



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

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S-49-805
MIN
1-13-92

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 13, 1992
PAGE 1

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

MEMBERS ABSENT: Anton Hastad

CALL TO ORDER: The meeting was called to order at 4:30 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.

Borgen moved, seconded by Hunt, to close the meeting for the purpose of discussing teacher negotiations positions for arbitration. Motion carried 6-0.

The Board and administration discussed teacher negotiations issues.

Borgen moved, seconded by Gustafson, to reopen the meeting. Motion carried 6-0.

SUPERINTENDENT SEARCH: Brenda Franklin handed out a revised brochure to be used for the superintendent search. The brochure was discussed and a video was viewed highlighting the Fargo-Moorhead area.

Gustafson moved, seconded by Cox, to adjourn the meeting at 6:04 p.m. Motion carried 6-0.

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, JANUARY 14, 1992, 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. DR. CLIFFORD HOOKER - SUPERINTENDENT SEARCH PROCESS

IV. PREVIEW OF AGENDA - Robert Jernberg, Interim Superintendent

V. APPROVAL OF AGENDA

Moved by _____ Seconded by _____
Comments _____

VI. APPROVAL OF MINUTES Appendix A

Recommendation: Move to approve the minutes of December 10, 19 and 26, 1991 as presented.

Moved by _____ Seconded by _____
Comments _____

VII. CONSENT AGENDA (Items: VIII; XV B. 7-10)

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 _____

*VIII. CONSIDERATION OF CLAIMS

Appendix B

S-19-BOS
MM
1-14-92

IX. COMMUNICATIONS

X. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

XI. FOR YOUR INFORMATION

Appendix Z

1. Community Education-Adult Basic Education Grants

Explanation: The Adult Basic Education program received the following grants for the 1991-92 year:

- * State Adult Basic Education Aid.....\$70,000
- * Federal Adult Basic Education Grants..\$42,000
- * Inner-agency Planning Grant.....\$11,000

The money from the state and federal grants plus our local levy provide the operating costs for our Adult Basic Education program. In 1990-91 the program served 630 people at sites in Moorhead, Hawley and Barnesville. Fifty people received GED diplomas during the past year and 41 volunteers donated over 2,000 hours to work with Adult Basic Education students.

The Inner-agency Planning Grant is a special grant submitted by a local planning team consisting of ABE, ECFE, Rural Minnesota CEP, Clay-Wilkin HeadStart, ISD 152-Indian Education, and the Minnesota Migrant Council. The purpose is to develop a more effective assessment and tracking system for ABE students.

2. Small Business Management Scholarship Grant

Explanation: The Small Business Management program at Moorhead Technical College has received \$5,000 from the West Central Minnesota Initiative Fund for scholarships for businesses participating in that program. The proposal was written cooperatively with the Detroit Lakes, Alexandria and Wadena technical colleges.

XII. "WE ARE PROUD"

1. Congratulations to the Knowledge Bowl team for finishing first in the State in a contest held in December. Chaska and Minnetonka placed 2nd and 3rd, respectively.
2. JoAnne Drenkow wrote an article titled "Creative Writing in a Life Science Classroom" which was published in the January 1991 edition of Science Scope, the journal of the National Science Teachers Association. Mrs. Drenkow teaches seventh grade life science and step life science at the junior high.

XIII. COMMITTEE/MEETING REPORTS

PER - Cummings (12/19)

Joint Powers - Hunt (1/9)

XIV. MOORHEAD TECHNICAL COLLEGE AGENDA

- A. UNFINISHED BUSINESS
- B. NEW BUSINESS

1. Consider 1991-92 (Andersen) Appendix C
Community Education
Budget Update

Explanation: Appendix C-1 contains changes in the Early Childhood Family Education (ECFE) and Adult Basic Education (ABE) budgets for 1991-92. These changes have come about because of program growth and expansion in ECFE and funding was received for ABE after the Board approve the budget in August.

Recommendation: Move to approve the budget changes as presented.

Moved by _____ Seconded by _____
Comments _____

-
2. Review Technical (Molick) Appendix D
College Site &
Building Equity

Explanation: Discussion of District 152's equity issues relating to the Moorhead Technical College property and site as a result of the formation of a post-secondary technical college district will be held.

Recommendation: For Discussion Only

-
3. Consider Technical (Molick) Appendix E
College District
Merger Resolution

Explanation: Appendix E-1 contains a resolution authorizing the formation of a post-secondary technical college district. The Board approved a resolution of intent to consolidate at its November 12, 1991 meeting.

Recommendation: Move to approve the resolution authorizing the formation of a post-secondary technical college district as presented.

Moved by _____ Seconded by _____
Comments _____

4. Consider Fund
Transfer

(Molick)

Appendix F

Explanation: At an earlier meeting, the Board approved the selection of an architect for the construction of the Management Center at Moorhead Tech.

Moorhead Tech requests a fund transfer in the amount of \$333,966 from fund 17 (debt redemption) to fund 11 (general). The purpose of this transfer is to finance the construction of the new management center. Appendix E-1 contains a memo and alternative designs for the proposed Center.

Recommendation: Move to approve the fund transfer as presented.

Moved by _____ Seconded by _____
Comments _____

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

A. UNFINISHED BUSINESS

1. Review After-School Activity
Transportation

(Hulbert)

Appendix G

Explanation: Don Hulbert will present information regarding the loss of transportation for after-school activities and its impact on activity participation. (Refer to Appendix G-1)

Recommendation: For Discussion Only

2. Consider Communication (Lacher)
System - Sr. High

Appendix H

Explanation: The Board previously rejected Alternate #6 and awarded the bids listed below:

Base Bid	-	\$27,725
Alternate 7	-	11,300
Alternate 7A	-	<u>1,200</u>
		\$40,225

The following is recommended for consideration:

	<u>Bid</u>	<u>Recommend</u>
Alternate 1 -	\$ 9,750	\$ 9,750
Alternate 2 -	32,500	32,500
Alternate 3 -	49,500	49,500
Alternate 4 -	3,900	3,900
Alternate 5 -	<u>14,750</u>	<u>14,750</u>
	\$110,400	\$93,457

2. Consider Communication System - Sr. High (cont.....)

Recommendation: Move to award alternate bids 1-5 as presented.

Moved by _____ Seconded by _____
Comments _____

3. Consider Tobacco Free (Jernberg) Appendix I
Environment Policy

Explanation: The first reading of this policy was conducted at the December 10th meeting.

Recommendation: Move to approve the Tobacco Free Environment (JFCGA) policy as presented.

Moved by _____ Seconded by _____
Comments _____

4. Consider Boundary (Jernberg) Appendix J
Exception Request Policy

Explanation: The first reading of this policy was conducted at the December 10th meeting.

Recommendation: Move to approve the Boundary Exception Request (JCA) policy as presented.

Moved by _____ Seconded by _____
Comments _____

5. Consider Travel (Jernberg) Appendix K
Reimbursement Policy

Explanation: The first reading of this policy was conducted at the December 10th meeting. As requested by the Board at that meeting, clarification has been added regarding air fare reimbursement when a personal vehicle is used for transportation instead of air travel.

Recommendation: Move to approve the Travel Reimbursement (DLC) policy as presented.

Moved by _____ Seconded by _____
Comments _____

6. Consider Transportation Eligibility Guidelines Policy (Jernberg) Appendix L

Explanation: The first reading of this policy was conducted at the December 10th meeting. This policy was an administrative policy. It has been recommended by the Policy Review Committee to change this to a Board policy.

Recommendation: Move to approve the Transportation Eligibility Guidelines (EEA) as presented.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Consider School Crossing Study (Bacon) Appendix M

Explanation: Enclosed with the Board's agenda are copies of the Moorhead School Crossing Study as compiled by Fargo-Moorhead Metropolitan Council of Governments (MetCOG). It has been reviewed with the administrative cabinet. Mr. Bacon and Mr. Steve Grabill, of F-M MetCOG, will review the report.

Recommendation: Move to accept the report as presented and direct administration to utilize the report in planning.

Moved by _____ Seconded by _____
Comments _____

-
2. Consider 1992-93 Financial Guidelines (Jernberg) Appendix N

Explanation: Appendix N-1 contains financial guidelines for 1992-93 based on revised expenditure guidelines for 1991-92 and preliminary and tentative guidelines for 1992-93. Memo S92-083 contains financial guidelines for 1992-93 based on revisions of the 1991-92 assumptions. Memo S92-084 indicates the estimated general fund revenues, expenditures and fund balances for 1991-92 and 1992-93 based on the guidelines as well as potential reductions that may be necessary to maintain the fund balance.

Recommendation: Move to approve the K-12 1992-93 preliminary budgets and authorize administration to begin purchasing based on these budgets.

Moved by _____ Seconded by _____
Comments _____

3. Consider 1992-93
Preliminary Budgets

(Lacher)

Appendix Q

Explanation: Appendix O-1 contains preliminary 1992-93 budgets for K-12 funds. It is necessary to approve the budgets in order to begin the purchasing process for supplies needed for the 1992-93 school year.

Recommendation: Move to approve the K-12 preliminary budgets for the 1992-93 school year, as presented.

Moved by _____ Seconded by _____
Comments _____

4. Consider Occupational (Swedberg)
Therapy Services
Agreement

Appendix P

Explanation: Appendix P-1 contains an agreement with PT/OT Associates for Moorhead Schools to receive up to 92 hours of occupational therapy services. This agreement will enable the district to meet the O.T. service needs of one of the district's occupational therapists currently on maternity leave.

Recommendation: Move to approve the agreement with PT/OT Associates as presented.

Moved by _____ Seconded by _____
Comments _____

5. Consider Washington (Lacher)
School Space Rental

Appendix Q

Explanation: The Early Childhood program has proposed using room #171 at Washington School. The room is 848 sq. ft. Similar space leased at the Y.E.S. building is \$0.81/sq. ft. At this rate, the rent would be \$481.20 per month. The space would be used during the school day and 6:30-8:30 p.m. four nights per week.

There will be some items the lessee will need to provide. The balance will be allocated to the building for capital outlay purposes.

Recommendation: Move to approve the lease for space at Washington School as presented.

Moved by _____ Seconded by _____
Comments _____

6. Consider Personnel

(Franklin)

Appendix R

New Employee

Jackie Badger - Elementary Teacher, Probstfield,
\$17.06/hour, 3 hours/week, effective January 10,
1992

Patty Gerdes - AOM Paraprofessional, Probstfield,
B21 (0), \$7.06/hour, 3.5 hours/day

Resignation

Delores Baranick - Kitchen Server, Riverside,
effective December 20, 1991

Recommendation: Move to approve the personnel items
as presented.

Moved by _____ Seconded by _____
Comments _____

*7. Consider Special
Education Staffing

(Swedberg)

Appendix S

Explanation: Appendix S-1 contains proposals from
Riverside School to employ a .5 FTE paraprofessional
and from Robert Asp School to employ a 1.0 FTE
paraprofessional to assist in meeting the needs of
disabled students as established by IEPs. The cost
to the district after special education
reimbursement is anticipated not to exceed \$4,811.

Recommendation: Move to approve the proposals as
presented.

Moved by _____ Seconded by _____
Comments _____

*8. Consider Property
Insurance

(Lacher)

Appendix T

Explanation: The following quotes have been
received for property insurance:

	<u>PRESENT</u>	<u>CIGNA</u>	<u>MSBA</u>	<u>ST. PAUL</u>	<u>MEADOW- BROOK</u>
PACKAGE	\$73,657	68,900	67,509	71,860	69,354
BOILER	31,150	3,308	5,818	5,818	5,075
TOTAL	76,807	72,208	73,407	77,678	74,429

Recommendation: Move to approve the bid from CIGNA
and Warner and Company for \$ 2,208.

Moved by _____ Seconded by _____
Comments _____

*9. Consider Acceptance
of Gift

(Jernberg)

Appendix U

Explanation: The district has received four IBM PS/2 Model 25 computers with color monitors and software from the Moorhead Target store in joint sponsorship with Downy, Tide and IBM. The value of the donation is \$4,764.

Recommendation: Move to accept the gift and direct a letter of thank your to be written to the Moorhead Target store.

Moved by _____ Seconded by _____
Comments _____

*10. Consider Non-
Resident Agreements

(Jernberg)

Appendix V

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

To Attend Moorhead Public Schools

Troy C. Arechigo - 6 2nd St. NE, Dilworth

Jeff Gregorie - 101 37th Ave. So., Dilworth, Grade 9

Jason Gregorie - 101 37th Ave. So., Dilworth,
Grade 7

Alisha Gregorie - 101 37th Ave. So., Dilworth,
Grade 6

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

Moved by _____ Seconded by _____
Comments _____

XVI. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Student Board Member/School Board Meeting - January 21

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
MSBA Convention	Thurs., Jan. 9 - Sat., Jan. 11		St. Paul
Special Board Mtg.	Mon., Jan. 13	4:30 p.m.	Townsite
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
Supt. Advisory Council	Thurs., Jan. 23	7:00 p.m.	Townsite
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
School Board Mtg.	Tues., Jan. 28	6:30 p.m.	Townsite
Joint Powers	Thurs., Feb. 6	7:00 a.m.	City Hall
Student Activities	Tues., Feb. 11	7:00 a.m.	Townsite
School Board Mtg.	Tues., Feb. 11	6:30 p.m.	Townsite
Teacher Workshops (K-12)	Fri., Feb. 14	All Day	District-wide
President's Day	Mon., Feb. 17		
LRP Committee	Tues., Feb. 18	4:00 p.m.	Townsite
PER Committee	Thurs., Feb. 20	7:00 a.m.	Townsite

XVII. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, JANUARY 21, 1992 - 7: 0 P M.
MOORHEAD SENIOR HIGH LIBRARY

ADULT BASIC EDUCATION BUDGET - 1991-92

ADULT BASIC LOCAL LEVY

EXPENDITURES:

SALARIES	\$ 17,042
FRINGE BENEFITS	2,388
TELEPHONE	700
TRAVEL	2,790
RENT	3,160
PRINTING	1,500
SUPPLIES	2,200
EQUIPMENT	3,000
MISCELLANEOUS	500
RENTAL - LEASE LEVY	4,633
TOTAL	<u>\$ 37,913</u>

INCOME:

ABE-LOCAL LEVY	\$ 24,594
LEASE LEVY	4,633
CARRYOVER-1990-91	2,772
TRA-FICA REFUND	2,328
DELTA KAPPA GAMMA CONTRIBUTION	290
CONSORTIUM PAYMENT	3,296
TOTAL	<u>\$ 37,913</u>

ADULT BASIC EDUCATION-STATE

EXPENDITURES:

SALARIES	\$ 69,655
FRINGE BENEFITS	11,335
TOTAL	<u>\$ 80,990</u>

INCOME:

GRANT	\$ 70,000
TRA AND FICA REFUND	10,990
TOTAL	<u>\$ 80,990</u>

ADULT BASIC EDUCATION-FEDERAL

EXPENDITURES:

SALARIES	\$ 16,107
UNLICENSED SALARIES	13,260
FRINGE BENEFITS	3,835
ADVERTISING	3,000
TEXTBOOKS	5,000
INDIRECT COST	798
TOTAL	<u>\$ 42,000</u>

INCOME:

FEDERAL GRANT	<u>\$ 42,000</u>
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INNER-AGENCY GRANT - \$11,000

1/7/92

REVISED EARLY CHILDHOOD FAMILY EDUCATION BUDGET - 1991-92

EXPENDITURES:

ADMINISTRATIVE SALARIES	\$ 29,442
INSTRUCTIONAL SALARIES	28,000
HOME VISITORS	36,400
NON-LICENSED STAFF	20,000
FRINGE BENEFITS	19,011
CONTRACTED SERVICES	2,780
TELEPHONE AND POSTAGE	2,700
TRAVEL-PROFESSIONAL DEVELOPMENT	14,000
RENTAL AND LEASES	29,925
ADVERTISING	20,000
INSTRUCTIONAL SUPPLIES	10,500
EQUIPMENT	1,500
MISCELLANEOUS EXPENSE	2,000
RENTAL - LEASE LEVY	<u>11,255</u>
	<u>\$227,513</u>

REVENUE:

FUND BALANCE FROM 90-91	\$103,876
LOCAL LEVY	63,242
*STATE GRANT	135,371
TUITION	4,500
LEASE LEVY	<u>11,255</u>
ECFE TOTAL	<u>\$318,244</u>

*State grant adjusted to reflect a pro-ration of 95%

1/7/92

**RESOLUTION AUTHORIZING FORMATION OF A
POST-SECONDARY TECHNICAL COLLEGE DISTRICT**

WHEREAS, Independent School District No. 31, Bemidji, Minnesota; Independent School District No. 22, Detroit Lakes, Minnesota; Independent School District No. 595, East Grand Forks, Minnesota; Independent School District No. 152, Moorhead, Minnesota; Independent School District No. 564, Thief River Falls, Minnesota; and Independent School District No. 819, Wadena, Minnesota, have entered into an agreement to provide post-secondary vocational technical education;

WHEREAS, the named school districts desire to further enhance post-secondary vocational technical education in northwestern Minnesota;

WHEREAS, the School Board Technical College Merger Committee, the school boards of the member school districts, and the presidents of the technical colleges in these districts have had preliminary discussions with representatives of the State Board of Vocational Technical Education regarding the formation of a new education entity to maximize the delivery of post-secondary vocational technical education in northwestern Minnesota;

WHEREAS, the 1990 Legislature passed legislation whereby certain technical colleges had to be assigned to a technical college district.

NOW, THEREFORE, BE IT RESOLVED that a new post-secondary technical college district be formed, pursuant to Minnesota statute 136C.60, between Independent School District Nos. 31, 22, 595, 152, 564, and 819 effective on or before July 1, 1992.

Board Member _____ Introduced the above resolution and moved its adoption.
Motion seconded by Board Member _____

Date
ISD No. 31, Bemidji Board Chairman

Date
ISD No. 31, Bemidji Board Clerk

Date
ISD No. 595, E. G. Forks Board Chairman

Date
ISD No. 595, E. G. Forks Board Clerk

Date
ISD No. 564, T. R. Falls Board Chairman

Date
ISD No. 564, T. R. Falls Board Clerk

Date
ISD No. 22, Detroit Lakes Board Chairman

Date
ISD No. 22, Detroit Lakes Board Clerk

Date
ISD No. 152, Moorhead Board Chairman

Date
ISD No. 152, Moorhead Board Clerk

Date
ISD No. 819, Wadena Board Chairman

Date
ISD No. 819, Wadena Board Clerk



Moorhead Technical College

1900 28th Avenue South, Moorhead, Minnesota 56560

218-236-6277

Toll Free 1-800-426-5603

Fax 218-236-0342

MEMO TO: Bob Jernberg, Interim Superintendent
FROM: Paul R. Molick, Dean of Business
DATE: January 6, 1992
SUBJECT: Fund Transfer - Debt Redemption Fund

The Moorhead Technical College administration is requesting board approval for a fund transfer from the MTC debt service account (fund 17) of \$333,966 to the general fund (fund 11). This transfer is to finance the construction of a 4,000 square foot addition to our building to house our management center and student services.

This \$333,966 represents the undesignated fund balance in the debt redemption fund. As our debt is all retired, these funds are available for other uses.

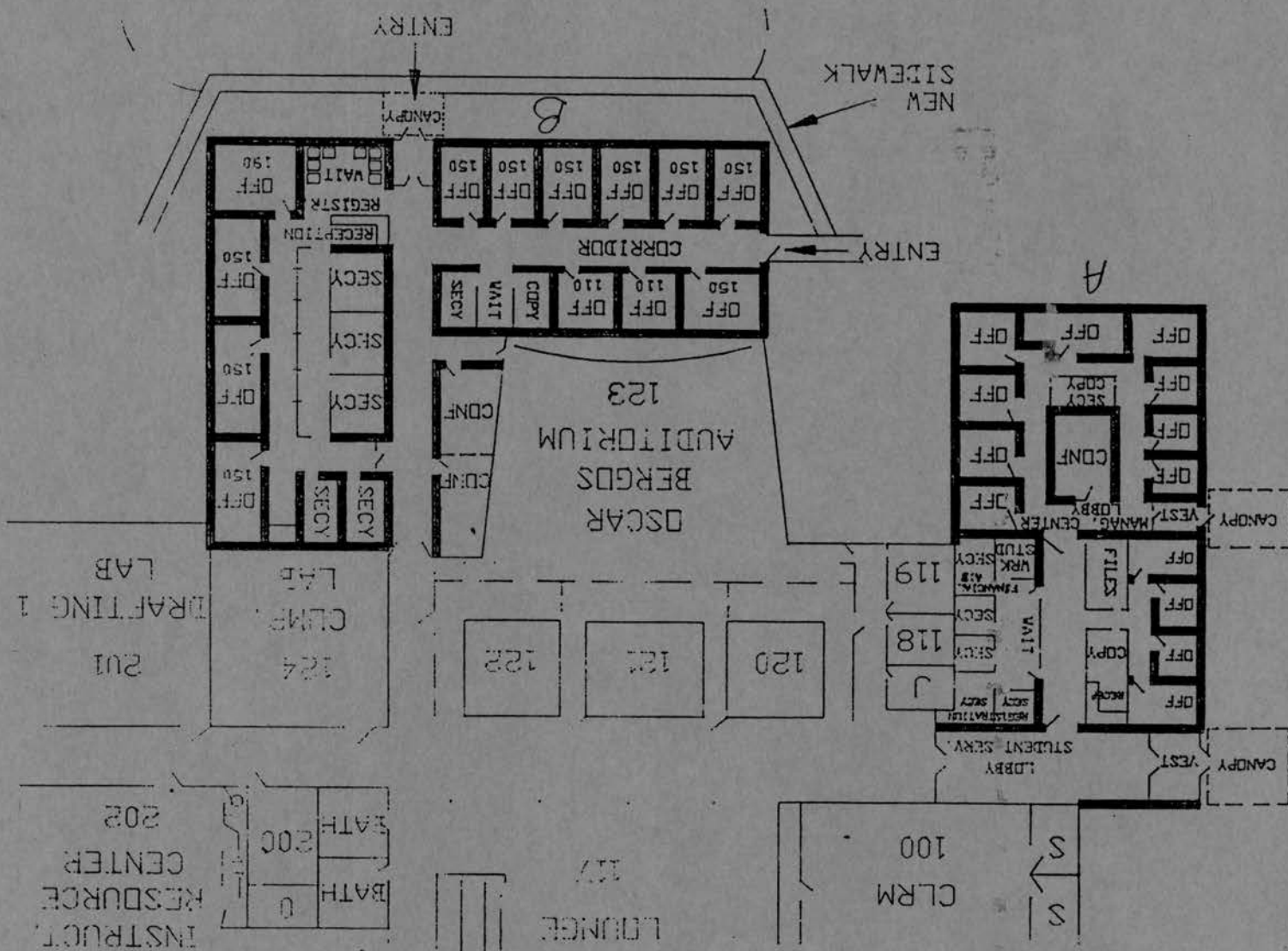
After the school board approves this transfer to the general fund, our state board will act to transfer these funds into the construction fund (fund 16).

PRM:cw

pm91181.mco

copy to: Bob Lacher
Nate Johnson
Ruth Legg

FLUORENE
AND P.H.



ACTIVITY REPORT

EFFECT OF LOSS OF BUSING ON AFTER SCHOOL ACTIVITIES

January 8, 1992

The loss of activity buses after school has had an impact on the numbers of students involved in some programs and seemingly no impact on others. The after school arts workshops attendance numbers are 54 compared to 92 last year. After school gym program numbers have not greatly changed. Some elementary schools polled students and parents giving them the opportunity to choose between two one hour sessions per week or one two hour session. At Asp and Voyager, parents opted for one two hour session each week. This allows parents to pick-up students later in the day and only once each week. Administration and staff realize that this is not the best schedule in terms of program philosophy. The Success program at Asp has noticed a slight decline in numbers of students able to stay after school for extra help. At least one school reported relative low numbers of minority students involved in after school gym programs. One elementary school reported several rural students were attending activities after school. Voyager students were told they would need their own transportation prior to student council elections. Some students did not run for the council because of this. Sixteen students are involved in student council at Voyager. Junior high activities are down in numbers in some programs at the 7th grade level. Students in the 8th grade may be more committed to a given program having already participated as 7th graders than those students in the 7th grade. Ninth grade participation numbers have not changed significantly for perhaps the same reason.

SURVEY RESULTS

		1990-91	1991-92
Arts Workshops	(Edison, Probst., River, Wash)	no change	
Arts Workshops	(Asp and Voyager)	92	54
Newspaper	Voyager	15	12
After School Gym	Voyager	135	120
After School Gym	Riverside	20	20
After School Gym	Edison	40	40
After School Gym	Washington	60	63
After School Gym	Asp	100	80
After School Gym	Probstfield	no report	

JUNIOR HIGH SCHOOL ATHLETICS

	1989-00	1990-91	1991-92
Football Grade 7	55	57	48
Football Grade 8	79	71	67
Girls Basketball Grade 7	41	61	42
Girls Basketball Grade 8	29	38	52
Wrestling Grade 7	9	27	13
Wrestling Grade 8	23	17	13
Volleyball Grade 7	74	102	113
Volleyball Grade 8	91	102	114

NINTH GRADE ATHLETICS

	1990-91	1991-92
Football	51	45
Girls Basketball	21	16
Cross Country		7
Girls Swimming	3	5
Volleyball	36	64
Girls Tennis		12
Girls Soccer	10	14
Boys Soccer	0	1

Don Hulbert

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

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: JFCGA
DATE ADOPTED: 06-23-87
REVIEWED/REVISED:

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

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 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 OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JCA DATE ADOPTED: 06-28-83 REVISED:
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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 are is avoided. when such feelings prevail.

With the foregoing in mind, the following specific considerations are pertinent:

1. A boundary exceptions are 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 are 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.

Form JCA-A

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: 06-24-86 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, based on the lowest fare available at the time planning is initiated. 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: 4-25-89
REVIEWED/REVISED:

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.

II. Eligibility Guidelines

A. The following will be used as guidelines for reviewing and developing school bus transportation 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.

Policy EEA (continued)

- 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:
 - o 11th Street North - north of 15th Avenue North
There is no sidewalk along this roadway. This is a high volume traffic area; especially, at the times of the day when students will be walking.
 - o 1st Avenue North - This is a high volume traffic area and is a primary vehicle access to Minnesota Highway 10.
 - b. Park Christian:
 - o 1st Avenue North - Same rationale as for transportation to Washington, St. Francis, and Robert Asp Elementary.
 - o Highway 75 - This is a state highway which does not have appropriate sidewalks or crossing signals.
 - c. Edison:
 - o 8th Street South - This state highway does not 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:
 - o 8th Street South - same as Edison
 - o 24th Avenue South - From Rivershore Drive to 8th Street.
 - e. Probstfield:
 - o I-94 - The available bridges do not allow adequate pedestrian crossings.
 - o 8th Street South - same as Edison
 - f. St. Joseph School:
 - o 8th Street South - same as Edison
 - o Main Avenue South
 - g. South Campus:
 - o I-94 - same as Probstfield
 - h. Moorhead Senior High School:
 - o Highway 75 North of Highway 10. This highway has no sidewalks or pedestrian crossing areas.
- C. Hazardous areas for using student or adult crossing guards will be identified by director of transportation. This will be determined by consulting with Metropolitan Council of Governments, City of Moorhead Engineers, and/or a crossing analysis program called X Guard.

Policy EEA (continued)

- 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 Supervisor 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 administration.

- 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.

Note: Replaces Policy EEA (10-31-81)

MEMO #: S-92-083

PRELIMINARY AND TENTATIVE

TO: Board of Education
Cabinet

FROM: Bob Jernberg

SUBJECT: Financial Guidelines for 1992-93

DATE: January 6, 1992

I. GENERAL FUND

- A. General Education Revenue - \$3,050 PPU (this includes basic revenues, compensatory revenue, training and experience revenue).
 - a. at least 2.2 percent of the \$3,050 (\$67.10) total of \$429,440 must be dedicated for arts education, chemical abuse, gifted program (programs of excellence), regular summer school (excess special education costs), advanced placement testing.
 - b. aids may be pro-rated.
 - c. interest income will be effected by fund balances and interest rates.
 - d. aids will be paid on a timely basis.
 - e. projected pupil units will be 6,200 for 1991-92 and 6,400 for 1992-93 compared to an estimated 5,920 for 1990-91.
 - f. assurance of mastery revenue is available on a matching basis in the amount of \$45,000 PPU K-8 (\$22.50 by state; \$22.50 by local).
 - g. individual learning and developmental aid is available for instructor learner ratios and individual plans \$64.00 per ADM K-2 in 1991-92; \$66.00 per ADM K-3 in 1992-93.
 - h. 'ripple' effect (support for classroom teacher) costs are an additional 14 percent for support staff (e.g. music, physical education, foreign language and art). This will be \$28,000 for 1992-93.
 - i. AFDC funding has been reduced.
 - j. \$5.00 PPU is dedicated to parental involvement (approximately \$30,500).
 - k. special education staffing reimbursement will decrease by \$54,000, this may be recoverable by a levy payable in 1993-94.
 - l. Elementary prep time will be provided at no additional cost. A variance will be requested if needed.
 - m. MTC merger will result in \$100,000 loss due to no longer providing services. Seventy-five percent of this will be recoverable in 1993-94.

MEMO #: S-92-083
Page Two

II. EXPENDITURE GUIDELINES

	<u>1991-92</u> <u>Increase</u>	<u>1992-93</u> <u>Increase</u>
A. Salaries and fringe benefits (excluding health insurance)	3.0 %	5.0 %
B. Fringe benefits	4.0 %	5.0 %
C. Social security	3.0 %	5.0 %
D. Energy	8.0 %	3.8 %
E. Supplies (allocation due to increased enrollment)	\$30,000	5.0 % + \$30,000
F. Other (i.e. contracts, services, misc.)	0.0 %	5.0 %
G. Staffing for new students will cost \$448,000 for 1992-93.		

III. OTHER CONSIDERATIONS

- A. Maintaining our present general fund balance is a district goal.
- B. Salary settlements continue to have a major impact on staffing (approximately 86 percent of the budget is for salaries and fringe benefits).
- C. The district goal for teacher/student class size is:
 - a. elementary 25:7:1
 - b. secondary 27:1
 - c. refer to administrative policy IHB-A.
 - 1. a change in class size of one (1) for elementary and secondary costs is \$330,000 (salary and fringe benefits)
- D. Staffing ratios will be monitored.
 - a. the district-wide ratio goal is 15:1 which is the state average (includes support staff)...Moorhead's ratio is 14:1
 - 1. Change ratio of one (1) = \$885,000 (salary and fringe benefits)
- E. Increases in taxes are primarily due to legislative action rather than local initiative unless there is a referendum.

IV. FOOD SERVICE PROGRAM

- A. The general fund will not subsidize this fund.
- B. The number of lunches will have a minimal increase.
- C. Prices will increase 5 cents to 10 cents per meal for 1992-93.

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Page Three

V. TRANSPORTATION

- A. The general fund will not subsidize this fund.
- B. In 1992, unfunded summer school transportation will not be provided.
- C. There will be no after school activity transportation due to School Board action. This is transportation which has been provided to and from school for participation in activities.

VI. COMMUNITY SERVICE

- A. Changes in budget and program will be made for 1992-93. General fund will not subsidize Community Service.

VII. CAPITAL OUTLAY PROGRAM (refer to capital outlay budget adopted by the School Board on April 23, 1991 and Guidelines for 1992-93 passed in December 1991.)

RMJ/mdm

MEMO #: S-92-084 PRELIMINARY AND TENTATIVE

TO: School Board

FROM: Bob Jernberg.
Bob Lacher

SUBJECT: 1991-92 Revised General Fund
1992-93 Preliminary General Fund

DATE: January 6, 1992

I. 1990-91 Actual Budget

A. Fund Balance on June 30, 1991 \$2,461,944
(budget dated April 23, 1991)

II. 1991-92 Revised Budget

A. Estimated Revenue (January 6, 1992) \$25,547,026

B. 1991-92 Estimated Expenditures \$24,887,278
(as of January 6, 1992)

*C. Budget Balance End of June 30, 1992 \$3,121,692
(increase in salaries 3 percent, supplies
3 percent, fringe benefits 4 percent, and
energy at 8 percent).

III. 1992-93 Preliminary Budget

A. Estimated Revenues \$26,183,179
(includes increase of 200 pupil units and
addition of \$51.00 PPU in miscellaneous
revenue)

B. Estimated Expenditures \$26,601,039

a. (5 percent increase in budget in:
salaries, fringe benefits, supplies,
contracted services, etc., 3 percent
increase in energy)

b. projected staff increase (11.2 FTE)

C. Projected Fund Balance Deficit for 1992-93 (\$417,960)

D. Projected Fund Balance (over two years)
June 30, 1993 \$2,703,832

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Page Two

*E. 1990-92 and 1991-92 salary changes \$250,000
resulting from salary back pay for groups
not settled including comparable worth costs
will reduce the projected fund balance.

F. Projected Fund Balance after retro \$2,453,832
and comparable worth estimated costs
June 30, 1993

IV. Salary Settlement Impact on Budget Fund Balance
(as of 6-30-93)

A. Salary Settlement of 3 percent in 1991-92
and 6 percent in 1992-93 \$2,273,832

B. Salary Settlement of 4 percent in 1991-92
and 6 percent in 1992-93 \$2,093,832

V. Projected Fund Balance is \$2,453,832 with retro pay for
support staff. Maximum fund balance allowed is \$3,840,000.
To maintain a fund balance of \$2,461,944 after
negotiations, the Board will have to reduce the
budget based on the following alternatives:

A. Increase class size - a change in class size of one equals \$330,000	\$330,000
B. A decrease from \$2.5 million to \$2.1 million and back to \$2.5 million would require a reduction in staff of 10 FTE	\$400,000
C. Reduction in the number of buildings due to higher class sizes	\$300,000 to \$500,000
D. Elimination of supply budget	\$800,000
E. Eliminate regular summer school	\$85,000
F. Eliminate staff development	\$170,000
G. Eliminate travel	\$30,000
H. Reduction in administration	\$150,000
I. Eliminate seven period day (Sr. High)	\$60,000
J. Eliminate activity programs	\$600,000
K. Eliminate gifted and talented program	\$85,000

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Page Three

L. Eliminate assurance of mastery program ...	\$40,000
M. Reduction of guidance program	\$175,000
N. Eliminate elementary keyboarding program .	\$20,000
O. Eliminate elementary world languages program	\$60,000
P. Eliminate school patrol advisors	\$9,000
Q. Eliminate after-school gym	\$37,000
R. Eliminate educational TV	\$10,000
S. Eliminate social workers	\$60,000
T. Eliminate nursing assistance	\$100,000
U. Eliminate elementary orchestra/band	\$50,000
V. Reduction of secretaries	\$50,000

RMJ/mcm

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

JANUARY 7, 1992

GENERAL FUND	1987-88	1988-89	1988-89	1989-90	1989-90	1990-91	1990-91	1991-92	1992-93
	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	PRELIM BUDGET
Basic foundation aid allowance		2755		2800	2838	2953	2953	3050	3050
UNAPPROPRIATED REVENUES									
Taxes & cnty apptmnt	3968195	3670000	3765265	4182420	4239681	3589080	3507850	4257660	4505000
Interest	105051	120000	172259	180000	165159	180000	92237	100000	101500
Tax shift	41875		88922		44447		-72710		
Other local	138011	109000	137401	174718	156359	116100	122668	183550	186303
Tax credits	2000969	1758700	1773333	2259570	2259592	1304460	1316576	526800	554000
Foundation aid	8398144	11650000	11760446	12190000	12237297	15715000	15796424	17255000	17510000
Special ed aid	1386528	1400000	1443886	1680000	1681886	1750000	1791987	1800000	1848000
Other state aids	1969205	72130	78374	119150	76553	293325	318598	320603	358412
Tax shift	-41875		-88922		-44447		72710		
Federal aids	594351	684970	746683	592745	614018	792263	711243	856913	869767
Conversion of assets	11488	6000	8006	10400	11669	12000	6153	10000	10150
Tuition	140372	138200	237007	245500	195099	252450	221382	236500	240048
State reduction									
TOTAL REVENUES	18712314	19609000	20122660	21634503	21637313	24004678	23885118	25547026	26183179
UNAPPROPRIATED EXPENDITURES									
Admin salaries	1081862	1121580	1105955	1218620	1237588	1444880	1441898	1500220	1575231
Admin supplies	35812	33300	41226	33790	42041	34710	31838	34710	36446
Admin fringe benefits						284350	271380	274225	287936
Admin other	87969	86765	85247	76885	93396	101290	67290	223575	234754
Instruct salaries(reg & voc)	7720108	8124744	8121211	8570319	8655708	9147337	9273983	9116116	10019922
Instruct supplies	368793	466653	469182	524256	535349	539076	532285	543866	601059
Instruct fringe benefits						2115106	2127554	2121422	2227493
Instruct other	387456	430528	471688	495729	529574	629697	619039	807786	848175
Spec ed salaries	2698735	3098179	3158006	3312589	3523992	4137933	4223557	4536492	4763317
Spec ed supplies	58959	44975	114342	82689	88636	112200	109639	90660	95193
Spec ed fringe benefits						887822	918905	949445	996917
Spec ed other	341155	462199	500277	322966	390755	413396	427960	682042	716144
Instruct support salaries	526547	588310	564073	540320	627896	699898	713948	759478	797452
Instruct support supplies	37760	51778	53538	51344	53559	60712	62219	75402	79172
Instruct support fringe benefits						126320	133131	113072	118726
Instruct support other	144697	181198	149134	242371	183033	259913	253006	318517	334443
Pupil support salaries	359812	411015	379002	418215	427370	489700	496015	503530	528707
Pupil support supplies	10021	10370	8303	9911	8761	10770	8830	10670	11204
Pupil support fringe benefits						102570	107532	100720	111100
Pupil support other	3859	9570	4014	26060	14434	22410	24044	40866	42909
Bldgs & grounds salaries	572976	647320	582542	613990	627006	666411	648935	671620	705201
Bldgs & grounds energy exp	299047	344343	324135	344343	359936	408116	359190	430137	443041
Bldgs & grounds supplies	113729	82197	139299	128100	107677	112195	102057	112195	117805
Bldgs & grounds fringe benefits						124215	111830	121380	127445

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

JANUARY 7, 1992

GENERAL FUND	1987-88	1988-89	1988-89	1989-90	1989-90	1990-91	1990-91	1991-92	1992-93
	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	PRELIM BUDGET
Bldgs & grounds other	242587	192255	293066	219435	208748	235971	209692	237352	249220
Early retirement pay	95420	100000	122288	100000	217204	130000	149221	200000	210000
Fringe benefits	2926199	3024200	3103793	3537031	3769318	196380 **	284150	216060	226863
Other fixed costs	75173	81100	71581	73680	93723	81820	80557	87720	92106
TOTAL EXPENDITURES	18188676	19592579	19861902	20942643	21795704	23575198	23789685	24887278	26601039
REV OVER E.P. (EXP OVER REV)	523638	16421	260758	691860	-158391	429480	95433	659748	-417860
BEGINNING FUND BALANCE *	1740506	2264144	2264144	2524902	2524902	2366511	2366511	2461944	3121692
ENDING FUND BALANCE *	2264144	2280565	2524902	3216762	2366511	2795991	2461944	3121692	2703832

** For 90-91 retirement & medical/life insurances are budgeted with the programs.

ASSUMPTIONS FOR 91-92

CHANGE FACTORS	91-92	92-93
SALARIES	0.0300	0.0500
SUPPLIES	0.0000	0.0500
ENERGY ITEMS	N/A	0.0300
OTHER	0.0000	0.0500
FRINGE BENEFITS	0.0300	0.0500
REVENUES	N/A	0.0150
PUPIL UNITS	+250 FROM +200 FROM 91-92	

* THE FUND BALANCES SHOWN HERE
INCLUDE TOTAL FUND BALANCES EXCEPT FOR
THE FUND BALANCE FOR UNEMPLOYMENT

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

APPENDIX O-1
JANUARY 8, 1992 Page 3 of 8

FOOD SERVICE FUND	1987-88	1988-89	1988-89	1989-90	1989-90	1990-91	90-91	1991-92	1992-93
	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS	REVISED BUDGET	PRELIM BUDGET
REVENUES									
Sales	356881	361270	374012	380211	397640	424010	422781	422609	456418
Interest	4331	5000	7410	5000	5876	2500	1059	2538	2576
Other local	5173	0	12	0		0	0	0	0
State aids	25287	25100	26877	26367	27649	28570	35955	33649	34154
Federal aids(cash)	247864	255540	283951	289037	292802	310851	327040	349766	355012
Commodities	96068	81420	82160	84975	88687	71501	93099	72000	75600
Transfers	0	10000	10000	10000	10000	10000	0	10000	10000
TOTAL REVENUES	735604	738330	784422	795590	822654	847432	879934	890562	933760
EXPENDITURES									
Food service salaries	232911	235610	238085	251413	262639	283821	280922	273805	287495
Purchased food & milk	269583	287700	318062	338000	363036	388000	381913	413630	434312
Commodities	96068	81420	82160	84975	88687	71501	93099	72000	75600
Fringe benefits	39606	41590	33910	38100	41467	43765	37576	38730	40667
Other expense	66974	90310	84732	106360	108455	113810	97564	92360	96978
TOTAL EXPENDITURES	705142	736630	756949	818848	864284	900897	891074	890525	935051
REV OVER EXP (EXP OVER REV)	30462	1700	27473	-23258	-41630	-53465	-11140	37	-1292
BEGINNING FUND BALANCE	47402	77864	77864	105337	105337	63707	63707	52567	52604
ENDING FUND BALANCE	77864	79564	105337	82079	63707	10242	52567	52604	51312

CHANGE FACTORS 1992-93

SALES	0.0800
REVENUES	0.0150
SALARIES	0.0500
FOOD	0.0500
FRINGE BENEFITS	0.0500
COMMODITIES	0.0500
OTHER EXP	0.0500

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

JANUARY 8, 1992
APPENDIX O-1
Page 4 of 8

TRANSPORTATION FUND	1987-88	1988-89	1988-89	1989-90	1989-90	1990-91	1990-91	1991-92	1992-93
		REVISED		REVISED		REVISED		REVISED	PRELIM
UNAPPROPRIATED REVENUES	ACTUALS	BUDGET	ACTUALS	BUDGET	ACTUALS	BUDGET	ACTUALS	BUDGET	BUDGET
Taxes	306502	305290	307913	423530	418541	450250	445288	594530	43865
Tax shift	9738		31925		44341		-11603		
Interest	9464	8500	10939	5000	0	0	0		
Other local	646	0	9155	10000	16317	16000	20425		
State transp aid	565814	552560	490912	560000	654884	925470	957304	737600	77446
Tax credits	156491	288440	290091	247670	248882	165305	166824	163090	10000
Other state aids						2830	3001	875	91
Tax shift	-9738		-31925		-44341		11603		
TOTAL UNAPP REVENUES	1038917	1154790	1109010	1246200	1338624	1559855	1592842	1496095	131404
UNAPPROPRIATED EXPENDITURES									
Transp salaries	221704	207280	261544	261300	263343	309350	282424	262800	27594
Transp fuel	131261	135000	159278	110000	167300	193925	207263	195000	20085
Contracted transp	658872	727000	741766	780612	814966	885937	858119	895500	92236
Other expense	75563	76100	74006	104500	57130	60253	74543	72950	7659
Fringe benefits	34710	35890	39063	44380	46388	49460	44282	45010	4726
Interest expense					16470	15000	10782		
TOTAL UNAPP EXPENDITURES	1122110	1181270	1275657	1300792	1365597	1513925	1477413	1471260	152301
REV OVER EXP (EXP OVER REV)	-83193	-26480	-166647	-54592	-26973	45930	115429	24835	-20896
BEG UNAPP FUND BAL	108919	25726	25726	-140921	-140921	-167894	-167894	-52465	-2763
END UNAPP FUND BAL	25726	-754	-140921	-195513	-167894	-121964	-52465	-27630	-23659

CHANGE FACTORS FOR 92-93

SALARIES	0.0500
FUEL	0.0300
CONTRACTED TRANSP	0.0300
FRINGE BENEFITS	0.0500
OTHER EXPENSE	0.0500
REVENUES	0.0500

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

JANUARY 8, 1992

COMMUNITY SERVICE FUND	1987-88	1988-89	88-89	1989-90	1989-90	1990-91	1990-91	91-92	92-93
		REVISED		REVISED		REVISED	ACTUALS	REVISED	PRELIM
REVENUES	ACTUALS	BUDGET	ACTUALS	BUDGET	ACTUALS	BUDGET		BUDGET	BUDGET
Taxes	116399	114520	116072	147913	145795	172712	170317	147072	184840
Tax shift (local taxes)	3237		9045		20908		-22468		
Tuition	27365	25000	34510	29000	35951	32000	28020	34500	35018
Interest	7737	6000	13725	2000	11855	6000	10357	6090	6181
Other local	7315	6500	15771	12887	14795	13100	18512	26690	27090
Community ed aids	103916	134282	190600	274683	284903	273665	281098	320800	325612
Tax credits	59549	56620	57235	81120	81530	63144	63720	79738	80000
Tax shift (state)	-3237		-9045		-20908		22468	0	
Other state aids	87815	90130	52935	31159	52574	59946	57387	70694	71754
Federal aids	26980	32310	28924	35500	36050	36500	35622	42000	42630
TOTAL REVENUES	437076	465362	509772	614262	663453	657067	665033	727584	773126
EXPENDITURES									
Adult ed/comm ed salaries	228509	285691	292278	343941	356816	394457	375779	422043	443145
Adult ed/comm ed other exp	125927	151574	136586	189122	162187	198127	145787	222754	233892
Misc programs	51694	51990	37119	31160	28111	33177	33006	27682	29066
Fringe benefits	29222	22000	38549	57226	49160	53170	53430	62178	65287
TOTAL EXPENDITURES	435352	511255	504532	621449	596274	678931	608002	734657	771390
REV OVER EXP (EXP OVER REV)	1724	-45893	5240	-7187	67179	-21864	57031	-7073	1736
BEGINNING UNAPP FUND BALANCE	74140	75864	75864	81104	81104	148283	148283	205314	198241
ENDING UNAPP FUND BALANCE	75864	29971	81104	73917	148283	126419	205314	198241	199977

CHANGE FACTORS FOR 1992-93

SALARIES	0.0500
FRINGES	0.0500
OTHER EXP	0.0500
REVENUES	0.0150

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

JANUARY 8, 1992

CAPITAL OUTLAY FUND	1988-89 REVISED BUDGET	1988-89 ACTUALS	1989-90 REVISED BUDGET	1989-90 ACTUALS	1990-91 REVISED BUDGET	90-91 ACTUALS	1991-92 REVISED BUDGET	1992-93 PRELIM BUDGET
REVENUES								
Tax levy-basic	231500	241112						
Tax levy-facilities			413210 F	413214 F	200795 F	192398 F	83620 F	202600 F
Tax levy- equipment			180950 E	166330 E	69690 E	69690 E	68050 E	76370 E
Tax levy-health/safety(incl hazardous)	140000	140000	267470 H	267470 H	598175 H	595246 H	353430 H	-76980 H
Tax shift (local taxes)		132604		73235 E		-170739 F		
Interest	59000	73507	73000 F	69648 F	69500 F	66412 F	69500 F	66000 F
Other local		3824	60000 E	66663 E	48174 E	49753 E	27000 E	
Local-rent/gifts							3730 F	3730 F
Tax credits	184600	185670	473280 H	475586 H	318831 H	321759 H	160875 F	67300 F
Tax shift (state)		-132604		-73235 E		170739 F		
Other state aids	400000	398657			11560 E	10869 F	1510 F	
Other state aids							6045 E	
Facilities aid			425970 F	410689 F	618800 F	619797 F	657540 F	670630 F
Equipment aid			217650 E	197367 E	309400 E	308326 E	328770 E	335320 E
Health/safety aid	5200	5369	878480 H	861606 H	473400 H	417243 H	629110 H	41210 H
Energy/asbestos grants & loans	1147404	1147406	6750 F	36868 F	0	20319 F		
Conversion of assets		55677	E	7556 E	0			
Asbestos recovery				121321 H	44400 H	79553 H		
TOTAL REVENUES	2167704	2251222	2996760	3094318	2762725	2751365	2389180	1386180
EXPENDITURES								
Admin equipment	76400	553397	20946 E	106842 E	324810 E	343172 E	23800 E	15000 E
Telephone/Region I			51000 F	59259 F	89000 F	64911 F	68000 F	72000 F
Instructional equip	226270	255859	280092 E	380325 E	468487 E	473071 E	163766 E	227599 E
Spec ed equip	0	1699	E	565 E	2777 E	2780 E	E	
Instruct support (media)	45820	47595	47990 E	46075 E	55331 E	54690 E	207345 E	133800 E
Capital lease			38000 F	33486 F	126000 F	109040 F	240000 F	241000 F
Bldgs & grnds equip	10000	13508	15000 E	11012 E	26350 E	26274 E	14000 E	14000 E
Capital improvements	477580	326407	917230 F	845746 F	852000 F	620498 F	445836 F	81000 F
Health/safety expenditures	1843650	1909138	42000 H	416892 H	1528630 H	1693998 H	310000 H	30300 H
Transportation equip	12600	6313	0 E	0 E	0 E	0 E	0 E	
Interest & loan payments	50970	95820	49855 F	54192 F	60120 F	52286 F	27932 F	
Food service capital outlay	10000	10000	10000 F	10000 F	10000 F	5551 F	10000 F	10000 F
Interest & loan payments			76400 H	76343 H	76400 H	76343 H	76400 H	76400 H
Transfer Equipment						-581859 E		
Transfer Facilities						581859 F		
TOTAL EXPENDITURES	2753290	3,19736	1548513	2040737	3619905	3522614	1587079	901099
REV OVER EXP (EXP OVER REV)	-585586	-968514	1448247	1053581	-857180	-771249	802101	485081
BEGINNING FUND BALANCE	918986	918986	-49528	-49528	1004053	1004053	232804	1034905
CLOSE OUT BUILDING FUND								
ENDING FUND BALANCE	333400	-49528	1398719	1004053	146873	232804	1034905	1519986
FACILITIES FUND BALANCE		493945	346790	421681	173656	-102669	82338	688598
EQUIPMENT FUND BALANCE		0	94572	-106903	-545834	2738	23692	44983

HEALTH & SAFETY FUND BAL

-543470	957360	689278	519054	332738	928878	786408
-49525	1398722	1004056	146876	232807	1034908	1519989
1221897	1221897	1165115	1165115	1071331	1071331	

DEBT SERVICE FUND	87-88 ACTUALS	88-89 REVISED BUDGET	88-89 ACTUALS	89-90 REVISED BUDGET	89-90 ACTUALS	90-91 REVISED BUDGET	90-91 ACTUALS	91-92 REVISED BUDGET	92-93 PRELIM BUDGET
REVENUES									
Taxes	361382	321700	330978	310490	308662	272280	270179	285220	200300
Interest	15707	8000	23249	15000	24697	15000	17323	15000	15000
Other local							10718		
Tax credits	183815	164200	162247	170510	171352	100210	101130	151951	100000
Sales-real property									
TOTAL REVENUES	560904	493900	516474	496000	504711	387490	399850	452771	315300
EXPENDITURES									
Bond principal	364750	259750	259750	269750	269750	224750	224750	220000	235000
Bond interest	219516	202300	202336	188745	188945	174310	174310	128890	116620
Other expense	987	1500	554	1500	1711	1800	1158	1000	1000
TOTAL EXPENDITURES	585253	463550	462640	459995	460406	400860	400218	349890	352620
REV OVER EXP (EXP OVER R	-24349	30350	53834	36005	44305	-13370	-368	102881	-37320
BEGINNING FUND BALANCE	143238	118889	118889	172723	172723	217028	217028	216660	319541
ENDING FUND BALANCE	118889	149239	172723	208728	217028	203658	216660	319541	282221

MEMORANDUM OF AGREEMENT FOR
OCCUPATIONAL THERAPY SERVICES FOR
SCHOOL YEAR 1991-92

This contract, entered into this 14th day of Jan 1992 by and between Moorhead Public Schools, Independent School District #152, and PT/OT Associates affirms that:

WHEREAS, THE AGENCY has determined that it is necessary to retain the services of a qualified occupational therapist for handicapped children; WHEREAS, THE CONSULTANT is duly qualified to perform these services; NOW THEREFORE, the parties agree as follows:

1. The CONSULTANT shall provide 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. evaluate each client, informally;
 - c. help determine specific program needs and plan appropriate motor activities, exercises, mobility training, self-help skills, and use of special rehabilitation equipment;
 - d. orient, train, and supervise non-professional staff in the prescribed treatment methods and educational techniques;
 - e. provide periodic verbal and written reports to the AGENCY;
 - f. provide inservice training for staff and families as directed.
2. The CONSULTANT shall provide these services to District 152 children enrolled and in need of services, as determined by AGENCY PERSONNEL.
3. The AGENCY/CONSULTANT shall obtain appropriate educational medical information, including medical orders, if necessary, on each client.
4. The date the service will begin is on or about December 11, 1991. The number of hours contracted will be up to 92 hours during the 91-92 school year.
5. The AGENCY shall monitor the services of the CONSULTANT through AGENCY personnel.
6. The AGENCY shall make payments for services rendered as follows:
Upon receipt of statement. Fees charged will be \$40.00 per hour.

Name

Name

Title

Title

City

City

Date

Date

August, 1991

MOORHEAD PUBLIC SCHOOLS
Moorhead Minnesota

1991-92 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Robert Asplund School

TOPICS OF PROPOSAL: Paraprofessional for Learning Disabilities Program

SUBMITTED BY: Betty Myers DATE: 11-26-91

SUBMITTED TO: Al Swedberg DATE TO BE IMPLEMENTED:

Robert Swedberg

Robert Tashel

School Board

ASAP

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Mr. 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.

A full-time special education paraprofessional is needed in a learning disabilities resource classroom. This paraprofessional would assist with programming for a student who has significant academic & behavioral needs.

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 learning disabilities resource teacher serves fourteen students, twelve of whom require direct teaching the majority of the time & have difficulty working independently. The addition of the student who has significant academic & behavioral needs necessitates the help of a paraprofessional who could help the student remain focused upon his work. The resource teacher meets with the students in groups of five; the para. would work with the teacher in the groups &

3. State the negative implications if the proposal is not approved. then work with the student one-to-one.

The child in question needs individualized instruction and close monitoring of behavior. Without individualized attention, he doesn't achieve, & he is very distracting to others.

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

The teacher would have to try to meet the needs of all her students without adequate assistance.

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

PROPOSAL FORM

[illegible]

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

6. Space implications (short/long range).

None

7. Equity implications.

Students with special needs require individualized programs in order to be successful as students who can function well in a large group.

8. Technology implications.

None.

9. Suggested timelines for implementation.

The paraprofessional is needed immediately.

10. Who has been involved in this decision?

*Betty Myer
Kay Schindler
Self
Michelle Bonitto*

*Mr. + Mrs. Holnadd
Mark Richardson*

11. Other comments:

August, 1991

MOORHEAD PUBLIC SCHOOLS
Moorhead Minnesota

91-92 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Lincoln Elementary

TOPICS OF PROPOSAL: Paraprofessional for Kindergarten Classroom

SUBMITTED BY: Don Iverson DATE: 12-4-91

SUBMITTED TO: Al Swedberg DATE TO BE IMPLEMENTED:
Robert Jernberg Immediately

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.

It was found necessary by the Child Study Team that a .5 FTE paraprofessional is needed to assist in programming for 2 students in the Lincoln Kindergarten afternoon session.

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.)

Due to the behaviors of one child that risk the safety of all classroom students and the lack of self-starting behaviors on the part of another child, a paraprofessional is needed to assist the classroom teacher in controlling behaviors and providing one to one instruction.

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

The child's educational needs will not be met within the regular classroom and will require placement into other more restrictive instructional programs. The parents may use their legal rights to insure that their child will have the right to an educational program with the least restrictions.

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

1) The teacher would be left to provide services and manage high-risk behaviors on his/her own.

2) The learners may be placed in more restrictive educational settings.

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

PROPOSAL FORM

Start :- Dec. 5th -

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional					
No. & Hrs/Day		2915.73		1644.50	1271.06
Teacher Para					
Noon Para					
FRINGE BENEFITS			LTD, FICA, PERA, WC		378.86
			Salaries X 30%		
			Worker's Compensation X salary X .005 =		
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST		3294.64	NET DISTRICT COST		1649.92
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).

N/A

7. Equity implications.

N/A

8. Technology implications.

N/A

9. Suggested timelines for implementation.

This paraprofessional needs to be hired ASAP, meeting district policy.

10. Who has been involved in this decision?

This proposal was discussed and recommended by the Child Study Team, including the following people: Principal, Speech Clinician, Occupational Therapists, Physical Therapists, Classroom Teacher, parents, physical and other health issues teachers.

11. Other comments:

The Paraprofessional would be working closely with the Child Study Team members within the Kindergarten classroom.

S-M
MIN
1-14-92

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 14, 1992
PAGE 1

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

MEMBERS ABSENT: Anton Hastad

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.

SUPERINTENDENT SEARCH PROCESS: Consultant Dr. Clifford Hooker reviewed what has been done with regard to the superintendent search. In Mid-December, interviews were conducted of several people/groups representing the community and staff to develop a profile of what the district is looking for in a superintendent. Hooker reviewed questions which were asked in the interviews. Issues discussed during the interviews the district faces in the future are space needs, rising expectations with fixed resources, and improved district-wide evaluation system. Various expectations of the new superintendent will be to listen to Moorhead and develop a sense of the community, ability to manage the image of the district, exhibit good communication skills, ability to work well with other units of government, use of a participatory style of management, and demonstrate a knowledge of OBE and site based management. A person with some "rural roots" would be a plus.

Applications will be open from January 15 through February 28, 1992. A vacancy notice will be published in the AASA Job Bulletin, Education Week, and the MSBA Boardcaster. All applications will be returned to the District office in Moorhead.

Dr. Hooker will assist the Board in what involvement stakeholders should have with the remainder of the process at a later date.

The meeting was recessed at this time for 15 minutes.

PREVIEW OF AGENDA: Jernberg previewed the agenda, adding Consideration of Field Trip - Senior High Orchestra and Consideration of 34th Street Corridor Resolution.

Borgen moved, seconded by Alexander, to approve the agenda as amended. Motion carried 6-0.

APPROVAL OF MINUTES: Gustafson moved, seconded by Cox, to approve the minutes of December 10, 19 and 26, 1992 as presented. Motion carried 6-0.

CONSENT AGENDA: Hunt moved, seconded by Borgen, to approve the following items on the consent agenda: Consideration of Claims, special education staffing, property insurance bids, gift acceptance, and non-resident agreements. Motion carried 6-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 14, 1992
PAGE 2

CONSIDERATION OF CLAIMS: As part of the consent agenda, the Board approved the claims, subject to audit, in the amount of \$1,185,025.05.

General Fund:	215,102.81
Food Service:	49,672.50
Transportation:	118,389.39
Community Service:	9,856.27
Capital Expenditure:	224,611.69
Debt Redemption:	214,665.00
MTC-General Fund:	98,614.44
MTC-Special Revenue Fund:	34,321.80
MTC-Adult Education:	11,918.50
MTC-Capital Outlay:	25,120.22
MTC-Building Fund:	14,867.65
Federal Financial Aid:	159,549.23
Student Funds:	4,748.90
Townsite Centre:	3,586.65
TOTAL	\$1,185,025.05

Motion carried 6-0.

COMMITTEE/MEETING REPORTS: The reports were not given due to the length of the agenda.

SCHOOL CROSSING STUDY: Steve Grabill of the Metropolitan Council of Governments (MetCOG) and Dan Bacon, Director of Transportation, reviewed the Council's report which was written the summer of 1991. The report reviews busy intersections in Moorhead that may require special attention for school children. Also, the report includes "safe routes to school" maps which building principals have available for student/parent use.

Alexander moved, seconded by Hunt, to accept the report as presented and direct administration to utilize the report in planning. Motion carried 6-0.

1991-92 COMMUNITY EDUCATION BUDGET UPDATE: Borgen moved, seconded by Hunt, to approve the budget changes for the Adult Basic Education (ABE) program and the Early Childhood Family Education (ECFE) program as presented. Motion carried 6-0.

REVIEW TECHNICAL COLLEGE SITE & BUILDING EQUITY: The Board discussed issues relating to the ownership of property when the area technical colleges merge.

TECHNICAL COLLEGE DISTRICT MERGER RESOLUTION: Alexander moved, seconded by Gustafson, to approve the resolution authorizing the formation of a post-secondary technical college district. Motion carried 6-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 14, 1992
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FUND TRANSFER: Borgen moved, seconded by Hunt, to approve a fund transfer, in the amount of \$333,966, from fund 17 to fund 11, for the purpose of financing the construction of a management center. Motion carried 6-0.

REVIEW AFTER-SCHOOL ACTIVITY TRANSPORTATION: Activities Director, Don Hulbert reported the impact of lost transportation to after-school activities participation. Robert Asp and Voyager schools have seen the highest decline in participation. Other building programs appear to be unaffected.

COMMUNICATIONS SYSTEM - SENIOR HIGH: Alexander moved, seconded by Cox, to award the alternate bids, numbers 1-5, to CB Electric, in the amount of \$92,900. Motion carried by roll call vote 5-1; Gustafson dissenting.

TOBACCO FREE ENVIRONMENT POLICY: This policy was removed from the agenda until the January 28th meeting.

BOUNDARY EXCEPTION REQUEST POLICY: Borgen moved, seconded by Hunt, to approve the Boundary Exception Request (JCA) policy as presented. Motion carried 6-0.

TRAVEL REIMBURSEMENT POLICY: Alexander moved, seconded by Gustafson, to approve the Travel Reimbursement (DLC) policy as presented. Motion failed 2-4; Cox, Hunt, Cummings, Borgen dissenting.

After discussions regarding the need for meal receipts and prize awards the following motion was made.

Cox moved, seconded by Hunt, to accept the policy with the prize awards verbiage remaining intact and receipts required up to the dollar amount stated for each meal without combining amounts for the entire day.

Hunt moved, seconded by Borgen, to amend the Cox motion to retain the stricken language proposed by the Policy Review Committee. Motion carried 6-0.

TRANSPORTATION ELIGIBILITY GUIDELINES POLICY: Alexander moved, seconded by Borgen, to approve the Transportation Eligibility Guidelines (EEA) policy as presented. Motion carried 6-0.

1992-93 FINANCIAL GUIDELINES: Borgen moved, seconded by Gustafson, to approve the K-12 1992-93 financial guidelines as presented. Motion carried 6-0.

1992-93 PRELIMINARY BUDGETS: Alexander moved, seconded by Borgen, to approve the K-12 preliminary budgets for the 1992-93 school year and authorize purchasing based on these budgets. Motion carried 6-0.

REGULAR MEETING
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OCCUPATIONAL THERAPY SERVICES AGREEMENT: Borgen moved, seconded by Alexander, to approve the agreement with PT/OT Associates, for up to 92 hours of occupational therapy services. Motion carried by roll call vote 5-0; Cox abstaining.

WASHINGTON SCHOOL SPACE RENTAL: Alexander moved, seconded by Gustafson, to approve the lease with the Early Childhood program for space at Washington School. Motion carried 6-0.

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

New Employee

Jackie Badger - Elementary Teacher, Probstfield, \$17.06/hour, 3 hours/week, effective January 10, 1992
Patty Gerdes - AOM Paraprofessional, Probstfield, B21 (0), \$7.06/hour, 3.5 hours/day

Resignation

Delores Baranick - Kitchen Server, Riverside, effective December 20, 1991

Motion carried 6-0.

ORCHESTRA CLASS FIELD TRIP: Alexander moved, seconded by Cox, to approve the field trip to Iowa for the senior high orchestra to perform in the Luther College Forian Orchestra Festival on February 9-10, 1992. Motion carried 6-0.

RESOLUTION OF 34TH STREET CORRIDOR: Alexander moved, seconded by Borgen, to approve both resolutions regarding support of the 34th Street corridor as presented. Motion carried 6-0.

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

Special Education Staffing - Approved the proposals for a .5 FTE paraprofessional at Riverside and a 1.0 FTE paraprofessional at Robert Asp.

Property Insurance - Approved the bid from CIGNA and Warner & Company for property insurance, in the amount of \$72,209.

Gift - Accepted the gift of four (4) IBM PS/2 Model 25 computers and accessories from the Moorhead Target store.

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

To Attend Moorhead Public Schools

Troy C. Arechigo - 6 2nd St. NE, Dilworth
Jeff Gregorie - 101 37th Ave. So., Dilworth, Grade 9
Jason Gregorie - 101 37th Ave. So., Dilworth, Grade 7
Alisha Gregorie - 101 37th Ave. So., Dilworth, Grade 6

REGULAR MEETING
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TOWNSITE CENTRE
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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Student Board Member/School Board Meeting - Tentative agenda items for this meeting are graduation ceremonies, Key Club/Student Council telethon, Horatial Alger Conference, and cultural/ethnic sensitivity issues.

ADJOURNMENT: The meeting was adjourned at 8:45 p.m.

Mark Gustafson, Clerk

S-149-BOS
MIN
1-21-92

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD SENIOR HIGH SCHOOL
JANUARY 21, 1992
PAGE 1**

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

MEMBERS ABSENT: Anton Hastad

CALL TO ORDER: The meeting was called to order at 7:00 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 noting this meeting is to discuss issues pertaining to the students of the district.

REVIEW KEY CLUB/STUDENT COUNCIL TELETHON: The Key Club and Senior High Student Council will be conducting a telethon in March to raise funds for the Moorhead Area Education Foundation. The students hope to raise \$2,000 to \$10,000. If the telethon goes well it will be conducted annually. The Foundation will provide a list of names that will be contacted.

REVIEW HORATIO ALGER LEADERSHIP CONFERENCE: The Board was updated regarding the scheduled events for this conference. Moorhead Senior High was chosen from schools nationwide to participate in this event. The Horatio Alger Scholarship is a \$5,000 award given to students who have experienced difficult times in life to better their chances of attending college. Mr. Carl Pohlad will present the award.

REVIEW GRADUATION CEREMONY BEHAVIOR: Students were invited to discuss changes they would like to see in the ceremony. Options discussed were having people directly involved with the student body, such as teachers, make speeches or handout diplomas.

The Board is interested in pursuing the students' suggestions. The consensus was that each graduating class is different, so each graduation ceremony may be different. This item will be placed on the March 17th student agenda.

Baccalaureate was discussed. Concern has been expressed from non-christian parents that the ceremony be more culturally sensitive to others. Administration will discuss this with the ministerial groups.

REVIEW ETHNIC/CULTURAL SENSITIVITY: Students and board members discussed ways of breaking down the barriers between the ethnic groups in the district. Language barriers, feelings of inferiority, and student "cliques" are major problems in why the different ethnic groups do not mingle. Students feel that group learning assists in interacting the groups. It was suggested the school district should hire more minorities so as to establish role models for students.

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD SENIOR HIGH SCHOOL
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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Students feel this meeting was valuable and will solicit more participation. It was a meeting where they were involved and not just spoken to. Cummings requested the students to contribute agenda items for the next meeting, which will be held March 17th. Board members were reminded they are welcome to have lunch with students and let them know what is going on in the district and that their input is valued.

A request was made to the Board that self-defense courses be offered for students. Administration will pursue this suggestion.

ADJOURNMENT: The meeting was adjourned at 8:35 p.m.

Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

5-M9-805
MIN
1-21-92

Notice is hereby given that a SPECIAL meeting of the Moorhead School Board will be held on TUESDAY, JANUARY 21, 1992, at 7:00 p.m. in the LIBRARY at MOORHEAD SENIOR HIGH SCHOOL for the purpose of discussing education matters and board actions affecting the district's student population.

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. PRE-SCHOOL--K - 12 PROGRAM--COMMUNITY EDUCATION
 - A. NEW BUSINESS

- 1. Review Key Club (Jernberg) Appendix A
 - Student Council
 - Telethon

Explanation: The Key Club and Student Council are preparing for a telethon to raise funds for the Moorhead Area Education Foundation. This effort will be reviewed with the Board.

Recommendation: For Discussion Only

2. Review Horatio Alger (Jernberg) Appendix B
Leadership
Conference

Explanation: The Board will be updated as to the Horatio Alger Leadership Conference to be held in Moorhead on Wednesday, January 29.

Recommendation: For Discussion Only

3. Review Graduation (Jernberg) Appendix C
Ceremony Behavior

Explanation: There is growing concern regarding the behavior of graduates at recent graduation ceremonies.

Recommendation: For Discussion Only

4. Review Ethnic/ (Jernberg) Appendix D
Cultural Sensitivity

Explanation: There has been a steady increase in the minority population of the school district. Appendix D-1 contains the count of the district's enrolled/attendance, by school, sex, and racial/ethnic category.

Recommendation: For Discussion Only

V. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, JANUARY 28, 1992 - 6:30 p.m.
BOARD ROOM - TOWNSITE CENTRE

MOORHEAD PUBLIC SCHOOLS
COUNT AND PERCENTAGE OF STUDENTS ENROLLED/ATTENDING
BY SCHOOL AND RACIAL/ETHNIC CATEGORY

October 1, 1991

SCHOOL	AMERICAN INDIAN	ASIAN	HISPANIC	BLACK	WHITE	MINORITIES
Senior High PERCENT	18 1%	32 2%	65 5%	9 .6%	1,293 92%	124 8%
Junior High PERCENT	6 .6%	26 3%	39 4%	6 .6%	794 92%	77 8%
Edison PERCENT	36 6%	3 .5%	70 12%	5 .8%	472 80%	114 20%
Probstfield PERCENT	23 3%	5 .8%	27 4%	10 1%	678 90%	65 10%
Washington PERCENT	16 2%	5 .8%	47 7%	3 .5%	596 91%	71 9%
Riverside PERCENT	16 3%	3 .6%	38 8%	7 1%	418 90%	64 10%
Asp PERCENT	13 2%	10 1%	50 7%	4 .6%	626 88%	77 12%
Voyager PERCENT	10 4%	3 1%	7 3%	4 2%	210 90%	24 10%
TOTAL PERCENT	138 2%	87 1.5%	343 6%	48 .8%	5,087 90%	616 10%

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, January 28, 1992 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:

Dr. 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. 8-9)

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 _____

VI. COMMUNICATIONS

VII. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

S-19-805
N/W
-28-92

B. NEW BUSINESS

1. Consider Environmental (Regelstad)
Education Grant

Appendix B

Explanation: Appendix B-1 contains a letter announcing that Moorhead Schools has been awarded a grant in the amount of \$30,000. The grant will be used for developing a model for a community-based, K-12 environmental program. Learner outcomes will be written to be integrated with other subject areas.

Recommendation: Move to accept the grant as presented.

Moved by _____ Seconded by _____
Comments _____

2. Consider Personnel (Franklin)
Policy for Non-
Aligned Employees

Appendix C

Explanation: Appendix C-1 contains the revised personnel policy for non-aligned employees. Changes have been made to address 12 month employees. The employees were consulted regarding the changes.

Recommendation: Move to approve the policy as presented.

Moved by _____ Seconded by _____
Comments _____

3. Consider Comparable (Franklin)
Worth Changes

Appendix D

Explanation: The Personnel Committee has reviewed the recommendations of the Comparable Worth Review Committee and the district's comparable worth consultant regarding the five positions listed. After analyzing the position descriptions, the following actions are recommended:

<u>Changes to Classification</u>	<u>Current</u>	<u>Recommend</u>
Public Relations Specialist	none	C42
Home/School Liaison	C41	B32
Student Supervisor	A13	B23
<u>Maintain Classification</u>		
Security Guard	A13	
Writing to Read Paraprofessional	B21	

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

Moved by _____ Seconded by _____
Comments _____

4. Consider Special (Swedberg) Appendix E
Education Staffings

Explanation: Appendix E-1.1 contains proposals from the Senior High to continue the employment of a 1.0 FTE EBD paraprofessional through the second semester. The anticipated cost to the district, after reimbursement, will be \$4,191.

Appendix E-1.2 contains a proposal from Probstfield School to employ a one .157 FTE Developmental/Adaptive Physical Education teacher. Appendix E-1.3 contains a proposal for one .086 FTE Speech/Language clinician at Probstfield. The anticipated cost to the district, after reimbursement, will be \$961 for the D/APE teacher and \$636 for the clinician.

Appendix E-1.4 contains a proposal from Riverside School to employ one .4 FTE paraprofessional in the Early Childhood Special Education program. There are no anticipated costs to the district.

Additional net costs added to the 1991-92 budget is \$30,916.56 as of this meeting.

Recommendation: Move to approve the special education staffings as presented.

Moved by _____ Seconded by _____
Comments _____

5. Consider Personnel (Franklin) Appendix F

New Employees

Rebecca Karnes - English Teacher, Senior High, BA+15 (4), \$10,940.01 (22,886), effective January 27, 1992, for the remainder of the 1991-92 school year
Carol Buss - Food Service Server, Junior High, \$4.75/hour, 2.25 hours/day, effective January 2, 1992
Cecile Fetzner - Food Service Server, Riverside, \$4.75/hour, 2 hours/day, effective January 2, 1992

Recommendation: Move to approve the personnel items as presented.

Moved by _____ Seconded by _____
Comments _____

6. Review Principals' (Jernberg) Appendix G
Association Grievance

Explanation: Appendix G-1 contains the original letter of grievance from the Moorhead Principals' Association and the grievance section of the master contract. Article XVI, sections 5, 6 and 7 (pg. 11-13) outline the procedures the Board must follow.

The board has received copies of previous correspondence regarding this issue. The grievance has been denied at the personnel office and superintendent levels.

Recommendation: The Board may take action at this time or continue the item at a later date.

Moved by _____ Seconded by _____
Comments _____

7. Consider Resolution (Franklin) Appendix H
for Reductions in
Programs and Positions

Explanation: Appendix H-1 is the resolution directing the administration to make a recommendation for reductions in programs, positions and the reasons thereof. This is done each year as a part of the planning process for the upcoming school year.

Recommendation: Move to approve the resolution as presented.

Moved by _____ Seconded by _____
Comments _____

*8. Consider Resolution (Jernberg) Appendix I
Establishing Dates
for Filing Affidavits
of Candidacy -
School Board Election

Explanation: Appendix I-1 is the resolution.

Recommendation: Move to approve the resolution as presented.

Moved by _____ Seconded by _____
Comments _____

*9. Consider Donation

(Jernberg)

Appendix J

Explanation: A donation of \$50.00 was contributed from the Vikingland Kiwanis for the Early Childhood Screening program.

Recommendation: Move to accept the donation from the Vikingland Kiwanis and direct a letter of thank you to be sent.

Moved by _____ Seconded by _____
Comments _____

XII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Intergovt. Retreat (Chamber of Commerce)	Fri., Jan. 24 - Sat., Jan. 25		Detroit Lakes
Policy Review	Mon., Jan. 27	7:00 p.m.	Townsite
School Board Mtg.	Tues., Jan. 28	6:30 p.m.	Townsite
Joint Powers	Thurs., Feb. 6	7:00 a.m.	City Hall
Student Activities	Tues., Feb. 11	7:00 a.m.	Townsite
School Board Mtg.	Tues., Feb. 11	6:30 p.m.	Townsite
Teacher Workshops (K-12)	Fri., Feb. 14	All Day	District- wide
President's Day	Mon., Feb. 17		
LRP Committee	Tues., Feb. 18	4:00 p.m.	Townsite
PER Committee	Thurs., Feb. 20	7:00 a.m.	Townsite
School Board Mtg.	Tues., Feb. 25	6:30 p.m.	Townsite

XIII. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, FEBRUARY 11, 1992 - 6:30 P.M.
BOARD ROOM - TOWNSITE CENTRE

VIII. FOR YOUR INFORMATION

Appendix Z

IX. "WE ARE PROUD"

1. Congratulations to juniors Seth Kovash, Naomi Quam and Leah Sorenson for placing second at the Regional Music Listening Contest.
2. Moorhead Public School is one of seven districts in Minnesota to receive a \$30,000 environmental education grant for 1992 thru 1993-94. Persons responsible for writing the grant are Mary Regelstad, Vicki Breneman, Del Larson, Ruth LePoidevin, and Dr. George Davis.
3. Board member, Mark Gustafson has completed the MSBA Leadership Development Program, which was accomplished by attending the Phase I, II and III Orientations.

X. COMMITTEE/MEETING REPORTS

Joint Powers - Hunt (1/9)

Intergovt. Retreat - Cummings (1/24-25)

Long Range Planning - Cox (1/21)

Supt. Advisory Council - Jernberg (1/23)

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

A. UNFINISHED BUSINESS

1. Consider Facilities (Jernberg) Appendix A
Recommendation

Explanation: The administration has reviewed a variety of background material and options regarding facility needs. Administration will discuss recommendations and options as they related to facility needs.

Recommendation: A recommendation will be presented at the meeting.

Moved by _____ Seconded by _____
Comments _____

ENVIRONMENTAL EDUCATION CONTRACT RFP
APPLICATION COVER PAGE

This application is intended to provide the Selection Committee with demography, a program plan, and financial information related to your contract. Please provide the following general information for your grant application.

Contact Person Mary Regelstad
Position OBE Facilitator
Address 810 4th Avenue South
Moorhead, MN 56560
Telephone 218/299-6227 (W) 218/236-0789 (H)

School, District, Group of Districts Moorhead Public Schools - ISD #152

This grant application represents program participation for the following school, district(s), and cooperating institutions (partnerships).

School District(s) Moorhead Public Schools
Number of buildings and teachers 8 buildings - 390 teachers

List Partnership groups involved in this project Moorhead State University - Dr. George Davis

This proposal has been reviewed by me and I support it. Further, I guarantee that all commitments and assurances required by this grant. (Additional signatures should be included on the back of this form as needed).

Superintendent(s) Robert M. Gierberg District 152 Date 11/27/91
PER Community Representative Lern Elson Date 11/27/91

The teachers or other educators who will conduct the work are aware of this application and participated in the planning of the proposal.

Vicki Breneman

Teacher Representative(s) Ruth LePoidevin, Del Larson District 152 Date _____
Principal(s) _____ District _____ Date _____
Partners _____ Organizations/Agencies _____
Date _____

See signatures on back.

The completed grant application and the proposal must be received at the Department of Education by December 2, 1991. If you are mailing the materials, please mail them early enough to meet the deadline or they will not be considered when they are reviewed on December 3. Please send applications to Mary S. Pfeifer, Environmental Education Unit, Minnesota Department of Education, 651 Capitol Square, 550 Cedar Street, St. Paul, MN 55101.

A PROPOSAL FOR ENVIRONMENTAL EDUCATION

I. Statement of District's commitment to OBE and environmental education :

Moorhead Independent School District 152 has demonstrated an on-going commitment to Outcome Based Education by having a comprehensive staff development program focusing on OBE, an OBE facilitator, district and building level OBE steering committees, support for summer outcome-based curriculum planning, and by having teacher practioners who serve as mentors.

This district has already established partnerships with business, community, and local universities. Moorhead Public Service provides educational programs on the topics of water and electricity; these programs are currently being used in the district's classrooms . The city of Moorhead in cooperation with Minnkota Recycling, developed a waste management program for elementary students called "Reduce, Re-use, and Recycle". Moorhead has begun to implement recycling practices, not only in schools, but throughout the entire community. For the last seven years, the Moorhead State University Regional Science Center has provided a series of field experiences that teachers have designed as a part of their environmental education curricula at seven different grade levels. The Science Center staff and classroom teachers developed projects relating to: conservation, animal habitats, water, weather, and orienteering.

These projects have been so successful that teachers and parents have requested a district-wide integration of environmental programs for all students in all major curricular areas. This proposal addresses that concern by involving community partners in a coordinated effort to improve and expand our environmental program by using an outcome-based approach.

II. This district will develop a model for a community-based, K-12 environmental program using an interdisciplinary approach and based on the four organizing principles of: natural context, social context, valuing context, and action context.

This district will:

1. develop integrated K-12 environmental learner outcomes.
2. expand the district's network of community partners whose facilities will become learning sites.
3. design outcome-based, thematic units with activities that will enable students to examine environmental issues.
4. empower students to choose from alternatives and develop a plan of responsible action for solving local and global environmental problems.

III. SPECIFIC PLAN:

Moorhead's Environmental Education Development Committee, E. E. D. Committee, will use Model Learner Outcomes for Environmental Education as the basis for developing its curriculum plan beginning in January 1992. The learner outcomes will be developed with input from the communications, science, and social studies curriculum committees. After district teachers have approved the outcomes, the PER committee will review the learner outcomes in June, 1992. The proposed time line includes the activities that follow.

Spring 1992:

- The E. E. D. Committee will formalize its network of community partners (staff, services, and facilities). Examples are: Community Youth Services, River Keepers, Hjemkomst Heritage Center, and Clay County Waste Management.
- The teacher committee members will begin to develop a K-12 scope and sequence for integrating environmental learner outcomes with major subject areas.

Summer 1992:

- A representative group of teachers will develop thematic units that integrate the environmental learner outcomes, use multiple instructional strategies, integrate technology, and include assessments of process and product.
- Community partners will serve as consultants and facilitators for the summer curriculum writing project.
- A teachers' resource list will be developed.

1992-93 School Year:

- Teachers will field test the units using classroom and community-based learning sites. Students at each grade level will be involved in the field testing.
- The ENLIST Micros project will provide additional resources for technology integration. This is a national program that has provided funding for a three year, K-12 teacher in-service program through the ENLIST Micros Center at Moorhead State University.
- Documentation and on-going evaluation will take place.

Spring 1993:

- The project teachers and committee members will finalize and publish the unit activities.
- Materials will be ordered.
- In-service for the summer of 1993 will be planned with options for credit or curriculum pay.

Summer 1993:

- Materials will be distributed for inservice.
- Video production of project's activities will be completed.
- In-service will take place.

1993-94 School Year:

- Full implementation will take place in grades K-12.
- The process and curriculum materials will be shared with other districts.

One example of an interdisciplinary activity for high school students will be the Red River Study Project where chemistry students will systematically test the water for nine different chemical/physical properties and share data with other sites via a local area computer network. Students will research the history of the Red River Valley by visiting the historical museums,

interviewing senior citizens, and writing essays about the cultural history of this area. The research data and essays will be shared through the computer network. This project, funded by Eisenhower funds, will include five high schools in the Red River watershed.

Elementary students will be involved in a telecommunications project which collects and analyzes data on rain samples. The Acid Rain unit from National Geographic has been successfully implemented at the fifth grade level and extended to include multi media presentations comparing our geographical region with others around the world. Students will form their own opinions about the problem of acid rain and write letters expressing their viewpoint and plan for taking action.

Interdisciplinary units similar to these will be developed by focusing on other environmental issues and using a thematic approach to infuse environmental learner outcomes with other curricular areas. An integral part of the program will be the opportunity for students to explore local environmental problems, choose an area of concern, and develop a plan of action to assist in solving the problem.

IV. ORGANIZATION STRUCTURE AND MANAGEMENT:

The Superintendent of Schools will oversee all aspects of this proposal and work with the Environmental Education Development Committee or E. E. D. Committee. The E. E. D. Committee will consist of the following individuals and groups:

The OBE Facilitator will chair the committee and be responsible to work with the Department of Education representative. She will coordinate the development and implementation of this grant.

The Regional Science Center Director from Moorhead State University will work with the District in the development of the program. This individual will coordinate financial resources obtained from the grant and in-kind support. He will also coordinate District staff in-service education.

Teacher Committee Members will consist of primary, intermediate, and secondary staff. These individuals will be responsible for development of the Learner Outcomes, scope and sequence, unit outcomes, activities, correctives, enrichments, and evaluation materials. Teachers will be involved in on-going in-servicing of staff.

Community Representatives include Moorhead Public Service and Clay County Waste Management Staff. These people will offer input to the development of the program and contribute their expertise as available community resources.

V. DISSEMINATION:

The dissemination plan will provide an on-going in-service program that prepares district teachers to carry out the environmental program. The in-service program will include two one-credit

workshops. One workshop will focus on the content needed to teach the program with the second workshop centering on the participants becoming familiar with the instructional activities and strategies of the program.

To ensure that the staff remains fully prepared to deliver the program, workshops will be available to new district teachers in the years beyond 1993. This extended dissemination program will allow the district to incorporate on-going updates and refinements into the program.

Moorhead will actively disseminate its model program to interested districts and teachers throughout Minnesota. Not only will teachers be invited to visit and observe the Moorhead EE program in practice, Minnesota teachers will be encouraged to participate in the district's in-service program as described above. Moorhead district representatives will also be available to work with other districts to assist them in implementing the Moorhead EE program model. The teacher facilitators of this project will share the process used in the development of this model at regional and state conferences and curriculum materials will be available to other districts upon request.

VI. DOCUMENTATION:

The Environmental Education Program will be evaluated through several different approaches. Teachers, parents, PER committee, and community members will be periodically asked to make formal evaluations of program components.

The pilot project will be developed as a "check point" to evaluate grade level outcomes. As pilot programs are evaluated, adjustments will be made to ensure that outcomes are being met. A tool will be developed to provide feedback for field trips.

Documentation will include individual student progress using course learner outcomes, correctives, and enrichments. Environmental learner outcomes will become part of the students' Individual Learning Plans as they are developed. Computers will be the primary tool used to document student progress and progress towards meeting the program goals. A progress report will be submitted to the Department site as requested.

BUDGET

Year One (Jan. 1992-Dec. 1992)	MDE Grant	Moorhead District	MSU	Participating Teachers
100 Release time costs:				
10 teachers x 3 days \$60/day	\$1800			
12 teachers x 2 days \$60/day	770			770
1 MSU Consultant x 5 days \$340/day			1700	
100 Summer curriculum writing:				
12 teachers x \$16.04/hr. x 50 hr.	9624			
1 resource aid x \$7.00/hr. x 50 hr.	350			
1 MSU EE consultant x \$28/hr. x 50 hr.	1400			
366 Bus travel for field trips				
1 trip x 12 classes x \$60/trip		720		
366 1992 MN EE Conference at Brainerd				
Travel: 320 miles x \$.30/mile	96			
Registration and per diem: \$100 x 6 teachers	600			
Substitute pay: \$60/day x 1 day x 6 teachers	360			
400 Supplies and materials: (EE resource materials)		1000	400	
Printing and disks		150		
Year One Totals:	\$15000	\$1870	\$2100	\$770
<hr/>				
Year Two (Jan. 1993-Dec. 1993)				
100 Release time cost:				
12 teachers x 2 days \$60/day	\$1440			
3 teachers x 1 day \$60/day	180			
1 MSU consultant x 3 day x \$340/day			1020	
100 Workshop instructors:				
3 lead teachers x \$25/hr. x 35 hr.	2625			
366 Bus travel for field trips for participating classrooms: 1 trip x 53 classes x \$60		3180		
366 1993 Midwest Regional EE Conference, Boone, IA				
Travel: 1000 miles x \$.30	300			
Registration and per diem \$100 x 6 teachers	600			
Substitute teachers: 6 x 2 days \$60/day	720			
400 Supplies and materials	1927			
800 Other expense: tuition and fees - MSU				
53 participants x 2 credits x \$68 tuition/fee	7208			
Year Two Totals:	\$15000	\$3180	\$1020	
<hr/>				
PROJECT TOTALS:	\$30000	\$5050	\$3120	\$770

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 ASAP
Swedberg

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: _____

Recommendation (by person responsible):

Approve X Disapprove Hold Refer to Cabinet

Date 1/22/92

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 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.

PROPOSAL FORM

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)

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.

Prep 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

Prep 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

Prep 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.

MEMO

TO: Al Swedberg
FROM: Joel Ortega
DATE: 1-20-92
RE: Need to continue with para's assistance for Sr. High EBD program.

After meeting with the Senior High EBD staff on 1/20/90 and reviewing their class lists, it is my recommendation that they continue to have the assistance of the para for the following reasons:

- 1) Due to the academic and social abilities of the students being served, scheduling for them in the regular setting becomes a major concern since the teachers must attend some classes with their students. When this is done, there is a void in programming for the other students, whom the teacher is responsible for, in the resource room setting. The para, under the supervision of the teacher, could continue to assist in either the resource room or the regular classroom.
- 2) EBD teachers are required, at the Senior High, to be responsible for providing in-school suspension for the EBD students. Therefore, someone has to supervise those students in suspension and in addition, attempt to provide for the other students, on their caseload, in the resource setting. Again the para will be able to continue assisting the teachers in either setting.
- 3) Although two referrals will be made to Day Treatment, there are no guarantees that the students referred will be accepted to the program. Even if accepted, there are four new referrals pending and preliminary results indicate that two will qualify. In addition, there is the possibility of three students returning from residential facilities before the end of the school year. This will again increase the present problem with regard to scheduling, in both the resource and regular classrooms.
- 4) The projected numbers for next academic year, as of December 1991, indicate that the Sr. High will be starting the year with as many as 64 students (24-9th graders, 17-10th graders, 14-11th and 9-12th).

cc: Mike Siggerud
Sr. High EBD Teachers
Bob Jernberg

September, 1990

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

91-92 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Probstfield Elementary

TOPICS OF PROPOSAL: Increased time for D/APE

Terry Shercliffe, Joni Jacobson, Ron Drechsel, Lowell Bolger, Sharon Luckason
SUBMITTED BY: Howard Murray, Joan Kempf DATE: 12-17-91

SUBMITTED TO: Alan Swedberg DATE TO BE IMPLEMENTED:
ASAP

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: Robert Lacher

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Howard Murray

Recommendation (by person responsible):

Approve X Disapprove Hold Refer to Cabinet

Date 1/22/92

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.

Presently, Probstfield has Heidi Fisher, D/APE instructor, who is providing .157 FTE service time. In order to provide for the needs of students in a collaborate model and meet the requirements of the state it is recommended that we add .157 additional time to Heidi's contract.

2. Rationale for D/APE staff proposal:

Meeting the needs of children with special needs in an inclusive education program requires team members to utilize their time and expertise in a truly collaborative model.

Under the current program, children receiving Adaptive Phy. Ed. services are "pulled-out" with other students with special needs.

During this half hour time period, Heidi works on developmentally appropriate skills. The educational team members believe that these students should receive their D/APE services during the same physical education period that their peers experience. It is believed by the team that the current model does not demonstrate a least restrictive environment. By increasing Heidi Fisher's time, she would be able to maximize the potential of every student in an environment that is least restrictive and age appropriate.

P.L. 94-142 states the students with special needs will be educated in the least restrictive environment. The current model does not meet this criteria.

5.5 - 10/100
17 VOLTS

PROPOSAL FORM

[illegible]

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

August, 1991

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1991-92 Budget

PROPOSAL FORM

NAME OF BUILDING: Probstfield

SUBMITTED BY: Howard Murray and Anne Moyano

TOPIC OF PROPOSAL: Speech/Language Services

DATE: January 17, 1992

SUBMITTED TO: Al Swedberg, Bob Jernberg, Bob Lacher

DATE TO BE IMPLEMENTED: February 5, 1992

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED:

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT: Al Swedberg

Recommendation (by person responsible):

Approve X Disapprove Hold Refer to Cabinet

Date: 2/28/92

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 Probstfield up to three 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.)

- A. Probstfield has a large number of students who require intensive speech/language services. These include students with hearing impairments, severe learning disabilities and physical and intellectual disabilities.

A large number of children have been referred this year and found eligible for and in need of services. The speech/language staff currently at Probstfield is unable to absorb any additions to their current schedules.

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.)

The caseloads and schedules for all district clinicians have been reviewed and some adjustments have been made. These are inadequate to meet the needs of the large number of students at Probstfield needing services.

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	.086	1055.19	01.200.470.740.00140.	595.13	460.06		
Clerical							
Paraprofessional							
No. & Hrs/Day							
Teacher Para							
Noon Para							
					175.74		
FRINGE BENEFITS							
SUPPLIES							
*2 CAPITAL OUTLAY							
OTHER EXPENSES							
*3 TOTAL COST		1230.93	NET DISTRICT COST		635.80		
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).

One of the current speech rooms will be used during a preparation period and while classroom-based services are occurring.

7. Equity implications.

None.

8. Technology implications.

None.

9. Suggested timelines for implementation.

We need to employ staff by February 5, 1992.

10. Who has been involved in this decision?

Al Swedberg, special services director
Howard Murray, principal
Candace Allen and Pat Sullivan, speech/language clinicians
Anne Moyano, speech/language coordinator

11. Other comments:

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

Member _____ introduced the following resolution and moved its adoption:

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

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

WHEREAS, there is a fluctuating student enrollment, and,

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

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by member _____ and upon vote thereon, the following voted in favor thereof

and the following voted against

Whereupon said resolution was declared duly passed and adopted.

Chairperson _____

Date _____

RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY

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

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on March 10, 1992, and shall close on March 24, 1992. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 p.m. on March 24, 1992.
2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in The Forum, the official newspaper of the district, at least two weeks prior to the first day to file affidavits of candidacy.
3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten days prior to the first day to file affidavits of candidacy.
4. The notice of said filing dates shall be in substantially the following form:

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

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on March 10, 1992, and shall close at 5:00 p.m. on March 24, 1992.

The general election shall be held on Tuesday, May 19, 1992. At the election, three members will be elected to the School Board for terms of: three terms - three years each.

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

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 p.m. on March 24, 1992.

Dated: _____

BY ORDER OF THE SCHOOL BOARD

School District Clerk

5-M 9-805
MIN
1-28-92

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 28, 1992
PAGE 1

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

MEMBERS ABSENT: None

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 Joint Technical Vocational District Resolution, MTC Management Center, and Personnel. Gustafson moved, seconded by Hunt, to approve the agenda as amended. Motion carried 7-0.

CONSENT AGENDA: Borgen moved, seconded by Gustafson, to approve the following items on the consent agenda: Resolution Establishing Dates for Filing Affidavits of Candidacy - School Board Election, and Donations. Motion carried 7-0.

COMMUNICATIONS

Cummings acknowledged receiving a letter from the Principals' Association expressing their support of the superintendent search process and requesting involvement in the process.

COMMITTEE/MEETING REPORTS

Joint Powers - Hunt reported the committee discussed students at risk, truancy, and the migrant issues project.

Intergovernmental Retreat - Cummings reported the cooperative spirit of the government entities was terrific at this retreat.

Long Range Planning - Cox reported the committee heard reports from the Moorhead Area Education Foundation, Nokomis Child Care Center and the "New American School Concept" grant written by Mary Regelstad, Sandy Korten and Nancy Pearson.

Supt. Advisory Council - Jernberg reported the council met at the new Outreach Center. A tour of the new facility was conducted and the DayTreatment program was discussed. The council also discussed the K-6 magazine KIDsource, which reduces the amount of handouts sent home with students, and building PAC activities.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 28, 1992
PAGE 2

FACILITIES RECOMMENDATION: Jernberg reviewed the recommendation presented to the Board. That recommendation calls for:

1. Construct an addition of a new kitchen, storage and instructional spaces (conference rooms and special education areas) at Probstfield School (\$404,000).
2. Site Purchase and Development - This includes: the purchase of St. Francis Church property or an amount available for purchase; purchase of nine homes to the south of Robert Asp School between 11th and 13th Streets North; requests the City of Moorhead to vacate 9th Avenue North from 11th Street North to 14th Street North and requests the City of Moorhead to construct a street (8th or 8 1/2 Avenue North) from 11th to 13th Streets North; purchasing a site of 50 to 80 acres to the east of the proposed 34th Street Corridor and south of 12th Avenue South for future development. (It was also recommended the district retain the site in south Moorhead).
3. Voyager School modifications as follows: food service kitchen area improvements/alternate (\$150,000); and, utilization of the former St. Francis kindergarten building as a media center (\$25,000).
4. Addition and remodeling at Robert Asp School as follows: construct a new instructional media center in the courtyard area (\$334,000); conference rooms (\$55,000); staff work room (\$51,000); and, eight additional classrooms to be used for regular education, music and special education needs (\$480,000).
5. Junior High School additions and remodeling as follows: construct a new instructional media center in the courtyard area (\$334,000); conference rooms (\$55,000); staff work room (\$51,000); remodel current locker rooms for use by either boys and girls (\$72,000); an addition including a vocal/multi-purpose room and a new locker room area for boys and girls (\$498,000); six additional classrooms (\$350,000).
6. Technology additions as needed for impending technology (\$841,000).

The total of all recommendations is \$5,000,000.

It was recommended that the Board prepare for a bond referendum, to be held as soon as feasible but no later than September 15, 1992, with building additions and site development to occur as soon as possible upon passage of the proposed bond referendum.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 28, 1992
PAGE 3

RECOMMENDATION ALTERNATIVES: If the Board were to choose alternatives to the above recommendations, the following options were presented:

Option 1 - An alternative for elementary programs and flexibility is to purchase the Brookdale Shopping Center on a lease/levy basis, subject to the City of Moorhead purchasing the site and leasing it back to the school district. The estimated cost is \$4.2 million. The Junior High School addition and remodeling as previously proposed would cost an estimated \$1,360,000 which would also be needed if this were an alternative.

Option 2 - It would be possible to vacate Voyager School and close Riverside School and build a new school to house students in grades 4 through 8 with flexibility for other grades, as necessary, in a site either east or south of Moorhead at an estimated cost of \$12 million.

Short-term solutions presented for the interim are for the Board to lease an area in the mezzanine of the new sports center and/or up to four classrooms in another community building. The district has had preliminary discussions with personnel from Our Redeemer's Church, Trinity Lutheran Church, Brookdale Mall, Holiday Mall, and others.

Alexander moved, seconded by Hastad, to delay action on the long-term facilities recommendations until the February 11th meeting. Motion carried 7-0.

Alexander moved, seconded by Borgen, to delay action on the short-term recommendations until the February 25th meeting and receive input regarding the recommendations with staff and the public at the February 11th meeting. Motion carried 7-0.

ENVIRONMENTAL EDUCATION GRANT: Alexander moved, seconded by Cox, to accept the environmental education grant, in the amount \$30,000. Motion carried 7-0.

PERSONNEL POLICY FOR NON-ALIGNED EMPLOYEES: Borgen moved, seconded by Gustafson, to approve the revised personnel policy for non-aligned employees. Motion carried 7-0.

COMPARABLE WORTH CHANGES: Gustafson moved, seconded by Alexander, to approve the comparable worth changes as follows: Public Relations Specialist - C42; Home/School Liaison - B32; Student Supervisor - B23; and, to maintain these classifications as follows: Security Guard - A13; Writing to Read Paraprofessional - B21. Motion carried 7-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 28, 1992
PAGE 4

SPECIAL EDUCATION STAFFINGS: Alexander moved, seconded by Borgen, to approve the following special education staffings: one 1.0 FTE EBD paraprofessional- Senior High; one .157 FTE Developmental/Adaptive Physical Education teacher, Probstfield; one .086 FTE Speech/Language clinician, Probstfield; and, one .4 FTE paraprofessional, Riverside. Motion carried 7-0.

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

New Employees

Rebecca Karnes - English Teacher, Senior High, BA+15 (4), \$10,940.01 (22,886), effective January 27, 1992, for the remainder of the 1991-92 school year
Carol Buss - Food Service Server, Junior High, \$4.75/hour, 2.25 hours/day, effective January 2, 1992
Cecile Fetzer - Food Service Server, Riverside, \$4.75/hour, 2 hours/day, effective January 2, 1992

Resignation

Donald Harter - Electronics Technical Tutor, MTC, effective January 24, 1992

Motion carried 7-0.

PRINCIPALS' ASSOCIATION GRIEVANCE: Alexander moved, seconded by Borgen, to deny the grievance presented from the Principals' association regarding health insurance effective dates. Motion carried by majority roll call vote 4-3; Gustafson, Hastad and Hunt dissenting.

RESOLUTION FOR REDUCTIONS IN PROGRAMS AND POSITIONS: Borgen moved, seconded by Gustafson, to approve the resolution as presented. Motion carried 7-0.

JOINT TECHNICAL VOCATIONAL DISTRICT RESOLUTION: Hunt moved, seconded by Hastad, to approve the resolution approving the agreement to establish a joint vocational technical college district between Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena and appointing Curt Borgen as a member with Mark Gustafson as alternate, to the Joint Vocational Technical Board. Motion carried 7-0.

MTC MANAGEMENT CENTER: Borgen moved, seconded by Hunt, to authorize Moorhead Technical College to draw plans and request bids for the Management Center addition. Motion carried 7-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 28, 1992
PAGE 5

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

Resolution Establishing Dates for Filing Affidavits of Candidacy
- Approved the resolution as presented.

Donations - Accepted the donation from Vikingland Kiwanis, in the amount of \$50.00, for the Early Childhood Screening program.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The Board encouraged administration to expedite the negotiations for support staff settlements. Lacher reported the next meeting will tentatively be held in early March.

ADJOURNMENT: The meeting adjourned at 10:25 p.m.

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, FEBRUARY 11, 1992, at 6:30 p.m. in the BERGOS AUDITORIUM at MOORHEAD TECHNICAL COLLEGE.

Robert M. Jernberg

Robert Jernberg, Interim Superintendent

MISSION STATEMENT

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

ATTENDANCE:

Dr. 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 January 13, 14, 21, and 28, 1992.

Moved by _____ Seconded by _____
Comments _____

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

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

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

Moved by _____ Seconded by _____
Comments _____

S-M 9-305
H/M
2-11-91

*VII. CONSIDERATION OF CLAIMS

Appendix B

VIII. COMMUNICATIONS

IX. OPPORTUNITY FOR COMMUNITY/STAFF TO SPEAK

X. FOR YOUR INFORMATION

Appendix Z

XI. COMMITTEE/MEETING REPORTS

Student Activities - Cox (2/11)

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

A. UNFINISHED BUSINESS

1. Review Short-term (Jernberg)
Facility Options

Appendix C

Explanation: Administration will briefly update the Board regarding potential solutions. An opportunity will be given for citizens to give input on the short-term facility options recommended for 5th grade students in the 1992-93 and 1993-94 school years.

Recommendation: This item is for discussion with action to be taken at the February 25 meeting.

Moved by _____ Seconded by _____
Comments _____

-
2. Review Tax Impact (Lacher)
of Potential
Referendum

Appendix D

Explanation: Appendix D-1 contains information regarding the implications of a referendum as it relates to various types of properties. This will be reviewed with the Board.

Recommendation: For Discussion Only

3. Consider Long-term
Facility Solutions

(Jernberg)

Appendix E

Explanation: At the January 28th meeting, administration presented a number of long-term facility recommendations to the Board. Board members requested suggestions of additional items that might be considered as a part of the proposed referendum. Appendix E-1 contains a summary and input of such items as recommended by cabinet members.

Recommendation: Move to accept the administrative recommendations as follows:

- 1) Accept the recommendations presented at the January 28th meeting:

Construction @ Probstfield.....	\$ 404,000
Site Purchase & Development....	1,300,000
Voyager School Modifications...	175,000
Asp School Addns. & Remodeling.	920,000
Jr. High Addns. & Remodeling...	1,360,000
Technology Additions.....	841,000
TOTAL	5,000,000

and direct administration to proceed in planning and securing agreements, subject to a referendum.

(NOTE: The recommended referendum amount is \$5 million, the Board may wish to approve that amount or identify additional projects.)

Moved by _____ Seconded by _____
Comments _____

AND;

- 2) Move to direct administration to proceed in preparing for a referendum for the purpose of purchasing property, site preparation, remodeling and renovating buildings, constructing additions to current facilities, and making technology improvements, in the amount of \$_____.

Moved by _____ Seconded by _____
Comments _____

4. Consider Child
Abuse Policy

(Jernberg)

Appendix F

Explanation: This policy was reviewed by the Board in November. At that time, the Board requested legal review of the policy. Appendix F-1 contains the policy as reviewed by legal counsel. The hash-marks (/) indicate deletions as recommended by legal counsel. The strike-marks (-) indicate deletions as recommended by the school psychologists/social workers.

Recommendation: Move to accept the Child Abuse (JHG) policy as presented.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Review Learning
Bank Budgets

(Jernberg)

Appendix G

Explanation: Kathy Hawkin, Coordinator of the Learning Bank, will make a brief presentation regarding the budgets and programs as outlined in Appendix G-1.

Recommendation: For Discussion Only

2. Review OBE and
Competency-Based
Graduation Rule
Assumptions

(Jernberg)

Appendix H

Explanation: Appendix H-1 contains a memo from Tom Lindquist, President-State Board of Education, discussing the State Board of Education's assumptions regarding outcome-based education and assumptions regarding the competency-based graduation rule.

Mary Regelstad and Bob Jernberg will review the assumptions with the Board.

Recommendation: For Discussion Only

3. Consider Special (Swedberg) Appendix I
Education Staffing

Explanation: Appendix I-1 contains a joint proposal from Edison and Probstfield Schools to employ one additional .5 FTE EBD teacher. The anticipated cost to the District, after reimbursement, will be \$4,352.18.

Additional net costs added to the 1991-92 budget are \$35,268.74 as of this meeting.

Moved by _____ Seconded by _____
Comments _____

4. Consider Personnel (Franklin) Appendix J

New Employee

Pam Butterfield - Early Childhood Paraprofessional, Lincoln, B21 (0), \$7.06/hour, .5 time

Early Retirement

Lloyd Chale - Electronics Teacher, MTC, effective June 8, 1992

Retirement

Eldora Peterson - Special Services Supervisor, effective June 2, 1992

Resignation

Carol Buss - Food Service Worker, Junior High, effective January 29, 1992

Leave of Absence

Luther Striker - Bus Driver, effective February 4, 1992, for 3-4 months due to National Guard duty

Maternity Leave

Diane Rix - Secretary, Senior High, from approximately April 25, 1992 to June 8, 1992

Recommendation: Move to approve the personnel items as presented.

Moved by _____ Seconded by _____
Comments _____

*5. Consider Travel
Account Signature
Authorization

(Legg)

Appendix K

Explanation: Currently, Ruth Legg is the only person authorized to sign checks for the travel checking account. To make checks more accessible, it is recommended to have two persons authorized to sign on this account. It is recommended to authorize Brenda Franklin as an authorized signature on this account, to replace Rod Bergen.

Recommendation: Move to approve Brenda Franklin as an authorized signature on the travel imprest cash account.

Moved by _____ Seconded by _____
Comments _____

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. Superintendent Contracts - Numerous sample contracts have been received from districts of comparable size to Moorhead. Board members may request copies if interested in reviewing them.

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Student Activities	Tues., Feb. 11	7:00 a.m.	Townsite
School Board Mtg.	Tues., Feb. 11	6:30 p.m.	Townsite
Teacher Workshops (K-12)	Fri., Feb. 14	All Day	District- wide
President's Day (no classes/Snow Day)	Mon., Feb. 17		
LRP Committee	Tues., Feb. 18	4:00 p.m.	Townsite
PER Committee	Thurs., Feb. 20	7:00 a.m.	Townsite
Policy Review	Mon., Feb. 24	7:00 p.m.	Townsite
School Board Mtg.	Tues., Feb. 25	6:30 p.m.	Townsite
Supt. Advisory	Thurs., Feb. 27	7:00 p.m.	Townsite
Supt. Application Deadline	Fri., Feb. 28		
Precinct Caucus Day (No activities after 6 p.m.)	Tues., Mar. 3		
Joint Powers	Thurs., Mar. 5	7:00 a.m.	Courthouse
Teacher Arbitration Hearing	Fri., Mar. 6	9:00 a.m.	Townsite
Incentive Grant Deadline	Fri., Mar. 13		
Student/School Board Meeting	Tues., Mar. 17	7:00 p.m.	Senior High
End of 3rd Qtr.	Fri., Mar. 27		

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, FEBRUARY 25, 1992 - 6:30 p.m.
BOARD ROOM - TOWNSITE CENTRE

ADMINISTRATIVE RECOMMENDATION REGARDING FACILITIES

INTRODUCTION

The administration has reviewed a variety of background materials and options in preparing recommendations:

The Long Range Facilities Master Plan, dated January 1991, as compiled by the administration, with the assistance of Kenneth Johnson, was extremely helpful. The final report and background data, as prepared by the Facilities Task Force, chaired by Lillias Jones, provided excellent information. The compilation of viewpoints and options by Dr. Wayne Alexander listed in District Space Needs and Issues was valuable.

The administrative recommendation differs somewhat from the Task Force recommendation. The main differences are based on new information the administration has received regarding the Task Force assumption #6 "The City of Moorhead will not vacate streets near Washington, Asp, and Voyager Schools in the next five years." and assumption #13 "Full-day kindergarten will require 10 additional classrooms in Fall, 1993.".

The administration has reviewed the possibility of the vacation of 9th Avenue North from 11th Street North to 14th Street North and includes this as a part of its recommendations. Although the Long Range Plan proposes full day kindergarten commencing in the Fall of 1993, the administration finds this not possible without the district receiving an additional \$760,000 annually in state aid. Legislative action changing kindergarten students to be considered one pupil unit rather than the current 0.5 pupil unit would be necessary.

The Facilities Task Force planning assumptions are attached. The administration carefully considered the statement following the assumptions ("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.").

The administrative recommendation is designed to add space for additional students and to correct inadequacies in buildings as we prepare to educate students in the 21st century.

It is noted that the district will continue to review facilities needs relating to district property utilization and lease/levy alternatives relating to Community Education, Early Childhood Special Education, Early Childhood Family Education, and other regular and special education needs.

ADMINISTRATIVE RECOMMENDATION

The administrative recommendations are as follows:

The recommendations as presented are a result of a careful review of demographics, the Long Range Facilities Master Plan, the Facilities Task Force Report, discussions with school personnel and architects, and review with city staff and elected officials.

- | | <u>Cost</u> |
|--|-----------------------------|
| 1. Construct an addition of a new kitchen, storage and instructional spaces (conference rooms and special education areas) at Probstfield School. | \$404,000 |
| 2. Site Purchase and Development | \$720,000
to \$1,300,000 |
| a. Site purchase includes a purchase of the entire St. Francis Church property or amount available for purchase. | |
| b. Purchase of nine homes to the south of Robert Asp School between 11th and 13th Streets North. This includes five houses between 11th and 12th Streets North and four homes between 12th and 13th Streets North. | |
| c. Request the City of Moorhead to vacate 9th Avenue North from 11th Street North to 14th Street North, after which site development can occur. | |
| d. Request the City of Moorhead to construct a street (8th or 8 1/2 Avenue North) from 11th to 13th Streets North. This street would be a width of 32 to 36 feet allowing parking on one side only. | |
| e. Purchase a site of 50 to 80 acres to the east of the proposed 34th Street Corridor and south of 12th Avenue South for future development. (It is recommended that the district also retain the site in south Moorhead so that options are available for future growth of Moorhead in either or both areas.) | |
| 3. Voyager School modifications as follows: | |
| a. Food service kitchen area improvements/alternate. | \$150,000 |
| b. Utilization of former St. Francis kindergarten building as a media center. | \$25,000 |

4. Addition and remodeling at Robert Asp School as follows:

a. Construct a new instructional media center in the courtyard area.	\$334,000
b. Conference rooms.	\$55,000
c. Staff work room.	\$51,000
d. Eight additional classrooms to be used for regular education, music and special education needs.	\$480,000

5. Junior High School additions and remodeling as follows:

a. Construct a new instructional media center in the courtyard area.	\$334,000
b. Conference rooms.	\$55,000
c. Staff work room.	\$51,000
d. Remodel current locker rooms for use by either boys or girls.	\$72,000
e. An addition including a vocal/multi-purpose room and new locker room area for boys or girls.	\$498,000
f. Addition of six classrooms.	\$350,000

6. Technology \$841,000

- a. The district will provide for impending technology needs.

\$5,000,000

It is recommended that the school district petition the City of Moorhead for closure of 9th Avenue North as soon as feasible and begin to purchase the homes available as well as secure options on St. Francis property subject to the passage of referendum or a bond issue in the amount of \$5 million.

It is also recommended that the Board prepare for a bond referendum to be held as soon as feasible but no later than September 15, 1992 with building additions and site development to occur as soon as possible upon passage of the proposed bond referendum.

OPTIONS OR ALTERNATIVES

If the Board chooses alternatives to the above recommendations, options are as follows:

Option 1

An alternative for elementary programs and flexibility is to purchase the Brookdale Shopping Center on a lease/levy basis, if the City of Moorhead will purchase this site and lease it to the school district. The estimated cost is \$4.2 million. The Junior High School addition and remodeling as previously proposed would cost an estimated \$1,360,000 which would also be needed if this were an alternative.

Option 2

It would be possible to vacate Voyager School and close Riverside School and build a new school to house students in grades 4 through 8 with flexibility for other grades, as necessary, in a site either east or south of Moorhead at an estimated cost of \$12 million.

Suggested Actions:

The Board approves the recommendations as presented and directs the administration to prepare to implement these recommendations.

SHORT-TERM SOLUTIONS

In the interim, while planning, construction and development takes place, it is suggested that the Board lease an area in the mezzanine of the new sports center and/or up to four classrooms in another community building. The district has had preliminary discussions with personnel from Our Redeemer's Church, Trinity Lutheran Church, Brookdale Mall, Holiday Mall, and others.

Recommendation:

The Board directs administration to review the short-term options with staff and parents and that public input be received at the February 11th meeting with action to be taken on February 25th.

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)

IMPACT OF TAXES ON VARIOUS PROPERTIES

\$5,000,000 GO ISD #152 SCHOOL BUILDING BONDS

	PROPERTY ID #	Market Value	Current Taxes	Additional		ADDITIONAL TAX FOR EACH ADD \$1,000,000 IN BOND	
				Tax 15 YR	20 YR	Tax 15 YR	20 YR
						0.2	
RESIDENTIAL	1	\$60,000	\$655	\$27	\$23	\$5.40	\$4.60
	2	\$70,000	\$733	\$31	\$27	\$6.20	\$5.40
	3	\$80,000	\$1,131	\$48	\$42	\$9.60	\$8.40
AGRICULTURAL HGA and LAND (Homestead) Number of Acres Land Value @\$1,000 per Acre	4	\$80,000 50	\$486	\$23	\$18	\$4.60	\$3.60
	5	\$130,000 100	\$820	\$39	\$34	\$7.80	\$6.80
	6	\$430,000 400	\$4,850	\$224	\$195	\$44.80	\$39.00
NON-HOMESTEAD AG. HGA NON-HOMESTEAD AG. LAND Number of Acres	7	\$20,000 40	\$555	\$27	\$23	\$5.40	\$4.60
	8	\$40,000	\$592	\$28	\$23	\$5.60	\$4.60
COMMERCIAL, INDUSTRIAL Total	9	\$60,000	\$1,147	\$55	\$46	\$11.00	\$9.20
NON-HOMESTEAD AG. HGA NON-HOMESTEAD AG. LAND Number of Acres	10	\$70,000 320	\$1,943	\$94	\$81	\$18.80	\$16.20
	11	\$320,000	\$4,737	\$228	\$198	\$45.60	\$39.60
COMMERCIAL, INDUSTRIAL Total	12	\$390,000	\$6,680	\$322	\$279	\$64.40	\$55.00
COMMERCIAL, INDUSTRAIL (Bldgs. and Land)	13	\$25,000	\$838	\$36	\$31	\$7.20	\$6.20
	14	\$100,000	\$3,351	\$142	\$124	\$28.40	\$24.80
	15	\$200,000	\$8,326	\$354	\$308	\$70.80	\$61.60
RESIDENTAIL PROPERTY (Non-Homestead)	16	\$60,000	\$2,199	\$94	\$81	\$18.80	\$16.20
	17	\$70,000	\$2,566	\$109	\$95	\$21.80	\$19.00
	18	\$90,000	\$3,299	\$140	\$122	\$28.00	\$24.40

DISK TAXES & LEVIES: FILED UNDER "BUDGET"; PROGRAM "TAXIMP"

ADDITIONAL ITEMS FOR POTENTIAL REFERENDUM FUNDING

<u>SCHOOL</u>	<u>ITEM</u>	<u>COST</u>	<u>SUBMITTED BY</u>	<u>ATTACHMENT</u>
Edison	Rewiring of building.	\$20,000	Kevin Kopperud	A
	New intercom and telephone system.	\$81,000		
	Computer mini lab added to the south side of the media center.	\$170,000		
	LD resource room added on to the north side of the lunchroom hallway.	\$120,000		
Probstfield	Add 2 to 4 rooms.	\$180,000-\$360,000	Howard Murray	B
	Intercom system.	\$82,000		
	* Additional phones.	\$200/installation \$600		
Riverside	Conference rooms.	\$45,000	Don Iverson	C
	Storage room for A-V.	\$29,000		
	Expanding kitchen into old shower room.	\$62,000		
	Storage for paper supplies, etc.	\$36,000		
	Nurse's and women's lavatory remodeling.	\$1,000		
	Multi-purpose room added to the gym area.	\$280,000		
	Acquisition of land for green space.	\$500,000		
Washington	Add multipurpose room	\$200,000	Bob Olson	D
	Remove wall separating classrooms from coat room in East Wing. Lockers would be included.	\$150,000		
	Upgrade electrical system.	\$20,000		

* Buildings would need to pay \$45 monthly line charges from general fund building budget for each additional line to the building.

<u>SCHOOL</u>	<u>ITEM</u>	<u>COST</u>	<u>SUBMITTED BY</u>	<u>ATTACHMENT</u>
	Changing room for use of students without toileting skills. Also enlarge the room to permit construction of toilet facilities for handicapped students. Adult handicapped needs.	\$20,000		
	* Add telephones.	\$200/installation \$600		
	Storage/small instructional space.	\$90,000		
Asp	Insulate south hallway classroom and gym walls.	\$30,000	Betty Myers	D
	Add a staff bathroom.	\$25,000		
	Custodian closet or storage area.	\$20,000		
	Special Ed. space	\$90,000		
	Technology - additional computer lab.	\$150,000		
	Severely handicapped needs space may go beyond what is planned in the additions/remodeling.	\$360,000		
Junior High	Multipurpose facility with a high ceiling that could be used for phy. ed., spec. ed. and extra-curricular needs.	\$340,000	Dick Jones	F
Senior High	Remodel existing wrestling room into special education space. Would house MMH, social worker, psychologist, hearing impaired, speech therapist, and secretary, as well as conference space for child studies (could also house LD). The old archery range would work for offices for staff and conference space.	\$111,750	Mike Siggerud	G
	Remodel IMC and 214 to create an additional MAC lab and television production studio.	\$150,000 - \$200,000		
	Life safety costs previously completed at Senior High.	\$950,000	Bob Lacher	
	Sound system for auditorium.	\$20,000	Fran Laske	H

<u>SCHOOL</u>	<u>ITEM</u>	<u>COST</u>	<u>SUBMITTED BY</u>	<u>ATTACHMENT</u>
Junior High	Air Conditioning	\$565,000	Foss Assoc.	I
Reg	Air Conditioning	\$520,000		
Washington	Air Conditioning	\$466,000		
Probstfield	Air Conditioning	\$421,000		
Edison	Air Conditioning	\$355,000		
Riverside	Air Conditioning	\$287,000		
Lincoln	Air Conditioning	\$30,000		
District Wide	Additional technology needs (beyond \$841,000 previously listed).	\$119,000	Jan Buckner	
Senior High	Gym Floor Refinish	\$15,000	Orv Kaste	
	Parking Lot Repair	\$100,000		
Probstfield	Roof Repair/Renovation	\$295,000		
Washington	Roof Repair/Renovation	\$35,000		
District	Cleaning Equipment	\$10,000		
District	Grounds Equipment/Mowers	\$16,000		
District	Grounds Equipment Tractor	\$16,000		
District	Phone/2-way radio/pager system	\$25,000		
District	Staff cars (3)	\$24,000		
District	Staff van (1)	\$12,000		
District	Maintenance vehicle to replace El Camino	\$12,000		
District	Delivery van - Chasses and cab to replace 1 1/2 ton truck	\$36,000		

TOTAL SUBMITTED \$7,692,950 - \$7,922,950

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, mental, or threatened 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). Sexual abuse includes threatened sexual abuse.
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	

1. A person who knows or has reason to believe a child is being neglected or physically or sexually abused as defined in this policy, or has been neglected or physically or sexually abused within the preceding three years, shall immediately report the information to the local welfare agency, police department or the County Sheriff if the person is:

a. 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.

Policy JHG

2. Employees of the School District who are to be considered professionals or their delegates and thus be responsible for reporting pursuant to this section, include but are 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	

3. For purposes of this section, "immediately" means as soon as possible, but in no event longer than 24 hours. After the oral report, the reporting party shall report in writing, within 72 hours, the information to the appropriate authorities.
42. 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.
53. 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.
64. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports participating 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 \$10,000 (this penalty was changed in the 1991 legislature).

- 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 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.
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.

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. All records regarding a report of maltreatment, including any notification of intent to interview which was received by a school under subdivision 10, paragraph (d), shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation. The agency shall order the destruction of the notification when other records relating to the report under investigation or assessment are destroyed under this subdivision.
2. 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 Awareness

A. 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 //
 //
 * 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, 626.536, 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

APPENDIX F-1
Page 11 of 11

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

Learning Bank

1104 2nd Avenue South, Fargo, ND 58103 / 241-4936

LEARNING BANK Budget Report 1991-1992

INCOME	BUDGET	DECEMBER
Career Bank Carry over	10800.00	\$ 9877.74
Fargo Public Schools	10000.00	12000.00
Moorhead Public Schools	5500.00	5500.00
West Fargo Public Schools	5500.00	5500.00
Fine Arts Grants	18500.00	3000.00
Fine Arts Drive	3500.00	3196.50
Fine Arts Carry over	12785.00	14632.30
Health Education	3716.00	3714.20
Agriculture Grant-Carry over	5412.90	5070.44
ND Vocational Ed. Grant-Career Outreach	10000.00	
Media Shuttle	773.15	773.15
Student Awareness	777.50	777.50
Other Income - Interest-Carry over	10000.00	15538.38
Youth Health Day	5950.00	525.00
Youth Health Day-carry over	7436.36	7366.78
	<hr/>	<hr/>
	110650.91	\$ 87471.99
EXPENSES		
Administration	16575.00	\$ 9150.40
Career Bank	11889.00	4161.35
Fine Arts Series	25200.00	600.00
Health Education	3716.20	
Agriculture Education	5412.90	
Career Outreach	9740.00	4084.91
Media Shuttle	773.15	773.15
Student Awareness	777.50	
Youth Health Day	6900.00	57.10
	<hr/>	<hr/>
	80983.75	\$ 18826.91
FUND BALANCE		\$68,645.08

ADMINISTRATION
Budget Report
1991-92

INCOME	BUDGET	DECEMBER
Fargo Public Schools	\$ 4900.00	7000.00
Moorhead Public Schools	2900.00	3000.00
West Fargo Public Schools	2900.00	\$ 3000.00
Carry over	9000.00	13261.60
Interest / Other Income	1000.00	2276.78
	<hr/>	<hr/>
	\$ 20700.00	\$ 28538.38
 EXPENSES		
Directors Salary	\$ 6100.00	\$ 3725.00
Secretary	7000.00	3949.98
FICA	1000.00	587.03
Telephone	375.00	109.68
Postage	300.00	8.41
Office / Ed. Supplies	500.00	107.88
Printing / Publicity	500.00	139.94
Travel / Meetings	500.00	
CPA	200.00	120.00
Miscellaneous	100.00	402.48
	<hr/>	<hr/>
	\$ 16575.00	\$ 9150.40

CAREER BANK
Budget Report
1991-92

INCOME	BUDGET	DECEMBER
Fargo Public Schools	\$ 5000.00	5000.00
Moorhead Public Schools	2500.00	2500.00
West Fargo Public Schools	2500.00	\$ 2500.00
Carry over	10800.00	9877.74
	<hr/>	<hr/>
	\$ 20800.00	\$ 19877.74
 EXPENSES		
Coordinators Salary	\$ 8650.00	3844.44
Computer Support	1000.00	
FICA	739.00	294.12
Supplies / Mileage / Phone	500.00	
Travel / Meetings	400.00	
Printing / Publicity	500.00	
Miscellaneous	100.00	22.79
	<hr/>	<hr/>
	\$ 11889.00	4161.35

HEALTH EDUCATION
Budget Report
1991-92

INCOME

BUDGET

DECEMBER

Stern Grant - Carry over

\$ 4216.00

\$ 3714.20

EXPENSES

Materials / inservice

\$ 4216.00

AGRICULTURAL EDUCATION
Budget Report
1991-92

INCOME	BUDGET	DECEMBER
Carry Over	\$ 5070.44	\$ 5070.44

EXPENSES

Credit Classes	\$ 1800.00
Ag/Ed Curriculum	3000.00
Community Planning Meetings	270.44
	<hr/>
	\$ 5070.44

FINE ART SERIES
Budget Report
1991-1992

INCOME	BUDGET	DECEMBER
U.S. West Communications	\$ 1500.00	\$
Target	5500.00	
NDAC	1000.00	
Stern Foundation	2500.00	2500.00
Fargo Busses	6000.00	
City of Fargo (LAAC)	2000.00	
Fund Drive	3500.00	1380.00
Carry over	12785.00	14632.30
	<hr/>	<hr/>
	\$ 34785.00	\$ 18512.30
EXPENSES		
Tears of Joy-Puppet Theater	\$ 2700.00	
Red River Dance	3100.00	
Plains Art Museum	1700.00	
Young Peoples Concert-F M Symphony	1100.00	
Russian Dance Group	3000.00	
Theatre Works	3300.00	600.00
Pre & Post Materials	1800.00	
Building Rental	900.00	
Printing /Bulk Mail	1500.00	
Fargo Busses	6000.00	
Miscellaneous	100.00	
	<hr/>	<hr/>
	\$ 25200.00	\$ 600.00

CAREER OUTREACH
Budget Report
1990-92

INCOME	BUDGET	DECEMBER
ND Vocational Education Grant	\$ 9740.00	
EXPENSES		
Coordinator Salary	\$ 8000.00	\$ 3777.76
FICA	640.00	289
Travel Meetings	250.00	
Education / Office Supplies	350.00	18.15
Duplication / Postage	250.00	
Clerical Support	250.00	
Misc (phone)		
	<hr/>	<hr/>
	\$ 9740.00	4084.91

MEDIA SHUTTLE
Budget Report
1991-92

INCOME	BUDGET	DECEMBER
Fargo Schools	\$ 225.80	\$ 309.26
Moorhead Schools	338.70	463.89
	<hr/>	<hr/>
	\$ 564.50	\$ 773.15

Expenses

Media Shuttle	\$ 564.50	\$ 773.15
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STUDENT AWARENESS
Budget Report
1991-92

INCOME	BUDGET	DECEMBER
Fargo Public School	\$ 100.00	\$ 100.00
Moorhead Public Schools	100.00	100.00
West Fargo Public Schools	100.00	100.00
Junior League		477.50
	<hr/>	<hr/>
	\$ 300.00	\$ 777.50

EXPENSES

New Tapes	
Phone	\$ 300.00
Miscellaneous	

YOUTH HEALTH DAY
Budget Report
1991-92

INCOME	BUDGET	DECEMBER
Carry over	\$ 6500.00	\$ 7366.78
Contributions	3500.00	500.00
Displays	350.00	25.00
Registration	2100.00	
	<hr/>	<hr/>
	\$ 12450.00	\$ 7891.78

EXPENSES

Displays	\$ 500.00	\$
Speaker	2500.00	
Advertising	200.00	
Programming	2500.00	57.10
Refreshments	1200.00	
	<hr/>	<hr/>
	\$ 6900.00	\$ 57.10



Minnesota State Board of Education

714 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101
OFFICE: (612) 297-1925 • FAX: (612) 297-7201

FEB 3 1992

DATE: January 28, 1992

TO: School District Superintendents
Minnesota School Boards Association
Minnesota Education Association
Minnesota Federation of Teachers
Minnesota Elementary School Principals Association
Minnesota Association of Secondary School Principals
ECSUs
Education Districts

FROM: Tom Lindquist
President, State Board of Education *Thomas Lindquist*

RE: PROPOSED COMPETENCY-BASED HIGH SCHOOL GRADUATION RULE

Attached you will find the revised working assumptions adopted by the State Board of Education at its January meeting. These assumptions were revised as a result of holding 23 meetings around the state to gain extensive public input before moving on to the next drafting phase.

The feedback received by the state board in these meetings made it clear that a great deal of confusion exists between the implementation of outcome based education and what the board is attempting to do in proposing a competency-based high school graduation rule. Many people mistakenly think that the state board is proposing to mandate the implementation of outcome-based education in every public school by a certain time in the future. To the contrary, the state board has not in the past, nor is it currently proposing, to mandate any particular form of instruction in the classroom.

While the board strongly endorses and encourages an outcome-based approach to education, it believes that those critical decisions regarding how instruction is provided and learning takes place should be made locally, and not mandated by the state. The state board believes that the appropriate role for the state is to establish standards which clearly set forth the expectations that

all students must meet before graduating from Minnesota's public schools. Contrary to any misleading newspaper articles, the state board's actions in January were primarily a clarification of its positions, with some proposed modifications to the rule draft. Some examples of modifications address the issues of statewide standards in the fundamental skills such as reading, piloting of assessment models and reaffirming the board's commitment to providing high quality education for all students.

This approach toward establishing a competency-based graduation rule seems consistent with legislative actions taken in recent years. In 1991, the legislature adopted a statutory definition of outcome-based education and specified that the \$15 staff development funding should be used for only outcome-based education or peer review. It also appropriated \$1.35 million dollars to encourage districts to develop outcome-based education programs. The Legislative Commission on Public Education has endorsed its Organization Task Force's report which recommends that the state establish graduation standards. In addition, the statewide education mission statement adopted by the 1991 legislature focuses on the learner, ensures accountability, provides personalized learning environments, and encourages learners to reach their maximum potential -- all concepts very consistent with the board's efforts to establish education standards and encourage a competency-based approach to learning. The board lauds the legislature for its leadership and believes it is carrying out well-articulated legislative intent in taking this approach to instill a new level of accountability in the education system.

As you can see from the attached working assumptions, the state board has now separated them into two sets. This was done to differentiate between what the board proposes to include in the competency-based graduation rule and what the board does not intend to include in the rule itself, but believes should be the appropriate state role in encouraging an outcome-based delivery system in Minnesota.

It is the board's hope that these new assumptions will help clear up the confusion between what is being proposed as new state mandated graduation standards and what is not being specifically mandated. State Board members and staff would be very willing to discuss these issues with you further if you have additional questions. We hope to continue to work with the Legislature in establishing appropriate state-wide competency-based educational standards and also encouraging a truly learner focused education system.

Attachments



Minnesota State Board of Education

714 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101
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State Board of Education Assumptions Regarding Competency-Based Graduation Rule January 14, 1992

1. It is the State Board of Education's assumption that the Graduation Rule will specify the requirements for graduation without prescription of delivery system or instructional choices at the local site.
2. It is the State Board of Education's assumption that the language of the Graduation Rule will focus on essential elements of student success rather than on description of systems of education.
3. It is the State Board of Education's assumption that the Graduation Rule will specify graduation requirements in terms of seven outcomes and related competencies that aim at a comprehensive set of standards rather than seat-time language. In addition, it will specify criterion-referenced statewide standards for at least four fundamental skills: reading, writing, computation, and problem-solving.
4. It is the State Board's assumption that student progress toward attaining the graduation standards will be periodically assessed by schools.
5. It is the State Board's assumption that the state-wide standards for the fundamental skills areas will take effect in the year 2000.
6. It is the State Board's assumption that the requirements of the Graduation Rule will be achieved and enriched to the fullest possible extent through learner participation in a comprehensive school program of offerings.
7. It is the State Board's assumption that the required graduation outcomes and competencies will express the knowledge, understandings, and applications in an interdisciplinary rather than subject-based manner. It is recognized that schools may or may not choose to organize student experiences in a subject-based program.
8. It is the State Board's assumption that each District will adopt a process to assess, verify, and document student achievement of the graduation competencies. The MDE will develop at least four assessment models for schools' consideration. These models will provide procedures for assessing progress toward and accomplishment of the standards. Each district's process for verification must be approved and monitored by the MDE.

9. It is the Board's assumption that schools will be required to use a process which involves educators, learners, and parents to ensure that each learner achieves the outcomes and his/her individual goals, with special attention paid to the needs of at-risk learners.
10. It is the State Board's assumption that the number of years required for individual learners to graduate may vary.
11. It is the State Board's assumption that the Graduation Rule will include a process which facilitates student transfer and post-secondary enrollment.
12. It is the State Board's assumption that a cost analysis for implementing the Graduation Rule must be developed.
13. It is the State Board's assumption that a competency may be modified or omitted for learners who have a physical or mental condition which makes demonstration of the competency impossible.
14. It is the State Board's assumption that schools will need assistance from the MDE in implementing the Graduation Rule. Staff Development resources will be needed, as may resources for parental involvement and other implementation.
15. It is the State Board's assumption that the State Board will continue to gather and respond to public input throughout the Graduation Rule adoption and implementation.
16. It is the State Board's assumption that districts will be able and encouraged to recognize high achievement by students in relationship to meeting the graduation requirements.



Minnesota State Board of Education

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State Board of Education Assumptions Regarding Outcome-Based Education January 14, 1992

Because we believe that schools may choose to deliver the Competency-Based Graduation Rule through an Outcome-Based Education Delivery System, The Board states its assumptions about the state's role in Outcome-Based Education as follows:

1. It is the State Board's assumption that the MDE must develop a package of assistance, based on the legislative definition of Outcome-Based Education, to provide consistent and effective help to schools wishing to implement Outcome-Based Education.
2. It is the State Board's assumption that, like learners, schools will require varying amounts of time, resources, and assistance in developing their own Outcome-Based delivery systems.
3. It is the State Board's assumption that an Outcome-Based delivery system is optional in meeting state program requirements and graduation standards.
4. It is the State Board's assumption that implementing a fully outcome-based delivery system will require a school's investing a significant level of resources for staff development, planning, and delivery. A cost analysis will be developed.
5. It is the State Board's assumption that schools which have developed Outcome-Based Education delivery systems will require exemptions from nonoutcome-based State Board of Education rules except those involving learner health, safety, and inclusive education.
6. It is the State Board's assumption that the goal of Outcome-Based Education systems will be learner success, provided and enriched to the fullest extent through the Graduation Rule Outcomes.
7. It is the State Board's assumption that schools planning and implementing Outcome-Based Education delivery systems will require significantly increased levels of state guidance and resources in staff development, program implementation, and assessment of learning.

8. It is the State Board's assumption that any OBE system will be designed to meet the needs of all learners.
9. It is the State Board's assumption that development of OBE delivery systems must be allowed and encouraged, and that districts implementing OBE systems should have incentives to share their results with other districts and the State as well.
10. It is the State Board's assumption that schools will continue and enhance accelerated and advanced opportunities in order to meet gifted and high potential student needs.



Minnesota State Board of Education

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Proposed Competency-Based Graduation Rule Timeline January 14, 1992

Standards meeting	March 1992
Revised rule to State Board	May 1992
Legal hearing	Fall 1992
Final rule adoption	Dec 1992
Department develops assessment models and indicators at four pilot sites (school districts)	Jan 93 - June 95
Department gives models and indicators to all school districts	July 1995
Districts select assessment process	January 1996
Preliminary assessment on fundamental skills	1996-1997
Fundamental skills required for graduation	2000
Full rule is required of all students	2001



Minnesota State Board of Education

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FEB 3 1992

DATE: January 28, 1992

TO: School District Superintendents
Minnesota School Boards Association
Minnesota Education Association
Minnesota Federation of Teachers
Minnesota Elementary School Principals Association
Minnesota Association of Secondary School Principals
ECSUs
Education Districts

FROM: Tom Lindquist
President, State Board of Education

A handwritten signature in cursive script, reading "Thomas Lindquist".

RE: PROPOSED COMPETENCY-BASED HIGH SCHOOL GRADUATION RULE

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The feedback received by the state board in these meetings made it clear that a great deal of confusion exists between the implementation of outcome based education and what the board is attempting to do in proposing a competency-based high school graduation rule. Many people mistakenly think that the state board is proposing to mandate the implementation of outcome-based education in every public school by a certain time in the future. To the contrary, the state board has not in the past, nor is it currently proposing, to mandate any particular form of instruction in the classroom.

While the board strongly endorses and encourages an outcome-based approach to education, it believes that those critical decisions regarding how instruction is provided and learning takes place should be made locally, and not mandated by the state. The state board believes that the appropriate role for the state is to establish standards which clearly set forth the expectations that

all students must meet before graduating from Minnesota's public schools. Contrary to any misleading newspaper articles, the state board's actions in January were primarily a clarification of its positions, with some proposed modifications to the rule draft. Some examples of modifications address the issues of statewide standards in the fundamental skills such as reading, piloting of assessment models and reaffirming the board's commitment to providing high quality education for all students.

This approach toward establishing a competency-based graduation rule seems consistent with legislative actions taken in recent years. In 1991, the legislature adopted a statutory definition of outcome-based education and specified that the \$15 staff development funding should be used for only outcome-based education or peer review. It also appropriated \$1.35 million dollars to encourage districts to develop outcome-based education programs. The Legislative Commission on Public Education has endorsed its Organization Task Force's report which recommends that the state establish graduation standards. In addition, the statewide education mission statement adopted by the 1991 legislature focuses on the learner, ensures accountability, provides personalized learning environments, and encourages learners to reach their maximum potential -- all concepts very consistent with the board's efforts to establish education standards and encourage a competency-based approach to learning. The board lauds the legislature for its leadership and believes it is carrying out well-articulated legislative intent in taking this approach to instill a new level of accountability in the education system.

As you can see from the attached working assumptions, the state board has now separated them into two sets. This was done to differentiate between what the board proposes to include in the competency-based graduation rule and what the board does not intend to include in the rule itself, but believes should be the appropriate state role in encouraging an outcome-based delivery system in Minnesota.

It is the board's hope that these new assumptions will help clear up the confusion between what is being proposed as new state mandated graduation standards and what is not being specifically mandated. State Board members and staff would be very willing to discuss these issues with you further if you have additional questions. We hope to continue to work with the Legislature in establishing appropriate state-wide competency-based educational standards and also encouraging a truly learner focused education system.

Attachments



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State Board of Education Assumptions Regarding Competency-Based Graduation Rule January 14, 1992

1. It is the State Board of Education's assumption that the Graduation Rule will specify the requirements for graduation without prescription of delivery system or instructional choices at the local site.
2. It is the State Board of Education's assumption that the language of the Graduation Rule will focus on essential elements of student success rather than on description of systems of education.
3. It is the State Board of Education's assumption that the Graduation Rule will specify graduation requirements in terms of seven outcomes and related competencies that aim at a comprehensive set of standards rather than seat-time language. In addition, it will specify criterion-referenced statewide standards for at least four fundamental skills: reading, writing, computation, and problem-solving.
4. It is the State Board's assumption that student progress toward attaining the graduation standards will be periodically assessed by schools.
5. It is the State Board's assumption that the state-wide standards for the fundamental skills areas will take effect in the year 2000.
6. It is the State Board's assumption that the requirements of the Graduation Rule will be achieved and enriched to the fullest possible extent through learner participation in a comprehensive school program of offerings.
7. It is the State Board's assumption that the required graduation outcomes and competencies will express the knowledge, understandings, and applications in an interdisciplinary rather than subject-based manner. It is recognized that schools may or may not choose to organize student experiences in a subject-based program.
8. It is the State Board's assumption that each District will adopt a process to assess, verify, and document student achievement of the graduation competencies. The MDE will develop at least four assessment models for schools' consideration. These models will provide procedures for assessing progress toward and accomplishment of the standards. Each district's process for verification must be approved and monitored by the MDE.

9. It is the Board's assumption that schools will be required to use a process which involves educators, learners, and parents to ensure that each learner achieves the outcomes and his/her individual goals, with special attention paid to the needs of at-risk learners.
10. It is the State Board's assumption that the number of years required for individual learners to graduate may vary.
11. It is the State Board's assumption that the Graduation Rule will include a process which facilitates student transfer and post-secondary enrollment.
12. It is the State Board's assumption that a cost analysis for implementing the Graduation Rule must be developed.
13. It is the State Board's assumption that a competency may be modified or omitted for learners who have a physical or mental condition which makes demonstration of the competency impossible.
14. It is the State Board's assumption that schools will need assistance from the MDE in implementing the Graduation Rule. Staff Development resources will be needed, as may resources for parental involvement and other implementation.
15. It is the State Board's assumption that the State Board will continue to gather and respond to public input throughout the Graduation Rule adoption and implementation.
16. It is the State Board's assumption that districts will be able and encouraged to recognize high achievement by students in relationship to meeting the graduation requirements.



Minnesota State Board of Education

714 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101
OFFICE: (612) 297-1925 • FAX: (612) 297-7201

State Board of Education Assumptions Regarding Outcome-Based Education January 14, 1992

Because we believe that schools may choose to deliver the Competency-Based Graduation Rule through an Outcome-Based Education Delivery System, The Board states its assumptions about the state's role in Outcome-Based Education as follows:

1. It is the State Board's assumption that the MDE must develop a package of assistance, based on the legislative definition of Outcome-Based Education, to provide consistent and effective help to schools wishing to implement Outcome-Based Education.
2. It is the State Board's assumption that, like learners, schools will require varying amounts of time, resources, and assistance in developing their own Outcome-Based delivery systems.
3. It is the State Board's assumption that an Outcome-Based delivery system is optional in meeting state program requirements and graduation standards.
4. It is the State Board's assumption that implementing a fully outcome-based delivery system will require a school's investing a significant level of resources for staff development, planning, and delivery. A cost analysis will be developed.
5. It is the State Board's assumption that schools which have developed Outcome-Based Education delivery systems will require exemptions from nonoutcome-based State Board of Education rules except those involving learner health, safety, and inclusive education.
6. It is the State Board's assumption that the goal of Outcome-Based Education systems will be learner success, provided and enriched to the fullest extent through the Graduation Rule Outcomes.
7. It is the State Board's assumption that schools planning and implementing Outcome-Based Education delivery systems will require significantly increased levels of state guidance and resources in staff development, program implementation, and assessment of learning.

8. It is the State Board's assumption that any OBE system will be designed to meet the needs of all learners.
9. It is the State Board's assumption that development of OBE delivery systems must be allowed and encouraged, and that districts implementing OBE systems should have incentives to share their results with other districts and the State as well.
10. It is the State Board's assumption that schools will continue and enhance accelerated and advanced opportunities in order to meet gifted and high potential student needs.



Minnesota State Board of Education

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Proposed Competency-Based Graduation Rule Timeline January 14, 1992

Standards meeting	March 1992
Revised rule to State Board	May 1992
Legal hearing	Fall 1992
Final rule adoption	Dec 1992
Department develops assessment models and indicators at four pilot sites (school districts)	Jan 93 - June 95
Department gives models and indicators to all school districts	July 1995
Districts select assessment process	January 1996
Preliminary assessment on fundamental skills	1996-1997
Fundamental skills required for graduation	2000
Full rule is required of all students	2001

September, 1990

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

91-92 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Probstfield/Edison

TOPICS OF PROPOSAL: Addition of .5 E/BD Teacher Position —

Kevin Kopperud, Howard Murray

SUBMITTED BY: Joel Ortega, Linda Fitzgerald DATE: 1-22-92

Judy Deters

SUBMITTED TO: Alan Swedberg DATE TO BE IMPLEMENTED:

Bob Jernberg

Bob Lacher

As Soon As Possible

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Alan K. Swedberg

Recommendation (by person responsible):

Approve Disapprove Hold Refer to Cabinet

Date 2/6/92 pg

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.

Presently, Probstfield's E/BD staff consists of the following:
1 full position; .5 position and a .25 position. The staff at Edison consists of the following: 1 full position and a .75 position. Due to the increase in the number of students served at both schools, it is recommended that a .5 position be added to fill the needs of the students in the programs.

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 .75 person (Terry) at Edison, also works at Probstfield .25 time
The .50 person (Linda) at Probstfield, is currently working beyond her scheduled time on a daily basis since December 1991.

When Terry leaves for Edison, there is no one for the mainstream teachers at Probstfield to consult with, regarding Terry's students. When Linda leaves, the same thing occurs with her students. With the increase in students, the regular teachers are expressing concern about not being able to work with the E/BD teachers in developing interventions in the mainstream classes.

Therefore, with the current caseload of the teachers at both Probstfield and Edison the needs of the students, as stated on their IEPs, are not being met at this time. And these numbers do not reflect the 12 referrals that are pending.

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

- Continuation of lack of consistency of meeting the needs of students
- Lack of time to meet with students regular education teachers
- Present schedule does not allow for adequate assessments. Teachers are presently using their lunch time to do assessments and also to meet with students
- Present staff will not be able to adequately handle the caseload; teachers are becoming concerned about the effectiveness of their programs.

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

If the requirements of the students' IEPs are to be fulfilled, there were no other logical alternatives that the team could have generated.

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	5	5125.98	01.200.493.740.00140	2891.06	2234.92
Clerical					
Paraprofessional					
No. & Hrs/Day					
Teacher Para					
Noon Para					
					2117.26
FRINGE BENEFITS					
SUPPLIES					
*2					
CAPITAL OUTLAY					
OTHER EXPENSES					
<p>*3 TOTAL COST <u>7243.24</u> NET DISTRICT COST <u>4352.18</u></p>					
Comments on budgetary items:					

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

6. Space implications (short/long range).

None

7. Equity implications.

None

8. Technology implications.

None

9. Suggested timelines for implementation.

February 1, 1992

10. Who has been involved in this decision?

Howard Murray
Kevin Kopperud
Joel Ortega
Emily Nerland

Judy Deters
Linda Fitzgerald
Terry Walseth

11. Other comments:

Probstfield - currently serving 34 students and has 7 assessments/referrals upcoming

Edison - currently serving 27 students and has 7 referrals/assessments pending

Edison staff works with St. Joe's students and time is needed to visit the school, do observations and consult with the teachers in that building.

S-49-B05
MIN
2-11-92

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD TECHNICAL COLLEGE
FEBRUARY 11, 1992
PAGE 1

MEMBERS PRESENT: Dr. 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 6:35 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.

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

APPROVAL OF MINUTES: Gustafson moved, seconded by Hunt, to approve the minutes of January 13, 14, 21, and 28, 1992, as presented. Motion carried 6-0.

CONSENT AGENDA: Gustafson moved, seconded by Hastad, to approve the following items on the consent agenda: Consideration of Claims, and Travel Account Signature Authorization. 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 \$842,745.71.

General Fund:	\$375,896.85
Food Service:	40,446.90
Transportation:	98,064.35
Community Service:	7,947.26
Capital Expenditure:	125,345.48
MTC-General Fund:	98,456.94
MTC-Special Revenue Fund:	30,382.98
MTC-Adult Education:	8,533.40
MTC-Equipment Fund:	15,335.63
MTC-Repair & Replacement:	5,972.95
Federal Financial Aid:	9,957.60
Student Funds:	14,053.78
Townsite Centre:	12,351.59
TOTAL	\$ 842,745.71

Motion carried 6-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD TECHNICAL COLLEGE
FEBRUARY 11, 1992
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COMMUNICATIONS

Jernberg reported the Board has received letters from parents regarding the short-term facility options presented in January.

COMMITTEE/MEETING REPORTS

Student Activities - Cox reported discussion involved the after-school gym coordinator position, intermural activities survey results and fan behavior at athletic/other events.

REVIEW SHORT-TERM FACILITY OPTIONS: Jernberg reviewed past and present enrollment figures, the Facilities Task Force report and the short-term options with the audience. Our Redeemer's Church notified administration on Tuesday, February 11th that they are not interested in renting classroom space to the school district at this time. With that in mind, the Board and administration changed the short-term recommendation to house all 5th and 6th grade students at Robert Asp and Voyager schools for 1992-93 and move the Art Shop to the Sports Center mezzanine for 1992-94.

The Board received input from the audience regarding returning the schools to the traditional K-6, 7-9 and 10-12 structure, portable classrooms, and financing additional transportation costs due to the relocation of the Art Shop to the Sports Center.

Action will be taken regarding the short-term facility options at the February 25th meeting.

REVIEW TAX IMPACT OF POTENTIAL REFERENDUM: Bob Lacher briefly reviewed the tax impacts on residential, agricultural and commercial properties. The residential impact could possible increase \$23 to \$48 per year.

CONSIDER LONG-TERM FACILITIES SOLUTIONS: Jernberg reviewed the long-term recommendations. The Board requested administration suggest additional items that could be considered as a part of the proposed referendum. These items were reviewed and the Board is to prioritize them and return the list to Jernberg before February 18.

Action was delayed on this item until February 25.

CHILD ABUSE POLICY: Alexander moved, seconded by Hunt, to accept the Child Abuse (JHG) policy as revised to reflect state statute. Motion carried 6-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD TECHNICAL COLLEGE
FEBRUARY 11, 1992
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REVIEW LEARNING BANK: Kathy Hawkin, Coordinator of the Learning Bank, reviewed the program with the Board. The Learning Bank extends and shares programs for Fargo, Moorhead and West Fargo school districts to save money.

REVIEW OBE AND COMPETENCY-BASED GRADUATION RULE ASSUMPTIONS:
This item was removed from the agenda. If board members have questions they are to see Bob Jernberg or Mary Regelstad.

SPECIAL EDUCATION STAFFING: Alexander moved, seconded by Cox, to approve the employment of one .5 FTE EBD teachers at Edison and Probstfield. Motion carried 6-0.

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

New Employee

Pam Butterfield - Early Childhood Paraprofessional, Lincoln, B21
(0), \$7.06/hour, .5 time

Early Retirement

Lloyd Chale - Electronics Teacher, MTC, effective June 8, 1992

Retirement

Eldora Pedersen - Special Services Supervisor, effective June 30, 1992

Resignation

Carol Buss - Food Service Worker, Junior High, effective January 29, 1992

Leave of Absence

Luther Striker - Bus Driver, effective February 4, 1992, for 3-4 months due to National Guard duty

Maternity Leave

Diane Rix - Secretary, Senior High, from approximately April 25, 1992 to June 8, 1992

Motion carried 6-0.

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

Travel Account Signature Authorization - Approved Brenda Franklin as an authorized signature on the travel imprest cash account.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD TECHNICAL COLLEGE
FEBRUARY 11, 1992
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CLOSE MEETING: Hastad moved, seconded by Hunt, to close the meeting for the purpose of discussing negotiations strategies. Motion carried 6-0.

The Board discussed negotiations options with administration.

Hunt moved, seconded by Hastad, to reopen the meeting. Motion carried 6-0.

ADJOURNMENT: Alexander moved, seconded by Cox, to adjourn the meeting at 10:37 p.m. Motion carried 6-0.

Mark Gustafson, Clerk

5-M9-805
MIN
2-25-92

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 25, 1992
PAGE 1

MEMBERS PRESENT: Dr. 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.

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

CONSENT AGENDA: Gustafson requested the item to review policies be removed from the consent agenda.

Alexander moved, seconded by Cox, to approve the following items on the consent agenda: Donations and Meeting Time Change. Motion carried 6-0.

COMMUNICATIONS

Cummings reported receiving a petition signed by parents in support and a petition signed by parents against the short-term facility options.

Jernberg read a letter from Kay Hawley, Band teacher at Hopkins West Junior High, commending the Moorhead Junior High music students on their performance and conduct at the MENC Music Festival at Concordia College.

COMMITTEE/MEETING REPORTS

Long Range Planning - Gustafson reported the committee discussed multicultural sensitivity, the Community Education program and heard building reports from MEEP representatives.

PER - Hunt reported the Voyager School staff updated the committee regarding their curriculum.

Policy Review - Hastad reported a quorum was not present. The people in attendance discussed the agenda items but did not take action on any.

SHORT-TERM FACILITY OPTIONS: Hastad moved, seconded by Gustafson, to: 1) Lease the Sports Center mezzanine and move the elementary art program from Robert Asp to that facility; 2) Remodel the art room at Robert Asp into two regular classrooms; and, 3) Remodel the current locker room area into a music room. Motion carried 6-0.

REGULAR MEETING
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INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 25, 1992
PAGE 2

LONG-TERM FACILITY OPTIONS: Board members discussed their feelings regarding the long-term facility options. All the members support the administrative recommendations but some feel the need for fine tuning various points of the recommendations. The administrative recommendation is as follows:

1. Construct an addition of a new kitchen, storage and instructional spaces (conference rooms and special education areas) at Probstfield School (\$404,000).
2. Site Purchase and Development
 - a. Site purchase includes the entire St. Francis Church property or amount available for purchase.
 - b. Purchase of nine homes to the south of Robert Asp School between 11th and 13th Streets North. This includes five houses between 11th and 12th Streets North and four homes between 12th and 13th Streets North.
 - c. Request the City of Moorhead to vacate 9th Avenue North from 11th Street North to 14th Street North, to allow site development.
 - d. Request the City of Moorhead to construct a street (8th or 8 1/2 Avenue North) from 11th to 13th Streets North.
 - e. Purchase a site of 50 to 80 acres to the east of the proposed 34th Street Corridor and south of 12th Avenue South for future development. (\$720,000 to \$1,300,000)
3. Voyager School modifications:
 - a. Food service kitchen area improvements/alternates (\$150,000).
 - b. Utilization of former St. Francis kindergarten building as a media center (\$25,000).
4. Robert Asp additions and remodeling:
 - a. Construct a new instructional media center in the courtyard area (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Eight additional classrooms to be used for regular education, music and special education needs (\$480,000).
5. Junior High School additions and remodeling:
 - a. Construct a new instructional media center in the courtyard area (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Remodel current locker rooms for use by either boys or girls (\$72,000).
 - e. An addition including a vocal/multipurpose room and new locker room area for boys or girls (\$498,000).
 - f. Six additional classrooms (\$350,000).
6. Technology
 - a. The district will provide for impending technology needs (\$841,000).

It is recommended that the school district petition the City of Moorhead for closure of 9th Avenue North, contingent on the passage of a referendum. As soon as feasible, homes will be purchased and options secured on the St. Francis property.

REGULAR MEETING
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INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 25, 1992
PAGE 3

It is also recommended that the Board prepare for a bond referendum for the purpose of purchasing property, site preparation, remodeling and renovating buildings, constructing additions to current facilities, and making technology improvements, to be held as soon as feasible but no later than September 15, 1992. Building additions and site development would occur upon passage of the proposed bond referendum.

The Board also reviewed a list of additional referendum items submitted by cabinet members. These items could be included in the referendum if necessary.

The additional tax liability on homesteaded residential property with a 15 year bond referendum could be:

<u>Market Value</u>	<u>\$5 million</u>	<u>\$6 million</u>
\$60,000	\$27 incr.	\$32 incr.
\$90,000	\$42 incr.	\$52 incr.

Action will be taken at the March 10th meeting.

CASH-FLOW FINANCING: Cox moved, seconded by Hastad, to approve the resolution approving the sale of three-million dollars (\$3,000,000) in tax anticipation certificates by 1st Wisconsin National Bank at a rate of 3.69 percent. Motion carried 6-0.

REGION IV EDUCATIONAL DELIVERY TASK FORCE: Hastad moved, seconded by Gustafson, to approve the memorandum of agreement and name board member, Jim Cummings, as a liaison between the school district and task force. Motion carried 6-0.

CURRICULUM ADDITIONS - SENIOR HIGH: Hunt moved, seconded by Cox, to approve the addition of Advanced Art to the Senior High curriculum beginning in the 1992-93 school year. Motion carried 6-0.

Hunt moved, seconded by Gustafson, to approve the addition of Woodworking III to the Senior High curriculum beginning in the 1992-93 school year. Motion carried 6-0.

Cox moved seconded by Alexander, to approve the addition of Journalism III to the Senior High curriculum beginning in the 1992-93 school year. Motion carried 6-0.

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

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 25, 1992
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New Employee

Steve Mathiowetz - Industrial Arts Teacher, Junior High, BA (4), .714 FTE \$5,882.25 (21,729), effective February 21, 1992 until the end of the 1991-92 school year

Steve Connelly - Physical Education Teacher, Junior High, MA (4) \$2,857.98, effective February 21, 1992 for the remainder of the year

Timothy Costello - English Teacher, Senior High, MA (8), .643 FTE, \$8,540.84 (27,787), effective January 27, 1992

Sarah McRae - Art Teacher, Robert Asp, BA (4), .343 FTE, \$2,457 (21,729) effective March 2, 1992

JoAnn Eaton - Speech/Language Pathologist, Voyager, BA (4), 5 hours/week-15 weeks, \$1,278.75 (21,729), effective February 20, 1992

Jodi LaFayette - Technology/Community Coordinators Secretary, Townsite, A13 (2), \$7.07/hour, effective March 2, 1992

Early Retirement

Kenneth Fiemann - Fourth Grade Teacher, Thomas Edison, effective May 29, 1992

Merlen Erickson - Music Teacher, Probstfield, effective May 29, 1992

Marilyn Ronken - Fourth Grade Teacher, Probstfield, effective May 29, 1992

Extension of Leave

Jan Coleman - Hearing Impaired, Senior High, extension of current leave of absence for the 1992-93 school year

Maternity Leave

Tracy Erickson - ECSE Teacher, Lincoln, effective April 16, 1992 for the remainder of the 1991-92 school year

Char Lien - LD Teacher, Washington, on or about April 15, 1992 for six weeks

Resignation

Kathy Aarhus - Elementary Teacher, Probstfield, on leave of absence, effective the end of the 1991-92 school year

Motion carried 6-0.

Franklin also requested to allow the extension of the March 1st deadline for employees to notify the district of retirement plans.

REVIEW POLICIES: The Board conducted a first reading of the Students Use of School Equipment for Instructional Purposes Off School Premises (EDC) and Community Involvement (KC) policies. Action will be taken on these items at the March 10th meeting.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 25, 1992
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SPECIAL MEETING: Gustafson moved, seconded by Cox, to approve setting a special meeting on Wednesday, March 11, at 5:30 p.m. in the board room of Townsite Centre for the purpose of discussing superintendent applications. Motion carried 6-0.

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

Donation - Accepted the donation of used books from Vogel Law Firm to be used in the Administrative Support Careers program at Moorhead Technical College.

Donation - Accepted the memorial of \$75 for Edison teacher, Arlene Mickely's father, to be used for library books at Thomas Edison.

Meeting Time Change - Approved changing the start time of the March 10th school board meeting to be 8:00 p.m.

ADJOURNMENT: Chairperson Cummings adjourned the meeting at 8:40 p.m.

Mark Gustafson, Clerk

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

5-M9-805
MIN
2-25-92

Notice is hereby given that a REGULAR meeting of the Moorhead School Board will be held on TUESDAY, FEBRUARY 25, 1992 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:

Dr. 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. CONSENT AGENDA (Items: XI-B. 1; XII-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: _____

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

VIII. FOR YOUR INFORMATION

Appendix Z

1. Communicating With Your Legislator - Appendix Z-1

IX. "WE ARE PROUD"

1. Moorhead High student, Mike Behan placed first in extemporaneous speaking at the Shanley Speech Tournament.
2. Moorhead place 2nd and 6th at the Lucky Lindy Invitational Knowledge Bowl tournament. Members of the winning teams were Ryan Kallberg, Jake Morton, Paul Berninger, Neal Settergran, Becky Tkachuk, Jason Steussey, Erin Hewitt, Ningning Chen, and John Murphy.

X. COMMITTEE/MEETING REPORTS

Long Range Planning - Gustafson (2/18)

PER - Hunt (2/20)

Policy Review - Hastad (2/24)

XI. MOORHEAD TECHNICAL COLLEGE AGENDA

- A. UNFINISHED BUSINESS
- B. NEW BUSINESS

- *1. Consider Donation (Molick) Appendix A

Explanation: Vogel Law Firm has donated approximately \$70,000 worth of used books to the Administrative Support Careers program at Moorhead Technical College.

Recommendation: Move to accept the donation from Vogel Law Firm.

Moved by _____ Seconded by _____
Comments _____

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

A. UNFINISHED BUSINESS

1. Consider Short-Term (Jernberg) Appendix B
Facilities Options

Explanation: The Board and administration have been discussing various options regarding the short-term space needs of the district.

Recommendation: Move to approve:

- 1) Leasing the Sports Center mezzanine and move the elementary art program from Robert Asp to that facility, and
- 2) Minor remodeling to current Art Shop into two (2) regular classrooms, and
- 3) Remodel the current locker room area into a music room thereby vacating a classroom for regular classroom use.

Moved by _____ Seconded by _____
Comments _____

2. Consider Long-Term (Jernberg) Appendix C
Facilities Options

Explanation: At the January 28th meeting, administration provided the Board with the following recommendation:

1. Construct an addition of a new kitchen, storage and instructional spaces (conference rooms and special education areas) at Probstfield School (\$404,000).
2. Site Purchase and Development
 - a. Site purchase includes the entire St. Francis Church property or amount available for purchase.
 - b. Purchase of nine homes to the south of Robert Asp School between 11th and 13th Streets North. This includes five houses between 11th and 12th Streets North and four homes between 12th and 13th Streets North.
 - c. Request the City of Moorhead to vacate 9th Avenue North from 11th Street North to 14th Street North, to allow site development.
 - d. Request the City of Moorhead to construct a street (8th or 8 1/2 Avenue North) from 11th to 13th Streets North.
 - e. Purchase a site of 50 to 80 acres to the east of the proposed 34th Street Corridor and south of 12th Avenue South for future development. (It is recommended that the district retain the site in south Moorhead so options are available for future growth of Moorhead in either or both areas.) (\$720,000 to \$1,300,000)

2. Consider Long-Term Facilities Options (continued...)

3. Voyager School modifications:
 - a. Food service kitchen area improvements/alternates (\$150,000).
 - b. Utilization of former St. Francis kindergarten building as a media center (\$25,000).
4. Additions and remodeling at Robert Asp School:
 - a. Construct a new instructional media center in the courtyard area (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Eight additional classrooms to be used for regular education, music and special education needs (\$480,000).
5. Junior High School additions and remodeling:
 - a. Construct a new instructional media center in the courtyard area (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Remodel current locker rooms for use by either boys or girls (\$72,000).
 - e. An addition including a vocal/multi-purpose room and new locker room area for boys or girls (\$498,000).
 - f. Six additional classrooms (\$350,000).
6. Technology
 - a. The district will provide for impending technology needs (\$841,000).

It is recommended that the school district petition the City of Moorhead for closure of 9th Avenue North, contingent on the passage of a referendum. As soon as feasible, homes will be purchased and options secured on the St. Francis property.

It is also recommended that the Board prepare for a bond referendum for the purpose of purchasing property, site preparation, remodeling and renovating buildings, constructing additions to current facilities, and making technology improvements, to be held as soon as feasible but no later than September 15, 1992. Building additions and site development would occur upon passage of the proposed bond referendum.

The Board has also reviewed a list of additional referendum items submitted by cabinet members for further consideration. Appendix C-1 contains the list of items and a prioritized list from board members and administration.

The additional tax liability on homesteaded residential property with a 15 year bond referendum could be:

<u>Market Value</u>	<u>\$5 million</u>	<u>\$6 million</u>
\$60,000	\$27 incr.	\$32 incr.
\$90,000	\$42 incr.	\$52 incr.

2. Consider Long-Term Facilities Options (continued...)

Recommendation: The Board will discuss the various options as presented at the January 28th and February 11th board meetings. No action will be taken at this meeting.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Consider Cash-Flow (Jernberg) Appendix D
Financing

Explanation: Appendix D-1 contains information regarding the sale of three-million dollars (\$3,000,000) in tax anticipation certificates needed for cash-flow purposes. Mr. Myron Knutson, Evensen Dodge, Inc. representative, will review bids with the Board.

Recommendation: Move to approve the bond sale as presented.

Moved by _____ Seconded by _____
Comments _____

-
2. Consider Region IV (Jernberg) Appendix E
Educational Delivery
Task Force

Explanation: The 1991 legislature enacted legislation to reduce the number of cooperative organizations and multiple levels of administration, including a statement there should be no more than one area education organization. All local education agencies are required to submit a plan for regional delivery to the State Board of Education by January, 1993.

A task force of superintendents, board members, teachers, and other representatives is being formed. Appendix E-1 contains a memorandum of agreement supporting a Region IV Educational Delivery Task Force as well as a letter and information bulletin from the Minnesota School Boards Association.

Recommendation: Move to approve the memorandum of agreement as presented and name board member, _____ as a liaison between the school district and task force.

Moved by _____ Seconded by _____
Comments _____

3. Consider Curriculum (Regelstad) Appendix F
Addition - Senior
High

Explanation: Appendix F-1 contains a proposal for the addition of Advanced Art to the high school curriculum. The PER Committee recommends the approval of this elective course beginning in the Fall of 1992.

Staff members will be present to respond to questions.

Recommendation: Move to approve the course offering as presented.

Moved by _____ Seconded by _____
Comments _____

4. Consider Curriculum (Regelstad) Appendix G
Addition - Senior
High

Explanation: Appendix G-1 contains a proposal for the addition of Woodworking III to the high school curriculum. The PER Committee recommends the approval of this elective course beginning in the Fall of 1992.

Staff members will be present to respond to questions.

Recommendation: Move to approve the course offering as presented.

Moved by _____ Seconded by _____
Comments _____

5. Consider Curriculum (Regelstad) Appendix H
Addition - Senior
High

Explanation: Appendix H-1 contains a proposal for the addition of Journalism II to the high school curriculum. The PER Committee recommends the approval of this elective course beginning in the Fall of 1992.

Staff members will be present to respond to questions.

Recommendation: Move to approve the course offering as presented.

Moved by _____ Seconded by _____
Comments _____

New Employee

Steve Mathiowetz - Industrial Arts Teacher, Junior High, BA (4), .714 FTE \$5,882.25 (21,729), effective February 21, 1992 until the end of the 1991-92 school year
Steve Connelly - Physical Education Teacher, Junior High, MA (4) \$2,857.98, effective February 21, 1992 for the remainder of the year
Timothy Costello - English Teacher, Senior High, MA (8), .643 FTE, \$8,540.84 (27,787), effective January 27, 1992
Sarah McRae - Art Teacher, Robert Asp, BA (4), .85 FTE, \$6,088.92 (21,729), effective March 2, 1992
JoAnn Eaton - Speech/Language Pathologist, Voyager, BA (4), 5 hours/week-15 weeks, \$1,278.75 (21,729), effective February 20, 1992
Jodi LaFayette - Technology/Community Coordinators Secretary, Townsite, A13 (2), \$7.07/hour, effective March 2, 1992

Early Retirement

Kenneth Fiemann - Fourth Grade Teacher, Thomas Edison, effective May 29, 1992
Merlen Erickson - Music Teacher, Probstfield, effective May 29, 1992
Marilyn Ronken - Fourth Grade Teacher, Probstfield, effective May 29, 1992

Extension of Leave

Jan Coleman - Hearing Impaired, Senior High, extension of current leave of absence for the 1992-93 school year

Maternity Leave

Tracy Erickson - ECSE Teacher, Lincoln, effective April 16, 1992 for the remainder of the 1991-92 school year
Char Lien - LD Teacher, Washington, on or about April 15, 1992 for six weeks

Resignation

Kathy Aarhus - Elementary Teacher, Probstfield, on leave of absence, effective the end of the 1991-92 school year

Recommendation: Move to approve the personnel items as presented.

Moved by _____ Seconded by _____
Comments _____

*7. Consider Donation (Jernberg) Appendix J

Explanation: A memorial of \$75 has been received for Edison teacher, Arlene Mickley's father. The money will be used for library books at Thomas Edison School.

Recommendation: Move to accept the memorial of \$75 for Thomas Edison School.

Moved by _____ Seconded by _____
Comments _____

*8. Consider Meeting (Jernberg) Appendix K
Time Change

Explanation: Due to township elections being conducted on Tuesday, March 10th, the school district is not allowed to hold any activities between the hours of 6:00 - 8:00 p.m. that evening.

For that reason, the starting time of the school board meeting must be changed to 8:00 p.m.

Recommendation: Move to change the starting time of the March 10th school board meeting to 8:00 p.m.

Moved by _____ Seconded by _____
Comments _____

*9. Review Policies (Jernberg) Appendix L

Explanation: The following policies have been reviewed by the Policy Review Committee and are placed on this agenda for a first reading.

- * Student Use of School Equipment Instructional Purposes Off School Premises (EDC) - Committee recommends removal from Policy Book due to the information being covered in policy EDCA

- * Community Involvement (KC) - Committee recommends general revisions

Recommendation: This is the first reading of these policies, action will be taken at the March 10th meeting.

XIII. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

1. MSBA Annual School Board Member Day at the Capitol - Appendix Z-2

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Policy Review	Mon., Feb. 24	7:00 p.m.	Townsite
School Board Mtg.	Tues., Feb. 25	6:30 p.m.	Townsite
Supt. Advisory	Thurs., Feb. 27	7:00 p.m.	Townsite
Supt. Application Deadline	Fri., Feb. 28		
School Board Member Day at the Capitol	Mon., Mar. 2	9:00 a.m.	St. Paul
Precinct Caucus Day (No activities after 6 p.m.)	Tues., Mar. 3		
Joint Powers	Thurs., Mar. 5	7:00 a.m.	Courthouse
Teacher Arbitration Hearing	Fri., Mar. 6	9:00 a.m.	Townsite
Support Staff Mediation Session	Mon., Mar. 9	9:00 a.m.	Townsite
Incentive Grant Deadline	Fri., Mar. 13		
Staff Development Inservice "Designing Enrichments & Extension Activities for Secondary Students"	Mon., Mar. 16	6 - 8 p.m.	Townsite
Student/School Board Meeting	Tues., Mar. 17	7:00 p.m.	Senior High
End of 3rd Qtr.	Fri., Mar. 27		

XIV. ADJOURNMENT

NEXT SCHEDULED MEETING TUESDAY, MARCH 10, 1992 - 8:00 p.m.
TOWNSITE CENTRE - BOARD ROOM

RECOMMENDED ADDITIONAL ITEMS IN ORDER OF PREFERENCE

	<u>COST</u>
1. Junior High multi-purpose room.....	\$340,000
2. Asp soundproofing, staff bathroom, custodial or storage.....	75,000
3. Probstfield 4 classrooms.....	360,000
4. District-wide telephone upgrade, to include some intercoms.....	150,000
5. District-wide electrical upgrade.....	40,000
6. Senior High wrestling room remodeling for special education uses.....	112,000
7. Probstfield roof repair/renovation.....	295,000
8. Washington roof repair/renovation.....	35,000
9. Senior High parking lot repair.....	100,000
10. Senior High auditorium sound system.....	20,000
11. Washington changing room.....	20,000

ADDITIONAL ITEMS FOR POTENTIAL REFERENDUM FUNDING

<u>SCHOOL</u>	<u>ITEM</u>	<u>COST</u>	<u>SUBMITTED BY</u>	<u>ATTACHMENT</u>
Edison	Rewiring of building.	\$20,000	Kevin Kopperud	A
	New intercom and telephone system.	\$81,000		
	Computer mini lab added to the south side of the media center.	\$170,000		
	LD resource room added on to the north side of the lunchroom hallway.	\$120,000		
Probstfield	Add 2 to 4 rooms.	\$180,000-\$360,000	Howard Murray	B
	Intercom system.	\$82,000		
	* Additional phones.	\$200/installation \$600		
Riverside	Conference rooms.	\$45,000	Don Iverson	C
	Storage room for A-V.	\$29,000		
	Expanding kitchen into old shower room.	\$62,000		
	Storage for paper supplies, etc.	\$36,000		
	Nurse's and women's lavatory remodeling.	\$1,000		
	Multi-purpose room added to the gym area.	\$280,000		
	Acquisition of land for green space.	\$500,000		
Washington	Add multipurpose room	\$200,000	Bob Olson	D
	Remove wall separating classrooms from coat room in East Wing. Lockers would be included.	\$150,000		
	Upgrade electrical system.	\$20,000		

* Buildings would need to pay \$45 monthly line charges from general fund building budget for each additional line to the building.

<u>SCHOOL</u>	<u>ITEM</u>	<u>COST</u>	<u>SUBMITTED BY</u>	<u>ATTACHMENT</u>
	Changing room for use of students without toileting skills. Also enlarge the room to permit construction of toilet facilities for handicapped students. Adult handicapped needs.	\$20,000		
	* Add telephones.	\$200/installation \$600		
	Storage/small instructional space.	\$90,000		
Asp	Insulate south hallway classroom and gym walls.	\$30,000	Betty Myers	D
	Add a staff bathroom.	\$25,000		
	Custodian closet or storage area.	\$20,000		
	Special Ed. space	\$90,000		
	Technology - additional computer lab.	\$150,000		
	Severely handicapped needs space may go beyond what is planned in the additions/remodeling.	\$360,000		
Junior High	Multipurpose facility with a high ceiling that could be used for phy. ed., spec. ed. and extra-curricular needs.	\$340,000	Dick Jones	F
Senior High	Remodel existing wrestling room into special education space. Would house MMH, social worker, psychologist, hearing impaired, speech therapist, and secretary, as well as conference space for child studies (could also house LD). The old archery range would work for offices for staff and conference space.	\$111,750	Mike Siggerud	G
	Remodel IMC and 214 to create an additional MAC lab and television production studio.	\$150,000 - \$200,000		
	Life safety costs previously completed at Senior High.	\$950,000	Bob Lacher	
	Sound system for auditorium.	\$20,000	Fran Laske	H

<u>SCHOOL</u>	<u>ITEM</u>	<u>COST</u>	<u>SUBMITTED BY</u>	<u>ATTACHMENT</u>
Junior High	Air Conditioning	\$565,000	Foss Assoc.	I
Asp	Air Conditioning	\$520,000		
Washington	Air Conditioning	\$466,000		
Probstfield	Air Conditioning	\$421,000		
Edison	Air Conditioning	\$355,000		
Riverside	Air Conditioning	\$287,000		
Lincoln	Air Conditioning	\$30,000		
District Wide	Additional technology needs (beyond \$841,000 previously listed).	\$119,000	Jan Buckner	
Senior High	Gym Floor Refinish	\$15,000	Orv Kaste	
	Parking Lot Repair	\$100,000		
Probstfield	Roof Repair/Renovation	\$295,000		
Washington	Roof Repair/Renovation	\$35,000		
District	Cleaning Equipment	\$10,000		
District	Grounds Equipment/Mowers	\$16,000		
District	Grounds Equipment Tractor	\$16,000		
District	Phone/2-way radio/pager system	\$25,000		
District	Staff cars (3)	\$24,000		
District	Staff van (1)	\$12,000		
District	Maintenance vehicle to replace El Camino	\$12,000		
District	Delivery van - Chasses and cab to replace 1 1/2 ton truck	\$36,000		

TOTAL SUBMITTED \$7,692,950 - \$7,922,950



EVENSEN DODGE INC
FINANCIAL CONSULTANTS

February 3, 1992

Mr. Robert Lacher
Assistant Superintendent-Business
Independent School District No. 152
Moorhead, MN 56560

Dear Mr. Lacher:

After review of the District's most recent cash flow projection through March 1993, I have summarized below arbitrage considerations for issuance of any cash flow financing or building bond issues of 1992 or 1993.

The District would be able to issue up to \$5,000,000 in bonds in 1992 and qualify for the small issuer exemption from arbitrage rebate. If the District were to pass a building referendum in 1992 and sell the bonds in 1992, those bonds would count toward the \$5.0 exemption, and would then make any 1992 cash flow financing subject to rebate unless otherwise exempted.

The building issue, whether sold in 1992 or 1993, and regardless of issue size, would qualify for an exemption to rebate arbitrage if the project meets the 2 year spending requirement. The District must spend 10% of the bond proceeds within 6 months, 45% within 12 months, 75% within 18 months, and 100% within two years from the date of the bonds.

With an anticipated September 15, 1992 referendum date, with passage of the referendum the District could sell the building bonds in December or January, and date the bonds in 1993. This would eliminate this building issue from affecting any 1992 cash flow financings.

Per the District's cash flow projection, the District could complete a TAC financing now for approximately \$3,000,000, which is less than 50% of the uncollected tax levy and is less than the maximum the District could issue in TACs. That would allow the District to review their cash flow projection this summer and look at issuing AAC's in an amount up to \$2,000,000, so as not to exceed the \$5.0 limitation in the calendar year.

222 South Ninth Street, Suite 3800
Minneapolis, MN 55402
612/338-3535 800/328-8200
FAX 612/338-7264
MLK02K4/2

APPENDIX D-1

690 Town Center Drive
Suite 400
Costa Mesa CA 92626
714/445-3212 800/288-0171
714/445-3126 Fax

44 Montgomery Street
Suite 500
San Francisco CA 94104
415/933-2075
415/933-3076 Fax

233 South Orange Avenue
Suite 200
Orlando FL 32801
407/241-0757 800/624-8228
407/270-2326 Fax

133 N. Pennsylvania Street
Suite 2015
Indianapolis IN 46204
317/684-6000
317/684-6004 Fax

280 Court Avenue
Suite 215
New Orleans LA 70007
514/882-4136
514/882-4222 Fax

1770 North Laurel Park Drive
Suite 400C
Livonia MI 48152
313/281-4040 800/540-3440
313/291-4864 Fax

2801 East Durbin Vista
Springdale MO 65744
417/463-1277
417/463-7936 Fax

1726 Pacific Lane
Pough ND 58108
701/233-4416 800/328-8200
701/238-4297 Fax

279 Federal Circle
Delaware OH 43015
614/263-1577 800/328-7900
614/263-4887 Fax

701.8000
Suite 300
Austin TX 78701
512/320-0647 800/384-0612
512/380-3418 Fax

With the building issue sold in 1993, this will make cash flow financings in 1993 subject to arbitrage rebate. The District will need to review the cash flow projection in January 1993 to determine if any TAC or AAC financing is required in 1993, and plan on rebating any arbitrage on these financings unless able to meet some other exemption, such as spending 90% of the proceeds within six months.

With current favorable short term interest rates, we would recommend issuance of TAC's in the amount of \$3,000,000 to be sold at the February 25, 1992 Board meeting. The District would receive the proceeds on 3/10/92, and these TAC's would be due on 3/31/93. Additional issuance of AAC's would need to be reviewed this summer and will depend on the cash flow projection at that time.

No formal action is required at the February 11, 1992 Board meeting for a February 25, 1992 TAC sale. As in the past, the Board would authorize and approve the TAC sale to the new bidder at the February 25th meeting.

If you have any questions on the above or need any further information, please let me know.

Sincerely,

EVENSEN DODGE INC



Myron Knutson
Vice President/Manager
Fargo Office

/krh

MEMORANDUM OF AGREEMENT
BETWEEN
INDEPENDENT SCHOOL DISTRICT NO. 152
and
REGION IV EDUCATIONAL DELIVERY TASK FORCE (EDTF)

WHEREAS, Chapter 265, Article 6, Section 64 has been enacted to reduce the number of cooperative organizations and accompanying multiple levels of administration, and

WHEREAS, Chapter 265, Article 6, Section 64, subdivision 3 specifically states that there shall be not more than 1 Area Education Organization (AEO), and

WHEREAS, All LEAs are required to submit a plan for regional delivery to the State Board of Education by January 1, 1993, and

WHEREAS, LEAs of Region IV have formed an Educational Delivery Task Force to work cooperatively in designing a regional delivery system;

THEREFORE, BE IT RESOLVED that Independent School District No. 152 enter into this memorandum of agreement to provide support to the Region IV EDTF by:

1. Providing input to and supporting the outcomes of the planning effort to assure completion in a timely manner.
2. Selecting a person to serve as a liaison between Independent School District No. 152 and the planning task force who will be responsible to assure that the Region IV EDTF receives input from the District 152, and that District 152 is kept informed of the activities of the EDTF. It is understood that the role of this liaison is purely communicative and will not include participation in the planning retreat, or voting authority.
3. Providing financial support for the planning effort whose expenses may include:
 1. Facilitator for planning retreat
 2. Housing, travel, meals for retreat
 3. Clerical support for task force
 4. Travel for co-chairs and steering committee
 5. Printing, supplies and postage
 6. Other as deemed necessary by co-chair and steering committees

Financial support will be limited to the actual costs incurred less any reimbursement from state or other grants divided equitably between participating districts.

It is understood that any district which chooses not to enter into this memorandum of agreement will not have input into the Region IV EDTF planning effort.

This memorandum of agreement was entered into on _____, 1992.

By: _____
Chairperson



MINNESOTA SCHOOL BOARDS ASSOCIATION

1993 CONVENTION JANUARY 14, 15, 16

116 So. Third Street
Box 119 — St. Peter, Minnesota 56082-0119

Tel. 507/931-2450 Metro 612/333-8577
Minnesota Only 800/642-4459
FAX 507/931-1515

February 17, 1992

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Prior Lake

VICE PRESIDENT

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Cloquet

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Brandon

DIRECTOR DISTRICT 11

Susan Hansen
Cook County

DIRECTOR DISTRICT 12

Jon Hovde
Fertile - Beltrami

EXECUTIVE DIRECTOR

Richard J. Anderson
St. Peter

Dear School Board Chairperson and Superintendent of Schools:

Attached you will find an informational bulletin to assist you in meeting the mandate of the law to develop a local plan for the efficient and effective delivery of educational programs and services.

This informational bulletin is a cooperative effort between the Minnesota School Boards Association (MSBA) and the Minnesota Association of School Administrators (MASA).

Certain members of the legislature, the state board of education, and the state department of education have been given an opportunity to review and provide input into the bulletin.

It is the hope of MSBA and MASA that this bulletin will provide guidance to you and your district as you comply with the mandates of the restructuring statute.

If we can be of any assistance to you or if additional clarification of the law is desired, please do not hesitate to contact your MSBA or MASA offices.

Sincerely,

Richard J. Anderson
MSBA Executive Director

enc.

February 1992

MSBA/MASA DEVELOPED BULLETIN TO ASSIST LOCAL DISTRICTS IN
DEVELOPMENT OF A LOCAL PLAN FOR EDUCATIONAL PROGRAMS
& SERVICES WITHIN A NEW EDUCATION DELIVERY SYSTEM

I. STATEMENT OF PURPOSE OF BULLETIN.

The purpose of this MSBA/MASA prepared bulletin is to assist local school boards and superintendents of schools in meeting the mandate of the law to develop a local plan for the efficient and effective delivery of educational programs and services within a new education delivery system.

II. SCHOOL BOARD CONSIDERATIONS FOR LOCAL SCHOOL DISTRICT PLANNING.

A. WHY WAS THE EDUCATION SERVICE DELIVERY SYSTEM LEGISLATION PASSED?

Recently, some school district officials, regional cooperative organization officials, legislators, and others have expressed a concern regarding the number of different cooperative organizations and the multiple levels of administration. These cooperative organizations and levels of administration include the Minnesota Department of Education, ECSUs, intermediate school districts, education districts, regional management information centers, secondary vocational cooperatives, special education cooperatives, technology cooperatives, and certain other joint powers agreements entered into by local school boards. This legislation was passed to provide the local school board with the opportunity to assist the State Board of Education in designing a new education delivery system.

B. IS THE LEGISLATURE TRULY SERIOUS ABOUT THIS RESTRUCTURING EFFORT?

YES. This effort should not be viewed as just another report which will be filed away and forgotten by the state. All of the above named organizations are sunsetted not later than June 30, 1995. A system must be in place to provide needed direct services to students after that date. The legislature has enacted the mandate to redesign the method of delivery of education services between the State Board and the local school board. IF LOCAL SCHOOL BOARDS DO NOT PARTICIPATE IN THE REORGANIZATION, IT CAN BE ASSUMED THAT THE STATE BOARD OF EDUCATION AND/OR LEGISLATORS WILL TAKE IT UPON THEMSELVES TO COORDINATE AND CONSOLIDATE THE ABOVE MENTIONED ORGANIZATIONS. LACK OF PARTICIPATION ON YOUR PART MEANS LACK OF INPUT INTO THE FINAL PRODUCT. THIS FINAL PRODUCT WILL HAVE AN IMPACT ON EVERY STUDENT AND SCHOOL DISTRICT IN MINNESOTA. LOCAL SCHOOL BOARDS AND SCHOOL ADMINISTRATORS MUST PROVIDE LEADERSHIP TO ENSURE ACTIVE PARTICIPATION IN MEETING THE REQUIREMENTS OF THE MANDATE.

2.

HOW WILL THE STATE BOARD OF EDUCATION/LEGISLATIVE ASSUMPTIONS REGARDING THE 1991 RESTRUCTURING MANDATE AFFECT THE LOCAL PLANNING PROCESS?

The law is attached as Appendix A. It includes the purpose of the law, the scope of the system, local school district planning requirements, a mandate to the state board to direct local school district planning, and requirements relating to state board of education reports to the legislature.

As noted above, the law contains a mandate to the state board of education to direct local school district planning. The state board has adopted a number of assumptions regarding the restructuring initiative. These assumptions are attached as Appendix B.

Meeting the requirements of the law and the assumptions of the state board of education will require specific school board action. Accountability to the citizens of your school district and to the state for the plan and future education services to students can only be provided through the actions of elected officials - school board members. Care should be taken that decision making authority regarding the development and approval of the plan is not relinquished to nonelected persons.

D. WHAT IS THE ROLE OF THE FOLLOWING IN THE MANDATED PLANNING PROCESS:

1. LOCAL SCHOOL BOARD

By law, each school district is required to develop a plan to assist the state board of education in designing a new statewide delivery system. This plan should be forwarded to the state board of education only after a vote by the school board to approve the plan. Each school board should guarantee that the plan contains all of the information required by law and the state board, review the plan in a public meeting, provide means for community, staff and student input into the plan, and provide district administrators with the time and resources needed to assist the school board in the development of the plan.

2. REGIONAL ORGANIZATION OR ENTITY

The law does not mention any role for a regional or area entity in the planning process. The law only mentions planning at the local school district and state board of education level.

The state board of education assumption number 5 states that the state board will seek input from regional groups of districts, as well as individual district plans. Along this line, the state board has endorsed a "regional planning

process". No matter what form of regional entity you may choose to assist you and the state board in the planning process, MSBA and MASA believe that it is imperative that (1) All districts have representation in the planning process, (2) That all school boards retain authority for the approval of its local plan, (3) That if a regional plan is to be developed and submitted, all school boards within that region must have the opportunity to vote on support for the plan, and (4) That the integrity of developing the plan is maintained by making certain that all present cooperative organizations and levels of administration are given equal standing going into the planning process with no single cooperative organization given what may be viewed as a "step up" or favoritism.

Districts are encouraged to use a regional process as a means of getting the local plan heard and the desires of the local district included in the regional plan which will be submitted to the state board.

3. STATE BOARD OF EDUCATION

As mentioned above, the state board of education is required by the statute to recommend to the legislature a design of an education service delivery system and to make recommendations for legislation required to implement the system. The state board must also recommend at which level of the education delivery system collective bargaining could take place most effectively and efficiently. The local school district plan does not need to address the issue of collective bargaining. According to the law, recommendations on collective bargaining are a function of the state board but local boards may desire to give guidance to the state board, through the local and regional plan, on which level of the education delivery system collective bargaining should take place.

It is clear in the law that the state board is required to direct local school district planning. Therefore, THE INFORMATION REQUIRED FROM LOCAL SCHOOL DISTRICTS BY THE STATE BOARD OF EDUCATION MUST BE PROVIDED. It is highly recommended that local school boards and administrators become familiar with the state board of education assumptions, information required by the state board, and any other mandatory requirements imposed by the state board. It appears that the state board will give local school boards some leeway but, at the same time, it is also clear that the state board has the authority to reject any school district plan which, in the determination of the state board, does not meet the requirements of the statute and/or the state board.

E. ARE THERE SIGNIFICANT ISSUES THAT NEED TO BE ADDRESSED BY EACH SCHOOL BOARD (LIST ISSUES AS WELL AS ANY IMPEDIMENTS)?

1. GOVERNANCE OF AREA AND REGIONAL ENTITIES UNDER NEW SYSTEM.

Governance of any newly created area and/or regional entity is an important issue that each local school district plan must address. Accountability to the local school districts, citizens and students should be of great importance. Accountability is best addressed through the election process. As with present cooperative arrangements, MSBA/MASA recommends that any governing board of an area entity should be comprised of locally elected school board members. A newly created regional entity comprised of a state board of education and a state department of education with central and regional delivery centers will in most likelihood be governed by the state board and the commissioner of education as is the case in present law for the state board and department of education. It may be that an advisory committee, established on a regional basis, whose membership would include locally elected school board members as well as others, may assist districts in assuring regional citizens and students that local considerations will be of a high priority to the state board and commissioner of education.

2. FUNDING OF NEW AREA AND REGIONAL ENTITIES:

- a. REVENUE AMOUNT NEEDED TO FUND PROPOSED SERVICES;
School boards should look at present expenditures and revenue needs for current cooperative efforts. In conjunction with #3 below, the plan should include an estimate of needed revenue to fund desired student services.
- b. SOURCE(S) OF NEEDED REVENUE;
Sources of revenue also need to be identified. Options may include the following: 1. State Aid; 2. Local Property Taxes; 3. An "Equalized" Formula of State Aid And Local Property Taxes; or 4. Some Other Method of Accessing Needed Revenue Such as District Membership Fees, Etc.
- c. DISTRICT TO RECEIVE REVENUE AND PURCHASE DESIRED SERVICES OR AREA/REGIONAL ENTITY TO DIRECTLY RECEIVE REVENUE AND PROVIDE SERVICES;
An important component of the plan will be the distribution of revenue. The greatest accountability assurance to a local district

of an area delivery system appears to be for the district to receive revenue and purchase desired services. Another method of revenue distribution would be for the area entity to receive the revenue directly from the source of the revenue (i.e. state, local property taxes, fees, etc.).

The regional entity, according to the statute, appears to be the state department of education. A desired method of revenue distribution for the regional entity, based on local school district, area, and regional needs also must be addressed in the local school district plan.

3. A DESCRIPTION OF THE SERVICES TO STUDENTS TO BE PROVIDED BY THE LOCAL SCHOOL DISTRICT, THE AREA EDUCATION ORGANIZATION, AND THE REGIONAL ENTITY.

The recommendations related to direct services to student needs will be one of the most important aspects of the local school district plan. Direct services to students include such things as special education services, programs for vocational and gifted students, and all academic programs. Indirect services include UFARS reporting, purchasing, and basically those programs that do not touch the student directly. A complete review of present direct services (district and/or cooperative provided), desired level of services for future years, and, which entity should be responsible for providing the direct services is recommended to be the highlight of the district plan. School boards should allow an adequate amount of time for discussion on direct student needs.

4. OPTIMAL NUMBER OF SCHOOL DISTRICTS AND NUMBER OF PUPILS THAT AN AREA EDUCATION ORGANIZATION AND REGIONAL CENTER OF THE DEPARTMENT OF EDUCATION SHOULD SERVE.

After determining direct student services, the school board will be responsible for determining the optimal number of school districts and number of pupils to be served by an area entity. Issues such as accountability, transportation needs, number of students needed for various direct services (i.e. low incidence special education, vocational offerings, gifted and talented programs, etc.) to be cost effective and efficient, and many other issues related to student needs will assist you in determining area size in number of students and number of school districts. Too large of an area entity may result in unnecessary administrative costs and be too far removed from the clients it is meant to serve. An area entity which does not have an adequate number

of students for low incidence programs may be too small to provide needed services. Compactness with an adequate number of students appears to be the ideal.

The regional entity would appear to be somewhat more flexible in number of students and number of districts to be served. Presently, the state department of education and the state board of education are based in St. Paul. By regionalizing the entities, services to students and school districts should be based closer to the clients. Your district is required to make a recommendation on the number of students to be served and the number of districts to be included within a regional state department of education.

5. WHAT THE BOUNDARIES OF YOUR AREA EDUCATION ORGANIZATION SHOULD BE.

This question on what the boundaries of your area education organization should be is closely related to question number 4 above. The considerations are basically the same.

6. WHAT THE BOUNDARIES OF YOUR REGIONAL CENTER OF THE DEPARTMENT OF EDUCATION SHOULD BE.

This question on what the boundaries of your regional center of the department of education should be is also closely related to question number 4 above. The considerations are basically the same.

7. ROLE OF THE SCHOOL DISTRICT, THE AREA EDUCATION ORGANIZATION, AND THE CENTRAL AND REGIONAL CENTERS OF THE DEPARTMENT IN ENSURING THAT NECESSARY HEALTH AND OTHER SOCIAL SERVICES ARE PROVIDED TO PUPILS.

This question will require school boards to meet with and discuss health and social services with agencies located within the school district boundaries that provide these services. County and city agencies will more than likely be your contacts. It appears, from this and other recent legislative actions, that the state is interested in seeing how local government services can be combined to provide more access to clients, cost effective services, and the possibility of "one stop service centers" to more effectively use public buildings. It will be difficult for boards to bring this effort to conclusion in their district plan. Boards may be better advised to design a process or method of ongoing communication with health and social services agencies in an effort to provide better services to students.

8. HOW WILL THE SCHOOL BOARD INFORM THE PUBLIC CONCERNING ITS PLAN, CONFER WITH TEACHERS AND RESIDENTS OF THE DISTRICT REGARDING THE PLAN, AND PROVIDE FOR PUBLIC MEETINGS AS NECESSARY TO RECEIVE INPUT FROM CITIZENS ON THE PLAN?

Due to the fact that the new statewide delivery system will have a profound impact on your district's staff, students, and residents, adequate measures should be taken to allow all of the above to have input into the plan. The establishment of advisory task forces, the holding of public hearings, and the scheduling of discussion on the progress of the planning process on your monthly school board meeting agenda will assist you in assuring that all parties have the opportunity to have input and are aware of the ramifications of what your district plan will recommend. It is better to have an overload of public and staff participation than to give the impression that staff, student and citizen input is undesirable. By allowing meaningful participation by the above listed groups, ownership of the plan can become district-wide. District-wide ownership will provide credibility to the plan and allow your board to report a plan to the state which will truly be backed by a majority in your district.

9. ANY ADDITIONAL INFORMATION REQUESTED BY THE STATE BOARD OF EDUCATION.

As noted above, the state is allowed to request any and all information from your district to assist the state board in making its recommendation. The state will communicate requested information to your district so that it can be included in your report.

- F. IS A "PRE-DEVELOPED" MODEL FOR USE IN ALL SCHOOL DISTRICTS DESIRABLE?

The legislation requiring local plans makes no reference to the establishment of a regional plan, regional task force or model plan. Nevertheless, some have suggested that a "pre-developed" model for use by all of the school districts within a certain area or cooperative grouping is desirable. These models have been or could be developed by consultants, cooperative employees, small groups of administrators and/or board members, or others. MSBA/MASA strongly recommend that each district does its own plan based on district needs and desires. NO ONE PLAN CAN BEST REPRESENT YOUR DISTRICT UNLESS YOUR DISTRICT DOES THE PLAN. The legislature is encouraging you to participate in area or regional plan development activities. If you do, we believe that it is in your interest to start at the beginning in plan development rather than adopting a plan which has already, in all reality, been put

together and your main responsibility is to "sign off" on someone else's plan or ideas. The public elementary, secondary, pre-kindergarten, and post high school education programs belong to the people of Minnesota. School boards are elected to represent their respective district. It is imperative for you as a locally elected school board to provide a local school district plan and an area/regional plan which will assist the state board of education and the legislature in providing Minnesota's public school students and the citizens of each district with the opportunity to access the highest quality education possible.

G. TIMELINES FOR COMPLETION OF THE LEGISLATIVE MANDATE.

Timelines as outlined in the statute are as follows:

February 1, 1992 - State Board Report to Legislature on School District Progress in the Planning Process.

October 30, 1992 - Completion of regional plans.

January 1, 1992 - Final Report from the State Board to the Legislature with Recommendations for the Design of an Education Services Delivery System and Recommendations for Legislation Required to Implement the System.

June 30, 1995 - New Statewide Delivery System for Educational Services Designed and Ready for Implementation.

July 1, 1995 - New System in Place and in Operation.

IT CAN BE EXPECTED THAT THE STATE BOARD OF EDUCATION WILL DEVELOP, IN ADDITION TO THE ABOVE TIMELINES, TIMELINE REQUIREMENTS ON LOCAL SCHOOL DISTRICTS SO THAT THE STATE BOARD OF EDUCATION CAN COMPLETE THE MANDATE OF THE LEGISLATURE.

H. ATTACHMENTS:

1. THE STATUTE
2. STATE BOARD OF EDUCATION ASSUMPTIONS
3. MSBA GREEN SHEET SURVEY

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1991-92 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Senior High School _____

TOPICS OF PROPOSAL: New Courses _____

SUBMITTED BY: PER Committee _____ DATE: January 9, 1992 _____

Donovan Dulski _____ DATE TO BE IMPLEMENTED:

School Board _____ Second Semester 1991-92 _____

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO
RECOMMEND TO SUPERINTENDENT: Michael Durn _____

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.

An additional class is needed for advanced Art students.

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.

Art should be taught in a sequential way. The enrollment figures are up in the High School. Advanced students are now being taught with beginning students, which is detrimental to both. This is advantageous to prepare students for two or four year art colleges. We have the space and students have indicated a desire for an advanced class.

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

We are limiting the development of the students' growth in the visual arts.

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

The alternative action would be as it is now. It is stifling the educational growth of the students and hindering the teaching process.

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

PROPOSAL FORM:

#1 PERSONNEL:	Number requested:	Total cost:	Code to charge:	Reimburse- ment:	Net cost:
---------------	-------------------	-------------	-----------------	------------------	-----------

Administrators:

Teachers: 1 hr/day 1485.09

Clerical:

Paraprofessional:

No. & Hrs. per day:

Teacher Para:

Noon Para:

	Total Salaries	X 30%
FRINGE BENEFITS:	Worker's Compensation	X Salary X .005 =

SUPPLIES: 275.50

#2 CAPITAL OUTLAY:

OTHER EXPENSES:

#3 TOTAL COST \$1742.59 NET DISTRICT COST

Comments on budgetary items:

#1. F.T.E. Full-time equivalent

#2. Equipment, remodeling, site improvement, etc.

#3. Review by Business Office before Superintendent's approval.

6. Space implications (short/long range).

Space is currently available for increased enrollment.

7. Equity implications.

The equity implications would be an increased opportunity for students to grow in the visual arts.

8. Technology implications.

N/A

9. Suggested timelines for implementation.

Second semester of the 1991-92 school year.

10. Who has been involved in this decision?

Michael Dunn and Mr. Donovan Dulski

11. Other comments:

See the attached letter which was given to the P.E.R. committee on November 21, 1991.

MOORHEAD PUBLIC SCHOOLS
MOORHEAD, MINNESOTA

1991-92 BUDGET
(YEAR)

CURRICULUM PROPOSAL FORM

Complete a description of your program proposal. All seven (7) areas must be addressed. Information in support of your proposal should be as comprehensive as possible.

Section I. Statement of Proposal

See attached sheet

Section II. Rationale and Need

A. History of present curriculum.

B. Reasons for proposed changes in present program.

- A. Introduction to Art I, Drawing and Design, Painting I & II, Pottery/3D I & II.
- B. The reasons for proposed changes are the following:
 - 1. Increased present enrollment and projected enrollment.
 - 2. Increased interest and need to serve the college and/or technical school bound student.

Section III. Objectives of Proposal

A. Summary of objectives of proposal.

B. Specific objectives.

- A. To increase the availability for students to grow and expand their knowledge in the visual arts.
- B. To extend the opportunity for students to learn at an advanced level.
- C. To reach specific needs of the student.

Section IV. Procedures for Program Development and Coordination

List the steps used in planning the proposal.

- 1. Study group participation
 - 2. Evaluation of research data
 - 3. Resources utilized in preparation of proposal
 - 4. Resource people used in planning stages
- 1. I recognized the need.
 - 2. I talked to Mr. Dulski and Mr. Jernberg.
 - 3. I appeared before the P.E.R. committee.

Section V. Implementation

- A. Inservice training necessary to implement program
- B. Indicate special training required for instructional staff to implement program
- C. Equipment and materials

- D. Space requirements
- E. Class selection
- F. Time periods

- A. N/A
- B. N/A
- C. Minimum of supplies will be needed.
- D. Adequate space.
- E. Class selection will be done by myself and administration.
- F. Another teaching hour will be added.

Section VI. Evaluation

- A. Methods of evaluating program
 - 1. Questionnaires and surveys
 - 2. Achievement scores
 - 3. Other methods of evaluation
- B. Plans for regular feedback

- A.
 - 1. Questionnaires were given to art classes.
 - 2. N/A
 - 3. I evaluate students on an individual basis.
- B. Instructor evaluation and student evaluation.

Section VII. Learner Outcomes

- I. Student will have a more in depth understanding of the Historical, technical and applications of the various mediums covered in the visual arts.
 - A. Student will learn the historical significance and relationship between past and present artists through video, prints and lecture.
 - B. Student will learn to apply various mediums, while using the techniques of the masters.
 - C. Students will learn the technical use of air brush.
 - 1. Mechanics of the tool.
 - 2. Application of paint to surface.
 - 3. Use of the airbrush in the commercial arts.
 - D. Students will learn to use multi-mediums to create a visual piece of art.
 - 1. The process of media overlay using waterbase mediums.
 - 2. Technical drawing overlay using dry mediums.

3. The procedure of applying 3-dimensional mediums to a visual piece of art.

II. The student will be better prepared for college level art courses.

- A. Student will learn terminology techniques and materials at an advanced level of instruction.
- B. Student will learn to budget time and meet deadlines which play a large role in college art courses.
- C. Student will learn to exhibit and critique their own work.

III. The student will learn through advanced instruction, how to create and express him or herself at a higher and more personal level.

- A. Students will learn to use critical and technical thinking.
- B. Student will learn to create from self, rather than by the use of total reference.
- C. Student will learn to create with a technical approach through commercial art.

Course Proposal for Moorhead Senior Art Classes

Art, like any other course, needs to be sequential. Right now the handbook states Introduction to Art I (one semester) followed by Drawing and Design, an intermediate course (one semester). Then they may take Painting I, focusing on oils and acrylics, (one semester), followed by Painting II, watercolor and mixed mediums (one semester).

A number of students wished to continue, so Painting III was incorporated into the existing classes throughout the day. This was done by administration consent, and screening by administration and art teacher. (This course was not listed in the handbook.) Ten students are doing this, but this is difficult because of large numbers, and different levels of ability. Because art students need individualized instruction, it is very difficult to give this instruction to the higher level student. (Example, in a large class ranging from 25 to 32 students at an introductory level, it is difficult to instruct the 2 plus advanced students. It is, also, unfair to them.) This is the situation right now.

Because there is a need to offer advanced/continued classes to grow in art, and because there are more students interested in majoring in art in college and technical schools for commercial art/business, I propose that Moorhead Senior High offer two more semester courses. They are Painting III, focusing on forms of printmaking including silkscreen, block print, and lithograph (one semester), and Advanced Art, including two-dimensional and three-dimensional mediums (one semester).

Interest in the visual arts through the Moorhead district has flourished with the Art Shop in the elementary, Tapisstry course in sixth grade for gifted art students, new teacher of art added at the junior high, and a larger number of students interested in art at the high school. I feel these two semester art courses are greatly needed.

Sincerely,

Michael D. Dunn

FEB 12 1992

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1992-93 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Moorhead Senior High

TOPICS OF PROPOSAL: The addition of Woodworking III to the Industrial Technology curriculum.

SUBMITTED BY: Stan Olson

DATE: February 7, 1992

SUBMITTED TO: Donovan D Dulski

Bob Jernberg

DATE TO BE IMPLEMENTED:

PER

Fall of 1992

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.

Industrial Technology Education Department would like to include in their curriculum a Woodworking III course.

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.

- (a) We currently offer Woodworking I & II which are the only two Woodworking courses that have ever been offered at Moorhead Senior High School.

- (b) 1. Because students are now at the High School for four years, this two year offering limits their opportunities in Woodworking.
2. Students have expressed an interest in an additional Woodworking course. There is a need for a bridge between cabinet making and carpentry; this could also encourage interest in the MIT carpentry program.

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

Third-year Woodworking requests would not be met.

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

None

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

PROPOSAL FORM:

#1 PERSONNEL:	Number requested:	Total cost:	Code to charge:	Reimburse- ment:	Net cost:
---------------	-------------------	-------------	-----------------	------------------	-----------

Administrators:

Teachers:

1

No additional cost

Clerical:

Paraprofessional:

No. & Hrs. per day:

Teacher Para:

Noon Para:

	Total Salaries	X 30%
FRINGE BENEFITS:	Worker's Compensation X Salary	X .005 =

SUPPLIES: Lumber \$2000.00

#2 CAPITAL OUTLAY: Asphalt \$1199.99 -or- Cement \$2400.00

OTHER EXPENSES: Fence \$1250.00

#3 TOTAL COST \$4450.00 NET DISTRICT COST _____

Comments on budgetary items:

This proposal does not require any additional teacher salary. The cost of the sheds will be recovered by the District upon sale of the structures. Future: A cement slab and security fence between Woodworking and the Auto shop.

Estimates for 30' x 40' hard surface and fence:

Asphalt	\$1199.99
Cement	\$2400.00
Fence	\$1250.00

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).

No additional space would be required because the sheds would be constructed on the west side of the building between the Wood shop and the Auto shop. It may be necessary in the future to asphalt or cement this area and construct a security fence for reasons of safety and security.

7. Equity implications.

Open to males and females.

8. Technology implications.

Students will learn skills that are used in industry. They will visit industries to become aware of the latest development in technology as it relates to cabinet making and carpentry.

9. Suggested timelines for implementation.

Fall of 1992

10. Who has been involved in this decision?

Donovan D Dulski
Darvin Miller
Stan Olson

11. Other comments:

WOODWORKING III COURSE OUTLINE

Elective - 1 year - 1 credit

Grades 11 - 12

Prerequisite: Woodworking I

Students will be given the opportunity to explore the more intricate woodworking procedures used commercially and in residential construction. They will observe first-hand construction methods through fieldtrips to industry and the Moorhead Technical College Carpentry program. The students will complete two projects. The first project will be a form of cabinetry using plastic laminates. The second project will be the construction of a small storage shed. Six to seven students will work as a group to construct each shed. The storage sheds will be sold, with the students being given the first opportunity to purchase them. This project will give the students experience in constructing a framed structure and gain skills in home maintenance, home repair, and remodeling.

Learner Outcomes:

1. The student will review and be competent in the use of power equipment and small hand tools.
 - A. Review safety procedures for power equipment and hand tools.
 - B. Safety tests on all power equipment and hand tools.
2. The student will be aware of various types of plastic laminates currently available.
 - A. Text: Modern Woodworking, Willis H. Wagner - Clois E. Kicklighter
Chapter 24
 - B. Class discussion and lecture _____
 - C. Display samples
3. The student will be able to lay out and cut plastic laminates.
 - A. Text book assignment: Chapter 24
 - B. Teacher demonstration
4. The student will understand the procedure used to apply adhesives to laminates.
 - A. Text book assignment: Chapter 24
 - B. Demonstrate methods of applying adhesives
 1. brushing adhesives
 2. rolling adhesives
 3. spreading adhesives with notched trowel

5. The student will be able to trim and finish the edges of plastic laminates.
 - A. Text book assignment: Chapter 24
 - B. Demonstrate trimming of laminate edges using a router and a single cut file.
6. The student will construct a cabinetry project that will incorporate his/her skill in using plastic laminates.
 - A. Select and construct a project that will incorporate the use of a laminated surface.
7. The student will be able to plan and lay out all the necessary measurements for a storage shed.
 - A. Teacher lecture and demonstration
8. The student will be able to estimate the materials needed and the cost of these materials for the construction of a small framed structure.
 - A. Text book assignment: Chapter 27
 - B. Teacher lecture
 - C. Contact local suppliers for current cost of materials
9. The student will lay out and construct the floor of a framed structure.
 - A. Teacher demonstration: joist lay out for floor
 - B. Teacher demonstration: lay out for floor covering
10. The student will frame the studded wall to include windows and door openings.
 - A. Teacher demonstration: proper measurements to accommodate siding
 - B. Teacher demonstration: measurements for door and window jams
11. The student will frame and finish a roof.
 - A. Text book assignment: Chapter 28
 - B. Discuss various types of roof styles
 - C. Teacher demonstration: methods of laying out rafters for roof
12. The student will be able to install windows and doors and apply siding to the studded walls.
 - A. Teacher demonstration: methods of siding application using 4x8 sheets of siding.

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota1991-92 Budget
(Year)CURRICULUM PROPOSAL FORM

Complete a description of your program proposal. All seven (7) areas must be addressed. Information in support of your proposal should be as comprehensive as possible.

Section I. Statement of Proposal

Development of a second year journalism curriculum.

Section II. Rationale and Need

- A. History of present curriculum
- B. Reasons for proposed changes in present program.

A. Non-existent. Second year students have obtained this opportunity through Independent Study; this was their only option to continue the study of journalism.

- B. Journalism I concentrates on journalistic writing style. No emphasis on hands-on production until the fourth quarter. Journalism II emphasizes hands-on production, sharpening Journalism I skills (use of computer, copy editing, layout and design, interpersonal relationships on community basis in and outside of the classroom.

Section III. Objectives of Proposal

- A. Summary of objectives of proposal
- B. Specific objectives

A. Produce a high quality newspaper under conditions of commercial production.

- B. Follow the American Society of Newspaper Editor's ethic., journalistic style, and the Associated Press style rules.

Students will make proper selections of news worth and timely stories.

Section IV.

Procedures for Program Development and Coordination

- A. List the steps used in planning the proposal
1. Study group participation
 2. Evaluation of research data
 3. Resources utilized in preparation of proposal
 4. Resource people used in planning stages

1. Journalism Educators of America's National Convention, Chicago, November 15-17, 1991
2. ACT research-"ACT research shows that college students who have studied high school journalism or who have worked on high school newspapers and yearbooks score significantly higher on various ACT tests than do those students who have not had such experiences, have a higher cumulative grade average as college freshmen, and score higher in their first collegiate English courses." NASSP Bulletin/November, 1988
3. Journalism Educators of America
Journalism Educators of Minnesota
National Scholastic Press Association
4. Mr. R.D. Hendricks, adviser, Fargo South High School
Mrs. Judy Knutson, President, Journalism Educators of Minnesota
Mr. Robert Jernberg, Acting Superintendent, Moorhead, MN

Section V.

Implementation

- A. Inservice training necessary to implement program
- B. Indicate special training required for instructional staff to implement program
- C. Equipment and materials
- D. Space requirements
- E. Class selection
- F. Time periods

- A. No inservice needs
- B. None needed
- C. Require access to computer lab with updated hardware and site license for Pagemaker 4.01.
- D. Journalism Lab, darkroom and classroom 212.
- E. Requirements-Journalism I (junior or senior)
- F. One hour per day.

Section VI. Evaluation

- A. Methods of evaluating program
 - 1. Questionnaires and surveys
 - 2. Achievement scores
 - 3. Other methods of evaluation
- B. Plans for regular feedback

- A.
 - 1. Immediate feedback from students and community.
 - 2. Continual subjective and objective evaluation as the student develops articles and visuals for production.
 - 3. Competition-state and national levels.
- B. Feedback must be on a continuing basis.

Section VII. Learner Outcomes

- 1. The students will be responsible for articles considering the following journalistic style: inverted pyramid, libel, editorializing, research based if needed, and proper journalistic standards.
- 2. The students will explore various lay-out and design techniques necessary to produce a pleasing and effective newspaper.
- 3. The students will develop photographic techniques that include the following: angle of exposure, proper development of film, processing of pictures, and cropping for design element.
- 4. The students will, through the use of the computer, coordinate all the before mentioned objectives into a camera-ready publication using the latest hi-tech instrumentation.

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		0			
Teachers		0			
Clerical		0			
Paraprofessional		0			
No. & Hrs/Day		0			
Teacher Para		0			
Noon Para		0			
FRINGE BENEFITS	Total Salaries X 30% Worker's Compensation X salary X .005 =				
SUPPLIES	0				
*2 CAPITAL OUTLAY	0				
OTHER EXPENSES	0				
*3 TOTAL COST <u>0</u> NET DISTRICT COST <u>0</u>					
Comments on budgetary items:					
Journalism II students will meet with the Journalism I class. Their class structure will be in the Journalism Lab. No additional costs are involved.					

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

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: EDC DATE ADOPTED: 1-16-73
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STUDENT USE OF SCHOOL EQUIPMENT
INSTRUCTIONAL PURPOSES OFF SCHOOL PREMISES

The School Board of Independent School District No. 152 seeks to avoid competition with existing and future businesses which may provide rental equipment but desires to make school equipment available to students and faculty on a loan without payment basis when it is necessary and expedient to the instruction process.

It is recognized that it will become necessary in the areas of music, audio visual, arts and science equipment that students and faculty be permitted to use school equipment outside the school building for project and practice purposes. In this event, the principal through the teacher responsible for such equipment, shall have the authority to loan the equipment on a temporary basis. No charge will be made for student and faculty usage to pursue instructional goals, but each using student shall bear the financial responsibility for returning the equipment in the same approximate condition as when received. Payment for damages or repairs, beyond normal wear, shall be assessed by the principal on the student or faculty member with payment at his/her office. Such assessments shall be based on the exact costs of repair when possible, but may also be based on the teacher's best estimate of when the life or condition of the equipment has been damaged where repairs cannot be made or would require costs above the value of the equipment.

In cases where equipment has been loaned to students, the teacher shall maintain a record of loaned equipment.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: KC DATE ADOPTED: 09-28-82 REVIEWED:
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COMMUNITY INVOLVEMENT

The Board of Education recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped in an advisory way and to the degree that these resources are involved in supporting the improvement of the local education program.

The Board shall encourage the involvement of citizens both as individuals and as groups to act as advisers and resource people in the following manners:

1. In the development of broad policy statements for the guidance of the professional staff to use in managing the schools.
2. In the development of administrative regulations and procedures to implement policies.
3. In the identification of or the development of the objectives of the course of study.
4. In the assessment of and the evaluation of the educational program.
5. In these instances where the specific talents of the lay person or persons compliment and extend the instructional services of the classroom teacher.
6. In solving specific problems.
7. In serving as advisory people to curriculum development projects.

The advice of the public will be given careful consideration. In the evaluation of such contributions, the first concern will be for educational programs as they affect students. The final decision may depart from this advice when in the judgment of the staff and school board such advice is not consistent with goals adopted by the school board, current educational practice, or within the reach of the financial resources available.

COMMUNICATING WITH YOUR LEGISLATOR

SUGGESTIONS FOR USE WHEN WRITING TO YOUR LEGISLATOR(S):

1. Be sure to put a return name and address on the envelope. This identifies you to the legislator and draws attention to the fact that you are a constituent from the legislator's district.
2. In the first paragraph, identify your concern. If you make reference to an actual bill, give a short description of the bill and list the House or Senate file number. The file numbers and descriptions of bills can be found in your MSBA LOGGER which each district's MSBA Legislative Liaison receives weekly during the session from your MSBA office. If additional information on the bill is desired, do not hesitate to contact your MSBA office.
3. In the second paragraph, point out the ramifications the bill or proposal will have (either favorable or unfavorable) if it is enacted into law. It is extremely important to notify the legislator what the bill or proposal will mean in the legislator's district schools.
4. Be sure to thank the legislator for past support and future considerations.
5. Important tips to remember:
 - a. Write the letter in your own words. Do not send a form or mimeographed letter.
 - b. Be polite. Strive to present a rational argument for or against the bill or proposal without attacking the legislator on a personal basis.
 - c. It is best to type or hand print your letters to ensure clarity and readability.
 - d. Attempt to keep the letter from becoming too lengthy, but do make sure to include important information and ramifications of the bill on your school district if the bill or proposal is enacted into law.

SUGGESTIONS FOR USE WHEN TELEPHONING YOUR LEGISLATOR(S):

1. Clearly identify yourself to the person that answers the phone including the fact that you are a school board member (from name not number) school district.
2. If the legislator is not available to take the call, give the staff member the reason for your call. Clearly identify the issue or bill number that you are calling about and ask that the legislator be given a message that you support or oppose the issue or bill and the reason for your position. Legislative staff, in almost all cases, will see that the legislator receives your message.
3. Be polite. Try not to let party politics become an issue of discussion.
4. Thank the legislator or legislative staff member for their consideration of your position.

(continued on reverse side)

APPENDIX Z-2

TO: School Board Members and Superintendents of Schools
 FROM: Minnesota School Boards Association
 RE: MSBA School Board Member Day at the Capitol - Monday, March 2, 1992

The Board of Directors of your MSBA has designated MONDAY, MARCH 2, 1992 as SCHOOL BOARD MEMBER DAY AT THE CAPITOL. School board members and superintendents will meet at the NATIONAL GUARD ARMORY (600 Cedar Street, just below the State Capitol, see map located on reverse side of this letter), ST. PAUL, for a briefing prior to meeting with your local area legislators. Many issues of concern will be addressed by the legislature during the 1992 Legislative Session. It is important that school board members relay to your legislators the needs and concerns facing your district and public education during this period of facility needs, educational improvement measures, school district organization, etc. Your MSBA board sincerely hopes that you and other members of your board will participate in our annual "Day at the Capitol" to discuss education-related legislative issues with your area legislators.

SCHOOL BOARD MEMBER DAY AT THE CAPITOL

MARCH 2, 1992
 MINNESOTA NATIONAL GUARD ARMORY
 600 CEDAR STREET (near State Capitol)
 ST. PAUL

9:00 a.m.	- REGISTRATION, COFFEE AND ROLLS
9:30 a.m.	- WELCOME
9:35 a.m.	- EDUCATION ISSUES - 1992 SESSION
	- Senator Greg Dahl, Senate Education Committee Chair
	- Senator Lyle Mehrkens, Senate Education Committee Member
	- Representative Bob McEachern, House Education Committee Chair
	- Representative Dennis Ozment, House Education Committee Member
10:30 a.m.	- UPDATE ON LEGISLATIVE ACTIVITIES - MSBA STAFF
10:45 a.m.	- RELEASE TO ATTEND MEETINGS WITH YOUR LEGISLATORS

ACTIVITIES OF YOUR BOARD PRIOR TO COMING TO THE CAPITOL

- 1) Establish a meeting time with your area legislators for MONDAY, MARCH 2. Prior to your trip to the Capitol, it is very important that you have a clear understanding with your area legislators concerning where and when you will meet them on March 2nd after 10:45 a.m. Be prepared to discuss education-related legislative issues.

SUPERINTENDENTS PLEASE NOTE:

- 2) RETURN THE POSTCARD WHICH YOU HAVE RECEIVED WITH THIS LETTER. (Only superintendents have been sent the postcard.) It is important for planning purposes that the MSBA office is aware of your intent and the names of the people from your district who will be attending the DAY AT THE CAPITOL activities.

LOCATIONS FOR LUNCH

The following list is some suggestions on eating locations close to the Capitol Complex: State Capitol Cafeteria; State Office Building Cafeteria; Transportation Building Cafeteria; Centennial Building Cafeteria; Kelly Inn, as well as many other privately owned eating facilities located within easy driving distance of the State Capitol.

MSBA staff will have additional information available for you at the National Guard Armory. MSBA staff will also notify the legislators that school board members will be at the Capitol on Monday, March 2, BUT IT IS YOUR RESPONSIBILITY TO ARRANGE YOUR MEETINGS WITH YOUR AREA LEGISLATORS.

MAKE SURE THAT YOUR DISTRICT IS WELL REPRESENTED AT THE SCHOOL BOARD MEMBER DAY AT THE STATE CAPITOL ON MONDAY, MARCH 2, 1992.

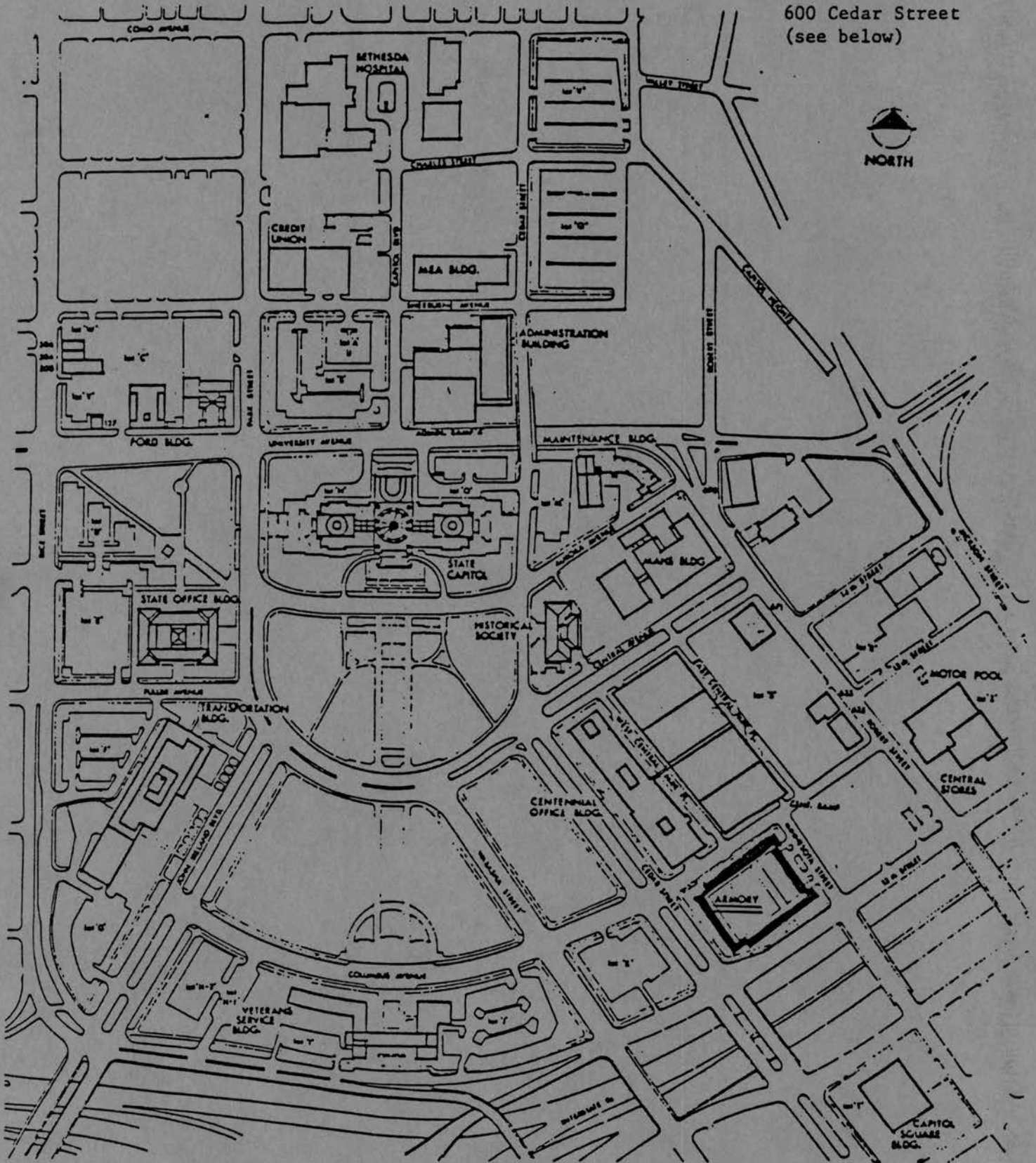
SEE MAP ON REVERSE SIDE FOR DIRECTIONS AND LOCATION OF NATIONAL GUARD ARMORY.

enc.

BUILDING LOCATIONS STATE CAPITOL COMPLEX

FOR INFORMATION ABOUT HANDICAPPED PARKING
AND ACCESS CALL 296-6401

** NATIONAL GUARD ARMORY **
600 Cedar Street
(see below)



S-M 9-605
MIN
3-10-92

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
MARCH 10, 1992
PAGE 1

MEMBERS PRESENT: Dr. 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 8:05 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.

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

APPROVAL OF MINUTES: Hastad moved, seconded by Alexander, to approve the minutes of February 11 and 25, 1992 as presented. Motion carried 7-0.

CONSENT AGENDA: Gustafson moved, seconded by Hunt, to approve the following items on the consent agenda: Consideration of Claims and Auto Insurance Renewal. 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 \$988,044.39.

General Fund:	\$339,666.54
Food Service:	55,876.04
Transportation:	107,157.16
Community Service:	19,397.66
Capital Expenditure:	86,116.37
Debt Redemption:	416.94
MTC-General Fund:	74,465.11
MTC-Special Revenue Fund:	48,452.64
MTC-Adult Education:	19,656.09
MTC-Equipment Fund:	13,575.90
MTC-Repair & Replacement:	17,940.80
Federal Financial Aid:	282,733.52
Student Funds:	1,339.23
Townsite Centre:	2,249.39
TOTAL	\$ 988,044.39

Motion carried 7-0.

COMMITTEE/MEETING REPORTS

Supt. Advisory Council - Jernberg reported the meeting was held at the Area Learning Center. The facility was toured and the Early Childhood Family Education (ECFE) and Adult Basic Education (ABE) programs were reviewed.

Joint Powers - Cummings reported the Migrant Issues Project, Moorhead airport, and the state budget deficit were discussed.

Calendar - Gustafson reported the committee has met four times. A survey has been sent to staff regarding parent/teacher conference dates. The next meeting will discuss the survey results.

Activities Council - Cox reported the meeting was cancelled due to preparations for the state hockey tournament.

FY91-92 MTC BUDGET: Borgen moved, seconded by Gustafson, to approve the revised Moorhead Technical College budget for fiscal year 1991-92 with revenues of \$8,538,640 and expenditures of \$8,332,699. Motion carried 7-0.

LONG-TERM FACILITIES OPTIONS: Hastad moved, seconded by Cox, to direct administration to prepare for a \$12.5 million bond referendum for the purposes outlined in Option E-1 to include a new building initially configured for grades 5-8. Motion failed 2-5: Alexander, Hunt, Cummings, Borgen and Gustafson dissenting.

Alexander moved, seconded by Hunt, to direct administration to commence the process of preparing to implement the long-range facilities plan as presented, utilizing the timelines presented in Appendix D-1. Motion carried by majority roll call vote 7-0.

The approved motion directs administration to prepare for the passage of a referendum including the following:

1. Construct an addition of a new kitchen, storage and instructional spaces (conference rooms and special education areas) at Probstfield School (\$404,000);
2. Site Purchase and Development
 - a. Site purchase includes the entire St. Francis Church property or amount available for purchase.
 - b. Purchase of nine homes to the south of Robert Asp School between 11th and 13th Streets North. This includes five houses between 11th and 12th Streets North and four homes between 12th and 13th Streets North.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
MARCH 10, 1992
PAGE 3

- c. Request the City of Moorhead to vacate 9th Avenue North from 11th Street North to 14th Street North, to allow site development.
- d. Request the City of Moorhead to construct a street (8th or 8 1/2 Avenue North) from 11th to 13th Streets North.
- e. Purchase a site of 50 to 80 acres for future development. (\$720,000 to \$1,300,000)
- 3. Voyager School modifications:
 - a. Food service kitchen area improvements/alternates (\$150,000).
 - b. Media center (including shelving, print and non-print materials) (\$25,000).
- 4. Robert Asp remodeling and additions:
 - a. Construct a new instructional media center (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Eight additional classrooms to be used for regular education, music and special education needs (\$480,000).
- 5. Junior High School remodeling and additions:
 - a. Construct a new instructional media center (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Remodel current locker rooms for use by either boys or girls (\$72,000).
 - e. An addition including a vocal/multi-purpose room and new locker room area for boys or girls (\$498,000).
 - f. Six additional classrooms (\$350,000).
- 6. Technology
 - a. The district will provide for impending technology needs (\$841,000).

The following items will also be included in the referendum: 1) Junior High multipurpose room (\$340,000); 2) Asp soundproofing, staff bathroom, custodial or storage (\$75,000); 3) Probstfield 4 classrooms (\$360,000); 4) District-wide telephone upgrade, to include some intercoms (\$150,000); 5) District-wide electrical upgrade (\$40,000); and, 6) Senior High wrestling room remodeling for special education uses (\$112,000).

STUDENT USE OF SCHOOL EQUIPMENT POLICY (EDC): Alexander moved, seconded by Borgen, to approve the deletion of the Student Use of School Equipment for Instructional Purposes Off School Premises policy (EDC) from the district policy manual. Motion carried 7-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
MARCH 10, 1992
PAGE 4

COMMUNITY INVOLVEMENT POLICY (KC): Borgen moved, seconded by Gustafson, to approve the Community Involvement policy (KC) as presented. Motion carried 7-0.

REVIEW MIGRANT ISSUES PROJECT: Project coordinator, Cynthia Sillers, and home/school liaisons, Bea Costillo and Juan Manual Hernandez updated the Board regarding the project. The project has been successful in encouraging parent involvement. Attendance at parent meetings is good and they are conducted in Spanish and English. The project has helped focus attention on student achievement. A retreat is conducted for Hispanic students which has become an excellent tool to change the perception of the minority students.

REVIEW OF ADMINISTRATIVE POLICY - HANDOUTS AND PRESENTATIONS: A committee reviewed the administrative policy KI-A, Handouts and Presentations in School Buildings. The policy was reviewed with the Board and will be implemented.

REVIEW COPYRIGHT POLICY (EGAA): The first reading of this policy was conducted. A recommendation will be presented at the March 25th meeting.

NEGOTIATIONS UPDATE: As of this meeting, an award had not been determined regarding the arbitration hearing between the school district and Moorhead Education Association.

The Board was updated regarding the mediation session held on March 9th for support staff. Another meeting is scheduled for April 6th.

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

New Employee

Carol Feir - MSMH Teacher, Senior High, BA (4), \$7,879.74
21,729), effective February 26, 1992

Diane Zitzow - HeadStart Paraprofessional, Eventide Nursing Home,
B21 (0), \$7.06/hour, 3.5 hours/day, 4 days/week, effective March
2, 1992

Extension of Contract

Deb Knutson - Art Teacher, Robert Asp, additional .466 FTE -
\$3,338.40, effective March 2, 1992

Return From Leave

Kim Swedberg - EBD Paraprofessional, Sports Center, B21 (1),
\$7.21/hour, effective March 2, 1992

Retirement

Eunice Dinga - EBD Teacher, St. Ansgar, effective May 29, 1992

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
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Early Retirement

JoAnne Miller - 3rd Grade Teacher, Thomas Edison, effective May 29, 1992

Mildred Skugrud - 5th Grade Teacher, Robert Asp, effective May 29, 1992

Ingeborg Anderson - Medical Secretary Instructor, MTC, effective May 22, 1992

Elaine Edlund - 2nd Grade Teacher, Probstfield, effective May 29, 1992

Gertude Solum - 4th Grade Teacher, George Washington, effective Winter Break, 1992

Motion carried 7-0.

APPOINT TEMPORARY SCHOOL DISTRICT CLERK POSITION: Hastad moved, seconded by Alexander, to appoint Curt Borgen as temporary School District Clerk, for the purpose of signing the master agreement between the Moorhead Education Association and the district, if Mark Gustafson is unavailable. Motion carried 7-0.

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

Auto Insurance Renewal - Approved the renewal of premium to Auto Owners Insurance Company, in the amount of \$27,557. Motion carried 7-0.

ADJOURNMENT: Alexander moved, seconded by Borgen, to adjourn the meeting at 9:40 p.m. Motion carried 7-0.

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, March 10, 1992, at 8:00 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:

Dr. 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 February 11 and 25, 1992 as presented.

Moved by _____ Seconded by _____
Comments _____

VI. CONSENT AGENDA (Items: VII; XIII-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 _____

S-M 9-805
M/M
3-10-92

*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. Congratulations to the Moorhead Junior High Math Team for a 2nd place finish in the Tri-College Math contest held at NDSU on March 4th. Team members include: Nathan Schoenack, Kiran Sethi, Thomas Votava, and Tom Dahl.
2. Congratulations to the Moorhead Junior High Mathcounts team on a 2nd place finish at the regional Mathcounts competition. The team will compete in the State Mathcounts competition on March 28th in Arden Hills, Minnesota. Team members are: Mark Bjorklund, Jesse McGahey, Nathan Schoenack, and Thomas Votava. Mark Bjorklund placed 1st and Jesse McGahey placed 4th in the individual competition. Amanda Parise and Kiran Sethi tied for 1st place in the alternate competition.
3. Kay Battermand, Community Resources Coordinator, was a presenter at the annual meeting of the National Association of Partners in Education-Minnesota Chapter in Brainerd, February 24th. Her presentation was entitled "Can You Find Someone to Speak to My Class on Africa...Today?"
4. Congratulations to the Knowledge Bowl team of Ryan Kallberg, Eric Clambey, Seth Kovash, Becky Tkachuk, and Brad Green who placed first in a tournament at Concordia.
5. Congratulations to the Moorhead Senior High Math League on the West Central Division championship. Special congratulations to Ninginig Chen for being 1st place for the season, Adam Thomas-2nd place, Seth Kovash-3rd place, Gene Boyer-5th place, and Adam Possehl-7th place. The team advances to the State tournament in March.

XII. COMMITTEE/MEETING REPORTS

Supt. Advisory Council - Jernberg (2/27)

Joint Powers - Cummings (3/5)

Calendar - Gustafson (3/9)

Activities Council - Cox (3/10)

XIII. MOORHEAD TECHNICAL COLLEGE AGENDA

- A. UNFINISHED BUSINESS
- B. NEW BUSINESS

- 1. Consider FY91-92 (Molick) Appendix C
Revised Budget

Explanation: The Board approved the FY91-92 preliminary budget in May, 1991. Appendix C-1 is the revised budget for Moorhead Technical College for the following funds:

- Fund 11 - Post-Secondary Fund
- Fund 12 - Special Fund
- Fund 14 - Adult Extension Fund
- Fund 15 - Equipment Fund
- Fund 16 - Building Construction Fund
- Fund 17 - Debt Redemption Fund
- Fund 18 - Repair & Replacement Fund
- Fund 19 - Trust - Federal Financial Aid
- Fund 20 - Student Funds

Recommendation: Move to approve the revised Moorhead Technical College budget for FY91-92 as presented.

Moved by _____ Seconded by _____
Comments _____

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

- A. UNFINISHED BUSINESS

- 1. Consider Long- (Jernberg) Appendix D
Term Facilities
Options

Explanation: The district has carefully considered the long-range facilities options based on demographics, financial considerations, and input from the public, the Facilities Task Force and district personnel. The Board has also reviewed a list of additional potential referendum items submitted by cabinet members for further consideration.

The administration recommends the following:

- 1. Construct an addition of a new kitchen, storage and instructional spaces (conference rooms and special education areas) at Probstfield School (\$404,000).

Consider Long-Term Facilities Options (continued...)

2. Site Purchase and Development
 - a. Site purchase includes the entire St. Francis Church property or amount available for purchase.
 - b. Purchase of nine homes to the south of Robert Asp School between 11th and 13th Streets North. This includes five houses between 11th and 12th Streets North and four homes between 12th and 13th Streets North.
 - c. Request the City of Moorhead to vacate 9th Avenue North from 11th Street North to 14th Street North, to allow site development.
 - d. Request the City of Moorhead to construct a street (8th or 8 1/2 Avenue North) from 11th to 13th Streets North.
 - e. Purchase a site of 50 to 80 acres for future development. (It is recommended that the district retain the site in south Moorhead so options are available for future growth of Moorhead in either or both areas.) (\$720,000 to \$1,300,000)
3. Voyager School modifications:
 - a. Food service kitchen area improvements/ alternates (\$150,000).
 - b. Media center (including shelving, print and nonprint materials) (\$25,000).
4. Additions and remodeling at Robert Asp School:
 - a. Construct a new instructional media center in the courtyard area (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Eight additional classrooms to be used for regular education, music and special education needs (\$480,000).
5. Junior High School additions and remodeling:
 - a. Construct a new instructional media center in the courtyard area (\$334,000).
 - b. Conference rooms (\$55,000).
 - c. Staff work room (\$51,000).
 - d. Remodel current locker rooms for use by either boys or girls (\$72,000).
 - e. An addition including a vocal/multi-purpose room and new locker room area for boys or girls (\$498,000).
 - f. Six additional classrooms (\$350,000).
6. Technology
 - a. The district will provide for impending technology needs (\$841,000).

Consider Long-Term Facilities Options (continued...)

It is recommended that the following additional items from that list be included in the referendum in order of preference:

	<u>COST</u>
1. Junior High multipurpose room.....	\$340,000
2. Asp soundproofing, staff bathroom, custodial or storage.....	75,000
3. Probstfield 4 classrooms.....	360,000
4. District-wide telephone upgrade, to include some intercoms.....	150,000
5. District-wide electrical upgrade.....	40,000
6. Senior High wrestling room remodeling for special education uses.....	112,000

It is recommended that the Board direct administration to prepare for a \$6 million (\$6,000,000) referendum for the purpose of purchasing property, site preparation, remodeling and renovating buildings, constructing additions to current facilities, and making technology improvements, to be held September 15, 1992. Building additions and site development would occur upon passage of the proposed bond referendum.

Also, it is recommended that the school district petition the City of Moorhead to vacate 9th Avenue North and construct an alternate street contingent on the passage of a referendum. As soon as feasible, homes will be purchased and options secured on the St. Francis property.

Appendix D-1 contains a Long-Range Facilities Timeline. It is recommended that the Board direct administration to proceed, based on the recommendations listed above and utilizing the timeline presented.

Recommendation: Move to direct the administration to commence the process of preparing to implement the long-range facilities plan as presented, utilizing the timelines as found in Appendix D-1.

Moved by _____ Seconded by _____
Comments _____

2. Consider Student (Jernberg) Appendix E
Use of School
Equipment
Policy (EDC)

Explanation: Appendix E-1 contains the Student Use of School Equipment for Instructional Purposes Off School Premises (EDC) policy. The Policy Review Committee recommends removal of this policy from the district's policy manual due to the information being covered in policy EDCA.

Recommendation: Move to approve deletion of the Student Use of School Equipment for Instructional Purposes Off School Premises (EDC) policy from the district policy manual.

Moved by _____ Seconded by _____
Comments _____

-
3. Consider Community (Jernberg) Appendix F
Involvement (KC)
Policy

Explanation: Appendix F-1 contains the Community Involvement (KC) policy. The Policy Review Committee recommended general revisions be made.

Recommendation: Move to approve Community Involvement (KC) policy as presented.

Moved by _____ Seconded by _____
Comments _____

B. NEW BUSINESS

1. Review Migrant (Sillers) Appendix G
Issues Project

Explanation: The Board will be updated regarding the Migrant Issues Project. Home-school liaison staff will be present to respond to questions.

Recommendation: For Discussion Only

-
2. Review Administrative (Davies) Appendix H
Policy

Explanation: Mary Davies recently chaired a committee which reviewed and recommended revisions in administrative policy KI-A, Handouts and Presentations in School Buildings. Appendix H-1 contains the revised policy.

Recommendation: For Discussion Only

3. Review of
Copyright Policy
(EGAA)

(Jernberg)

Appendix I

Explanation: Appendix I-1 contains the Copyright policy (EGAA) as reviewed by the Policy Review Committee. There were no changes to the policy.

Recommendation: This is the first reading of this policy. Action will be taken at the March 25th meeting.

4. Review Negotiations
Update

(Franklin)

Appendix J

Explanation: The Board will be updated with the results of the arbitration session held on March 6th between the Moorhead Education Association and the school district regarding the 1991-93 master contract, if available.

If an arbitration award has been given, the appropriate board members must sign the contract with the Exclusive Representative. If not, the contract must be signed before the March 15th deadline.

An update of the mediation session held on March 9th with the Minnesota School Employees Association (secretarial, custodial and paraprofessional staff) regarding their master contracts will be given.

Recommendation: A recommendation will be made at the meeting.

Moved by _____ Seconded by _____
Comments _____

5. Consider Personnel

(Franklin)

Appendix K

New Employee

Carol Feir - MSMH Teacher, Senior High, BA (4), \$7,879.74 (21,729), effective February 26, 1992

Diane Zitzow - HeadStart Paraprofessional, Eventide Nursing Home, B21 (0), \$7.06/hour, 3.5 hours/day, 4 days/week, effective March 2, 1992

Extension of Contract

Deb Knutson - Art Teacher, Robert Asp, additional .466 FTE - \$3,338.40, effective March 2, 1992

Return From Leave

Kim Swedberg - EBD Paraprofessional, Sports Center, B21 (1), \$7.21/hour, effective March 2, 1992

Retirement

Eunice Dinga - EBD Teacher, St. Ansgar, effective May 29, 1992

5. Consider Personnel

(Franklin)

Appendix K

Early RetirementJoAnne Miller - 3rd Grade Teacher, Thomas Edison,
effective May 29, 1992Mildred Skugrud - 5th Grade Teacher, Robert Asp,
effective May 29, 1992Ingeborg Anderson - Medical Secretary Instructor,
MTC, effective May 22, 1992Elaine Edlund - 2nd Grade Teacher, Probstfield,
effective May 29, 1992Gertude Solum - 4th Grade Teacher, George
Washington, effective Winter Break, 1992Recommendation: Move to approve the personnel items
as presented.Moved by _____ Seconded by _____
Comments _____*6. Consider Auto
Insurance Renewal

(Lacher)

Appendix L

Explanation: The district's auto insurance has a
renewal date of March 15, 1992. The current premium
and proposed renewal rates are:

Current Premium	\$32,853
Renewal Premium	<u>27,557</u>
REDUCTION	(\$5,296)

Recommendation: Move to approve the renewal for
auto insurance from Auto Owners Insurance Company.Moved by _____ Seconded by _____
Comments _____

XV. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

- 1) Student/School Board Meeting Agenda Items
- 2) 1992-93 Management Plan Input
- 3) Minnesota 2000 Workshop

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Support Staff Mediation Session	Mon., Mar. 9	10:00 a.m.	Townsite
Filing Opens for School Board Election	Tues., Mar. 10	7:30 a.m.	Townsite
Incentive Grant Deadline	Fri., Mar. 13		
Staff Development Inservice "Designing Enrichments & Extension Activities for Secondary Students"	Mon., Mar. 16	6 - 8 p.m.	Townsite
Student/School Board Meeting	Tues., Mar. 17	7:00 p.m.	Senior High
End of 3rd Qtr.	Fri., Mar. 27		
PER Committee	Thurs., Mar. 19	7:00 a.m.	Townsite
MEEP Day (K-6) (no classes)	Fri., Mar. 20		
Calendar Committee	Mon., Mar. 23	6:30 p.m.	Townsite
Policy Review	Mon. Mar. 23	7:00 p.m.	Townsite
Filing Closes for School Board Election	Tues., Mar. 24	5:00 p.m.	Townsite
School Board Mtg.	Tues., Mar. 24	6:30 p.m.	Townsite
Supt. Advisory Council	Thurs., Mar. 26	7:00 p.m.	Townsite
End of 3rd Qtr.	Fri., Mar. 27		
Calendar Committee	Mon., Mar. 30	6:30 p.m.	Townsite

XVI. ADJOURNMENT

NEXT SCHEDULED MEETING Tuesday, March 17 - 7:00 p.m.
Moorhead Senior High Library

MOORHEAD TECHNICAL COLLEGE
REVISED BUDGET SUMMARY 1991-92
MARCH 1992

MOORHEAD TECHNICAL COLLEGE REVISED '92 BUDGET

GENERAL FUND (11) BUDGET
February, 1992

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
R E V E N U E S			
GENERAL (Fund 11)			
I. Local taxes:			
A. Property tax levy	52		0
B. Unemployment levy	26	22,000	22,000
	78	22,000	22,000
II. Other local and county sources:			
A. Tuition	1,568,256	1,513,302	1,550,000
B. Interest	18,789	18,000	18,000
C. Other local revenue	6,285	17,850	17,850
D. Deferred revenue	0	0	0
	1,593,330	1,549,152	1,585,850
III. State & Federal sources:			
A. Homestead and ag credits			
B. Instructional aids	3,032,082	3,102,002	3,104,854
C. Other aids-state	292,075	16,420	13,553
D. Disadvantaged program	83,190	0	
E. Emergency employment	0	0	
F. Grants/other Federal aid	84,897	0	79,691
G. Perkins Reauthorization	0	350,530	350,530
	3,492,244	3,468,952	3,548,628
IV. Sales & other Conversion of assets:			
A. Curricular sales	134,505	155,577	179,983
B. Farm Analysis Fees	0	0	5,000
C. Insurance recovery	1,163	0	
	135,668	155,577	184,983
Total revenues	5,221,320	5,195,681	5,341,461

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
E X P E N D I T U R E S			
V. District and school administration: (President's Office)			
A. Salaries and wages	160,996	164,690	201,676
B. Employee benefits	38,458	38,946	41,045
C. Purchased services	81,903	12,108	12,108
D. Supplies and materials	18,046	1,780	1,780
E. Other expenditures	4,380	3,826	3,826
	<u>303,783</u>	<u>221,350</u>	<u>260,435</u>
VI. District support services: (Public Relations & Institutional Service)			
A. Salaries and wages	54,890	92,560	117,871
B. Employee benefits	8,712	20,335	20,570
C. Purchased services	104,641	161,863	176,217
D. Supplies and materials	42,557	58,773	69,759
E. Other expenditures	3,036	3,596	4,256
	<u>213,837</u>	<u>337,127</u>	<u>388,673</u>
VII. Grants:			
A. Salaries	82,391	0	4,559
B. Fringes	20,307	0	1,753
C. Other purchased services	69,357	12,930	60,468
D. Supplies	226	0	2,700
E. Other expenditures	7,851	0	4,182
	<u>180,132</u>	<u>12,930</u>	<u>73,662</u>
VIII. Vocational instruction: (All instruction and special needs)			
A. Salaries and wages	2,268,173	2,258,678	2,400,440
B. Employee benefits	536,631	584,525	544,515
C. Purchased services	99,404	123,299	133,451
D. Supplies and materials	304,719	359,613	364,098
E. Other expenditures	28,623	25,527	33,926
	<u>3,237,550</u>	<u>3,351,642</u>	<u>3,476,430</u>
IX. Instructional support services: (Media and Instructional Administration)			
A. Salaries and wages	121,416	79,625	124,168
B. Employee benefits	21,403	13,227	21,710
C. Purchased services	11,076	9,053	10,705
D. Supplies and materials	4,364	3,694	3,694
E. Other expenditures	1,334	1,862	3,216
	<u>159,593</u>	<u>107,461</u>	<u>163,493</u>

GENERAL FUND (11) ANALYSIS

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
X. Pupil support services: (Student Services & Financial Aid)			
A. Salaries and wages	277,512	323,569	360,588
B. Employee benefits	60,690	81,194	76,194
C. Purchased services	38,344	42,324	27,484
D. Supplies and materials	15,635	13,899	13,899
E. Other expenditures	881	918	918
	393,062	461,904	479,083
XI. Site, buildings and equipment: (Plant Operations)			
A. Salaries and wages	95,012	112,012	114,231
B. Employee benefits	17,425	22,716	24,744
C. Electricity	83,960	85,320	85,320
D. Other purchased services	75,125	73,377	80,487
E. Fuel for buildings	31,552	48,948	48,948
F. Other supplies & materials	35,778	33,016	36,808
G. Other expenditures	5,576		2,277
	344,428	375,389	392,815
XII. Other programs:			
A. Salaries (severance pay)	46,049	42,000	42,000
B. Employee benefits (workers comp & unemployment)	50,091	47,842	47,842
C. Insurance-vehicle & property	28,847	34,693	34,693
D. Interest	81		
	125,068	124,535	124,535
Total expenditures	4,957,453	4,992,338	5,359,126
*****	*****	*****	*****
R E C A P			
Fund balance, beginning of year	27,805	67,701	291,672
Total Revenue	5,221,320	5,195,681	5,341,461
Total Expenditures	4,957,453	4,992,338	5,359,126
Fund balance, end of year appropriated for unemployment	291,672	271,043	274,007

SPECIAL FUND (12) BUDGET

R E V E N U E S

	1991 Revised Budget	1992 Prelim. Budget	1992 Revised Budget
I. Food Service Sales	124,444	125,471	125,471
II. Bookstore Sales	325,345	338,495	367,500
III. Center for Children	0	0	
TOTAL FUND 12 REVENUES	449,789	463,966	492,971

E X P E N D I T U R E S

IV. Food Service			
A. Salaries & wages	27,175	25,396	27,514
B. Employee Benefits	4,323	8,131	4,782
C. Contracted Services	1,215		
D. Supplies for resale	110,996	113,806	118,806
	143,709	147,333	151,102
V. Bookstore			
A. Salaries	20,279	18,853	19,143
B. Employee Benefits	3,685	5,849	4,737
C. Supplies	334,299	268,647	350,000
Contracted Services			300
D. Sales Tax	0	3,000	0
	358,263	296,349	374,180
VI. Center for Children			
A. Miscellaneous Expense	0	0	
V. Other Programs - Interest	1,425		1,425
TOTAL FUND 12 EXPENDITURES	503,397	443,682	526,707

Beginning Fund Balance	0	(53,608)	(53,608)
Total Revenue	449,789	463,966	492,971
Total Expenditures	503,397	443,682	526,707
Fund balance, end of year	(53,608)	(33,324)	(87,344)

ADULT ED (14) BUDGET

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
R E V E N U E S			
I. State Aid	155,963	114,941	94,111
II. Grants	18,289	0	112,930
III. Miscellaneous revenue	23,987	11,500	11,500
IV. Tuition	298,649	300,000	315,000
TOTAL FUND 14 REVENUES	496,888 0	426,441	533,541
E X P E N D I T U R E S			
V. Administration	134,666	121,760	138,691
Grants			111,730
VI. Instruction	318,865	296,563	325,227
TOTAL FUND 14 EXPENDITURES	453,531	418,323	575,648
*****	*****	*****	*****
Beginning Fund Balance	15,539	58,896	58,896
Total Revenue	496,888	426,441	533,541
Total Expenditures	453,531	418,323	575,648
Fund balance, end of year	58,896	67,014	16,789

CAPITAL FUND (15) BUDGET

1991
Actuals1992
Prelim.
Budget1992
Revised
Budget

R E V E N U E S

I. Interest revenue	11,325	5,000	5,000
II. State & Federal Equip. Aid	505,721	303,642	320,487
III. Sale of Equipment	11,172		
TOTAL FUND 15 REVENUES	528,218	308,642	325,487

E X P E N D I T U R E S

IV. Equipment expenditures	599,325	367,780	335,278
TOTAL FUND 15 EXPENDITURES	599,325	367,780	335,278

*****	*****	*****	
Beginning Fund Balance	88,557	79,138	17,450
Total Revenue	528,218	308,642	325,487
Total Expenditures	599,325	367,780	335,278
Fund balance, end of year	17,450	20,000	7,659

BUILDING CONSTRUCTION (16) BUDGET

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
Beginning Fund Balance	32	(485)	(485)
Total Revenue	2,367	0	333,966
Total Expenditures	2,884	0	0
Fund balance, end of year	(485)	(485)	333,481
*****	*****	*****	*****

DEBT REDEMPTION (17) BUDGET

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
Beginning Fund Balance	354,530	333,966	333,966
Total Revenue	133,402	0	0
Total Expenditures - Transfers	153,965	0	333,966
Fund balance, end of year	333,967	333,966	0
*****	*****	*****	*****

REPAIR & BETTERMENT (18) BUDGET

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
R E V E N U E S			
I. Square footage allowance	25,692	25,711	25,711
II. Dental lab remodel	90,000	0	12,000
III. Carpet Replacement	0	0	37,000
IV. Tuck pointing			24,150
V. Parking Lot (91)			65,000
VI. Handicapped grant			6,800
VII. Energy Grant			4,800
VIII. PCB/ASB Grant			23,290
IX. Interest	5,314		5,000
TOTAL FUND 18 REVENUES	121,006	25,711	203,751

E X P E N D I T U R E S

IV. Building Improvements	114,649	71,161	227,478
V. Real Estate Taxes	1,000	0	1,000
TOTAL FUND 18 EXPENDITURES	115,649	71,161	228,478

*****	*****	*****	*****
Beginning Fund Balance	29,370	61,000	34,727
Total Revenue	121,006	25,711	203,751
Total Expenditures	115,649	71,161	228,478
Fund balance, end of year	34,727	15,550	10,000

FUNDS 19 AND 20 ARE "FLOW-THROUGH" ACCOUNTS-
The numbers below reflect the revenues we receive
distribute directly to students

	1991 Actuals	1992 Prelim. Budget	1992 Revised Budget
FUND 19 (TRUST - FED. FINANCIAL AID)			
I. SEOG Matching Funds (10%)	3,101	6,325	6,325
II. PELL Admin fee	2,500	3,455	3,455
III. PELL grant revenue	1,100,000	1,111,000	1,111,000
IV. SEOG grant revenue	27,911	35,844	35,844
V. College work study grant	48,547	44,384	44,384
VI. College work study - local match (30%)	20,806	19,022	19,022
VII. College work study - admin. fee	0	0	0

FUND 20 (STUDENT FUNDS)

I. Student Senate	45,116	45,116	40,000
II. MN. work study grant (HECB)	30,000	30,000	29,158
III. MINN work study (Local match 25%)	7,500	7,500	12,496

LONG-RANGE FACILITIES TIMELINE

- March 10, 1992 - School Board approve the Long-Range Facilities Plan
- March 11, 1992 - District begins securing purchase agreements on property
- March 24, 1992 - Board reviews street closure plans
- April 1, 1992 - Principals review building plans with architects
- April 14, 1992 - Board reviews building plans
- April 21, 1992 - District submits street closure and relocation plan to the City Planning Commission
- April 28, 1992 - Board reviews building plans
- May 4, 1992 - City Council public hearing and first reading on street closure and relocation
- May 12, 1992 - District begins informative meetings regarding referendum
- May 12, 1992 - Board authorizes submission of building plans to Commissioner of Education
- May 14, 1992 - District submits construction plans to Commissioner of Education
- May 18, 1992 - City Council second reading on street closure and relocation
- June 1, 1992 - City Council third reading on street closure and relocation
- Sept. 1, 1992 - District publishes referendum notice
- Sept. 15, 1992 - *District conducts referendum election
- Jan. 12, 1993 - District sells construction bonds
- Feb. 23, 1993 - District lets bids on construction projects
- Aug. 16, 1993 - District occupies Junior High additional classrooms, library, conference rooms, work room and multipurpose music room.
- Aug. 16, 1993 - District occupies Probstfield additions.
- July 1, 1994 - District projects completed

- *Dec. 15, 1992 - Alternate referendum date if necessary

POLICY OF THE MOORHEAD, MN BOARD OF EDUCATION	DISTRICT CODE: EDC DATE ADOPTED: 1-16-73
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STUDENT USE OF SCHOOL EQUIPMENT
INSTRUCTIONAL PURPOSES OFF SCHOOL PREMISES

The School Board of Independent School District No. 152 seeks to avoid competition with existing and future businesses which may provide rental equipment but desires to make school equipment available to students and faculty on a loan without payment basis when it is necessary and expedient to the instruction process.

It is recognized that it will become necessary in the areas of music, audio visual, arts and science equipment that students and faculty be permitted to use school equipment outside the school building for project and practice purposes. In this event, the principal through the teacher responsible for such equipment, shall have the authority to loan the equipment on a temporary basis. No charge will be made for student and faculty usage to pursue instructional goals, but each using student shall bear the financial responsibility for returning the equipment in the same approximate condition as when received. Payment for damages or repairs, beyond normal wear, shall be assessed by the principal on the student or faculty member with payment at his/her office. Such assessments shall be based on the exact costs of repair when possible, but may also be based on the teacher's best estimate of when the life or condition of the equipment has been damaged where repairs cannot be made or would require costs above the value of the equipment.

In cases where equipment has been loaned to students, the teacher shall maintain a record of loaned equipment.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: KC DATE ADOPTED: 09-28-82 REVIEWED:
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COMMUNITY INVOLVEMENT

The Board of Education recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped in an advisory way and to the degree that these resources are involved in supporting the improvement of the local education program.

The Board shall encourage the involvement of citizens both as individuals and as groups to act as advisers and resource people in the following manners:

1. In the development of broad policy statements for the guidance of the professional staff to use in managing the schools.
2. In the development of administrative regulations and procedures to implement policies.
3. In the identification of or the development of the objectives of the course of study.
4. In the assessment of and the evaluation of the educational program.
5. In these instances where the specific talents of the lay person or persons compliment and extend the instructional services of the classroom teacher.
6. In solving specific problems.
7. In serving as advisory people to curriculum development projects.

The advice of the public will be given careful consideration. In the evaluation of such contributions, the first concern will be for educational programs as they affect students. The final decision may depart from this advice when in the judgment of the staff and school board such advice is not consistent with goals adopted by the school board, current educational practice, or within the reach of the financial resources available.

ADMINISTRATIVE POLICY OF THE MOORHEAD PUBLIC SCHOOLS	DISTRICT CODE: KI-A DATE ADOPTED: 02-15-90 REVIEWED: 02-27-91
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HANDOUTS AND PRESENTATIONS IN SCHOOL BUILDINGS

Communication between the school and the home is important in promoting informed participation of parents in the education of their children and in making parents aware of opportunities for their children. ~~The office of the principal or the district office may ask students to take home flyers or other written materials directly related to the educational mission of the schools.~~

Some regulations are needed to give importance to school items, to reduce the number of presentations and items distributed, and to ensure that students are not exploited.

School District 152 reserves the right to edit or to refuse any materials submitted.

HANDOUTS IN SCHOOLS BUILDINGS

1. ~~All announcements pertaining to a single school must be approved by the building principal.~~ All written handouts directed to all children in grades K-6 must be submitted through KIDsource. KIDsource will be distributed monthly on a well-publicized schedule. Groups that have used distribution through the schools will be notified of this requirement.
2. ~~Announcements~~ Handouts for district-wide distribution which cannot be included in KIDsource (rulers, bags, pencils, etc.) are to be approved by the Assistant Superintendent for Instruction and so indicated on the packets sent to the schools. Non-school groups granted permission to distribute such materials ~~to students~~ must divide the ~~number of copies~~ needed materials into packets groups of 30 and bring them to the district office.
3. ~~Each building may develop procedures to make distribution of noncurricular informational materials as easy as possible for school staff.~~ All materials pertaining to a single school must be approved by the building principal.
4. The District will not distribute through students materials whose sole purpose is commercial or political.
5. ~~The office of the principal or the district office may ask students to take home flyers or other written materials directly related to the educational mission of the schools.~~
6. ~~Each building may develop procedures to make distribution of non-curricular informational materials as easy as possible for school staff.~~

CLASSROOM PRESENTATIONS

The decision on whether a classroom presentation for the purpose of recruiting students into an activity should be allowed will be made only by the building principal and under the following conditions: when the activity is part of the school curriculum or is school-sponsored.

1. The activity is part of the school curriculum or is school-sponsored. School sponsored activities would include, for example, band, Student Council, drama but would not include activities such as F M Soccer, Moorhead Youth Hockey or private gymnastics clubs. Nonschool groups could, however, make use of handouts KIDsource to get their information to students or may arrange with the building principal to make presentations in the school buildings before the day or after school or at a school activity night.
2. The presentation is given during a class directly linked to the activity, i.e., band or orchestra recruiting should be done in music class.

Non-school groups can, however, make use of KIDsource to get their information to students or they may arrange with the building principal to make presentations in the school buildings before or after school or at a school activity night.

2/12/92

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POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: EGAA DATE ADOPTED: 04-29-86 REVIEWED:
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COPYRIGHT POLICY

In adherence to the current Federal Copyright Law, Public Law 94-553, the Board of Education of Independent School District #152 will take the necessary steps to ensure that the guidelines established by Congress for "Fair Use" by educational institutions are followed and will support all employees of the district who adhere to the policies and guidelines concerning copyright.

Any person violating copyright laws and/or established guidelines shall personally assume the responsibility by virtue of this school district policy. The legal and/or insurance protection of the district will not be extended to employees who violate copyright laws. Illegal copies of copyrighted materials and programs shall not be made or used on school district equipment.

In accordance with the policy adoption by the Board of Education, it shall be the responsibility of the Director of Media Services to inform the district staff of the law and these guidelines, and provide posters at the graphic and audio/visual copy machines and computer equipment, reminding employees of this law and the "Fair Use" guidelines. The principal of each school site is responsible for establishing practices which will enforce this policy at the building level.

Posters and guidelines defining the Fair Use doctrine shall be in the form of the attached items:

- I - Print
- II - Audio-Visual Software
- III - Music
- IV - Off-Air Broadcasting
- V - Prerecorded Video Programs
- VI - Computer Software
- VII - Procedures for Requesting Permission to Copy
Copyrighted Materials

I. GUIDELINES FOR PRINT

The intent of the following guidelines are to state the minimum standards of educational fair use under Section 107 of H.R. 2223. It is understood that the conditions determining the extent of permissible copying may change in the future.

Policy EGAA (continued)

A. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her request for scholarly research, reaching or preparation to teach a class.

1. A chapter from a book
2. An article from a periodical or newspaper
3. A short story, short essay or short poem
4. A chart, graph, diagram, picture, etc.

B. Multiple copies for classroom use

Not to exceed in any event more than one copy per student in a course.

1. Meets the test of brevity and spontaneity as defined below
2. Meets the cumulative effect as defined below
3. Each copy includes a notice of copyright

DEFINITIONBrevity

1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem and excerpt of not more than 250 words.
2. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in 1 and 2 above may be expanded to permit completion of an unfinished line of a poem, or of an unfinished prose paragraph.
3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
4. "Special" works: Certain works in poetry, prose or "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph 2 above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

1. The copying is at the instance and inspiration of the individual teacher.
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to request for permission.

Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.

Policy EGAA (continued)

2. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in 2 and 3 above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

C. Prohibitions as related to fair use copying of Books and Periodicals

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works.
2. There shall be no copying of or from works intended to be consumable in a course of study. These include workbooks, exercises, standardized tests, test booklets and answer sheets.
3. Copying shall not substitute for the purchase of books, reprints, or periodicals.
4. Copying shall not be directed from higher authority.
5. Copying shall not be repeated with respect to the same item by the same teacher from term to term.
6. To charge shall be made to students beyond the actual cost of the photocopying.

II. GUIDELINES FOR AUDIO-VISUAL SOFTWAREA. Prohibitions

1. Changing the medium to reproduce audio or video materials to a format compatible with other equipment.
2. The duplication of a 16mm film, 8mm film, slide, transparency, transparency master, or other visual media.

III. GUIDELINES FOR MUSICA. Permissible Uses:

1. Emergency copying to replace purchased copies for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted to the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

Policy EGAA (continued)

5. A single copy of recordings or performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or an individual teacher of the purposes of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions as Related to Duplicating Music

1. Copying to create or replace or substitute or anthologies, compilations or collective works.
2. Copying of or from works intended be consumable in the course of study or teaching such as workbooks, exercises, standardized tests and answer sheets and like materials.
3. Copying for the purpose of performance, except as in A.1 above.
4. Copying for the purpose of substitution for the purchase of music, except as in A.1 and A.2 above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

IV. GUIDELINES FOR OFF-AIR BROADCASTING

- A. The guidelines were developed to apply only to off-air recording by nonprofit educational institutions.
- B. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- C. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days--not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions within the forty-five (45) calendar day retention period.
- D. Off-air recordings may be made at the request of and used by individual teachers, and may not be regularly recorded in anticipation of request. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teacher under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.

Policy EGAA (continued)

- F. After the ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other nonevaluating purpose without authorization.
- G. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
- I. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

--Congressional Record; October 14, 1981

V. GUIDELINES FOR PRERECORDED VIDEO CASSETTES AND VIDEO DISKS

- A. Permissible:
 - 1. Use of prerecorded video programs by teachers or pupils in the course of face-to-face teaching activities in a classroom.
 - 2. The copy was legally made and purchased or that the person responsible for the performance had no reason to believe the copy was not lawfully made.
 - 3. No admittance fee is charged.

VI. GUIDELINES FOR COPYRIGHTED COMPUTER SOFTWARE

- A. The legal, ethical, and practical problems caused by illegal copying and hacking will be taught in all schools in the district.
- B. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - 1. that such a new copy of adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - 2. that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
- C. When copyright software is to be used on a disk sharing system, efforts will be made to secure this software from copying.
- D. Illegal copies of copyrighted programs may not be made or used on school equipment.
 - 1. A permanent warning shall be posted in all areas where students and staff have access to computer equipment notifying them of this law.

Policy EGAA (continued)

- E. Only individuals designated by the Superintendent of Schools may sign license agreements for software for schools in the district.
- F. No employee or student of the district shall illegally access any data base or electronic bulletin board.
- G. The principal of each school site is responsible for establishing practices which will enforce this policy the school level.

VII. PROCEDURES FOR REQUESTING PERMISSION TO COPY COPYRIGHTED MATERIALS

Procedures for requesting Permission to Copy Copyrighted Materials beyond the "fair use" as outlined in 6131.71 (Classroom Use), . 6131.73 (Music Scores and Recordings), and 6131.8 (Computer Software) as follows:

- A. Any district employee will fill out the Independent School District #152 form "Request for Permission to Copy", making sure the following information is included:
 - 1. title, author, and/or editor, and edition of materials to be duplicated
 - 2. exact material to be used, giving amount, page numbers, chapters, and, if possible, a photocopy of the material
 - 3. number of copies to be made
 - 4. use to be made of duplicated materials
 - 5. form of distribution (classroom, newsletter, etc.)
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TOMORROW IN BRIEF

Mega-Mosques

The number of international pilgrims to Saudi Arabia's Holy Mosque in Mecca and the Prophet's Mosque in Medina, Islam's two holiest sites, has grown rapidly in the past two decades, from about 300,000 in 1970 to 1 million in 1990. To accommodate the vast numbers of worshippers arriving during the annual Hajj, the two mosques are being expanded in an extensive, multibillion-dollar project that will transform them into the two largest structures in the world, according to the Embassy of Saudi Arabia in Washington, D.C. Upon completion, the additions will allow more than 257,000 worshippers to pray indoors at the Prophet's Mosque, with room for 250,000 more in the courtyards. At the Holy Mosque, more than 600,000 pilgrims will be accommodated.



Eco-Friendly Coffins

Rather than burying old newspapers in landfills, you might consider using them to bury Uncle Fred. Coffins made from recycled newspapers and a polymer binding—papier-mâché caskets—are now under development in Sydney, Australia. The eco-friendly coffins are biodegradable and cheaper than the conventional kind. They are also attractive: A veneer sheen makes the finished casket look as if it were made from wood, according to the manufacturer, Sullivan Machinery.



BRITISH TRADE AND INVESTMENT OFFICE

Sporty face mask filters out pollution, lets biker breathe easy.

Anti-Pollution Mask

Bike riders, motorcyclists, joggers, and others spending time outdoors may soon breathe easier thanks to a new face mask that filters out pollution. The British-made Cyclone face mask, marketed by Global Accessories, Ltd., protects users from exhaust fumes, smoke, and other forms of air pollution, as well as bacteria, viruses, odors, and pollen. The brightly colored mask contains a disposable two-stage filter: one of activated carbon and another of polypropylene, which filters out finer particles.

Taiwan Exports Complete Factories

Instead of just selling products abroad, some companies in Taiwan are now exporting the entire factories that make the products. This new trend has been especially popular among home-appliance manufacturers, according to *The Free China Journal*, published in Taipei. For example, the Sampo Company has shipped its microwave-oven assembly plant to South Africa. TECO Electric & Machinery Co. has a similar agreement with an Indonesian electronics firm to produce color televisions. The trend may help the transferring companies gain a greater worldwide market share, according to the journal.

Communications Aid For the Deeply Disabled

People with more than one handicap will benefit from a new communications device developed in England. Called ORAC, the device has synthetic speech capabilities, touch-sensitive switches and keyboard, light-scanning systems, and joysticks for movement control. Developed at the Mardis Centre at the University of Lancaster, the device promises to be especially helpful for multi-handicapped children for whom no help has been available before. The center has also launched several game programs on discs that encourage disabled children to communicate with each other or with their teacher.



LONDON PICTURES SERVICE

A young girl coping with multiple handicaps uses new computer system to express herself.

High-Quality Fuel From Solid Waste

An innovative approach to the growing solid-waste problem is to convert wastes into fuel. A joint project at Walt Disney World is under way to develop pipeline-quality methane gas through the anaerobic digestion of waste. Anaerobic digestion normally produces gas that is roughly 55% methane and 45% carbon dioxide; a usable fuel would require gas that is up to 95% methane. The research at Disney World has achieved that standard with a digester modification system called Methane Enrichment Digestion, which could be used on a large scale to produce energy and reduce waste. The project teams Disney with the U.S. Department of Energy's National Renewable Energy Laboratory, the Gas Research Institute, the Institute of Gas Technology, the University of Florida, and other participants.



Ostrich Ranching

Ostrich ranching could be a high-growth industry, according to *The Food Channel*, a newsletter focusing on food-industry trends. An ostrich produces up to 100 pounds of lean red meat but has fewer calories and less fat and cholesterol than either red or white meats such as turkey, chicken, and fish. Ostrich hides and feathers also fetch good prices, and a pair of chicks for breeding sells for \$2,400.

Medicines from the Sea

The ocean may provide a host of new medicines. One is a potent drug that may be used to treat brain tumors and renal cancer. Researchers at the University of California, Santa Cruz, extracted the chemical, called jasplakinolide, from an orange sponge residing in shallow lagoons in the South Pacific. Tests at the National Cancer Institute found that the chemical kills an impressive assortment of cancer cells in test tubes.

For more information, see "Sources, Tomorrow in Brief" on page 53 of this issue.