	\$6,497,574.82

This represents a reduction of \$159,733.64 (2.4%). The actual 1990 levy payable 1991 was \$1,082,952 (16.26%) less than presented at last year's hearing.

Recommendation: Move to approve the levy for 1991 as certified by the State of Minnesota Department of Education.

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

2. Consider Communication (Lacher)  
System - Senior High

Appendix F

Explanation: Appendix F-1 are bid summaries for base bid and alternatives for a new communications system at the high school.

	<u>Bid</u>	<u>Accept</u>
Base.....	\$27,725	\$27,725
Alt 1.....	9,750	9,750
2.....	32,500	32,500
3.....	49,500	32,000
4.....	3,900	3,900
5.....	14,750	14,750
6.....	5,200	- 0 -
7.....	11,300	11,300
7A.....	1,200	1,200
	\$155,825	\$150,625
Less 50 sets @ \$350/set =		(17,500)
		133,125

The project will be financed by:

1991-92 Capital Outlay.....	\$100,625
Media Center C.O.....	10,000
Bldg. Discretionary Funds.....	5,000
Operation & Maintenance.....	5,000
Part of Activity Center Lease.....	12,500
	\$133,125

Recommendation: Move to approve the bids and alternates as presented.

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

3. Consider Consultant (Jernberg)  
for Superintendent  
Search

Appendix G

Explanation: The Board interviewed Dr. Clifford Hooker on November 19th regarding the proposal he submitted for consultant work pertaining to the superintendent search.

Recommendation: Move to contract with Dr. Clifford Hooker for consultant services as a part of the superintendent search process.

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

4. Consider Special  
Education Staffing

(Swedberg)

Appendix H

Explanation: The district has received a proposal from Moorhead Junior High to employ an additional paraprofessional to serve EBD students. The cost of the paraprofessional is anticipated, after special education reimbursement, to be approximately \$3,402.00. This amount is expected to be further reduced because the paraprofessional is being requested to assist in programming for students from school districts other than Moorhead.

Recommendation: Move to approve the proposal to employ one (1) additional EBD paraprofessional.

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

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5. Consider Personnel

(Moyano)

Appendix I

NEW EMPLOYEE

Robert Haseltine - Social Worker, district-wide, MA  
(8) \$18,174.87 (27,797), effective December 2, 1991

Donald Harter - Electronic/Electricity Technical  
Tutor, MTC, MA+45 (7), \$20,058.72 (30,434),  
effective November 25, 1991

Josie Gilbery - Speech/Language Clinician,  
Washington, MA (4), .114 FTE for 97 days, \$1,601.47  
(26,360)

Dale Warner - Food Service Helper, Senior High, A11  
(0), \$7.30/hour, 5.75 hours/day, effective December  
2, 1991

RESIGNATION

Peggy Tri - AOM Paraprofessional, Edison, effective  
November 22, 1991

LEAVE OF ABSENCE

Jeanne Erickson - Health Technical, Edison, from  
December 31, 1991 to June 1, 1992

Recommendation: Move to approve the personnel items  
as presented.

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

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\*6. Consider Cancellation (Jernberg)  
of Meeting

Appendix J

Explanation: The fourth Tuesday in December is  
Christmas Eve.

Recommendation: Move to approve the cancellation of  
the December 24, 1991, school board meeting.

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

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XII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Intergovernmental Retreat - Jernberg  
January 24-25, 1992 - Holiday Inn, Detroit Lakes

National School Boards Association Convention - Jernberg  
April 25-28, 1992 - Orlando, Florida



# CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Parent/Teacher Conferences (K-only)	Fri., Nov. 22		District-wide
Parent/Teacher Conferences	Mon., Nov. 25 (K-day; K-12 eve) Tues., Nov. 26 (K-12 all day)		District-wide
Community Ed. Advisory Council	Mon., Nov. 25	7:30 p.m.	MTC
School Board Mtg.	Tues., Nov. 26	6:30 p.m.	Townsite
Public Hearing - Property Tax Levy	Tues., Nov. 26	7:00 p.m.	Townsite
Teacher Comp. Day (no classes)	Wed., Nov. 27		District-wide
Thanksgiving Break (no classes)	Thurs., Nov. 28 Fri., Nov. 29		
Public Hearing - Facilities Needs	Mon., Dec. 2	7:00 p.m.	MTC
North Central Association Visit	Mon., Dec. 2 - Wed., Dec. 4		
Teacher Mediation	Tues., Dec. 3	9:00 a.m.	Townsite
MEEP Convention	Thurs., Dec. 5 - Fri., Dec. 6		Mpls.
Joint Powers	Thurs., Dec. 5	7:00 a.m.	City Hall
Activities Council	Tues., Dec. 10	7:00 a.m.	Townsite
School Board	Tues., Dec. 10	6:30 p.m.	Townsite
Last Day for Students	Fri., Dec. 20		
Winter Break	Sat., Dec. 21 - Wed., Jan. 1		

## XIII. ADJOURNMENT

NEXT SCHEDULED MEETING MONDAY, DECEMBER 2, 1991 - 7:00 p.m.  
PUBLIC HEARING - FACILITIES NEEDS  
OSCAR BERGOS AUDITORIUM - MTC

PRELIMINARY CAPITAL OUTLAY GUIDELINES FOR 1992-93

1. Definition of capital outlay:

"Site improvements, building improvements, and capital repairs are of such magnitude that they represent an expenditure with a minimum individual project cost of \$1,000 with the useful life of at least ten years, and significantly increase the value and/or extend the useful life in the instance of capital repair. Equipment represents an expenditure with a minimum unit cost of ~~\$100~~ \$250 with a useful life of at least four years."

2. Capital Outlay Revenues set as \$1,413,910

2.1 Facilities Revenue set at \$827,697 plus \$71,800 from sale of property for a total of \$899,497.

Requires a school board to adopt a capital expenditure facilities program by a two-thirds vote after notice and hearing as part of a 5-year program which must be reviewed by the district before July 1 of each odd-numbered year, after notice and hearing; after the biennial review, the program may be amended to include the ensuing 5-year period.

Facilities Revenue may be used for repair and restoration of existing district-owned facilities; new construction correcting existing health and safety hazards; equipping and reequipping buildings; surplus school buildings that are used substantially for public nonschool purposes; leasing buildings, and purchasing or leasing interactive telecommunications equipment.

2.2 Capital Expenditure Equipment Revenue set at \$413,849.

This revenue may be used to pay capital expenditure related assessments of any entity formed under a cooperative agreement between two or more districts, to purchase or lease computers and related materials, copying machines, telecommunications equipment, and other noninstructional equipment, to purchase or lease equipment for instructional programs, to purchase textbooks, to purchase library books, and to purchase vehicles other than school buses. Most items can be readily classified as equipment. However, the following are examples of equipment items that could appear to qualify as supplies: Encyclopedias, large wall maps, large freestanding globes, band and choir uniforms, chairs, and library books representing initial adoptions and later substantive improvements.

2.3 Health and Safety Aid and Levy at \$100,564.

This revenue is available based on approval of an application to the Commissioner of Education for hazardous substance removal, fire code compliance or life safety repairs. The revenue may be used to correct fire safety hazards or life safety hazards or for the removal or incapsulation of asbestos, asbestos-related repairs, clean-up and disposal of PCBs or clean-up removal, disposal and repairs related to storing heating fuel or transportation fuels.

## APPENDIX B-1

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#### 2.4 Other Capital-Building Lease Revenue set at \$114,938.

This revenue may be used to pay capital expenditures related to the lease of nonschool district properties for educational purposes. This levy can be made only after securing prior approval from the Minnesota State Department of Education.

#### 2.5 Block grant of approximately \$35,000 will be used for Instructional Technology.

### 3. Allocations will be based on the following (in priority):

#### Facilities Revenue

1. Health and safety
2. Energy conservation
3. Building preservation
4. Needed space for continuing programs (need Building Review Committee approval)
5. Telecommunications
6. Convenience
7. Appearance

#### Equipment Revenue

1. Essential furniture (used if available)
2. Technology
3. Specialized equipment needed for instruction
4. Specialized equipment needed for maintenance and transportation (buses are not a part of this revenue)
5. Equipment to support curriculum
6. Convenience
7. Appearance

### 4. Requests will be made as to budget categories:

- 4.1 Improvement to Sites
- 4.2 New Buildings
- 4.3 Improvement to Buildings
- 4.4 Instructional Equipment
- 4.5 Management Equipment

### 5. Allocation to buildings:

#### 5.1 Based on number of pupil units:

Preschool/Kindergarten . . . . .	.5
Elementary (1-6) . . . . .	1.0
Secondary (7-12) . . . . .	<del>1.33</del> 1.3
(includes shared-time equivalence)	

### 6. ~~Alternative 1~~

Dedicated allocations of \$23.75 per pupil unit of Equipment Revenue based on October 1991 enrollment and a 5-year plan which can be renewed.

ALTERNATIVE 2

DEDICATED ALLOCATIONS OF \$3,000 PLUS \$20 PER COPY  
UNIT OF EQUIPMENT REVENUES BASED ON DECEMBER 1990 ENROLLMENT  
AND A 3-YEAR PLAN WHICH CAN BE REVISED

ALLOCATIONS MUST MEET STATUTORY REQUIREMENTS  
ALLOCATIONS MUST BE PRIORITIZED AS LISTED IN SECTION 3.  
EXCLUDED COSTS WILL BE CURRENT LIST PRICES  
SPECIAL EDUCATION WILL BE INCLUDED IN THE ALLOCATIONS

Building Allocation Alternative 1

	1991-92	1992-93	1993-94	1994-95	1995-96
6.1 Edison	14,369	14,250	14,250	14,250	14,250
6.2 Probstfield	17,646	17,813	17,813	17,813	17,813
6.3 Riverside	11,566	11,566	11,566	11,566	11,566
6.4 Washington	15,295	15,699	15,699	15,699	15,699
6.5 Robert Asp	15,343	16,744	16,744	16,744	16,744
6.6 Voyager	5,178	5,558	6,792	6,935	7,647
6.7 Junior High	25,522	26,892	28,065	27,324	31,987
6.8 Senior High	43,477	44,028	47,393	50,573	53,105
Total	148,396	152,548	158,322	160,903	168,810

Building Allocation Alternative 2

	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96
6.1 Edison	12,340	13,216	13,247	13,274	13,193	13,273
6.2 Probstfield	13,336	17,774	17,813	17,846	17,746	17,847
6.3 Riverside	9,790	13,028	13,034	13,073	13,010	13,076
6.4 Washington	13,202	13,939	16,902	16,932	16,839	16,934
6.5 Robert Asp	17,182	13,976	16,789	17,342	18,060	18,947
6.6 Voyager	14,000	8,041	8,033	8,100	8,070	8,100
6.7 Junior High	24,693	23,492	26,464	27,328	29,083	30,271
6.8 Senior High	43,983	40,612	42,880	47,443	47,333	48,820
Total	132,748	132,079	136,701	141,342	143,336	149,270

THE ADMINISTRATIVE RECOMMENDATION IS TO UTILIZE ALTERNATIVE 1 AND TO ALLOCATE BUILDINGS TO EXPEND  
\$3,000 PER BUILDING FOR COPY COST AS PART OF THE DISTRICT-WIDE CAPITAL BUDGET NEEDS. THIS  
MONEY HAS ALREADY BEEN EXPENDED, CREATING A DEFICIT DURING 1989/90. NO CREDIT TO THE CAPITAL  
BUDGET WILL BE MADE DURING 1991/92 FOR THIS DEFICIT SPENDING.

6.9 Assumptions for 1991/92 1992-93:

- 6.91 October projections will hold.
- 6.92 Boundary areas will be reviewed.
- 6.93 Fifth and Sixth grade students will be housed at  
Robert Asp/ George Washington/ and Voyager  
Schools WITH THREE SECTIONS AT GEORGE WASHINGTON and  
to be determined.
- 6.94 Figures will be fixed for 1992-93 and will be adjusted  
in November of each year. Adjustments will be made if  
necessary due to major facility changes.



## APPENDIX B-1

Page 4 of 4

- 6.95 There will be 20 sections of kindergarten each year, 6 at Probstfield, 4 at Edison, 4 at Washington, and 6 at Riverside/Lincoln.
- 6.96 Elementary capital outlay will be determined on a pupil unit basis and allocated on a per pupil basis.
- 6.97 Newly constructed rooms will be equipped with intercoms, a teacher's desk, student desks, and a file cabinet from district-wide budgets.
- 6.98 When boundaries are changed or when a classroom is reopened the principal and the superintendent or assistant superintendent for instruction will review district-wide and building capital expenses.
- 6.99 Priority to accommodate space needs will be use of available space, rental of space, permanent or temporary additions, and construction.
  
- 6.10 Activities' needs are included in 6.7 and 6.8. (Principals will allocate monies.)
- 6.11 Monies overspent in 1991-92 will be subtracted from 1992-93 allocations.
- 6.12 Monies cannot be carried over without written approval of the superintendents.
- 6.13 Changes in expenditures can be made with approval of the superintendent where allowed by statute.
  
- 7. Dedicated areas identified by superintendent:
  - 7.1 Equipment expenditures (Attachment 7.1).
  - 7.2 Facilities expenditures (Attachment 7.2).
  - 7.3 Health and Safety expenditures (Attachment 7.3).
  - 7.4 Responsibilities - Media (see attachment - Administrative Policy DBDA-A).
  - 7.5 Block grant (uncertain at this time) will be utilized for Instructional Technology proposals. Estimate \$35,000.
  - 7.6 District-wide programs including special education, gifted, ESL and needs that cannot be addressed in discretionary funds, will be reviewed by ~~Jeffrey Kachet and Technical~~ Central Administration (Federal Funds and Basic Levy).
  
- 8. Preliminary requests for capital outlay expenditures for the 1992-93 school year must be submitted to the Office of Instruction by ~~December 17, 1990~~ December 20, 1991.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: LEA DATE ADOPTED: 10-10-72 REVIEWED/REVISED:
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### STUDENT TEACHERS

Each college is to work directly with the building administrators through the Personnel Office in placing student teachers in the Moorhead Public Schools. The building administrator of each school shall prepare a roster of cooperating teachers for his/her staff which shall be available to cooperating colleges upon request. In general, a supervising teacher should not have more than one student teacher per year. The building administrator and college supervisor may make exceptions to this item. No A student teacher may not be assigned to a cooperating teacher in his/her first semester year of teaching in the Moorhead public school system.

Each college is to send a copy of all student teacher assignments to the Moorhead Public Schools (Personnel Office and Principal's Office) prior to the beginning of the student teaching assignment. College supervisors should bring student teachers to the principal's office on their first visit to the school.

No college student observations shall be made before the Education Department, the college and principal of the building to be observed has been agreed upon.

Student teacher observations shall be made on a regular basis by the college supervisor and the supervising teacher.

Each supervising teacher shall be paid 80% of the fee paid for student teachers and 20% shall go to the Moorhead Association of Teachers Educators (MATE).

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JHG  
DATE ADOPTED: 05-27-86  
REVIEWED/REVISED:

### CHILD ABUSE

#### I. Elementary & Secondary Policy

##### A. Maltreatment of Minors

1. It is the policy of Independent School District No. 152 to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to strengthen the family by making the school community safe for children by promoting responsible child care in all settings.
2. It is the policy of Independent School District No. 152 to comply with the law of requiring the reporting of suspected physical or sexual abuse and conditions of neglect involving children.
3. The reporting of maltreatment of minors shall be strictly in accordance with the provisions of Minnesota State Statute 626.556 sub. (3). All persons responsible for the child's care means a parent, guardian, teacher, school administrator or other lawful custodian of a child having either full-time or short term care responsibilities including but not limited to, daycare, baby-sitting whether paid or unpaid, counseling, teaching, and coaching.

##### B. Definitions:

1. Physical Abuse: Any physical injury inflicted by a parent, guardian, teacher or other person responsible for the child's care, on a child other than by accidental means; or any physical injury that cannot reasonable be explained by the history of injuries.

Such injuries may include but are not limited to:

- bruises and welts
- burns and scaldings
- abrasions and lacerations
- wounds or cuts
- bites and punctures
- bone fractures
- malnutrition
- concussions
- failure to thrive
- soft-tissue swelling



2. Sexual Abuse: The subjection by the child's parent, **teacher**, guardian or person responsible for the child's care, to any act of incest, rape, sodomy, intercourse, indecent liberties and/or sexual penetration (as covered in Minnesota Statutes, 609.341 to 609.345 and 609.365). Sexual abuse also includes any acts of sexual exploitation involving a minor child (Section 617.246), or the involvement of a minor child in prostitution (Section 609.324).
3. Neglect: The failure by a parent, **teacher**, guardian or other person responsible for a child's care to provide a child with necessary food, clothing, shelter or medical care when reasonably able to do so. Neglect also includes the failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical and mental health when reasonably able to do so. Neglectful conditions may include:
  - **failure to thrive**
  - abandonment
  - lack of special care for a physical or mental condition
  - inadequate parental care or supervision
  - inadequate foster care or illegal child placement
  - ~~threats of physical harm~~
  - **malnutrition**

"Neglect" includes prenatal exposure to a controlled substance, as defined in section 253B.02, used by the mother for a non-medical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance.

It is not construed to mean that a child is neglected solely because the parent, guardian or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment of disease or remedial care of the child.

4. Mental Injury: An injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
5. Threatened Injury: A statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.



C. Reporting - Who Must Report

1. In education, a professional or his/her delegate who knows or has reason to believe that a child is being neglected or physically or sexually abused must immediately report orally, within 24 hours, and in writing, within 72 hours, the information to the appropriate authorities.
2.
  - a. A person who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three (3) years shall immediately report the information to the local welfare agency, police department, or the county sheriff.
  - b. A person who is a professional or professional's delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, or law enforcement.
  - c. Any employee of the school district who stands in a position of authority is responsible for reporting. Those employees include/but not limited to:

Administrators	Counselors
Teachers	Substitute Teachers
Principals	Speech Clinicians
Superintendents	School Nurse/Health Tech.
School Board Members	Bus Drivers
Social Workers	Secretaries
Psychologists	Custodians
Child Care Staff/	Coaches
Paraprofessionals	Occupational Therapists/
Food Service Personnel	Occ. Therapist Assistants
Supervisors of Students	

32. In addition, persons not required to report but who know or have reason to believe that a child has been abused or neglected may voluntarily report the information to the appropriate authorities.
43. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected. All that is required is that the reporter knows or has reason to believe a child is being neglected or abused.
54. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports participating in good faith and exercising due care in the making of report or assisting in the assessment pursuant to this section has immunity from any liabilities civil or criminal, that otherwise might result by reason of his/her their action.

## Policy JHG

5. Retaliation prohibited: There shall be no retaliation against the person for reporting in good faith suspected abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report.
  - a. The employer of any person required to make a report under this subdivision who retaliates against the person because of a report of suspected abuse or neglect is liable to that person for actual damages and, in addition, a penalty up to \$1,000.
  - b. There shall be a rebuttal presumption that any adverse action within 90 days of a report is retaliatory for purposes of this paragraph, the term "adverse action" refers to action taken by an employer of a person required to report under this subdivision which is involved in a report against the person making the report with respect to whom the report was made because of the report, and includes, but is not limited to:
    - (1) discharge, suspension, termination, or transfer from the school;
    - (2) discharge from or termination of employment;
    - (3) demotion or reduction in remuneration for services;
    - (4) restriction or prohibition of access to the facility, institution, school, agency, or persons affiliated with it.
6. Falsified reports: Any person who willfully or recklessly makes a false report under the provisions of this section shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set b the court or jury.
7. Failure to report: Any person required by this section to report suspected physical or sexual child abuse or neglect who willfully fails to do so shall be guilty of a misdemeanor.

II. Policy ProceduresA. Responsible Reporter

1. Any employee having reasonable cause to suspect who knows or has reason to believe that a child is being physically or sexually abused or neglected shall immediately report this information to Clay County Child Protection Services or Law Enforcement Center to the proper city or county law enforcement agency. The employee should also report this information to the building administrator.
2. Whenever circumstances suggest that a child's health or welfare may be immediately in jeopardy, the employee shall first report these circumstances to the Law Enforcement Agency proper law enforcement agency and then contact the designated administrator.

3. When helpful, building staff are encouraged to seek additional consultation through appropriate school staff, such as a social worker, nurse, counselor, psychologist or staff resource person crisis management team leader.
4. Though consultation may be used in helping to determine whether there is reasonable cause to suspect abuse or neglect, The decision to report is the responsibility of the individual employee. Consultation with the designated administrator or other school personnel must not inhibit the individual from reporting when, in their own best judgement, a concern remains for the welfare of the child.

B. Reporting Process

1. An oral report shall be made immediately (within 24 hours), to the Clay County Child Protection Services or Law Enforcement Center the proper city or county law enforcement agency.

Note: If it is believed that the child's immediate health or welfare is jeopardized, the police proper law enforcement agency shall be must be called. They are the only community agents who have the authority to remove a child, short of a court order.

Clay County Social Services  
P.O. Box 1177 or 123 1/2 21st St. So.  
Moorhead, MN 299-5180  
Ask for service intake worker or child protection worker on call. Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division  
915 North 9th Avenue  
Moorhead, MN 299-5111  
24 hours a day, seven days a week

Clay County Sheriff's Department  
(for families living outside Moorhead city limits)  
915 9th Ave. No.  
Moorhead, MN 299-5111

2. A written report must be completed by the reporting person using the appropriate county form. Forms for reporting child abuse or neglect are in each building administrator's office. The report must be made within 72 hours.

Any report shall be of sufficient content to identify the child; any person believed to be responsible for the abuse or neglect of the child if the person is know; Any report shall include child's name, birth date, address, parent/guardian's name and address, the nature and extent of abuse or neglect and the name and address of the reporter. Reporting staff may request follow-up information regarding investigation results. by indicating such requests on the Child Abuse/Neglect reporting form.



A copy of the report of child abuse or neglect must be kept in the building administrator's confidential file.

Point of Information

Written reports received by a police department or the county sheriff are forwarded immediately to the local welfare agency. The police department or the county sheriff may keep copies of the reports received by them. Copies of the written report received by a local welfare agency are forwarded immediately to the local police department or the county sheriff.

C. Local Social Service Agency and Local Law Enforcement  
Interview of Child on School Premises

The schools will cooperate with the local social service agency and the local law enforcement agency in their conducting of assessment interviews of children without parental consent or knowledge of the alleged perpetrator.

1. To be authorized to conduct an assessment interview of a child on school property, the local social services or local law enforcement agency shall, prior to the interview, provide notice to school officials containing the following information:
  - a. the name of the child to be interviewed;
  - b. the purpose of the interview;
  - c. a reference to the statutory authority to conduct an interview on school property; and,
  - d. if the notification is from the local social services agency, a signature by the chairperson of the county welfare board or his/her designee.
2. Except where the alleged perpetrator is believed to be a school official or employee, the school officials shall have discretion to set reasonable conditions as to the time, place and manner of interview on school premises, but the local social services or law enforcement agency shall have exclusive authority to determine who may attend the interview. **The classroom teacher needs to be sufficiently informed so he/she can provide appropriate support to the child.** The interview shall be conducted not more than 24 hours after receipt of such written notification, unless another time is deemed necessary by mutual agreement between the school officials and the local social services agency or the local law enforcement agency.



3. The written notification of intent to interview referred to in paragraph 1 is private data on individuals. However, no school official shall disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local social services or law enforcement agency that the investigation or assessment has been concluded. Any notification of intent to interview shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation.
4. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

D. Follow-Up Procedures

It is important to provide follow up support to the staff who works with the child. It is necessary to be sensitive to the needs and concerns of the teacher who made the report, and aware that other staff may see some effect on the student who has experienced the neglect or abuse. While confidentiality must be a high priority in handling these matters, an informed staff can often be the most supportive in dealing with the student.

1. Elementary: After the report has been made, the designated building administrator will confer with the building crisis management team leader to consider which staff members need to be informed. The designated administrator will then meet individually or collectively with these staff members, sharing information which would be helpful to them. The designated administrator will notify the school social worker in all instances. Reporting staff may request follow-up information regarding investigation results. by indicating such requests on the Child Abuse/Neglect reporting form.
2. Secondary: After the report has been made, the designated administrator will confer with the student, counselor, and the crisis management team leader to discuss the necessity and procedure for informing other staff. The school social worker will be notified in all instances. Reporting staff may request follow-up information regarding investigation results.
3. Testimony: Staff members (teachers, designated administrators, support personnel, etc.) who might be required to testify in court or meet with the Child Protection Team or Law Enforcement personnel will be released from school to do so. The staff member may request that the designated administrator or other appropriate staff member accompany him/her to such meetings. Consideration shall be given to accessing legal services. Contact the Superintendent's Office or designated Assistant for further information. Appropriate substitutes will be provided by the school district if such meetings are scheduled during school hours. In order to be prepared for such testimony, it is helpful to document information such as observations, comments made by child, dates, etc.

E. Confidential Files

1. If, upon assessment or investigation a report is found to be false, notice of intent to destroy record of the report shall be mailed to the individual subject of the report. At the subject's request the records shall be maintained as private data. If no request from the subject is received within 30 days of mailing the notice of intent to destroy, the records shall be destroyed.
  2. Reports of suspected child abuse or neglect which, after initial investigation by a Clay County Child Protection worker, can neither be substantiated or disproven may be kept for one (1) year in the designated administrator's confidential file. If the report is not substantiated within that time, the report shall be destroyed.
  3. Reports of suspected child abuse or neglect that are substantiated by the Clay County Protection worker may be kept for seven (7) years following the date of the final case entry in the designated administrator's confidential file. The purpose of maintaining the file is to ensure (a) the long range adjustment and welfare of the child; and, (b) a continuity of support services for the child and family.
- 1 4 If or when the child transfers to another building within the district, the confidential file will be delivered to the designated administrator of the receiving building. That administrator will then implement policy provision Section II., D.

III. Policy AwarenessA. Staff Inservice

Each building administrator or designee will review the policy and procedures prior to opening of school each year.

B. Prevention and Awareness

Each building administrator shall ensure that prevention awareness and personal body protection are addressed by classroom teachers through guidance, utilization of resource persons and appropriate curricular areas.

C. Community Awareness

1. Policy provisions I. A-1, 2, and 3 will be published in the back to school newsletter each fall.
2. A copy of provisions I. A-1, 2, and 3 will be posted in each school building and included in each school handbook, policy book, or placed in a parent newsletter.

Form JNCTA

CHILD ABUSE/NEGLECT FORM

\* Name of Child //////////////////////////////////// \* Age ////////  
 \* Parent(s) Name //////////////////////////////////// \* Phone ////////  
 \* Address ////////////////////////////////////  
 \* Directions to home (if needed) ////////////////////////////////////  
 Name of Reporter ////////////////////////////////////  
 Reporter's Address ////////////////////////////////////  
 Reporter's Relationship to Child ////////////////////////////////////  
 Does reporter wish to remain anonymous? Yes No No Preference  
 \* At the time of this call, does the child bear physical signs of  
 abuse? Yes No If yes, describe: ////////////////////////////////////  
////////////////////////////////////

Nature of Complaint and Date of Occurrence:

\* Denotes information that must be present to investigate report.

Signature of person taking report ////////////////////////////////////  
 Date //////// Time ////////  
 Copy to Police //// Date //// (MN, Stat, 626.556, Sec. 3, Subd. 3)  
 Minutes Spent ////  
 Follow-up: Was Social Services notified by phone? Yes No  
 If yes, Date //////// Time ////////  
 Date written report submitted: ////////  
 Substantiated //// Unable to Substantiate ////  
 Unsubstantiated //// Information Only ////

RECOMMENDATIONS by worker investigating:



## CLAY COUNTY CHILD ABUSE-NEGLECT REPORT

Clay County Social Service Center, Box 1177, Moorhead, MN 56560 (218)299-5180

CASE NAME \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_  
 Report Received by: \_\_\_\_\_ Type: ☐ physical, ☐ sexual, ☐ neglect

## REPORTER/COMPLAINANT:

Name \_\_\_\_\_ Relationship \_\_\_\_\_  
 Address \_\_\_\_\_ Mandated Reporter ☐ \*yes, ☐ no  
 Phone # \_\_\_\_\_ \*if yes, written report required

## FAMILY INFORMATION:

FATHER \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 d.o.b. \_\_\_\_\_  
 Place of Employment \_\_\_\_\_ Phone \_\_\_\_\_  
 MOTHER \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 d.o.b. \_\_\_\_\_  
 Place of Employment \_\_\_\_\_ Phone \_\_\_\_\_

CHILDREN: [ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
 [ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
 [ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
 [ ] \_\_\_\_\_ d.o.b./age \_\_\_\_\_ Sex \_\_\_\_\_  
 "x" - Victim

## ALLEGED OFFENDER:

Name \_\_\_\_\_ Relationship \_\_\_\_\_  
 Address \_\_\_\_\_ Place of Employment \_\_\_\_\_  
 Phone # \_\_\_\_\_ Work Phone \_\_\_\_\_

NATURE OF COMPLAINT (describe concern, injury, date, time, place,  
 child's whereabouts)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## INVESTIGATOR-ASSESSOR ASSIGNED:

LEC \_\_\_\_\_ SS \_\_\_\_\_  
 (name) (name)  
 LEC Notified: Date \_\_\_\_\_ Time \_\_\_\_\_  
 Copy To: Social Services/LEC



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MOORHEAD PUBLIC SCHOOLS  
LEVY LIMITATION AND CERTIFICATION

1989 PAYABLE 1990

LEVY PAYABLE	1985 1986	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992
MAINTENANCE	5528828	5907549	5357094	6389240	4840548	4594824.53	5035514.67
TRANSPORTATION	464670	458461	868731	699203	606676	710425.96	538651.14
COMMUNITY SERV	143918	174527	171416	229130	232455	226302.86	264840.57
CAP EXP	789294	906524	556168	1335929	1170339	665979.08	269295.20
GEN DEBT SERV	911583	613608	485987	481372	367110	437775.93	371148.59
TC DEBT SERV	159625	232293	179778	170810			
TC OTHER		28560	22104	102703		22000.00	18124.65
TOTAL	7997918	8321522	7641288	8408387	7217129	6657308.46	6487574.82
						6657308.46	
\$ CHANGE		323604	-680234	1767099	-2191258	-559820.28	-158733.64
% CHANGE		4.05%	-8.17%	23.13%	-23.29%	-7.76%	-2.40%

CERTIFIED EXCESS

GEN DEBT SERV	193800	75000					70800
TC DEBT SERV	49895	72695	56256	53469	52898		
Deduct	243695	147695	56256	53469	52898	0	70800
Deduct HACA						1082952	1149674
LEVY	7754223	8173827	7585033	8354918	7164231	5574356	5277101
\$ CHANGE		419605	-588795	1769885	-2190687	-1589874	-297256
% CHANGE		5.41%	-7.20%	23.33%	-23.42%	-22.19%	-5.33%

\* The following items were not levied as initially proposed:

Community Service	29344
Gen Debt. Service	51898
T C Debt Service	161660
	-----
	242902

## **Notice of Proposed Property Taxes**

The board of education of Moorhead Public Schools, School District 152 will soon hold a public budget hearing to vote on the amount of property taxes to collect in 1992 to pay education costs for the 1992-1993 school year.

The property tax amounts below compare property taxes collected by the school district in 1991 with the property taxes the board proposes to collect in 1992:

<b>1991 Property Taxes</b>	<b>Proposed 1992 Property Taxes</b>	<b>Decrease from 1991 to 1992</b>
<b>\$5,574,356</b>	<b>\$5,277,101</b>	<b>5.3%</b>

### **Attend the Public Hearing**

All residents of the school district are invited to attend the public hearing of the board of education to express their opinions on the budget and the proposed amount of property taxes on:

**Tuesday, November 26  
7 p.m.  
Board Room  
Townsite Centre  
810 4th Ave. S.  
Moorhead, MN**

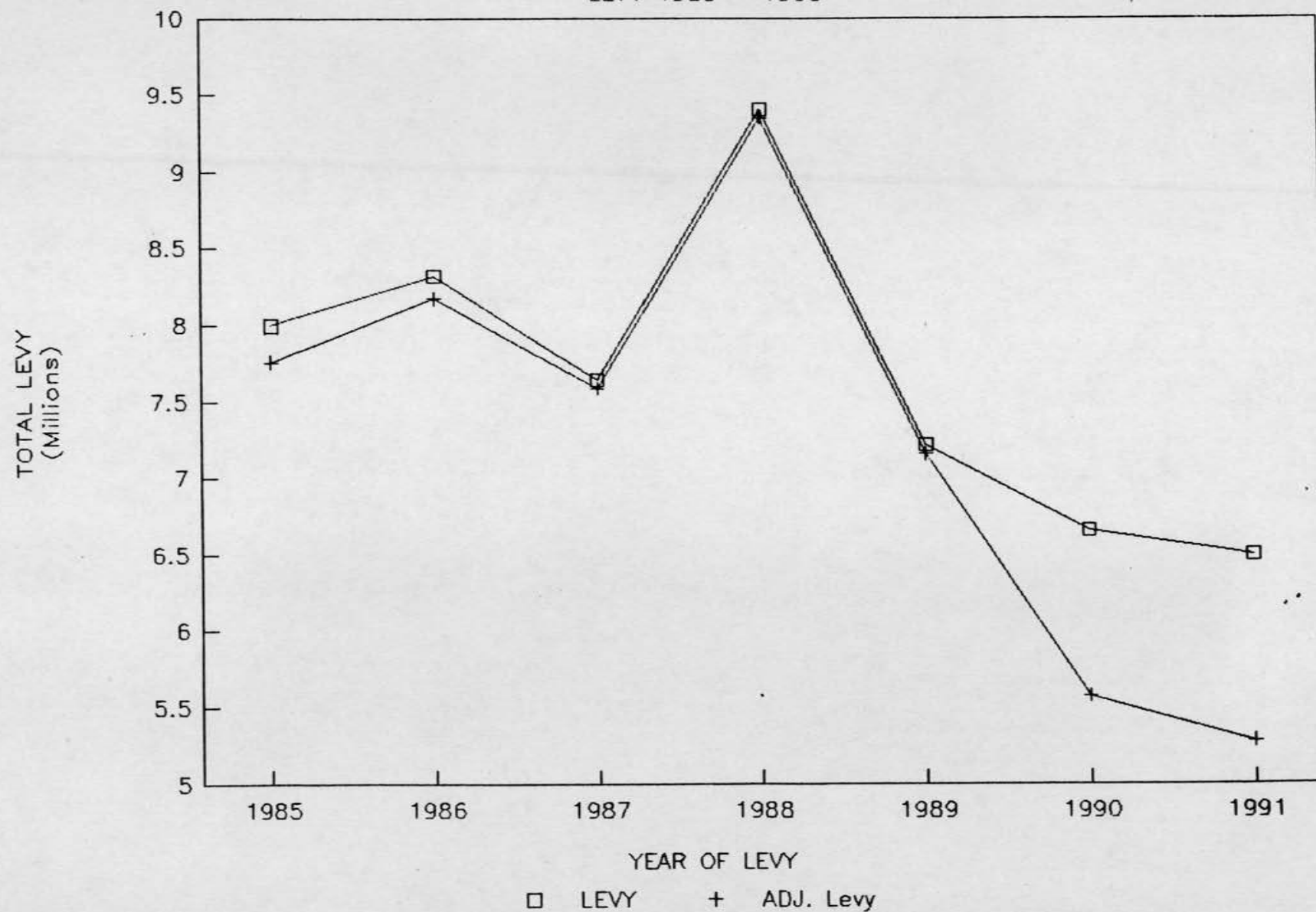
If the discussion of the budget cannot be completed, a time and place for continuing the discussion will be announced at the hearing.

You are also invited to send your written comments to:

**Superintendent of Schools  
School District 152  
810 4th Ave S.  
Moorhead, MN 56560**

# LEVY LIMITATION AND CERTIFICATION

LEVY 1985 - 1990





DISTRICT NO. 152 TYPE 1  
DISTRICT NAME MOORHEAD  
ECSU REGION 04 CLAY

STATE DEPARTMENT OF EDUCATION  
LEVY LIMITATION AND CERTIFICATION  
1991 PAYABLE 1992

ED-00111-13

PAGE 12 OF 18  
DATE OF RUN: 08/16/91

SCHOOL DISTRICT FUND	EQUALIZED LEVIES EXCLUDED FROM HACA ALLOCATION		ALL OTHER LEVY COMPONENTS (INCLUDED IN HACA ALLOCATION)		TOTAL LEVY	
	MAXIMUM LEVY LIMITATION	PROPOSED CERTIFIED LEVY	MAXIMUM LEVY LIMITATION	PROPOSED CERTIFIED LEVY	MAXIMUM LEVY LIMITATION	PROPOSED CERTIFIED LEVY
GENERAL	3,684,936.86		1,350,577.81		5,035,514.67	5,035,514.67
TRANSPORTATION	256,228.58		282,422.56		538,651.14	538,651.14
COMMUNITY SERVICE	NONE	NONE	264,840.57		264,840.57	264,840.57
CAPITAL EXPENDITURE	235,592.68		33,702.52		269,295.20	269,295.20
GENERAL DEBT SERVICE	NONE	NONE	371,148.59		371,148.59	371,148.59
TECHNICAL COLLEGE/ DEBT SERVICE	NONE	NONE				
TECHNICAL COLLEGE/ OTHER	NONE	NONE	18,124.65		18,124.65	18,124.65
TOTAL LEVY BEFORE ADJUSTMENT	4,176,758.12		2,320,816.70		6,497,574.82	6,497,574.82

\* THE FOLLOWING EQUALIZED LEVIES ARE EXCLUDED FROM HACA ALLOCATION:  
GENERAL EDUCATION, SUPPLEMENTAL, BASIC TRANSPORTATION, CAPITAL  
EXPENDITURE FACILITIES, AND CAPITAL EXPENDITURE EQUIPMENT.

\*\* THE COUNTY AUDITOR MUST REDUCE THE GENERAL DEBT SERVICE LEVY BY THE FULL  
AMOUNT OF THE CERTIFIED DEBT SERVICE EXCESS, UNLESS THE COMMISSIONER  
OF EDUCATION AUTHORIZES THE COUNTY AUDITOR NOT TO REDUCE THE EXCESS BY  
ALL OR PART OF THE AMOUNT OF THE CERTIFIED EXCESS SHOWN AT RIGHT. THE  
DEBT EXCESS MUST BE COMPUTED ACCORDING TO THE DEPARTMENT OF EDUCATION  
FORM, ED-02025. A COPY OF THIS FORM SHOULD BE ATTACHED TO THIS LEVY  
CERTIFICATION. THE COUNTY AUDITOR MUST ALSO REDUCE THE TECHNICAL COLLEGE  
DEBT SERVICE LEVY BY THE AMOUNT OF THE STATE AID SHOWN AT RIGHT.

PUPIL DATA TO BE INCLUDED ON THE NOTICE OF PROPOSED PROPERTY TAXES IS AS  
FOLLOWS: 1991-92 ESTIMATED AVERAGE DAILY MEMBERSHIP 5,661.00  
1992-93 ESTIMATED AVERAGE DAILY MEMBERSHIP 5,872.00  
PERCENT INCREASE OR DECREASE FROM 1991-92 TO 1992-93 3.73 %

SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR ANY  
FUND MUST COMPLETE THE APPROPRIATE SECTIONS OF PAGES 13 THROUGH 18 AS  
NEEDED TO DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO THE  
HOME COUNTY AUDITOR BY SEPTEMBER 1, 1991. A DUPLICATED COPY MUST BE  
SUBMITTED TO THE MINNESOTA DEPARTMENT OF EDUCATION, EDUCATION FINANCE &  
ANALYSIS, BY SEPTEMBER 15, 1991.

CERTIFIED GENERAL DEBT SERVICE EXCESS AMOUNT **	70,800.00
AMOUNT OF STATE APPROVED DEBT SERVICE EXCESS TO BE RETAINED	
CERTIFIED LEVY REDUCTION FOR TO DEBT SERVICE EXCESS	
LEVY REDUCTION FOR STATE TO DEBT SERVICE AID	
TOTAL CERTIFIED LEVY AFTER ADJUSTMENTS	6,426,774.82

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED  
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 1992.

SIGNATURE OF  
SCHOOL BOARD CLERK \_\_\_\_\_

DATE OF CERTIFICATION \_\_\_\_\_

## SECTION 01030 - BASE BID AND ALTERNATES

The following is an outline description of the Base Bid and Alternates. These descriptions in no way relieve the Contractor from providing any necessary labor and material required for the Base Bid or each Alternate as specified and shown on the Contract Documents.

BASE BID - REPLACE EXISTING CLASS CALL CONSOLE: State amount in Base Bid to replace existing class call console with a new central switching exchange cabinet with capability of expansion in the future to functions listed in all Alternates. Replace all existing class call-in switches and replace existing master clock.

ALTERNATE NO. 1 - TELEPHONE SETS: State amount to be added to Base Bid to replace all of the existing call-in switches with telephone sets in lieu of new call-in switches as stated in Base Bid and add new telephone sets. Replace all existing cable to existing call-in switch locations.

ALTERNATE NO. 2 - MEDIA CENTER DISTRIBUTION SYSTEM WIRING: State amount to be added to Base Bid to provide the media center distribution system wiring including cable, splitters, outlets, devices, plates and media equipment to include cabinet for rack equipment, combiner, (1) modulator and cable TV input.

ALTERNATE NO. 3 - ELECTRONIC CLOCK AND MESSAGE CENTER DISTRIBUTION SYSTEM: State amount to be added to Base Bid to add television sets as shown on Drawings with additional equipment required within central exchange, media center equipment, existing clock modifications, and input computer to provide electronic clocks and message center system.

ALTERNATE NO. 4 - ELECTRONIC BULLETIN BOARD DISTRIBUTION SYSTEM: State amount to be added to Base Bid to add additional equipment required within the central exchange media center and input computer to provide an electronic bulletin board system.

ALTERNATE NO. 5 - MEDIA CENTER DISTRIBUTION SYSTEM: State amount to be added to Base Bid to add additional equipment required within the central exchange and media center to provide a television distribution system including cable TV input, (2) VCR's, (1) portable studio, satellite dish input and related wiring.

ALTERNATE NO. 6 - SATELLITE DISH: State amount to be added to Base Bid to provide a satellite dish located as shown on Drawings and related wiring.

ALTERNATE NO. 7 - SPORTS CENTER TELECOMMUNICATIONS CONNECTION: State amount to be added to Base Bid to provide a telecommunications system connection from the High School to the Sports Center via a wired connection from the High School, underground to the Sports Center, to include underground conduit and audio and video A and B cable, telecommunications terminal board, speakers, interconnecting cable within building, call-in switches, exterior speaker, and administrative telephone.

ALTERNATE NO. 7A - SPORTS CENTER TELEPHONES: State amount to be added to Base Bid to provide telephones within Sports Center in lieu of call-in switches shown.

END OF SECTION



TO: Bob Lacher

FROM: Mike Siggerud

RE: Telecommunications system

DATE: 11/6/91

After meeting with Fran Laske and Jerry Harter, we recommend the following cost-cutting suggestions as a means of assisting the financing of alternates 2-5 of the proposed telecommunications system:

- 1) Eliminate 25 monitor locations. Install jacks only.
- 2) Use 25 currently owned monitors with the new system.

This would result in a cut of 50 monitors from the original purchase specifications, leaving 41 left to purchase.

Fran has agreed to allocate \$10,000 from the media capital outlay budget for this purpose, with the understanding that alternate 5 must be included with 2-4.

Mr. Dulski is out of town today, and cannot be reached for a possible building capital outlay commitment.

The specific monitors to be eliminated are located in the following rooms:

**First floor**

113, (computer lab) 118, 120, 121, (industrial arts) 122, 124, (art) 142, 143, 144, (phy. ed. offices).

**Second floor**

204, 206, (TMH) 209, 210, 211, (industrial arts) 218, (3 units from library, leave one in place) 227, 228, (music) 235, 239 (teacher's work rooms).

**Third floor**

308, (copy room) 315, 317, (keyboarding) 319, (group room).

An additional savings could be made by eliminating 8 monitors from math rooms. This should be viewed as a somewhat more undesirable cut than those listed above.

Those are 126, 129, 131, 133, 201, 202, 205, and 309.



43,1  
36,860  
7,240

**TELECOMMUNICATIONS SYSTEM - SENIOR HIGH SCHOOL**  
**INDEPENDENT SCHOOL DISTRICT NO. 152, MOORHEAD, MINNESOTA**  
**UEI PROJECT NO. 91280**

BASE T A1A  
 BASE + ALT#2  
 BASE + ALT#7 + #7A  
 BASE + ALT#2 + #5

APPENDIX F-1  
Page 4 of 4

BID DATE: OCTOBER 21, 1991, 2:00 P.M.

BID TABULATION

Contractor	Add. #1	Bid Bond	Manufacturer	Base Bid	Alt. #1	Alt. #2	Alt. #3	Alt. #4	Alt. #5	Alt. #6	Alt. #7	Alt. #7A	TOTAL
CB Electric	X	X	Rauland	\$42,800	\$36,860	\$35,900	\$50,050	\$ 6,100	\$ 6,600	\$ 3,750	\$17,755	\$ 3,500	\$203,315
			Simplex	\$27,725	\$ 9,750	\$32,500	\$49,500	\$ 3,900	\$14,750	\$ 5,200	\$11,300	\$ 1,200	\$155,825
Dakota Electric	X	X	Rauland	\$40,150	\$42,750	\$45,700	\$59,000	\$ 6,200	\$ 6,900	\$ 3,560	\$18,550	\$ 3,300	\$226,110
			Simplex	\$24,300	\$16,900	\$41,800	\$56,500	\$ 4,200	\$16,600	\$ 6,050	\$12,100	\$ 1,930	\$180,380
			Telecor	\$46,150	\$28,800	\$43,500	\$93,250	\$ 5,100	\$11,100	\$ 3,750	\$15,150	\$ 750	\$247,550
Red River Elec.			Rauland	NO BID									
Rick Electric	X	X	Rauland	\$43,820	\$40,260	\$43,215	\$55,270	\$ 7,364	\$ 7,270	\$ 4,250	\$15,515	\$ 4,535	\$221,499
			Simplex	\$27,400	\$11,970	\$37,815	\$50,540	\$ 4,860	\$16,385	\$ 5,805	\$ 8,325	\$ 2,140	\$165,240
			Telecor	\$46,725	\$16,710	\$39,625	\$79,780	\$ 5,795	\$11,425	\$ 3,630	\$11,380	\$ 1,780	\$216,850

\*Deduct for Goldstar TV's

August, 1991

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

91-92 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: Junior High

TOPICS OF PROPOSAL: Paraprofessional for EBD program.

SUBMITTED BY: Ruth Doelz, Joel Ortega, Colleen Tupper,  
Daryl Naugle, John Ostlie, DATE: 11-15-91

SUBMITTED TO: Julie Morben DATE TO BE IMPLEMENTED:

Mayano  
Swedberg 11-20-91

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: \_\_\_\_\_

PERSON RESPONSIBLE TO RECOMMEND  
TO SUPERINTENDENT: \_\_\_\_\_

Recommendation (by person responsible):

Approve \_\_\_\_ Disapprove \_\_\_\_ Hold \_\_\_\_ Refer to Cabinet \_\_\_\_

Date \_\_\_\_\_

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

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

1. Describe the proposal for funding.

A special education paraprofessional is needed for the EBD program. The number of students in the program has increased. The severity of the handicaps has risen. The needs of the students has increased. This paraprofessional would assist in students' learning and in behavior management within the classroom settings.

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

(See attached sheets.)

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

Students will be truant, will leave settings without supervision, will hinder other students ability to learn, and will fail academically. There would also be a potential for residential placements for these students.

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

Day Treatment  
Homebound Tutoring  
Residential Placement

MJHS EBD PROGRAM

DAILY SCHEDULE

RUTH DOELZ

PERIOD 1

4 eighth grade students  
1 seventh grade student

PERIOD 2

prep

PERIOD 3

2 eighth grade students  
2 seventh grade students - even days  
3 seventh grade students - odd days

PERIOD 4

1 eighth grade student - odd days  
2 eighth grade students - even days  
2 seventh grade students - odd days  
3 seventh grade students - even days

PERIOD 5

6 eighth grade students

PERIOD 6

2 seventh grade students

PERIOD 7

5 eighth grade students - even days  
6 eighth grade students - odd days

- \* 27 direct contact hours daily
- \* These students work individually on whatever coursework they need assistance with.

Paraprofessional in use:

CONNIE FILLEY

PERIODS 1 - 3

works with Bruce Carlson - EBD

PERIOD 5

accompanies seventh grade student to Social Studies

PERIOD 6

works with seventh grade student in resource

PERIOD 7

works with students in resource room



Paraprofessional requested:

PERIOD 1

accompany seventh grade student to mainstream class to assist educationally and behaviorally

PERIOD 2

accompany same seventh grade student as period 1

PERIOD 3

accompany seventh grade student #2 to mainstream class to assist educationally and behaviorally

PERIOD 4

accompany same seventh grade student as period 3

PERIOD 5

accompany same seventh grade student as period 3 and 4

PERIOD 6

assist in resource

PERIOD 7

accompany 2 seventh grade students (above) to mainstream class to assist educationally and behaviorally.

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost		
Administrators							
Teachers							
Clerical							
Paraprofessional		5880.98	-	3293.35	2587.63		
No. & Hrs/Day							
Teacher Para							
Noon Para							
					815.12		
FRINGE BENEFITS							
SUPPLIES							
*2 CAPITAL OUTLAY							
OTHER EXPENSES							
*3 TOTAL COST		6696.10	NET DISTRICT COST		3402.75		
Comments on budgetary items:							

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

6. Space implications (short/long range).

We may need access to available open classrooms and/or the library during certain class periods.

7. Equity implications.

8. Technology implications.

9. Suggested timelines for implementation.

Since this request is an emergency, we would like to have this person in the classroom on Wednesday, November 20, 1991.

10. Who has been involved in this decision?

Ruth Doelz	John Ostlie
Betty Peterson	Julie Morben
Colleen Tupper	Al Swedberg
Daryl Naugle	
Joel Ortega	

11. Other comments:

1. How did it feel to use a wheelchair in school?

Different

Challenging

My friends related to me differently

I felt both "on display" and isolated from the rest of people in the building.

Humble experience

Very different - odd not to be at the same level/angle as everyone else, everything was more difficult.

Frustrating

I felt "different". I could understand how a student in a wheelchair would feel self-conscious, and how it could affect their self-esteem and attitude.

I thought I'd have problems, but it wasn't too bad.

An excellent learning experience.

A lot more difficult than I thought

It was very difficult. Many of the aspects of the existing building are inadequate to meet the needs of the students.

It was a very interesting experience. It gave me a greater awareness as to building barriers facing handicapped people.

I felt short

Very cumbersome with many areas that were unaccessible or very difficult maneuvering

1.a Did it require more physical strength than you thought it would?

Much more physical strength than I thought

"really hard"

Yes

The physical strength required was about what I expected

Yes requires use of different muscle group. More strength to open doors.

Definitely

Yes

Yes wasn't as frustrating

My arms were tired; lower body and upper leg muscles were also stressed. I also was uncomfortable generally in the chair as the time went on.

opening doors and going to the bathroom

Tired out, one must be physically strong to go up ramps, down halls etc.. Need good stamina

upper arms - physically tired

It was hard to sit in the same position for this period of time. Used back, shoulders and upper arms more than I thought I would.

I was able to handle the physical demands of propelling myself in a wheelchair. It took some practice to be able to maneuver the chair the way I wanted to.

Only on the playground I did get worn physically



1b. How did others react to you?

We definelty drew their attention  
laughed

The reaction of theirs was not at all what I would have expected. Even people I know, and were aware of what we were doing, seemed unsure of how they should respond and appeared a little uncomfortable.

Curiosity - some respect for your situation

Curious, some sympathetic, a lot of humor used

Comment from student "Are you crippled"

Friendly and respectful

Friendly - were helpful to move out of way

Concerned, positive reactions little kids have a positive reaction to students with handicaps  
concerned.

It was interesting to see the concerns of people who knew me when they noticed I was in a wheelchair and the questions regarding what had happened to me.

Kids reacted with interest.

Adults tended to talk to the wall

Stares, questions, concern

Surprised - wondering why I was in a wheelchair

1c. How did the lower vantage point affect your interactions with others?

This was not much of a problem

Okay when they were seated - some didn't want to meet my eyes if they were standing.

The lower vantage point did not seem to affect my interaction with others.

Did not get a good feel for this - would be interesting in an adult environment.

I didn't feel equal to them - the distance was difficult to overcome.

It's more difficult to maintain eye contact and to hear.

My neck is sore

Don't have the same dignity

Eye contact was difficult. Students moved out of my way as I went down the hall; they were very polite and accommodating.

No problem

over powering feel less important

made it more difficult - obvious disadvantage

I experienced no real problems in interacting with others from the wheelchair. The students did not appear to view me as out of the ordinary and I felt comfortable interacting with people from the wheelchair.

The students seemed very comfortable and interacted with me at my level eye level

Actually better - smaller children

Diminished my interactions with adults - I can't see their faces. But I can interact better with kids.

2. What would you change in the building to make it more accessible?

Wider door ways. Automatic doors

auto doors, larger classrooms

The little things are often overlooked like floor material transitions  
wider doors, larger bathroom stalls, keep cords off floor, offer better  
seating in cafeteria.

Put cement in bump on ramp. Use computers with unattached keyboards.

Doors

I would prefer at least an automatic door entrance

The auditorium restroom should be made accessible

I found phones in the faculty lounge to be inaccessible

The library door should be modified to make it lighter to pull.

Some lockers should be modified

Eyewash stations in the science areas are too high.

There are no work stations for handicapped students in science.

smaller cots in sick bay - spring hinges on doors - not door closers  
obviously need more space to negotiate chairs to park them in  
classrooms

larger rooms, lunchroom larger, larger aisle, more space for equipment

more accessible bathrooms, probably in classroom.

automatic doors, especially exterior.

Remodel existing bathrooms to accomodate needs.

I feel there is a strong need for fully accessible toilets for the  
auditorium. This is particularly important for serving public events  
and functions when the public uses or rents the auditorium.

I would look at providing curb cuts for wheelchairs at the south front  
entrance, band room hall entrance, and the Sport's Center entrance at  
the Moorhead Senior High.

I would suggest marking the main entrances to the building that are  
accessable for wheelchairs.

I would recommend that the elevators and wheelchair lifts be turned on  
for use by the general public when the general public is in the  
building for public events.

I would increase the signs indicating the handicapped accessible  
toilets and passageways.

I would suggest putting the food trays at the beginning of the food  
service line rather than after the food has been served.

It would be desirable to have at least one science laboratroy position  
equipped in each science lab for wheelchair access.

I would suggest rearranging the furniture in the lower faculty lounge to  
allow for wheelchair access to the telephone.

reduce # of kids/desks per classroom

wider doorways

change restrooms

ramps rather than chair

place desks around of room and equipment in the middle.

no steps

automatic doors

3. Which activity was the most difficult?

Getting into the only accessible bathroom.  
using restrooms  
playground/sandgravel  
trying to get in/out of staff toilet room  
simply moving through the distances required to get from place to place, also the fatigue from sitting in one position.  
bathroom doors  
stairs, front doors, doors in common  
Negotating the front ramp. The wheelchair skids down this ramp. If you let go of the uphill wheel it turns into the concrete wall.  
using bathrooms boy/girls nurses area.  
impossible to get into staff toilet. Entry ramps need lots of strength  
climbing air incline  
going through doors  
restrooms  
trying to enter the womens bathroom the doorway was too narrow and the sharpness of the turn made it very difficult.  
bathroom, library barely room between any bookcases

4. What would you change if this activity were repeated again? What would you emphasize?

Next time to have an individual with a handicap lead the tour of the building.  
longer time period and have someone who uses a wheelchair come with as a guide.  
for the time frame think this was well organized with a variety of experiences.  
I would have let students know what was happening  
Tie feet together  
It would be nice if a handicapped student were to go with us and give his/her opinions and vantage point as we went along.  
have handicapped person with us in most part the school is accessible to people in wheelchair  
Try this with blindfold  
Eat lunch when the lunch tables were up  
good emphasis as is

5. Was the experience worthwhile? How?

yes - received a good deal of insight into problems encountered by handicapped students.  
Excellent experience - especially for an architect. Should be a required experience  
yes, more aware of handicapped people and concerned about thier needs



6. What was the most beneficial aspect of this experience

got a first hand experience that dealt with the concern of  
teachers/students  
knowing that a design which meets code may not necessarily work  
awareness need to design better buildings

7. What would you change if this activity were repeated again? What would  
you emphasize?

Good job in organizing  
Excellent the way it was done. Staff was super  
Spend a whole day to gain a broader and more significant perspective  
I would emphasize need to address changes desired



COMMENTS:

Drop off area in winter time, dropped off in snow bank  
Ramp steep with cracks cannot push without assistance; office area cramped  
health tech office inaccessible  
classrooms crowded - difficult to get to front of room in wheelchair  
bathrooms small - no privacy could get in, but then couldn't close door  
doors - heavy chairs hard on wood finish  
paved sidewalk - rough/small cracks are difficult to push across  
music building stairs - split level - student could not participate in  
choir, band orchestra  
drinking fountain - older white porcelain drinking fountains are easier to  
access than recessed stainless steel fountains.  
second floor inaccessible  
typical door thresholds were difficult to push over.  
Ramp to enter school - has a crack in it and is not handicap, accessible!!  
Parents might not come because of handicapped not accepted as normal  
no elevator  
would have to schedule the student into drinking fountain is totally  
acceptable  
feel lowly  
no where to put books  
takes so much strength!  
can't reach the switch on button - keyboard should be movable into lap  
clothes get dirty  
person just stepped over me  
trash container - bathroom need another bar on the other side  
only one handicapped bathroom  
time consuming  
classrooms should be larger to take care of additional equipment needed  
playground equipment appropriate for wheelchair  
locker 668 would be difficult for a small child  
going through staff room difficult where they has lots of furniture  
card catalog was usable, small child with a small wheelchair would have  
difficulty - stacks of books would be impossible. The middle shelf would  
be the highest that could be used.  
bus - turning around the wheelchair at bus a problem  
outside was difficult for materials to control  
emergency evac would be very difficult  
Aisle need to be wider  
chairs strapped down  
scary to use lift or bus  
going up hill afraid might lose control and roll back  
opening doors and going through was hard  
use chairs that are disconnected  
constant flow of kids  
lower coat hoods and shelves in lockers  
crowded by other students near lockers  
wheelchairs need specialized equipment, ie. trays, bookholders, etc.  
lounge crowded for access by wheelchair  
no functional bathroom for handicapped students in bldg  
purchase of chairs specialized equipment  
time needs for students re: school bus, between classes, eating  
weather concerns with busing and having to wait

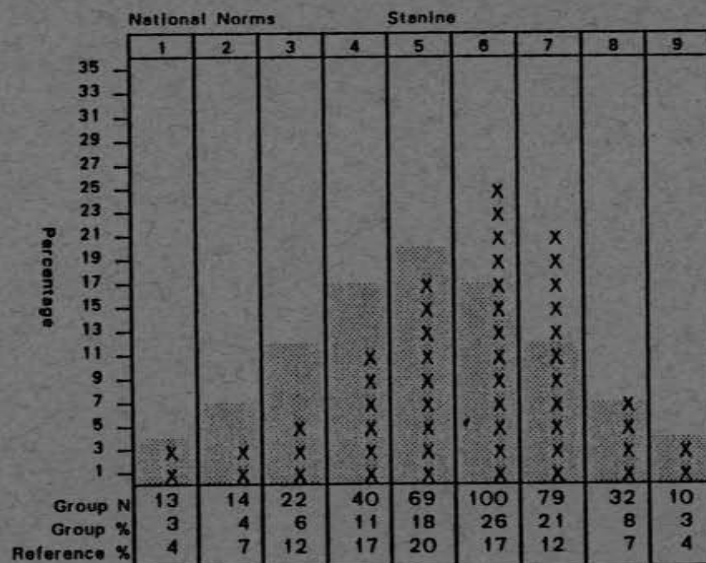
bus drivers are they self trained or does the school district do any training (Comment School District provides training of all drivers and paraprofessionals)  
automatic doors with push buttons are needed  
overcrowded classrooms too many desks  
desktops - 2 hands needed at all times very impractical adjustable desks for special needs  
chairs separate from desk top  
space needs vary for handicapped more square feet per student  
lunchroom not really accessible not readily adaptable to wheelchair travel  
need specialized eating area  
separate eating area is required no  
are there enough aids for handicapped population  
handicap accessible playground and equipment needed.  
entrance doors - automatic  
staff lounge more room  
cafeteria more options for seat locations/opportunity to sit with friends  
library - transition between carpet and tile  
concerns- card catalog list  
          placement of loose furniture  
          height of shelving  
          space between shelving  
          problem at end of shelving  
where is handicap accessible bathroom  
help getting in door (too heavy)  
chair does not fit into stalls  
needed to have tables and chairs in library  
carrels right height  
need rails for stall in boys bathroom  
door opens wrong way in girls bathroom  
drinking fountain you can barely reach water  
could wash hand 1 at a time  
physical straining for caregiver  
need at least 3 people for safety  
uncomfortable for student  
slow in emergency situation  
arms were tired

== GROUP SUMMARY STATISTICS REPORT ==

English

Frequency Distribution of Scores and  
Percentile Ranks (P.R.)

	Group	Local	Grade	National
	Freq.	P.R.	Equiv	Pct Rank
797-801	1	99		99
792-796	0			99
787-791	0			99
782-786	0			99
777-781	0			99
772-776	1	99		99
767-771	0			99
762-766	0			99
757-761	1	99		99
752-756	0			99
747-751	3	99		99
742-746	0			98
737-741	2	99		98
732-736	2	98		97
727-731	0			96
S 722-726	4	97		95
C 717-721	11	95		94
A 712-716	6	93		92
L 707-711	11	91		89
E 702-706	37	86		86
D 697-701	24	76		83
692-696	18	71		79
S 687-691	40	64		75
C 682-686	16	56		70
O 677-681	44	48		63
R 672-676	19	40		56
E 667-671	32	33		49
662-666	23	25		42
657-661	5	22		36
652-656	18	19		30
647-651	12	15		25
642-646	8	12		21
637-641	8	11		17
632-636	6	9		14
627-631	7	7		11
622-626	5	6		8
617-621	2	4		6
612-616	3	4		4
607-611	5	2		3
602-606	1	2		2
597-601	0			1
592-596	1	1		1
587-591	2	1		1
586-586	1	1		1



Group N = Number of students obtaining the stanine  
Group % = Percentage distribution in the reporting group  
Reference % = Percentage distribution in normative group

Scaled Score  
Group Nat'l Group Nat'l

Group N = 379 --  
Mean = 678.4 n/a  
Stand. Dev. = 29.3 n/a

90th Percentile = 710 711  
75th Percentile = 698 690  
50th Median = 680 670  
25th Percentile = 665 649  
10th Percentile = 638 628

Quartile Comparisons Based on 1988 National Norms

P.R.	25%	50%
Range Nat'l Group	1	1
1-25	25%	14%
26-50	25%	18%
51-75	25%	36%
76-99	25%	32%



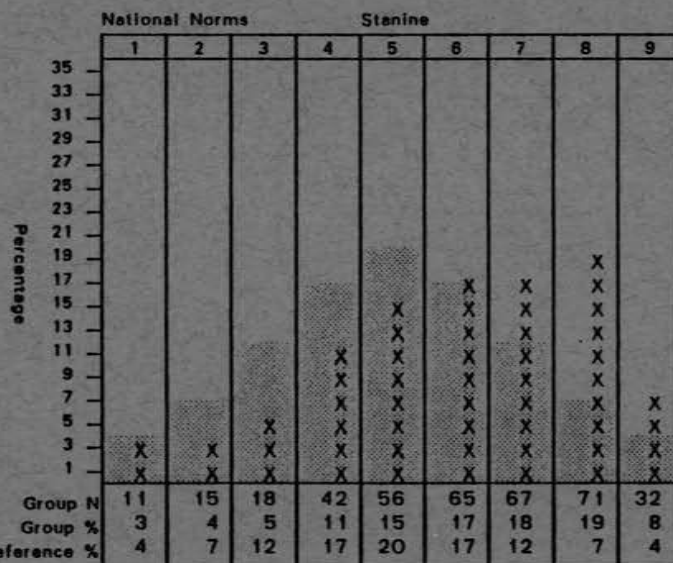
== GROUP SUMMARY STATISTICS REPORT ==

Mathematics

Frequency Distribution of Scores and  
Percentile Ranks (P.R.)

Group Local Grade National  
Freq. P.R. Equiv Pct Rank

	852-857	1	99	99
	846-851	0		99
	840-845	0		99
	834-839	2	99	99
	828-833	0		99
	822-827	0		99
	816-821	0		99
	810-815	0		99
	804-809	6	99	99
	798-803	0		99
	792-797	4	98	99
	786-791	0		99
	780-785	5	96	99
	774-779	7	95	98
	768-773	0		98
S	762-767	7	93	97
C	756-761	12	90	96
A	750-755	12	87	95
L	744-749	32	82	93
E	738-743	15	75	91
D	732-737	13	71	88
	726-731	29	65	84
S	720-725	25	59	81
C	714-719	17	54	76
O	708-713	8	50	72
R	702-707	23	46	67
E	696-701	25	39	62
	690-695	17	34	56
	684-689	20	29	50
	678-683	25	23	43
	672-677	6	19	37
	666-671	16	16	31
	660-665	14	12	25
	654-659	3	10	19
	648-653	7	9	15
	642-647	8	6	11
	636-641	4	5	8
	630-635	3	4	5
	624-629	1	3	3
	618-623	6	2	2
	612-617	2	1	1
	606-611	0		1
	600-605	1	1	1
	594-599	1	1	1



Scaled Score Grade Equiv.  
Group Nat'l Group Nat'l

Group N =	377	--
Mean =	711.4	n/a
Stand. Dev. =	41.9	n/a
90th Percentile =	760	739
75th Percentile =	740	715
50th Median =	710	687
25th Percentile =	681	663
10th Percentile =	661	644

Quartile Comparisons Based on 1988 National Norms

P.R.	25%	50%
Range Nat'l Group	1.....1.....1.....	1.....1.....1.....
1-25	25%	12%
26-50	25%	16%
51-75	25%	26%
76-99	25%	46%

Group N = Number of students obtaining the stanine  
Group % = Percentage distribution in the reporting group  
Reference % = Percentage distribution in normative group



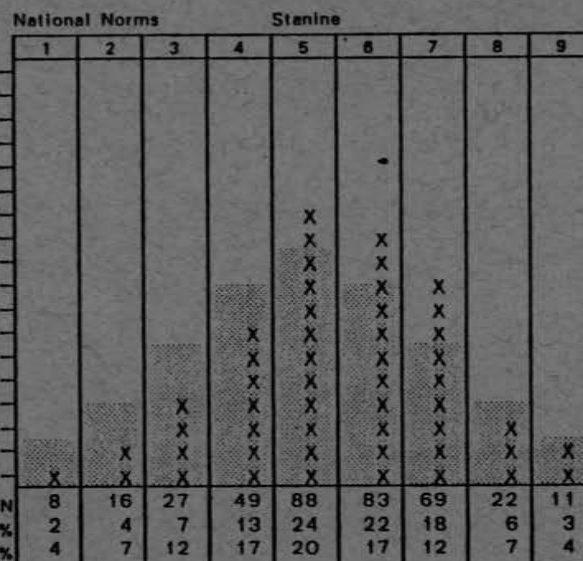
== GROUP SUMMARY STATISTICS REPORT ==

Total Reading

Frequency Distribution of Scores and  
Percentile Ranks (P.R.)

Group Local Grade National  
Freq. P.R. Equiv Pct Rank

	786-789	1	99	99
	782-785	0		99
	778-781	1	99	99
	774-777	0		99
	770-773	1	99	99
	766-769	0		99
	762-765	1	99	99
	758-761	0		99
	754-757	2	99	98
	750-753	3	98	98
	746-749	2	98	97
	742-745	0		97
	738-741	4	97	96
	734-737	4	96	95
	730-733	6	95	94
	726-729	3	93	92
S	722-725	5	92	91
C	718-721	11	90	89
A	714-717	11	87	86
L	710-713	22	83	84
E	706-709	11	78	81
D	702-705	18	74	78
	698-701	19	70	74
S	694-697	19	65	70
C	690-693	29	58	66
O	686-689	25	51	61
R	682-685	18	45	57
E	678-681	16	41	52
	674-677	15	36	47
	670-673	26	31	43
	666-669	20	25	38
	662-665	9	21	34
	658-661	7	19	30
	654-657	13	16	26
	650-653	5	14	22
	646-649	10	12	19
	642-645	9	9	15
	638-641	3	7	13
	634-637	0		11
	630-633	7	7	9
	626-629	5	5	7
	622-625	4	4	5
	618-621	5	2	4
	614-617	2	1	3
	610-613	1	1	2



Group N = Number of students obtaining the stanine  
Group % = Percentage distribution in the reporting group  
Reference % = Percentage distribution in normative group

Scaled Score Grade Equiv.  
Group Nat'l Group Nat'l

Group N =	373	--
Mean =	685.5	n/a
Stand. Dev. =	29.9	n/a
90th Percentile =	721	723
75th Percentile =	705	701
50th Median =	686	678
25th Percentile =	668	655
10th Percentile =	647	635

Quartile Comparisons Based on 1988 National Norms

P.R.	25%	50%
Range Nat'l Group	1	1
1-25	25%	15%
26-50	25%	23%
51-75	25%	34%
76-99	25%	28%

## SCHEDULE FOR NORTH CENTRAL VISITATION

Sunday, December 1

- 5:00 p.m. - NCA Committee check in at Madison Hotel
- 6:00 p.m. - Opening session at Madison Hotel, "Dakota Room B"
- Welcome by Jim Cummings, Chairman,  
Board of Education
- Dinner and Entertainment by select members of  
Moorhead Senior High School Choir directed by  
Dr. Rod Rothlisberger
- Remarks - Bob Jernberg, Interim Superintendent  
Gayla Holmgren, Chairperson,  
Visitation Team
- 7:45 p.m. - Plenary Session, NCA Team/Gayla Holmgren,  
"Dakota Room C"

Monday, December 2

- 6:00 -
- 7:30 a.m. - Breakfast, Madison Hotel, "Courtneys"
- 8:00 a.m. - Visitation at various school sites
- 12:00 - Lunch at respective school cafeterias
- 1:00 p.m. - Visitation continues at various school sites
- 3:30 p.m. - Communications Committee Meeting  
Townsite Centre Board Room
- 3:30 p.m. - Media/Technology Committee Meeting  
Senior High School Library
- 6:00 p.m. - Dinner, Madison Hotel, "Dakota Room B"
- 7:00 p.m. - Plenary Session, Madison Hotel, "Dakota Room C"

Tuesday, December 3

- 6:00 -
- 7:30 a.m. - Breakfast, Madison Hotel, "Dakota Room B"
- 8:00 a.m. - Visitation at various school sites
- 12:00 - Lunch at school cafeterias
- 1:00 p.m. - Visitation continues at various school sites
- 3:30 p.m. - Elementary Communications Committee Meeting  
Probstfield School Library

- 3:30 p.m. - Elementary Media/Technology Committee Meeting  
George Washington School Library
- 3:30 p.m. - Secondary Communications Committee Meeting  
Senior High School Library
- 3:30 p.m. - Secondary Media/Technology Committee Meeting  
Senior High School Library
- 6:00 p.m. - Dinner, Madison Hotel, "Dakota Room B"
- 7:00 p.m. - Plenary Session, Madison Hotel, "Dakota Room C"

Wednesday, December 4

- 7:00 a.m. - Breakfast, Madison Hotel, "Courtneys"
- 8:00 a.m. - Visitation continues and time to prepare final report
- 12:00 - NCA Committee Hotel Check Out
- 12:00 - Lunch in school cafeteria at school of your choice
- 1:00 p.m. - Turn in final report
- 3:30 p.m. - Exit report to staff, administration and Board in Room 222, Senior High School



Region IV Outcome Based Education Center  
presents

## **A Seminar for Parents and School Board Members, Educators, Students, Community Members**

**December 9th, 1991**

**7:00 P.M. - 8:15 P.M.**

**Fergus Falls Middle School Auditorium  
(There is no registration fee)**

### **WHAT IS A QUALITY SCHOOL? with Dr. Albert Mamary Johnson City Schools, New York**

**Where is education going?  
What can be seen in a quality school?**

**What role can parents play in the education of their child?  
What is the role of the school board?  
How can community and school work together?**

**DR. Albert Mamary** has held the position of Superintendent of Schools in Johnson City, New York for nine years. He has presented inservice programs in Outcome Based Education and Mastery Learning in almost every state and has co-authored over twenty textbooks in secondary and college mathematics, as well as many articles for journals including NASSP BULLETIN, OUTCOMES, and THE SCHOOL ADMINISTRATOR.

**Johnson City, New York** is a city of 18,000 people which depends upon small business and industry. The school district has four buildings: two elementary schools, one middle school and a high school.

**The Johnson City Central School District Improvement Plan** was a result of having become dissatisfied with student achievement patterns and school improvement efforts, and committing itself to a comprehensive redesign of its entire program. This redesign process, which came to be known as Outcome-Driven Developmental Model (ODDM), employs a systematic change process that is applied to all facets of school operation. The plan calls for a school to change fully on a smallscale since most school improvement efforts fail due to piecemeal and fragmented efforts.

**To Register: Please call your local school district at (218) 299-6224**  
**(There is no registration fee)**



## TOMORROW IN BRIEF

### Biofeedback For Space Sickness

Nearly half of all astronauts have suffered some symptoms of motion sickness, particularly in the first few days of space missions, says psychophysiological Neal E. Miller of Yale University. Medications often cause undesirable side effects, such as drowsiness, so Miller is experimenting with biofeedback, or Autogenic-Feedback Training (AFT), a method that teaches the astronauts to monitor and control their early symptoms of motion sickness. Miller's method has been tested in space once so far; the two astronauts who received AFT training avoided vomiting, while two without AFT training did not.

### Nosing Your Way Around Munich

Environmental officials in Munich are developing an "odor map" that will help identify problem areas in the city. Volunteer scent detectives have been smelling their way through town, trying to discover why certain streets smell "fishy" or otherwise disagreeable while some parts of the city are sweeter. The goal is to determine the types of smells, whether they are chronic or temporary, and where they are coming from, so that the bad smells can be eliminated.



Free bike makes city travel easy.

### Public Bikes in Denmark

Bicycles may increasingly be the vehicle of choice in congested cities. Five thousand free bicycles were made available in downtown Copenhagen this year to give business people, tourists, and anyone else easy access to the city. The bikes are sturdily constructed, with solid, puncture-proof tires. Riders

ROYAL DANISH MINISTRY OF FOREIGN AFFAIRS

leave a \$4 deposit, refunded when they return the bike to a stand. The project, designed to reduce auto traffic in the city center, was the idea of economist Morten Sadolin and chiropractor Ole Wessung and was funded by sponsors and by advertisers buying space on the bikes' frames.



Woman inspects light but durable demolition hammer manufactured by Kango, Ltd., in Peterborough, England.

### Tools for Handywomen

Lightweight materials now being used in power tools will allow more women to become "do-it-yourselfers," predicts a report by Frost & Sullivan, a market-research firm based in London and New York. Most electric portable power tools are purchased for use in the home, and most

buyers are men. Manufacturers hope that the lighter, more efficient drills, saws, grinders, and other tools will widen their appeal to handywomen. Since such tools also benefit the construction industry and metal working, more women may be drawn to these occupations as well.

### Forensic Accounting

A new occupation has emerged to unravel complicated financial mysteries ranging from fraudulent insurance claims to money-laundering rackets. Forensic or investigative accounting has experienced rapid growth since the end of the 1980s, due to increased competition, the merger frenzy, white-collar crimes, and the savings-and-loan crisis, says Max Messmer, chairman and CEO of Robert Half International Inc., a recruitment firm for accounting, financial, and information-systems professionals. Messmer says his firm is increasingly filling requests for "certified fraud examiners" and for accountants with FBI experience. "The increased number of business failures and the complexity surrounding them have created today's high demand for forensic accounting specialists," he says.



NORTHWEST QUALITY INNOVATIONS

Shoes are made from a variety of recycled wastes.

### Shoes Made from Trash

The next shoes you buy might be made out of garbage. Walking shoes designed and distributed by Northwest Quality Innovations of Lake Oswego, Oregon, are made with scrap plastic from diapers, tires, and foam rubber, as well as sawdust, paper bags, and coffee filters. The DejaShoe™ hit the market running last spring and may make it to stores throughout the United States in the near future.

For more information, see "Sources, Tomorrow in Brief" on page 47 of this issue.

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, DECEMBER 10, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

*Robert M. Jernberg*

Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander \_\_\_\_\_  
A. C. (Curt) Borgen \_\_\_\_\_  
Bill Cox \_\_\_\_\_  
James Cummings \_\_\_\_\_

Mark Gustafson \_\_\_\_\_  
Anton Hastad \_\_\_\_\_  
Ellen Hunt \_\_\_\_\_  
Robert Jernberg \_\_\_\_\_

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent

IV. APPROVAL OF AGENDA

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

V. APPROVAL OF MINUTES

Appendix A

Recommendation: Move to approve the minutes of November 12, 13 and 26, 1991.

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

VI. CONSENT AGENDA (Items: VII; XIII B. 7 - 9)

\*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 \_\_\_\_\_

\*VII. CONSIDERATION OF CLAIMS

Appendix B

S-M9-B05  
MIN  
12-10-91

VIII. COMMUNICATIONS

IX. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

X. FOR YOUR INFORMATION

Appendix Z

1. Junior Achievement Update -  
Jerry Hargis, Dir. of Operations - North Dakota  
Explanation: An update regarding the Junior Achievement program and community involvement in the Economics classes at the high school will be presented.
2. Futures Article - Appendix Z-1

XI. "WE ARE PROUD"

1. Congratulations to the Moorhead High December "Students of the Month": Freshman - Erin Hewitt, Sophomore Joel Edwards, Junior - Kirsti Dew, and Senior - Chi Nguyen.

XII. COMMITTEE/MEETING REPORTS

Facilities Public Hearing (12/2) - Cummings

Student Activities (12/10) - Cox

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

A. UNFINISHED BUSINESS

1. Review Superintendent (Cummings) Search Process

Appendix C

Explanation: Dr. Clifford Hooker will be interviewing employees, board members and community groups on December 16-18. Appendix C-1 contains a tentative schedule.

Recommendation: For Discussion Only

2. Consider Communications (Lacher)  
System - Senior High

Appendix D

Explanation: The Board approved the base bid and alternates 7 and 7A at the November 26th meeting. The other alternatives have been further reviewed.

	<u>Bid</u>	<u>Accept</u>
Alt 1.....	9,750	9,750
2.....	32,500	32,500
3.....	49,500	32,000
4.....	3,900	3,900
5.....	14,750	14,750
6.....	5,200	- 0 -
	\$115,600	\$110,400

Recommendation: Move to approve Alternatives 1-6 as presented.

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

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B. NEW BUSINESS

1. Consider Personnel (Moyano)  
Policy for Non-  
Aligned Employees

Appendix E

Explanation: After working with the personnel policy for non-aligned employees, three changes are proposed. These are described in the revised policy. After Board discussion, this will be reviewed with non-aligned employees before Board action.

Recommendation: For discussion only. Action will be recommended at the January 14th meeting.

---

2. Consider Sabbatical (Moyano)  
Leave

Appendix F

Explanation: The Sabbatical Leave Committee held a meeting on November 12, 1991, and recommends a sabbatical leave be granted for Judy Christofferson, Art teacher at Robert Asp. The leave would be effective March 1, 1992, for the remainder of the 1991-92 school year (64 days). Appendix F-1 contains a sabbatical plan as presented by Judy Christofferson.



2. Consider Sabbatical Leave (continued....)

Conditions the committee has stipulated are:

- 1) All teachers will provide a list of courses/lessons completed.
- 2) All teachers will present tentative plans on implementation to the school district, their respective departments and the Sabbatical Leave Committee on their return to the district.

Recommendation: Move to approve the sabbatical leave as presented, subject to the conditions recommended by the Sabbatical Leave Committee.

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

---

3. Consider Special Education Staffing (Swedberg) Appendix G

Explanation: Appendix G-1 contains a proposal for one (1) additional teacher and one (1) additional paraprofessional in the Moderate to Severe Mentally Impaired class at the high school. The cost to the district, after special education reimbursement, is anticipated not to exceed \$12,028. In addition, the total cost of the MSMI program will be billed back to five districts using this program based on membership days.

Recommendation: Move to approve the proposal as presented.

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

---

4. Consider Staffing Changes - 2nd Semester (Jernberg) Appendix H

Explanation: Appendix H-1 contains memo S-92-071 which indicates recommended staffing changes for the second semester, commencing January 27, 1992. The overall staff increase will change the total FTE by 0.164.

Recommendation: Move to approve the staffing changes as recommended.

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

5. Consider Personnel

(Moyano)

Appendix I

NEW EMPLOYEE

William E. Sorenson - Customized Training Representative, MTC, C41 (3), \$12.63/hour, effective December 9, 1991

Jeanne Witt - Paraprofessional, Lincoln, B21 (0), \$7.06/hour, 12 hours/week, effective December 2, 1991

Chad Murray - Computer Operator, Townsite Centre, A13 (0), \$6.77/hour, effective July 1, 1991. (This position has been held by Mr. Murray. The position was recently classified and posted as per the secretaries contract.)

EARLY RETIREMENT

Floyd Carpenter - Custodian, Townsite Centre, effective February 29, 1992

RESIGNATION

Belinda Bauder - AOM/Chapter I Paraprofessional, Probstfield, effective December 20, 1991

Recommendation: Move to approve the personnel items as presented.

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

---

6. Review Policies

(Jernberg)

Appendix J

Explanation: The Policy Review Committee has reviewed and revised the following policies:

Tobacco Free Environment (JFCGA)  
Boundary Exception Requests (JCA)  
Travel Reimbursement (DLC)  
Transportation Eligibility  
Guidelines (EEA)

This is the first reading of these policies. The Board will receive a recommendation for approval at the January 14th meeting.

Recommendation: For Discussion Only

---

\*7. Consider Imprest Cash (Legg)  
Temporary Increase

Appendix K

Explanation: As a result of several changes in health insurance premiums this fall, retirees have overpaid their insurance premiums. Refunds would like to be given in December to allow for the correct premiums to be collected in January.

The Business Office requests approval to increase the imprest cash account temporarily (until January) by \$1000 to accommodate writing refund checks.

Recommendation: Move to approve the temporary increase of \$1000 to the imprest cash account.

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

---

\*8. Consider Investments (Legg)

Appendix L

Explanation: Appendix L-1 contains a list of the investments made from June 21 through November 27, 1991.

Recommendation: Move to approve the investments as presented.

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

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\*9. Consider Change (Lacher)  
Order - Edison

Appendix M

Explanation: The following is a summary of a change order for the remodeling work done at Edison School.

Install Larger Door Opening.....	\$ 753.60
Install New 1 1/2" Gas Line.....	2,470.06
Supply Longer Condiment Stand.....	355.00
TOTAL	3,578.66

There will be a credit on the deletion of the gas line installation in the specifications.

Recommendation: Move to approve the change order as presented.

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

XIV. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. City Council/School Board Joint Meeting

Explanation: Jim Antonen and Bob Jernberg will prepare an agenda based on input. The Board will discuss the proposed agenda items.

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RECESS SCHOOL BOARD MEETING FOR THE PURPOSE OF DISCUSSING  
TEACHER NEGOTIATIONS STRATEGIES

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

=====

RECONVENE THE SCHOOL BOARD MEETING

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



### CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Activities Council	Tues., Dec. 10	7:00 a.m.	Townsite
School Board	Tues., Dec. 10	6:30 p.m.	Townsite
Supt. Search Interviews	Mon., Dec. 16 - Tues., Dec. 18		Townsite
PER Committee	Thurs., Dec. 19	7:00 a.m.	Townsite
City Council/School Board Joint Mtg.	Thurs., Dec. 19	7:00 p.m.	Townsite
Last Day for Students	Fri., Dec. 20		
Winter Break	Sat., Dec. 21 - Wed., Jan. 1		
Teacher Mediation	Mon., Dec. 30	1:00 p.m.	Townsite
Joint Powers	Thurs., Jan. 9	7:00 a.m.	Courthouse
MSBA Convention	Thurs., Jan. 9 - Sat., Jan. 11		St. Paul
Student Activities	Tues., Jan. 14	7:00 a.m.	Townsite
School Board Mtg.	Tues., Jan. 14	6:30 p.m.	Townsite
PER Committee	Thurs., Jan. 16	7:00 a.m.	Townsite
LRP Committee	Tues., Jan. 21	4:00 p.m.	Townsite
Student/School Board Meeting	Tues., Jan. 21	7:00 p.m.	Senior High
Teacher Workshops (K-12)	Fri., Jan. 24		District-wide
End of 2nd Qtr.	Fri., Jan. 24		
Intergovt. Retreat (Chamber of Commerce)	Fri., Jan. 25 - Sat., Jan. 26		Detroit Lakes
Policy Review	Mon., Jan. 27	7:00 p.m.	Townsite

### XV. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, January 14, 1992 - 6:30 p.m.  
Board Room - Townsite Centre

TENTATIVE CONSULTANT INTERVIEW SCHEDULE  
Monday, December 16 - Wednesday, December 18

<u>MONDAY, DEC. 16</u>	<u>TUESDAY, DEC. 17</u>	<u>WEDNESDAY, DEC. 18</u>
12 Noon - Bill Cox	6:45 am - MEA (#2)	7:00 am - Chamber of Commerce
1:00 pm - Cabinet (#1)	8:00 am - Curt Borgen	8:00 am - MSEA/AFSCME (#2)
2:00 pm - City/County/ Townships	9:00 am - Cabinet (#2)	9:00 am - PAC (#2)
	10:00 am - Ministerial	10:00 am - Ellen Hunt
3:00 pm - PER/LRP Committees	11:00 am - Senior Citizens	
4:00 pm - MEA (#1)	12 Noon - Lunch	
5:00 pm - Student Councils	1:00 pm - Service Groups	
	2:00 pm -	
6:00 pm - Dinner	3:00 pm - MSEA/AFSCME (#1)	
7:00 pm - PAC (#1)	4:00 pm - Wayne Alexander	
	5:00 pm - Butch Hastad	
	6:00 pm - Jim Cummings	
	7:00 pm - League of Women Voters	

Revised  
9/17/91

INDEPENDENT SCHOOL DISTRICT #152  
MOORHEAD, MINNESOTA 56560

PERSONNEL POLICY FOR  
NON-ALIGNED EMPLOYEES

JULY 1, 1991 - JUNE 30, 1992

## ARTICLE I

### DEFINITIONS

Section 1. Description of Appropriate Group - For purpose of this policy, the appropriate group shall mean all workers employed by the School District excluding the following:

- a. Confidential employees.
- b. Part-time employees whose service do not exceed fourteen (14) hours per week or thirty-five percent (35%) of the normal work week.
- c. Employees who hold positions of a temporary nature for a period of less than 67 work days in any calendar year.
- d. Emergency Employees (those employees who are employed for emergency work caused by natural disaster).
- e. Employees who belong to a bargaining group recognized by PELRA.

Section 2. School Board or School District: Any reference to the School Board or School District in this policy shall mean the School Board or its designated officials or representatives.

Section 3. Full-Time Employees - An employee who works eight (8) hours a day, five (5) days per week.

Section 4. Regular Employee - Any employee whose services are six (6) hours per day and less than eight (8) hours per day, five (5) days per week.

Section 5. Part-Time Employee - Any employee whose services exceed fourteen (14) hours per week and is less than six (6) hours per day, five (5) days per week.

Section 6. Casual Employee - A casual employee is any employee who is not required to work a regular schedule five (5) days per week.

## ARTICLE II

### BASIC SALARY SCHEDULE

Section 1. Salaries - The salaries of the Employee, as listed in Appendix A, are a part of this policy.



### ARTICLE III

#### INSURANCE

- Section 1. Selection of Carriers - The selection of the insurance carriers and policies shall be made by the School Board.
- Section 2. Claims Against the School District - Any description of insurance benefits contained in this article are intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the School District. It is further understood that the School District's only obligation is to provide an insurance policy. No claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.
- Section 3. Eligibility - Full-time, and regular employees as defined in Article I shall be eligible for group insurance as set forth in this Article.
- Section 4. Duration of Insurance Participation - An employee is eligible for Board insurance contributions and payroll deductions as provided in this Article as long as the employee is employed by Independent School District No. 152. When employment is terminated, group insurance benefits may be continued at the employee's option and expense, consistent with State and Federal law.
- Section 5. Medical - The Board agrees to make available health insurance for each member. Each member may elect to purchase either single or family health coverage. All additional costs will be paid by the employee through payroll deductions. Board contribution to single coverage will be \$134.78.
- Section 6. Life
- Subd. 1. The Board agrees to provide group life insurance totaling \$50,000 for each member of which the entire amount will provide double indemnity for accidental death.
- Subd. 2. Life and Accidental Death & Dismemberment Reductions
- Benefits reduce 8% per year, beginning at age 65, and terminate at age 70 or retirement, whichever occurs first.
- Subd. 3. Dependent Life Insurance
- The Board will make available Dependent Life Insurance Coverage to be paid by the employee through payroll deduction.

Dependent Coverage

Spouse only: \$10,000  
Spouse: \$ 7,500  
Children:  
14 days to  
19 years: \$ 2,500

Section 7 The Board shall provide at its expense long term disability insurance. Long term disability insurance shall commence on the 61st working day of illness and shall be in effect until age 65 and thereafter as required under option B of ADEA. All claims shall be subject to the terms and conditions of the policy.

ARTICLE IV

LEAVES

Section 1. Sick Leave

- Subd. 1. Employees working eight (8) hours per day shall be credited with twelve (12) days sick leave per year.
- Subd. 2. Employees working six (6) hours or more and less than (eight) 8 hours per day shall be credited with nine (9) days sick leave per year.
- Subd. 3. Unused sick leave days each year shall accumulate to a total of sixty (60) days and shall be coordinated with long term disability insurance as stated in that Contract.
- Subd. 4. Employees working a daily schedule of less than six (6) hours but more than three (3) hours shall be credited with pro-rata sick leave of one (1) day per month, non-cumulative to a total of nine (9) days per year with no provision for the long term disability insurance. (Example - an employee working four (4) hours per day shall receive thirty-six (36) hours per year; three (3) hours per day, twenty-seven (27) hours leave per year).
- Subd. 5. Sick leave with pay shall be allowed by the School Board whenever an employee's absence is found to have been due to illness which prevented attendance and performance of duties on that day or days.
- Subd. 6. a. The School Board may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay.

- b. Non-emergency elective surgery shall not be eligible for sick leave.

Subd. 7. Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.

Subd. 8. Employees are required to give adequate notice to their supervisor when sick leave is to be taken to allow time to obtain replacements.

Section 2. Family Leave

Subd. 1. A family leave may be granted by the school district subject to the provisions of this subdivision. Family leave may be granted because of the need to prepare and/or provide parental care for a child or children of the employee for an extended period of time.

Subd. 2. An employee making application for family leave shall inform the Personnel Office in writing with intention to take the leave at least three calendar months before commencement of the intended leave, except in emergency circumstance.

Subd. 3. If the reason for the family leave is occasioned by pregnancy, the employee shall also provide at the time of the leave application, a statement from her physician indicating the expected date of delivery. If an employee who has requested and been granted family leave because of pregnancy delivers prior to the scheduled beginning date of her family leave, she shall be eligible for sick leave in accordance with the provisions of Article IX until the scheduled beginning date of her family leave.

Subd. 4. The school district may adjust the proposed beginning or ending date of a family leave so that the dates of the leave are coincident with some natural break in the school year - i.e. winter vacation, spring vacation, semester break or quarter break, end of the grading period, end of the school year, or the like. The availability of substitute may also be considered by the school district in both the granting of a family care leave or the duration of such leave.

Subd. 5. In making a determination concerning "the commencement and duration of a family leave, the School Board shall not, in any event, be required to:

- (1) Grant any leave more than twelve (12) months in duration.
- (2) Permit the employee to return to his or her employment prior to the date designated in the request for family leave.



- Subd. 6. An employee returning from family leave shall be re-employed in a position which he or she is qualified unless previously discharged or the position discontinued.
- Subd. 7. Failure of the employee to return pursuant to the date determined under this Subdivision shall constitute grounds for termination unless the school district and the employee mutually agree in writing to an extension in the leave.
- Subd. 8. An employee who returns from family leave within the provisions of this Section shall retain all previous experience credit and any unused leave time accumulated under the provisions of this Policy at the commencement of the beginning of the leave. The employee shall not accrue additional experience credit or leave time during the period of absence for family leave.
- Subd. 9. An employee on family leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the employee wishes to retain, commencing with the beginning of the family leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the district pursuant to this Article.
- Subd. 10. Leave under this Article shall be without pay or fringe benefits.

Section 3. Emergency Leave - Paid leave of up to five (5) days per year may be granted by the school district because of the death or serious illness of the employee's spouse or child. "Serious illness" will usually be interpreted to mean that the employee's spouse or child is hospitalized. Up to three (3) days of emergency leave per year may be granted for the death or serious illness of a son-in-law, daughter-in-law, parent, father-or mother-in-law, sibling, grandchild or grandparents.

Section 4. Personal Leave - The school district will grant one (1) personal leave day per year to be taken at the discretion of the employee. The employee shall provide the school district with three (3) days notice of intention to take a personal leave day, except in cases of emergency. This will be deducted from accumulated sick leave.



Section 5. Medical Leave

Subd. 1. a. Employees who are unable to perform their duties because of personal illness or disability and who have exhausted all accumulated sick leave shall receive a leave of absence without pay for the duration of such illness or disability up to one (1) year. The leave may be renewed for one (1) year at the discretion of the Board of Education upon the written request of the employee.

b. If the leave is for six (6) months or less, the employee shall return to the same position. If the leave is for more than six (6) months, the employee shall return to a comparable position.

Subd. 2. The employee while on medical leave of absence shall be permitted to continue with the School District's insurance program by paying the full premium.

Subd. 3. At the expiration of the leave, if the disability still exists and the leave is not extended, the employee's employment is terminated.

Subd. 4. An employee returning from medical leave shall be reemployed in a position from which the employee is qualified.

Subd. 5. All rights in this subdivision will be terminated if the person is previously discharged or the position discontinued in accordance with the contract.

Subd. 6. An employee who returns from medical leave with the provisions of this Section shall retain all previous experience credit for purposes and any unused leave time accumulated under the provisions of this Policy at the commencement of the leave. The employee shall not accrue additional experience credit for pay purposed of leave time during the period of absence for medical leave.

Section 6. The School Board may allow leaves of absence for reasons other than those limited in this section.

Section 7. Absences not covered by leave policies will result in a salary deduction at the employee's regular daily compensation rate.

ARTICLE V

TRAVEL AND MISCELLANEOUS REIMBURSEMENT

Section 1. Out-of-District Travel - Reimbursement shall be made by the Board for authorized travel at the rate established by the IRS.

ARTICLE VI

HOLIDAYS

Section 1. All members shall have the following paid holidays:  
1. New Year's Day  
2. Thanksgiving Day  
3. Christmas Day

Section 2. Members working 260 days per year shall have the following additional paid holidays:  
4. Memorial Day  
5. Good Friday  
6. Christmas Eve Day  
7. Independence Day  
8. Labor Day  
9. Friday after Thanksgiving  
10. New Year's Eve Day

-ARTICLE VII

CONFORMITY TO LAW AND SAVINGS CLAUSE

Section 1. ~~Statement~~ - If it is determined any provisions of this policy is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law.

ARTICLE VII

VACATION TIME

Section 1. Members working 260 days per year will be granted a total of twelve days vacation per annum. Vacation cannot be accumulated and must be scheduled with approval of the Superintendent or his/her delegated assistant.

ARTICLE VIII

CONFORMITY TO LAW AND SAVINGS CLAUSE

Section 1. Statement - If it is determined any provisions of this policy is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law.

Professional development plan for my sabbatical leave March 1 through the end of May.

March 3,- Mar 10 spend on the Yucatan Peninsula. Here I plan to photograph Myan ruins and search out folk art objects that I will later use in my classroom teaching.

Mar 23-27- I will be attending a workshop on Turkish marbling at Arrowmont School of Arts and Crafts in Gatlinburg, TN. Upon my return I will be developing this into an arts learning experience for my students. Attending the workshop will enhance my teaching through slides, examples and direct teaching of the medium. Students will have a hands-on experience with the medium I have learned.

For the remainder of the time I plan to work on a unit of study for sixth grade students on Minnesota artists. This would coincide with their study of Minnesota history at this grade level. I plan to spend time at the MN Gallery of Art in St. Paul researching this and then gather material from artists themselves. I will develop this material into a unit for the Art-Shop, also I plan to develop lessons that sixth grade teachers could use.

The above plan is dependent on receiving a grant that I have applied for from the Mn Center for Arts Education Resource Program. If I don't receive the grant, I will attend Moorhead State and take courses in three-dimensional design and glass-blowing.



August, 1991

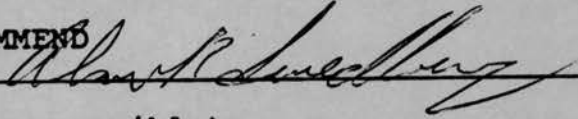
MOORHEAD PUBLIC SCHOOLS  
Moorhead Minnesota

91-92 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: Moorhead Senior High School  
TOPICS OF PROPOSAL: Request teacher and paraprofessional of moderate to severe mentally impaired.  
SUBMITTED BY: Dale Johnson & Mike Siggerud DATE: December 3, 1991  
SUBMITTED TO: Bob Jernberg DATE TO BE IMPLEMENTED:  
Al Swedberg immediately

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: \_\_\_\_\_

PERSON RESPONSIBLE TO RECOMMEND  
TO SUPERINTENDENT: 

Recommendation (by person responsible):

Approve X Disapprove      Hold      Refer to Cabinet       
Date 12/4/91

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

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

1. Describe the proposal for funding.

A full time teacher of moderate to severe mentally impaired students and a paraprofessional are needed to program for an increase in the enrollment in that program at the Senior High School.

6. Space implications (short/long range).

We will need to relocate the pre-vocational seminar to another room in the building. This will make room 206 available for all day programming.

7. Equity implications.

None.

8. Technology implications.

Needed equipment will be shared between classrooms.

9. Suggested timelines for implementation.

Immediately.

10. Who has been involved in this decision?

Dale Johnson, Mike Siggerud and Al Swedberg

11. Other comments:

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Teacher					
Administrators	89 days	12,323.83		6950.64	5373.19
Teachers Sub	29 days	2272.		1281.41	990.59
Clerical					
Paraprofessional					
No. & Hrs/Day	116 days	5732.72		3233.26	2499.46
Teacher Para'					
Noon Para					
			Para: 744. Sub: 367.23 Reg.: 2052.30		3164.40
			Total Salaries X 30%		
FRINGE BENEFITS			Worker's Compensation X salary X .005 =		
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
		*3 TOTAL COST	23492.95	NET DISTRICT COST	12027.64
Comments on budgetary items:					
Total MSMI program costs will be billed back to the districts which have students in this program. These districts include Ada, Barnesville, Glyndon, Lake Park and Moorhead.					

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

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

The current enrollment of this program is at eleven. This is three over the state maximum class size. Five of these students have difficult behavioral problems. Four of the eleven students are residents of other school districts and have either been placed in apartments/group homes in Moorhead by County Social Services or are being provided services on a contractual basis.

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

We will be in violation with the state rule governing teacher ratios. Most appropriate programming will be impossible to do.

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

- A. Request a variance from the state,
- B. Employ 2 or more additional paraprofessionals.



MEMO #: S-92-071

TO: School Board

FROM: R. Jernberg  
A. Moyano

RE: Second Semester Staff Changes

DATE: November 26, 1991

Based on the 1991-92 management plan action, the potential changes recommended to the Board in Memo S-92-032, and current registration and enrollment, I am recommending the following changes effective January 27, 1992. These changes will be reflected by appropriate personnel action.

1. Supplemental Teacher and Enrichment Program (STEP)

An additional 40 hours is needed at the elementary level to accommodate the 3rd grade STEP program. It is recommended that Crystal Thorson be assigned these hours and that her contract be extended by 40 hours.

It also is recommended that Marilyn Green's STEP assignment be restored to full time for second semester. This will necessitate employment of 1 hour of an English teacher as a part of the senior high section listed below.

2. Staff Development

It is recommended that Barbara Anton's assignment remains as is at full time staff development, requiring the continuation of two hours to the health teaching assignment of Mary Charlton as listed below.

3. Senior High staffing changes for second semester are as follows: (some of those employed were employed for 1st semester only)

3.1 Reduction in assignment of Joanne Schafer by one hour of study hall coverage

3.2 Reduction of Harlan Shuck's assignment of one hour of English

3.3 Reduction in assignment of Margaret Olson's home economics assignment by one hour

3.4 Revision of Mary Ann Nahon's assignment by decreasing one hour of home economics (regular education) and increasing one hour of learning disabilities (special education).

3.5 Revision of Alice Swanson's assignment by decreasing one hour of study hall and increasing her physical education assignment by two hours

3.6 Reduction in mathematics assignment by one hour to cover study hall.

3.7 Reduction in science assignments by one hour to cover study hall.

3.8 Employment of three hours of English, replacing Marilyn Green's assignment, Harlan Shuck's assignment and one additional hour of English. English is a priority in effort to reduce large classes especially in an effort to improve the communication skills of our students.

3.9 Continuation of Mary Charlton's health assignment by two hours previously assigned to Barb Anton.

The net change of these recommendations from first semester staffing levels will be an increase of .164 FTE.

RJ:cp

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JFCGA  
DATE ADOPTED: 06-23-87  
REVIEWED/REVISED: 12-90

### TOBACCO FREE ENVIRONMENT

#### Background

Smoking has been established as a major health problem in the United States. It is the leading cause of premature death, disease, and chronic disability in our country. Tobacco use has been identified as the chief, single avoidable cause of death in our society and is therefore not consistent with the mission of education to develop the maximum potential of each individual for leading productive lives.

Smoking can be hazardous to the health of non-smokers as well as smokers. The act of smoking contributes to heart attack, high blood pressure, emphysema, and several forms of cancer in the smoker. By breathing the toxic products that tobacco smoke adds to the air, non-smokers run the increased risks of developing severe diseases such as lung cancer and emphysema. And in rooms with poor ventilation, tobacco smoke contributes to the overall unsatisfactory air quality. Smokeless tobacco can cause cancer of the lip, mouth, cheek, tongue, jaw, and esophagus, gum disease, tooth loss and other health problems.

#### Objective

The Moorhead Independent School District has adopted as its mission "To maximize the talents of every student in Independent School District No. 152." The use of tobacco products violates the spirit of the district's mission.

Further, the Moorhead School Board is dedicated to providing a healthy, comfortable and productive environment not only for students but also for staff and citizens. The School Board believes that education plays a central role in establishing patterns of behavior related to good health. It therefore shall take measures to assist its students in resisting pressures to use tobacco. Curriculum related to tobacco use prevention will be developed and introduced at the primary grade levels and given greater in-depth emphasis at the secondary level.

The School Board is concerned about the health of its employees. It also recognizes that adult teachers and other staff serve as powerful role models for students during their formative years. Therefore, the Board shall promote non-smoking cessation programs on a periodic basis.



Policy JFCGA  
Violations-Staff

Any violation of the tobacco free policy by an employee of the district shall be referred to the appropriate supervisor. One verbal warning, accompanied by a written warning, shall be issued to the staff member. On second offense, a written warning shall be issued to the staff members with a copy placed in his/her district personnel file. Further violations shall be considered insubordination and shall be dealt with accordingly, based on applicable collective bargaining agreements, if any, and Minnesota Statutes.

Violations-Citizens

Citizens who are observed smoking on school district property shall be asked to refrain from such behavior while on district property. If the individual fails to comply with the request, his/her violation of policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred. The building administrator, president or supervisory personnel shall make a decision on further action which may includeing a directive to leave school property.

Repeated violations of the tobacco free policy by a citizen(s) may shall result in a recommendation to the Superintendent to prohibit the individual from entering school district property for a specified period of time. If deemed necessary by district administration, the local law enforcement agency may shall be called upon to assist with enforcement of this policy. Violation of the Minnesota Clean Indoor Air Act, by smoking in a designated non-smoking area, is a petty misdemeanor and a court injunction can be instituted against a repeated violator.

Dissemination of Policy

Copies of this policy shall be distributed to all students, faculty and staff of the school district and made available to all citizens.

Effective Date: August 1, 1987



## Policy JFCGA

Policy

Smoking and the use of tobacco products shall be prohibited on all school district property, including district owned and contracted vehicles, with the sole exceptions of Townsite Centre and the Moorhead Technical College buildings. Smoking shall be prohibited in all rooms at Townsite Centre set aside for district use and in the hallways and common areas of the building. Smoking shall be prohibited in all rooms and common areas at the Moorhead Technical College except for a well-ventilated, totally enclosed, specially marked room (maximum of two) set aside for smoking.

Possession by an elementary, junior high or secondary school student of any type of tobacco product while on district property shall be considered a violation of the tobacco free policy. Smoking in a non-smoking area at Townsite Centre and the MTC shall be considered a violation of the tobacco free policy.

Enforcement

Signs will be placed at the entrance to each school district building, with the exception of Townsite Centre and the MTC, stating that this is tobacco free property. At Townsite Centre signs will be posted at the entrance to the rooms set aside for district use. At the MTC signs will state that smoking is permitted only in specially designated rooms (maximum of two). No smoking signs shall be placed in the halls and common areas of each district building including Townsite Centre and the MTC.

The success of this tobacco free policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Any individuals who observes a violation on school property may report it. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

Violations-Students of Elementary, Junior High, Secondary Schools

Any violations of the tobacco free policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Violations-Student of Moorhead Technical College

Students found in violation of the policy shall be asked to move to the special room designated for that purpose. Continued violations will be referred to the building administration and the violator will be subject to the building (or district) student discipline procedures.

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JCA  
DATE ADOPTED: 06-28-83  
REVISED:

### BOUNDARY EXCEPTION REQUESTS

#### Rationale, Purpose and Function

The primary purpose of the boundary exception process is to avoid conflicts between home and school and to provide for the needs of students. Its basic function is to provide the needs of children. The rationale behind the process assumes that these needs are best satisfied when the parent/guardian and child have positive feelings about the school setting and that when home-school conflict is avoided. When such feelings prevail.

With the foregoing in mind, the following specific considerations are pertinent:

1. A boundary exception is to be approved whenever at all possible under the criteria guiding that decision.
2. When requests are disapproved, the parent/guardians are to be provided with the alternative of attending another school with the understanding they must provide transportation.
3. Processing of boundary exception request will begin immediately, in the order in which they are received, but the decision for approval or disapproval may be delayed. Each request is to be evaluated on its own merit in terms of the criteria used in making the decision. Any boundary exception request for a new school year should be made prior to August 15.
4. Students who are siblings of those who have transferred are not guaranteed that a request for transfer will be approved. Requests for siblings to transfer will be processed in the same manner as other transfer requests. The circumstances surrounding each request will vary, but the criteria for decision remains constant.

#### Criteria For Approval Or Disapproval Of Requests

A request for boundary exception should be disapproved only when available evidence indicates that:

1. The class load of the receiving school is in excess of that number of students which can be provided for within the physical setting of the school (Normally, 25 in primary and 28 in intermediate.)
2. The reasons given have racial discriminatory overtones.
3. The reasons given do not indicate the change will be beneficial to the child involved.



4. The receiving principal feels that the transfer is not in the best interest of the receiving classroom involved.
5. The request should have the approval of the principal from this process and that each request be handled with utmost concern for the parent/guardian and child.

PLEASE NOTE: It is important that we keep in mind the intent of this process and that each request be handled with the utmost concern for the parent/guardian and child.

The parent/guardian are is asked to follow these steps in securing permission to have their children attend a school outside their normal attendance area.

- STEP I      Parents/guardians are to contact the principal (receiving principal) of the school in which they desire to enroll the children. That principal will discuss the matter with them.
- STEP II     The receiving principal will ask the parent/guardian to complete the "Boundary Exception Request" form (JCA-A). Upon completion of this form, he/she is to contact the principal of the school in the area in which the family resides. On the basis of the information given, these receiving principal two individuals and principal of the school in the area the student resides will approve or disapprove the request.
- STEP III    The receiving principal is to notify the parent/guardian as to the decision and forward the completed form to the Assistant Superintendent for Instruction for final action.
- STEP IV     Requests which are denied by the receiving principal may be appealed. Such denials must be explained to the parent/guardian by the principal making the decision. The parent/guardian is then referred to the Assistant Superintendent for Instruction for appeal action.
- STEP V      In the event the request is still denied, the parent/guardian may, in the form of a letter, appeal to the Superintendent of Schools. Appropriate action will be taken at this level.

Once a student transfer has been approved, the student becomes the responsibility of the receiving school during that school year unless the student leaves the school or another transfer is approved. A request to return to the school in the attendance areas where the parent/guardian reside must follow the procedures and be judged on the criteria outlined above. Approval of such request is not automatic and is not guaranteed. All boundary exceptions expire at the end of the school year. Requests must be submitted for each school year. An exception may be made based on circumstances which may be considered by the Superintendent of Schools.

Only children who had boundary exceptions during the 1982-82 school year may remain in their present school unless they leave that school or request another transfer.

BOUNDARY EXCEPTION REQUEST  
INDEPENDENT SCHOOL DISTRICT #152

Request Date \_\_\_\_\_

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Parent's Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_  
(street, city, zip)

Now residing in \_\_\_\_\_ school area.

Request assignment to \_\_\_\_\_ school area.

Reason for request \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IF REQUEST IS APPROVED, PARENTS/GUARDIANS MUST BE RESPONSIBLE FOR  
TRANSPORTATION.

\_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

( ) APPROVED ( ) NOT APPROVED  
Signature - Originating Principal

\_\_\_\_\_  
Date

( ) APPROVED ( ) NOT APPROVED  
Signature - Receiving Principal

\_\_\_\_\_  
Date

( ) APPROVED ( ) NOT APPROVED  
Signature - Central Administration

\_\_\_\_\_  
Date

If not approved, reasons \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: DLC DATE ADOPTED: REVIEWED/REVISED:
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## REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

### POLICY STATEMENT

Independent School District #152 pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "Request to Attend Professional Conference" form to the appropriate supervisor.

### EXPENSES REIMBURSED BY THE DISTRICT

#### Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

#### Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a District vehicle is not available, individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare. When a District vehicle is available, but you choose to use a private vehicle, the reimbursement rate is \$.10/mile.

Commercial Airlines: Advance air travel arrangements are made by each individual. For reimbursement, attach receipts to the expense report form.

Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

### Lodging:

Actual lodging expenses, including applicable taxes, are paid by the District. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

### Meals:

Meals, including gratuities, are reimbursed on the following schedule:

- Breakfast - Up to \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)
- Lunch - Up to \$7.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)
- Dinner - Up to \$12.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

When meals are missed, Allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$24.00 is available for dinner. ~~Attach receipts to the expense report form. Cash register receipts are required.~~ Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits. Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee.

### ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

### VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: EEA  
DATE ADOPTED: 10-31-81  
REVIEWED/REVISED: 4-25-89

TRANSPORTATION ELIGIBILITY GUIDELINES

I. Moorhead Public Schools will provide regular transportation, to and from, to students who meet the following criteria:

- A. elementary students, K-6, who reside one (1) mile or more from the building to which the school district assigns the student;
- B. secondary students, 7-12, who reside one (1) mile or more from the building to which the school district assigns the student;
- C. students who must cross or use an area identified as being an extraordinary traffic hazard to and from school (refer to eligibility guidelines);
- D. kindergarten students who live .5 mile or more from the building to which they are assigned will receive noon transportation services...morning and afternoon service will follow the same guidelines as other elementary students.;
- E. kindergarten students who live .5 miles or more from Lincoln Elementary. They are the only age group which attends this school.

II. Eligibility Guidelines

A. The following will be used as guidelines for reviewing and developing school bus transportation for the Moorhead Public School District.

a. recommended maximum walking distances to bus stops:

<u>Grade Level</u>	<u>Distance to Stop</u>
K - 4	.15 mile (1-2 blocks)
5 - 6	.25 mile (3-4 blocks)
7 - 8	.3 mile (4-5 blocks)
9 - 12	.5 mile (6-7 blocks)

These are recommended distances to bus stops and will not be possible in all areas of the school district.



B. Hazardous crossings or walking areas in Moorhead School District are only those which lie within the normal walk zone (one (1) mile walking distance) for the specific schools:

a. Washington, Voyager and Robert Asp Elementary:

\*11th Street North - north of 15th Avenue North - There is no sidewalk along this roadway. This is a high volume traffic areas; especially, at the time of day when students will be walking.

\*1st Avenue North - This is a high volume traffic area and is a primary vehicle access to Minnesota Highway 10.

b. Park Christian:

\*1st Avenue North - Same rationale as for transportation to Washington, Voyager and Robert Asp Elemenatary.

\*Highway 75 - This is a state highway which does not have appropriate sidewalks or crossing signals.

c. Edison:

\*8th Street South - This state highway does have walk/do not walk signals at 12th Avenue South; however, this is a very busy and hazardous crossing for students in K-4 grades.

d. Riverside:

\*8th Street South - Same rationale as Edison

\*24th Avenue South - From Rivershore Drive to 8th Street

e. Probstfield:

\*I-94 - The available bridges do not allow adequate pedestrian crossings.

\*8th Street South - Same rationale as Edison

f. St. Joseph School:

\*8th Street South - Same rationale as Edison

\*Main Avenue South

g. Moorhead Junior High:

\*I-94 - Same rationale as Probstfield

h. Moorhead Senior High:

\*Highway 75 North of Highway 10 - This highway has no sidewalks or pedestrian crossing areas.

i. Lincoln:

\*11th Street North - This street is crossed only by kindergarten students.



- C. Hazardous areas for using student or adult crossing guards will be identified by the director of transportation.
- D. Service to Private Roads - Buses being used to serve Moorhead Public School students will not be allowed to use private drives except for handicapped transportation vehicles whose students cannot walk to a regular bus stop and regular transportation vehicles with specific approval from the Director of Transportation.
- E. Transportation to Alternate Addresses - Moorhead Public Schools will accept responsibility for one AM address and one PM address for a child.

If a parent wishes to have a daycare site as the regular stop for their child, that stop must be the same every day. Any changes in bus stop will require a five (5) day written notice to the transportation office. The new address must be for a permanent change.

Emergency address changes will not be accepted by the transportation office or the bus driver. They must be approved by the building administrator.

- F. Authorized Riders - Moorhead Public School bus drivers will only accept passengers assigned to the route. Students who will be attending parties, non-school classes or meetings, etc. will not be accepted as passengers on school routes.

Building administrators may provide temporary authorization to students for emergencies if space is available on the school bus.

## MOORHEAD PUBLIC SCHOOLS

APPENDIX L-1

## INVESTMENT RECORD

FROM JUNE 18, 1991 TO DECEMBER 3, 1991

INVEST NO.	DATE	AMOUNT	MATURITY DATE	INTEREST RATE	ESTIMATED INTEREST	BANK OR S&L	BROKER
303	06-25-91	99000	03-20-92	6.50	4742	UNITED SVGS. / SOUTHWEST	HYM
TOTAL INTEREST					4742		

## MOORHEAD PUBLIC SCHOOLS

## TRANSFERS TO/FROM TRUST ACCOUNT

From June 14, 1991 to December 3, 1991

DATE	Transfers from checking TO TRUST	Transfers FROM TRUST to checking
06-21-91	\$ 900,000	\$
06-28-91		500,000
07-01-91		800,000
07-02-91		100,000
07-25-91	400,000	
08-01-91		700,000
08-02-91		150,000
08-09-91	350,000	
08-16-91		800,000
09-19-91	500,000	
10-02-91		300,000
10-09-91		300,000
10-17-91	1,800,000	
11-13-91	750,000	
11-26-91		700,000
11-27-91		1,200,000

## FUTURE SCOPE

### Research, Innovation, and Ideas

#### ■ Vitamins as Smugglers

*They "disguise" large molecules, allow them to enter cells*

Researchers at Purdue University have developed a way to insert large molecules — such as antibodies, proteins, and genes — into cells without damaging the cell structure. The technique offers new possibilities for drug delivery and may someday lead to improved treatments for cancer and diabetes.

"Basically, what we have constructed is a Trojan horse that we can use to carry virtually any molecule into almost any growing cell," says Philip S. Low, the chemistry professor who directed the studies.

Today's pharmaceuticals use small molecules specifically designed to enter a cell by passing through the membrane or slipping through one of the cell's regular transport systems. Large molecules, however, cannot be designed to enter cells through these routes.

Low's method involves attaching large molecules to certain members of the vitamin B family. Disguised by the vitamins, the large molecules are transported through the cell membrane using one of the cell's natural pathways to bring vitamins into the cell.

Possible applications include insulin treatments or vaccines that can be taken orally. The technique may also be used to target medications to cancer cells, increase the efficiency of drugs that are poorly absorbed by the body, or introduce proteins or enzymes into cells lacking in these substances.

Source: Purdue University, University News Service, Engineering Administration Building, West Lafayette, Indiana 47907.

#### ■ Rural Area Networks

*Telecommunications could link businesses, schools, hospitals, and government*

Telecommunications networks may be crucial to stemming further economic decline in rural America, according to a recent report by the congressional Office of Technology Assessment (OTA).

Rural communities often cannot afford to deploy advanced communications technologies. This difficulty may be overcome, says OTA, by combining the demand for services from different users in the community, including small businesses, schools, libraries, hospitals, and government. Such a Rural Area Network could not only strengthen the local economy and improve social services, but also foster community ties.

However, such networks may be blocked by anti-trust laws and other regulations designed to prevent vendors from forming monopolies and users from pooling their demand and bypassing existing systems, OTA notes.

Source: *Rural America at the Crossroads: Networking for the Future*, Office of Technology Assessment. April 1991. 190 pages.

\$9.50. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9325. GPO stock number: 052-003-01228-6.

#### ■ Sri Lanka as Industrialized Nation By 2000?

*Environmental protection, political freedom won't be sacrificed at expense of development, claims U.S. AID director*

Sri Lanka will be a potential newly industrialized country by the year 2000, according to Richard M. Brown, director of the U.S. Agency for International Development.

The agricultural sector of the island nation off the coast of India will provide the basis for rapid industrialization, says Brown. "Agricultural diversification into higher-value crops will raise agricultural incomes, boost domestic demand, and provide the raw materials for export-oriented manufacturing."

Brown suggests that a greater reliance on market forces will raise productivity, especially among small enterprises. He adds that Sri Lanka is not expected to sacrifice environmental protection and political freedom at the expense of economic development, unlike recently industrialized countries such as Singapore, South Korea, and Taiwan.

Source: *Sri Lanka News Bulletin*, July 15, 1991. Embassy of Sri Lanka, 2148 Wyoming Avenue, N.W., Washington, D.C. 20008.

#### ■ Combating Environmental Crimes

*Majority of indictments against corporate polluters*

The U.S. federal government is stepping up its enforcement of environmental laws, according to a recent issue of *FBI Law Enforcement Bulletin*.

A record 134 felony indictments for environmental crimes were made in fiscal year 1990, 80% of which were against corporations and their top executives, according to William S. Sessions, director of the Federal Bureau of Investigation. "More significantly, however, over one-half of those convicted of environmental crimes received prison sentences, and of those, 85% were jailed," says Sessions. "In addition, nearly \$30 million in fines were imposed."

The FBI is currently investigating more than 300 environmental-crime cases. The Environmental Protection Agency employs 55 agents as environmental-crime investigators, and the Pollution Prosecution Act of 1990 mandates that the number of criminal investigators be no fewer than 200 by October 1995.

Source: *FBI Law Enforcement Bulletin*, April 1991. Federal Bureau of Investigation, 10th Street and Pennsylvania Avenue, N.W., Washington, D.C. 20535.



S-104-BOS  
HIN  
12-19-91

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
DECEMBER 19, 1991  
PAGE 1**

**MEMBERS PRESENT:** Wayne Alexander, Curt Borgen, Bill Cox, Jim Cummings, Anton Hastad, and Ellen Hunt.

**MEMBERS ABSENT:** Mark Gustafson

**CALL TO ORDER:** The meeting was called to order at 7:00 p.m.

**PLEDGE OF ALLEGIANCE:** Chairperson Cummings led the Board, City Council and audience in the Pledge of Allegiance.

**AID ANTICIPATION CERTIFICATES:** Borgen moved, seconded by Alexander, to approve the resolution relating to and providing for the borrowing of money in anticipation of the receipt of aids; authorizing the issuance and awarding the sale of certificates of indebtedness and providing a debt service fund therefore. Motion carried 6-0.

**CITY COUNCIL/SCHOOL BOARD JOINT MEETING - FACILITY NEEDS:**  
Members of the city council present were: Jim Antonen, Morrie Lanning, Scott Hutchins, Jerry Sorenson, Leo Eldred, John Moen, Vern Overby, Gary Peterson, Larry Nicholson, Jon Thomas, and Howie Odden.

Individuals were introduced and Jernberg reviewed historical and demographics information pertaining to the school district. Jernberg reviewed enrollment numbers from 1950 through 1980 and projections from 1980-2010. The K-4 student population is expected to be at its peak currently and is anticipated to start declining. Grades 5-8 are the main concern. The 1991-92 enrollment for grades 5-6 is 939 and projected to reach 1045 by the 1995-96 school year. The 1991-92 enrollment for grades 7-8 is 871 and projected to reach 1079 by the 1996-97 school year. To continue satisfactory class sizes, \$280,000 in staffing at the 5-6 level and an additional 8.78 FTE of staffing at the 7-8 level would have to be added by the latter years of the projections. Classroom space needs were discussed.

The public hearing document was reviewed pertaining to the charge statement of the task force, and the assumptions and recommendations made by the task force. A new alternative was suggested at the public hearing by staff which would entail moving Voyager School to the current Wise Buy site. In doing so, gymnasium space would be one of the draw backs.

Four main issues to be addressed by the city council and school board would be:

- 1) Rental space with lease/levy funding
- 2) Activity/Sports Center classroom space availability
- 3) 9th Avenue street closure
- 4) Site acquisitions for future use

The district's debt will be paid off approximately in the year 2001.



SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
DECEMBER 19, 1991  
PAGE 2

Sorenson reviewed the financing of the school district's construction additions to the Activity/Sports Center. Lacher presented layouts of adding a connector to the high school. Funding is still available due to the sale of bonds used for the planned additions. There may be room for 4-7 classrooms in the Activity/Sports Center which the district could lease back from the city.

A 9th Avenue campus was discussed. If land were to be purchased for soccer and baseball fields, expanded activity areas and parking could be constructed. If land to the north of Robert Asp was purchased, it could be developed (parking lot) or resold, using that money to develop south of 9th Avenue. Concern was expressed that the district would close this street and not have long-term commitments to the area. The total number of homes involved in the closure must be determined. Lease/levy funding is appropriate for site development.

Leasing Brookdale Shopping Center was discussed. This site is approximately 8.6 acres. The cost of obtaining homes in that area would be higher. The ceiling does not allow for gymnasium facilities. HeadStart, The Center for Parents and Children, Early Childhood Family Education offices/classrooms could all be relocated to this area. Due to the mergers with the MTC, space will need to be found to house the Adult/Community Education offices currently at Moorhead Tech. The shopping center parking lot would be partitioned for safety reasons. A question was raised on how this solution would affect the city's tax base. The district would pay tax if it would be leased through a private entity, but would not if leased any other way.

The land which the district owns was briefly reviewed.

The perceived overall observation from this meeting was a permanent, long-term solution needs to be found. It may cost a considerable amount of money in the beginning but would be well worth it in the future. The school district should invest and improve for the future to attract growth to the community. However, concern was expressed in the community passing a bond issue.

Alexander commented if the grant "A New American School" is awarded, that would allow the district to be innovative.

The district must decide what space is needed at the Activity/Sports Center and begin making arrangements with the city for its use.

The school board anticipates taking action on a recommendation at the January 28th meeting.

SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
DECEMBER 19, 1991  
PAGE 3

The city council will be discussing the Activity/Sports Center space at their January 13th meeting and are open to proposals from the school district.

It was recommended the two entities meet again to further discuss the issues.

ADJOURNMENT: The meeting was adjourned at 9:00 p.m.

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Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

5-Mg-BOS  
MID  
12-19-91

Notice is hereby given that a SPECIAL meeting of the Moorhead School Board will be held on THURSDAY, DECEMBER 19, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

*Robert M. Jernberg*  
Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

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

A. UNFINISHED BUSINESS

B. NEW BUSINESS

1. Consider Aid Anticipation Certificates (Lacher) Appendix A

Explanation: The Board needs to sell two-million dollars (\$2,000,000) in aid anticipation certificates due to cash flow needs. Myron Knutson of Evenson-Dodge will review bids with the Board.

Recommendation: Move to approve the sale of aid anticipation certificates as recommended.

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

2. City Council/  
School Board Joint  
Meeting - Re: Facility Needs

Appendix B

Explanation: The school district facilities needs  
will be discussed as to the city's roll in  
alternative solutions.

Recommendation: For Discussion Only

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IV. ADJOURNMENT

NEXT SCHEDULED MEETING Thursday, December 26, 1991 - 6:30 p.m.  
Board Room - Townsite Centre  
AGENDA: FACILITY NEEDS DISCUSSION



S-149-BOS  
MID  
12-26-91

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a SPECIAL meeting of the Moorhead School Board will be held on THURSDAY, DECEMBER 26, 1991, at 6:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

Robert M. Jernberg  
Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF AGENDA

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

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

A. UNFINISHED BUSINESS

1. Review Facility/ (Jernberg) Appendix A  
Space Needs

Explanation: The Board will discuss facility and space needs of the district.

Recommendation: For Discussion Only

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V. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, JANUARY 14, 1992 - 6:30 p.m.  
TOWNSITE CENTRE - BOARD ROOM

S-119-305  
MIN  
12-26-91

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
DECEMBER 26, 1991  
PAGE 1**

**MEMBERS PRESENT:** Wayne Alexander, Curt Borgen, Bill Cox, Jim Cummings, Mark Gustafson, Anton Hastad, and Robert Jernberg.

**MEMBERS ABSENT:** Ellen Hunt

**CALL TO ORDER:** The meeting was called to order at 6:30 p.m.

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

**REVIEW FACILITIES NEEDS:** Each board members in attendance commented on their views of facility needs and solutions.

Handouts from Wayne Alexander, Foss Associates (re: Brookdale) and Robert Jernberg (alternatives by grade) were discussed.

Administration was instructed to return with short/long term solutions regarding the district's facilities needs.

**TEACHER NEGOTIATIONS:** The Board was requested to be available on Monday, December 30 to discuss offers if necessary.

**ADJOURNMENT:** The meeting was adjourned at 8:40 p.m.

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Mark Gustafson, Clerk

S-149-805  
MIN  
1-13-92

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

Notice is hereby given that a SPECIAL meeting of the Moorhead School Board will be held on MONDAY, JANUARY 13, 1992, at 4:30 p.m. in the BOARD ROOM at TOWNSITE CENTRE.

*Robert M. Jernberg*

Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Wayne Alexander _____	Mark Gustafson _____
A. C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Robert Jernberg _____

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent
- IV. APPROVAL OF AGENDA

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

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

1. To Consider  
Negotiation Strategies

Recommendation: For Discussion Only

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VII. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, JANUARY 14, 1992 - 6:30 p.m.  
TOWNSITE CENTRE - BOARD ROOM