



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

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S-149-805
MIN
1-12-93

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South
Moorhead, Minnesota

January 12, 1993
7:00 p.m.

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

ATTENDANCE:

A.C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Carol Ladwig _____
Mark Gustafson _____	Bruce R. Anderson _____

A G E N D A

1. CALL TO ORDER

A. Pledge of Allegiance

B. Preview of Agenda - Dr. Bruce R. Anderson, Superintendent

C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

E. "We Are Proud"

*** Thank you to Abbie Lien, 8th grade student at Moorhead Junior High, for designing the Holiday Card used this year.

*** Congratulations to Marian Halgrimson, for being selected one of the 1992 Minnesota Music Educators Association Music Educators of the Year.

2. *CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a Board Member or citizen so requests, in which event that item will be removed from this Agenda and considered under separate resolution. To the extent possible, the Board Member inquiries on the Consent Agenda items are to be made directly to the District Administration prior to the time of the meeting.

A. INSTRUCTIONAL MATTERS - Bob Jernberg

- (1) Approval of Reduction in Positions - Page 6
- (2) Approval of Junior High Paraprofessional Position - Pages 7-9
- (3) Approval of Washington School Paraprofessional Position - Page 10
- (4) Approval of Service Learning Grant - Page 11
- (5) Acceptance of Donations - Page 12

B. BUSINESS AFFAIRS - Bob Lacher

- (1) Rejection of Vehicle Bids - Page 13
- (2) Approval of Change Order at Robert Asp School - Page 14-15
- (3) Approval of Townsite Centre Leases - Page 16-19
 - A. F-M Symphony
 - B. Dept. of Jobs & Training; Services for the Blind
 - C. Dept. of Jobs & Training; Voc. Rehabilitation
 - D. Migrant Health Services

C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approval of New Employees - Page 20
- (2) Approval of Medical Leave - Page 21

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Minutes for November 16, 1992 and December 1, 8 and 14, 1992 - Pages 22-28
- (2) Approval of Claims for December 1992
- (3) Approval of Non-Resident Agreements - Page 29
- (4) Approval of Migrant Education Summer Project - Pages 30-31

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE/MEETING REPORTS

PER - Cummings (12/17)

Student Activities - Cox (1/12)

4. MIGRANT ISSUES PROJECT - Anderson
Page 32

Suggested Resolution: Move to approve the attached resolution providing continued support of the Migrant Issues Project.

Moved by _____ Seconded by _____
Comments _____

5. ISD 152 DISTRICT STUDENT ASSESSMENT PROGRAM - Jernberg
Pages 33-56

Suggested Resolution: Move to accept the District Assessment Program and to approve the district-wide testing for 1992-95 as presented.

Moved by _____ Seconded by _____
Comments _____

6. FIVE YEAR EDUCATIONAL PLAN - Anderson
Pages 57-67

Suggested Resolution: Move to approve the priorities for the Five Year Educational Plan as presented/revised.

Moved by _____ Seconded by _____
Comments _____

7. ST. FRANCIS COMMUNICATIONS SYSTEM - Lacher
Pages 68-71

Suggested Resolution: Move to accept the one-time lease increase in the amount of \$16,042.80.

Moved by _____ Seconded by _____
Comments _____

8. APPLICATION OF DISCIPLINE POLICY - Anderson
Pages 72-74

Suggested Resolution: Move to approve the disciplinary resolution as presented.

Moved by _____ Seconded by _____
Comments _____

9. CLOSE MEETING - Cummings

Suggested Resolution: In accordance with M.S. 471.705, move to close the meeting for the purpose of reviewing a labor negotiations proposal.

Moved by _____ Seconded by _____
Comments _____

10. REOPEN PUBLIC MEETING - Cummings

Suggested Resolution: Move to reopen the public meeting at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

11. MOORHEAD SUPERVISORS' ASSOCIATION AGREEMENT - Franklin
Page 75

Suggested Resolution: Move to approve the 1992-94 master contract with the Moorhead Supervisors' Association.

Moved by _____ Seconded by _____
Comments _____

12. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

MSBA Convention - January 13-15, 1993

13. ADJOURNMENT

INDEPENDENT SCHOOL DISTRICT #152
January 12, 1993

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
School Board	Tues., Jan. 12	7:00 p.m.	Townsite
MSBA Convention	Thurs., Jan. 13 - Fri., Jan. 15		St. Paul
LRP Committee	Tues., Jan. 19	4:00 p.m.	Townsite
PER Committee	Thurs., Jan. 21	7:00 a.m.	Townsite
End of 2nd Qtr.	Fri., Jan. 22		
Teacher Workshops (no classes K-12)	Fri., Jan. 22		District- wide
Intergovt. Retreat (Chamber of Commerce)	Fri., Jan. 22 - Sat., Jan. 23		Detroit Lakes
Winter Community Ed. Classes Begin	Mon., Jan. 25		District- wide
Policy Review	Mon., Jan. 25	7:00 p.m.	Townsite
School Board Mtg.	Tues., Jan. 26	7:00 p.m.	Townsite

MEMO #: I-93-134
TO: Dr. Bruce R. Anderson
FROM: Bob Jernberg
SUBJECT: Reduction in Positions
DATE: January 5, 1993

Due to reduced numbers of learning disabled students needing assistance at the Senior High School, we are able to reduce 1 FTE learning disabilities teaching position at the Senior High School. A staff member is being transferred to Robert Asp School to fill a vacancy due to retirement. This reduction is effective January 4, 1993.

Due to a student with moderate to severe mental impairment moving out of the district we are able to reduce 1 FTE paraprofessional position at the Senior High School effective January 4, 1993. The staff member is being transferred to George Washington School to fill a needed position on a temporary basis pending Board approval of a position in an EBD classroom at that location.

The savings for these reductions stated above is \$23,844.

Suggested Resolution: Move to approve the following reductions:
1 FTE learning disability position at the Senior High School and
1 FTE paraprofessional in a moderate to severe mental
impaired classroom also at the Senior High School.

RMJ/mdm

MEMO #: I-93-132

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg

SUBJECT: Approval of Additional EBD Paraprofessional
Position at Moorhead Junior High School

DATE: January 5, 1993

A temporary 1 FTE paraprofessional position for an EBD student at the Junior High School was employed until a behavioral assessment and psychiatric evaluation were conducted (see attached Memo #I-93-057). A psychiatrist has indicated that there is a need for the position because of safety issues (self, adults, other students). The psychiatrist also recommended continued placement at the Junior High School based on neurological and psychiatric findings.

It is recommended that the Board approve the position retroactively to October 20, 1992. The cost for this position is \$4,540.28.

Suggested Resolution: Move to approve the 1 FTE paraprofessional for an EBD student at the Junior High School.

RMJ/mdm
Attachments

October 15, 1992

2. Recreational and Nonacademic Issues - Sue Torgerson suggests that the IEP should not contain reference to extracurricular and recreational activities in that these are usually discrimination issues not special education issues. The IEP should only mention recreation issues if they are necessary parts of the education program. The student participation in extracurricular and recreational activities shall be based on treating the student as we would any other student in a similar situation. It is suggested that a coach watch this student carefully and that the student be exempted from the activity if aggressive impulsive violent behavior occurs.

The proposal will be held until actions are taken to determine the need of a 6-1/2 hour paraprofessional. In the interim, Dr. Anderson will contact Jim Cummings and inform him regarding the need to secure a temporary paraprofessional until this determination has been made.

RMJ/mdm

cc: Dr. Anderson
Anne Moyano
Brenda Franklin
Joel Ortega
Jon Ostlie
Ruth Christenson
Colleen Tupper
Jackie Migler

MEMO #: I-93-057

TO: Al Swedberg ..
Dick Jones

FROM: Bob Jernberg *BJ*

SUBJECT: Proposal for Paraprofessional of EBD Program

DATE: October 15, 1992

The proposal dated 10/13/92 requested a full-time paraprofessional and a paraprofessional for extra-curricular activities for a student with aggressive, impulsive behaviors including violence and biting. A conference call was held among Mr. Jones, our attorney, Sue Torgerson, and myself. Based on that information, I wish to respond to two issues:

1. Regular School Day - We must utilize the most appropriate, least restrictive environment, make reasonable attempts for service and weigh this issue with the issue of reasonable care for the safety of others. Based on our conference call we suggest the following:

- a. Immediately secure a temporary paraprofessional.
- b. Insure that the temporary paraprofessional is trained in physical restraint and behavioral intervention.
- c. Until the training required in the above statement has been completed, the student should stay in a more restricted environment (full day with EBD teacher or tutored at home).
- d. We shall request a behavioral assessment and psychiatric evaluation as soon as possible.
- e. The child study team should meet to review the behavioral assessment and psychiatric evaluation to determine if the paraprofessional should be employed on an ongoing basis.
- f. If the behavioral assessment or psychiatric evaluation determines that the child shall not be in a regular school setting, a more restrictive, such as full-time EBD, homebound instruction or instruction at another site, should be considered.
- g. If the paraprofessional is employed and another event occurs in which the paraprofessional cannot control the issue, we should contact Sue Torgerson to help us obtain a restraining order, removing the student from the regular school setting or utilize homebound instruction with parental approval.

MEMO #: I-93-133

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg

SUBJECT: Approval of Additional Position in an
EBD Classroom at George Washington School

DATE: January 5, 1993

Attached is a proposal for an additional 1 FTE paraprofessional position which is necessary in an EBD classroom at George Washington School. The attached proposal indicates the need. The additional cost is \$3,293.92, which was reduced by a reduction in a position at the Senior High School. A staff member has been temporarily assigned to George Washington School pending Board approval.

Suggested Resolution: Move to approve the 1 FTE paraprofessional position in an EBD classroom at George Washington School effective January 4, 1993.

RMJ/mdm
Attachment

MEMO #: I-93-123

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg *RG*

SUBJECT: Acceptance of Grant

DATE: December 30, 1992

The Service Learning Program of Community Education has received a grant of \$3,000 from the YMCA of Metropolitan Minneapolis, Ridgedale Branch, to develop an integrated Service Learning model involving developmentally disabled youth. Ann Larson, Service Learning Coordinator and Vicky Voracheck, Junior High Special Education teacher are developing the program.

Administrative Recommendation: Move to accept the grant as presented.

RMJ/lms

MEMO #: I-93-129

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Donations

DATE: January 4, 1993

We have received several donations along with \$700 from our Community Education Community Arts Program and a matching grant from Climb Theatre. These donations provide for the performances of the presentation "Ouch" to all of our third and fifth grade students each year. This performance assists our district in its Violence Prevention Program. The donations received are as follows:

Edison Parent Advisory Committee	\$237
Probstfield Parent Advisory Committee	\$237
Riverside Parent Advisory Committee	\$237
Robert Asp Parent Advisory Committee	\$476
Washington Parent Advisory Committee	\$237

Suggested Resolution: Move to accept the gifts as listed above and to thank the Parent Advisory Committees.

RMJ/mdm

DEC 22 1992

MEMO #: B93.204

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

R. Lacher

DATE: DECEMBER 21, 1992

Please reject the bids on vehicles opened on October 14, 1992 as we will be purchasing our vehicles off of State Contract.

Suggested Resolution: Move to reject vehicle bid.

CHANGE ORDER

RECEIVED DEC - 3 1992

PROJECT: Miscellaneous Remodeling Project
Robert Asp School
Ind. School District #152
Moorhead, Minnesota

CHANGE ORDER NO.: 04

PROJECT NO: 9001-33

CONTRACT FOR: All Work

TO: Gast Construction Co., Inc.
P. O. Box 833
Wahpeton, ND 58074

CONTRACT DATE: July 1, 1992

You are authorized to make the following changes in this Contract:

Changed handicapped bar at Lavatory 105 from straight bar to "L" shape _____ Add \$ 61.84

Provided ceramic tile on south wall of Lavatory 105 in place of painted gypsum board _____ Add \$ 75.00

Total \$136.84

CONTRACT SUMMARY:

Original Contract Sum _____ \$ 251,836.00

Net change by previous Change Orders _____ \$ 1,355.19

Contract Sum prior to this Change Order was _____ \$ 253,191.19

Contract Sum will be (increased) (decreased) by this Change Order _____ \$ 136.84

New Contract Sum including this Change Order will be _____ \$ 253,328.03
unchanged

Contract Time will be (increased) (decreased) by _____ 0 Days

FOSS ASSOCIATES
Architecture, Engineering
& Interiors

Gast Construction Co. Inc.
Wahpeton, ND

Independent School District #152
Moorhead, MN

Contractor

Owner

By W. Annman

By [Signature]

By _____

Title Project Architect

Title Proj. Mgr.

Title _____

Date December 1, 1992

Date 12/2/92

Date _____



FOSS ASSOCIATES
Architecture Engineering & Interiors

P.O. Box 306, Moorhead, MN 56561
218-236-1202

MEMO #: B93.194

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER 

DATE: DECEMBER 9, 1992

SUBJECT: CHANGE ORDER #4 - ASP SCHOOL

Attached are revisions to lavatory 105 to comply with A.D.A. standards and provide additional ceramic tile.

Suggested Resolution: Move to approve change order #4 for \$136.84.

Attachment

DEC 11 1992

MEMO #: B93.195

MEMO TO: Dr. Anderson

FROM: R. Lacher *R Lacher*

DATE: December 10, 1992

SUBJECT: FM Symphony Lease

<u>Lease Agreement</u>	<u>Suite</u>	<u>Annual Rent</u>
July 1, 1992 - Nov. 14, 1992	106	
Nov. 15, 1992 - June 30, 1992	260B	
July 1, 1993 - June 30, 1994		\$4,122.00
July 1, 1994 - June 30, 1995		4,243.50
July 1, 1995 - June 30, 1996		4,369.50
July 1, 1996 - June 30, 1997		4,500.00
July 1, 1997 - June 30, 1998		4,635.00
July 1, 1998 - June 30, 1999		8,488.00

Above rates were in consideration of the tenant relocating and making Suite 106 available for Migrant Health Services to expand their space.

Suggested Resolution: Move to approve the lease as attached and noted above.

DEC 14 1992

MEMO #: L93.115

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: DECEMBER 11, 1992

SUBJECT: TOWNSITE CENTRE LEASE, SUITE 206, SERVICES FOR THE
BLIND (600 SQ. FT.)

ANNUAL RENT

January 1, 1993 to December 31, 1993

\$5,100.00

January 1, 1994 to June 30, 1994 (6 months)
TOTAL

2,550.00
\$7,650.00

Suggested Resolution: Move to approve lease for one year and six months for a total rent of \$7,650.

DEC 14 1992

MEMO #: L93.116

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: DECEMBER 11, 1992

SUBJECT: TOWNSITE CENTRE LEASE, SUITE 220, VOCATIONAL
REHABILITATION (900 SQ. FT.)

	<u>Annual Rent</u>
January 1, 1993 to December 31, 1993	\$ 8,055.00
January 1, 1994 to June 30, 1994	<u>4,027.50</u>
TOTAL	\$12,082.50

Suggested Resolution: Move to approve the lease for one year and six months for a total of \$12,082.50.

MEMO #: L93.117

MEMO TO: Dr. Anderson

FROM: R. Lacher



DATE: December 22, 1992

SUBJECT: Migrant Health Lease

Migrant Health will expand into Suite 106 and will enter a two year lease agreement for:

Suite 106
" 120
" 126
" 130
Storage

See attached lease.

Suggested Resolution: Approve the additional rent for Suite 106
for the remainder of the current lease \$ 1,962.00
7/1/93 to 6/30/94 lease 19,630.14
7/1/94 to 6/30/95 lease 21,283.53

MEMORANDUM P 93.020

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: January 6, 1993
SUBJECT: New Employees

The administration requests approval of the employment of the following persons:

Shirley Wallace - ECSE Teacher at Lincoln Elementary, BA+45(7) \$15,868.65 (Annual \$27,506) 1.0 FTE effective January 4, 1993. Replaces Tracy Erickson who left the District.

Nancy Brunelle - Chapter I Teacher Robert Asp BA+30 (0-4) .429 \$6223.26 effective January 4, 1993. Replaces Yvonne Johnson who recently retired and was a 1.0FTE.

Gwen Sallberg will have a .357 FTE reduction in her teaching load for second semester at the Senior High Reading Program.

Alice Swanson - Health Teacher at Senior High increase by .286 for second semester.

Carol Nelson - Home Economics Teacher at Senior High will transfer 2 of her teaching hours from the Junior High back to the Senior High.

Contract adjustments will be made for an additional 1/2 hour for Pamela Midthune and Mary Jo Johnson for a section of Home Economics that Carol Nelson vacated at the Junior High School.

With all of these Semester contract changes, the net effect is a reduction in Teaching FTE's for the District. It is anticipated that during 1993-94, staff allocations will be made for the full year rather than by semester.

SUGGESTED RESOLUTION:

Move to approve the employment as presented.

BMF:sdh

MEMORANDUM

P 93.021

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: January 6, 1993
SUBJECT: Medical leave for district employee

The administration requests approval of the leave of the following person:

Brian Rheault - Custodian from November 29, 1992 for approximately 3 months.

SUGGESTED RESOLUTION:

Move to approve the medical leave as presented

BMF:sdh

MEMO #: S-93-121
TO: School Board
FROM: Bruce R. Anderson, Supt. *BRA*
RE: Non-Resident Student Attendance Agreements
DATE: January 8, 1993

The following nonresident agreements have been received:

To Attend Moorhead Public Schools

MacKenzie L. McMaines - Rt. 1, Barnesville, MN, Grade 1

Ryan M. McMaines - Rt. 1, Barnesville, MN, Grade 3

Suggested Resolution:

Move to approve the nonresident agreements, subject to action of the appropriate district.

BRA:cbp



DEC 29 1992

Independent School District No. 152

Townsite Centre - 810 South 4th Avenue

Moorhead, Minnesota 56560

December 28, 1992

TO: Bruce Anderson

FR: Cynthia Sillers

Cynthia Sillers

I am writing to you regarding the enclosed resolution from the Minnesota Department of Education.

Joyce Biagini, Migrant Education Coordinator, MDE, asked me to give it to you and to have you present it to the Moorhead School Board as soon as possible. You may give it to me once it is signed on January 12, 1993, and I will send the original to Joyce, as well as a copy to Jim Nigg.

Please let Jim or me know if you have any questions about the six-week Migrant Summer School Program that takes place at Thomas Edison School. Thank-you.

Enclosure

cc: Joyce Biagini
Jim Nigg



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

SCHOOL BOARD RESOLUTION

WHEREAS in recognition of the special educational needs of the children of migratory farm workers the United States Congress has declared it to be the policy of the United States to provide funds to State Departments of Education for the purpose of providing educational programs designed to meet the special educational needs of the children of migratory farm workers and

WHEREAS School District # 152 at Moorhead
(city or town)
is centrally located in an area of the state in which large numbers of migratory farm workers are employed on a seasonal basis, and

WHEREAS the School District is being requested by the State Department of Education to cooperate in an effort to provide an educational program for the children of migratory farm workers designed to meet their special educational needs during their residence in the area;

BE IT THEREFORE RESOLVED that the District shall submit an application for a Chapter 1 Migrant Education grant to operate a Migrant Education project during the summer of 1993. The State Department of Education will coordinate this application process

with Jim Nigg
(name of District staff person)
who is hereby designated as the District contact person for the 1993 Migrant Education summer project.

IT IS UNDERSTOOD that coordinated with the Chapter 1 Migrant Education project, day care and Head Start services will be provided directly, at the same site, by Tri-Valley Opportunity Council, Inc. to the pre-school aged children of migratory workers. While the District is not the fiscal host for these preschool services, the District will cooperate in the operation of this preschool component of the Migrant Project, thereby assisting in the provision of comprehensive services to migrant children.

Bruce Anderson
Bruce Anderson Jim Cummings
SIGNATURE

Superintendent Board Chair
TITLE

January 12, 1993
DATE



An Equal Opportunity Employer



Independent School District No. 152

Townsite Centre - 810 South 4th Avenue

Moorhead, Minnesota 56560

RESOLUTION

WHEREAS, there is a growing population of Migrants and many other Hispanic families living here permanently, which has all had a major impact on this community; and

WHEREAS, there is a tendency for many to perceive the impact as negative, but there are also many units of government, organizations and individuals in the community who are committed to addressing the issues in positive ways; and

WHEREAS, the Joint Powers Committee, made up of representatives from Clay County, the City of Moorhead and Independent School District #152, established a Migrant Issues Project in 1989 to address the issues positively; and

WHEREAS, many individuals, organizations and units of government support the processes that have been established by the Migrant Issues Project, recognize that the issues have social, political and economical implications, and strongly believe that the efforts of the Project to address housing, public education, communication, education in the schools, delivery of welfare services, public safety and employment have been successful, but need continued focus and attention;

NOW, THEREFORE, BE IT RESOLVED that we continue to offer the Migrant Issues Project support in its efforts to address community issues related to Migrants and to other Hispanic families living here permanently and that we re-affirm our approval and confidence for the past activities of the Project which have received strong leadership by Cynthia Sillers, as well as a long-term commitment by many in this community.

ATTEST:

APPROVED BY:

Bill Cox

Clerk

Independent School District #152

Jim Cummings

Chairperson

Independent School District
#152

MEMO #: I-93-131
TO: Dr. Bruce R. Anderson
FROM: Bob Jernberg
SUBJECT: District Assessment Program
DATE: January 4, 1993

Attached is a copy of the District Assessment Program for 1992-93 including the district-wide testing program for 1992-1995 (see page 4). Jeff Robinson, guidance counselor, who serves as the district assessment coordinator, will briefly review this information with the Board.

The material has been reviewed by the PER Committee, which recommends the Board adopt the district-wide testing for 1992-95 as found on page 4.

Suggested Resolution: Move to accept the District Assessment Program as presented and to approve the district-wide testing as presented for 1992-95.

RMJ/mdm
Attachment

1992 - 93

Guide for the



**DISTRICT
ASSESSMENT
PROGRAM**

Moorhead Public Schools

I.S.D. 152

Moorhead, MN

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Contact People

Bob Jernberg	299-6227
Mary Jo Schmidt	299-6245
Julie Morbin	299-6282
Jeff Robinson	299-6310

District-wide testing 1992-95

Objectives	Tests	Grades Tested	Use
To monitor student achievement; all are normed reference achievement tests	Iowa Test of Basic Skills	1,2,3,4, 5,6,7,9	Parent conferences Curriculum planning PER Report AOM (Assurance of Mastery) Chapter I
	Gates-Maginitie Reading Test	6,8,10	
To monitor curriculum; all are criterion referenced tests	Minnesota Educational Assessment Program	6,9,11, or 5,8,11, or 4,8,11, or 3,7,11	Curriculum planning PER Report
To assess student needs for referral and special help; some are normed reference tests; some are criterion referenced tests	Special Education tests as applicable	Specific students in all grades	Classroom adjustments and/or Special Education Services provided
	Entrance tests for students new to district	Specific students in all grades	Classroom placement course adjustments
To provide information for individual college-bound students; all are normed reference achievement tests*	PLAN	10	Counseling students for college
	PSAT	11	
	ACT	11 - 12	
	SAT	11 - 12	
To determine student's need aptitudes and vocational interests; ASVAB is a normed reference aptitude test; CAI is an interest inventory GIS provides student with information for career options	GIS Guidance Information System	8 - 9	Vocational counseling to help students plan for future educational and/or career choices
	Career Assessment Inventory (CAI)	10	
	Armed Services Vocational Aptitude Battery (ASVAB)*	11	
	Strong Interest Inventory	11	

* optional

Moorhead Public Schools

Assessment Program

The intent of this document is to provide an overview of the assessments used in Moorhead Public Schools.

The district's assessment program is annually reviewed by the Assessment Committee comprised of administrators, teachers, counselors, and specialists. The committee's findings and recommendations are reviewed by the Planning Evaluation and Review Committee every two years.

MISSION STATEMENT

The purpose of the Assessment Program in Moorhead Public Schools is to identify the current functioning level of students related to curriculum and instruction, to assess individual needs, to improve instruction, to provide information for post secondary educational planning and admissions, and to assist students in determining interests and aptitudes as they relate to potential careers.

GENERAL USES OF ASSESSMENT RESULTS

- **Instruction - The test results may be used with other forms of assessment to assist administrators and teachers in the planning of instruction for the needs of students.**
- **Reporting and Comparing - The test results may be used for comparing and reporting to parents, teachers, students, district staff, school board members and community the status of student learning compared to the norm of a reference group.**
- **Screening - The test results may be used for the screening of students in special programs such as high potential or special education. As a screening measure, the test may be used to help select students for a more in-depth assessment of needs.**
- **Decision Making - The test results may be used to assist students in choosing careers and in selecting post-secondary institutions.**

Principal's Responsibilities for the Assessment Program

The principal will:

- **Appoint personnel to arrange and conduct the assessment program.**
- **Create a testing environment that allows students to do their best.**
- **Establish and communicate to teachers the intended purpose, dates, and specific administration directions for each assessment to be given.**
- **Notify parents of the days testing will take place, the grade levels to be tested, the purpose of the testing and the importance of student attendance.**
- **Arrange with counselors and teachers conditions that will minimize possible distractions during testing such as bells, telephones, and outside noises.**
- **Arrange with counselors and teachers for all tests to be made up as soon as possible.**
- **Distribute test results to teachers during a post-testing inservice.**
 - a. **Review parent report and individual students report.**
 - b. **Plan for parent report to be shared at conference time or sent home.**
 - c. **Emphasize the expectation of teachers or counselors to share test results with students.**
 - d. **Stress the use of test results in establishing objective priorities for individual students.**
 - e. **Share with teachers the group data results and implications for instruction, curriculum, or limitations of standardized assessments.**
- **Keep records of results and delegate the attachment of assessment adhesive labels to cumulative file assessment form.**

Central Administration's Responsibilities for the Assessment Program

The central administration will:

- **Appoint personnel to establish and conduct the assessment program.**
- **Monitor and evaluate assessment data and make appropriate changes in instruction, curriculum, or assessments when necessary.**

Teacher's Responsibilities for the Standardized Testing

Teachers will:

- **Become familiar with the test to be given and note the time limits.**
- **Give practice tests according to the recommended schedule.**
- **Provide a positive and supportive atmosphere for the testing situation to reduce student anxiety.**
- **Have all materials assembled for quick distribution.**
- **Read all directions to the students clearly and distinctly.**
- **Allow time for questions before beginning the testing sessions.**
- **Make sure that the students understand what they are to do before you begin timing the test.**
- **Follow the timing procedures given in the Examiners' Manual.**
- **Observe the students to make certain that they understand the instructions, have the proper test page, and mark answers in the designated places.**
- **Alphabetize all answer sheets and return them to the principal's office in the Group Information Envelope.**
- **After receiving and reviewing test results:**
 - a. **Plan for the parent report to be shared at conference time.**
 - b. **Share test results with students - explaining strengths and weaknesses (mastery, partial mastery and non-mastery).**
 - c. **Establish objective priorities for individual students.**
- **Give feedback to the assessment committee regarding the standardized testing program.**
- **Keep records of test results.**

Counselor's Responsibilities for the Assessment Program

The counselor will:

- **Order and distribute testing materials to teachers and ensure that teachers have correct numbered practice tests and answer sheets, test booklets, directions, class information sheets and class envelopes.**
- **Conduct teacher inservice on procedures and atmosphere for testing.**
 - a. **Discuss teacher responsibilities stressing the importance of providing a positive and supportive atmosphere for testing.**
 - b. **Plan with teachers to give practice tests one week prior to actual testing. Grades 1,3,7 will use practice tests.**
 - c. **Provide teachers with testing tables and directions for planning testing times.**
 - d. **Provide teachers with information on returning test booklets, answer sheets and class information to school office**
- **Return all test materials to the designated location for mailing and scoring.**
- **Test all home school students.**

The following assessment tools are used with students in grades 1-6:

Gates-MacGinitie Reading Test

- Required for all students in grade 6 prior to Junior High registration.
- Achievement test
- To quickly assess reading skills in the areas of comprehension and vocabulary.
- For new students enrolling during the school year in grades 5 and 6 as requested or needed.

Iowa Test of Basic Skills (ITBS)

- For all students unless modification is determined by individual IEP or ESL program
- Assesses achievement in vocabulary, reading comprehension, language arts, math, social studies, and science.
- Used to identify student's strengths and weaknesses; used as a factor in placement for STEP, Chapter I, and other programs.

Minnesota Educational Assessment Tests

- Required for all students in grades 3-6 according to Schedule of Examinations.
- Achievement test for curriculum research.
- Assesses different curriculum areas each year.
- Used to identify areas of strength and weakness in the school's curriculum.
- Individual scores are not determined; only group data is made available.

**MOORHEAD ELEMENTARY SCHOOLS
STANDARDIZED ASSESSMENT DATES
1992-3 School Term**

Week of January 4, 1993 Gates-MacGinitie Reading Tests

Grade 6 (All students)

55 Minutes testing time

**Tests to be scored at Sr Hi Sch, results
tallied and returned to 5th & 6th grade
buildings**

September through May (as requested or needed) New students enrolling in grades 5 or 6

Week of March 8, 1993

Iowa Tests of Basic Skills (ITBS)

**Scheduled and Administered by individual
classroom teachers in homeroom classes**

**Modifications as directed or needed by
students on IEPs or in ESL program**

Grades 1-6

**Dates to be
Announced**

Minnesota Education Assessment Tests

92-93 Grade 5, Art

Grade 6, Reading

SEPTEMBER - MAY

Grades 1-6

**Special Education tests as applicable for
special needs**

**MOORHEAD ELEMENTARY SCHOOLS STANDARDIZED
ASSESSMENTS - 1992-93**

**MOORHEAD JUNIOR HIGH SCHOOL STANDARDIZED ASSESSMENTS
1992-1994**

The following assessment tools are currently used with students in grades 7 and 8:

1. Career Decision-Making Systems/Guidance Information System
 - Required for all students.
 - Grade 8
 - Interest Inventory/Career Exploration/Post Secondary Information
 - Used to identify student's interests and match them with a wide variety of careers.
 - Provides information on post-secondary institutions.
 - All grade 8 students will be scheduled to take the CDM and work with the GIS software program.
 - Cost is free.
 - Students will be scheduled in groups of 10 to take the CDM and use the GIS program with assistance from the counselors at the junior high.
2. Gates-MacGintie Reading Test
 - Required for all students in grade 8, all English/Reading students in grade 7, and all new students enrolling at the junior high.
 - Achievement Test
 - Used to identify students with reading deficiencies and to determine the level of reading ability of students.
 - Assesses reading skills in the areas of comprehension and vocabulary.
 - Students required to take the test are automatically registered.
 - Cost is free.
 - Given at the junior high school in English classes or in the counseling office.
3. Iowa Test of Basic Skills (ITBS)
 - Required for all students.
 - Grade 7
 - Achievement Test
 - Used to identify student's strengths and weaknesses, determine which skills need strengthening, and determine placement in classes.
 - Assesses achievement in vocabulary, reading comprehension, language arts, math, social studies, and science.
 - All grade 7 students are automatically registered to take the test.
 - Cost is free.
 - Given at the junior high school.
4. Minnesota Educational Assessment Tests
 - Required for all students in either grades 4, 8, and 11 OR 6, 9, and 11.
 - Achievement test for curriculum research.
 - Used to identify areas of strength and weakness in the school's curriculum. Individual scores are not determined; only group data is made available.
 - Assesses different curriculum areas each year.
 - Registration is automatic for all students.
 - Cost is free.
 - Given once per year usually in April at the junior high school.

**MOORHEAD JUNIOR HIGH SCHOOL
STANDARDIZED ASSESSMENT DATES
1992-94**

Second Semester 1993

Career Decision-Making system (software program)

GIS Guidance Information System (software program)

Grade 8 (Required for ALL students)

**Week of Monday, March 1
through Friday, March 5, 1993**

Gates-MacGinitie Reading Test

Grade 8 (Required for ALL students)

To be given in all English classes as scheduled by each English teacher. Fifty-five minutes is needed to administer the test.

**Week of Monday, March 8
through Friday, March 12, 1993**

Grade 7 (Required for ALL students in English/Reading class)

To be given in all English/Reading classes as scheduled by the English/Reading teacher.

**September 1992 through
May 1993 (as needed)**

New students enrolling at Moorhead Junior High School.

To be given by counselors prior to scheduling a new student.

**Monday, March 1, 1993 through
Friday, March 12, 1993**

Iowa Test of Basic Skills (ITBS)

Grade 7 (Required for ALL students)

To be given in English, math, and social studies classes

Dates to be announced later

**Minnesota Educational Assessment Tests
Subject area determined by State Department of Education based on our curriculum review cycle.**

Grade 8 (Required for ALL students)

Week of January 11 - 15, 1993

Strong Interest Inventory
Grade 11, (Required for all
11th graders) To be given in
all sections of Economics and
World History and to Juniors
not enrolled in those courses.

Monday and Tuesday
January 18 and 19, 1993

Strong Interest Make-up
Testing

Thursday, February 25, 1992
(most probable date)
8:30 a.m. to 10:30 a.m.

American High School Math Exam
Grades 9 - 12 (voluntary) An
approximate total of 50
students will take this test.

Wednesday, March 17, 1993
8:30 a.m. - 11:30 a.m.

National Engineering Aptitude
Search (NEAS) Grades 9-
12 (voluntary) This test is
for students considering a
career in Engineering and will
involve approximately 20
students

Sometime in April

(Dates to be announced later)
More information to follow.
These are one hour-long tests.

Minnesota Educational
Assessment Tests
Possibly Grades 9 and/or 11
(required for all students)

May 5 - 7
May 11 - 14
May 17 - 18

A.P. Exams
Grades 11 and 12 (voluntary)
Traditionally we have approx-
imately 20 students take 30
tests.

Please see Jeff Robinson if you have any questions or concerns
about the assessment schedule.

MOORHEAD SENIOR HIGH SCHOOL STANDARDIZED ASSESSMENT DATES

**Week of Monday, October 5th
thru Thurs., October 8, 1992**

**Stanford Test of Academic
Skills (TASK)
Grade 9 (Required for ALL
students)**

**Monday, October 5
Tuesday, October 6
Wednesday, October 7
Thursday, October 8**

**- All sections of English 9
- All sections of Phys. Sci
- All sections of Civics and Am.
Hist I
- Most sections of Pre-Algebra,
Alg. I, Acc. Alg I, and Acc.
Geometry**

**Monday, October 12 and 13, 1992
(Various Periods)**

**Stanford (TASK) make-up
testing**

**Thursday, October 22, 1992
8:30 a.m. - 1:00 a.m.**

**Preliminary Scholastic
Aptitude Test (PSAT)
Grade 11 (voluntary) This
includes primarily the top
half of the Junior Class or
180 students.**

**Thursday, October 29, 1992
8:30 a.m. to 11:30 a.m.**

**PLAN (formerly called the
P-ACT Plus) Grade 10
(voluntary) Most college
bound sophomores will take
this test - approximately
280 to 310 students.**

Week of December 7 - 11, 1992

**Gates/Maginitie Reading Test
Grade 10 - (Required for all
10th graders)
To be given in all English 10
sections.**

**Monday and Tuesday
December 14 and 15, 1992
(Various Periods)**

Gates Reading Make-up Testing

**December 17, 1992
8:30 a.m. - 11:30 a.m.**

**Armed Services Vocational
Aptitude Battery (ASVAB)
Grade 11 (voluntary) We may
have from 100 to 250 students
take this test.**

- Grade 11
 - Aptitude test
 - Used to determine fitness of various vocational fields to the student's interests and abilities
 - Developed and administered by the Department of Defense to aid in armed services recruitment
 - Students have the option to release or not release any information to the military
 - Assesses developed abilities; relates these to various occupational areas
 - Registration through the guidance office or military recruiting stations
 - Cost is free
 - Given at the high school
6. College Level Examination Program (C.L.E.P.)
- Optional
 - Grade 12
 - Achievement test
 - Used to gain college credit in a specific course by obtaining a score on the test that indicates at least a minimum knowledge of the subject
 - Assesses achievement in five broad liberal arts areas and 30 specific courses
 - Registration through the college to which the student has been admitted or plans to attend
 - Cost is per subject area, approximately \$40.00
 - Given at various times at each college
7. Gates-Maginitie Reading Test
- Required for all students
 - Grade 10
 - Achievement test
 - Used to identify students with reading deficiencies and the level of reading ability of all students
 - Assesses reading skills in the areas of comprehension and vocabulary
 - All sophomores are automatically registered to take the test
 - Cost is free
 - Given one time per year during two English 10 class periods in December.
8. Minnesota Educational Assessment Testing Program
- Required for all students
 - Grade 9 and/or grade 11
 - Achievement test for curriculum research
 - Used to identify areas of strength and weakness in the school's curriculum. Individual student scores are not determined; only group data is made available
 - Assesses different curriculum areas each year
 - Registration is automatic for all students
 - Cost is free
 - Given once per year usually in April

STANDARDIZED ASSESSMENTS

MOORHEAD SENIOR HIGH SCHOOL

The following assessment tools are currently available to students in grades 9 through 12.

1. Achievement Tests (see the Scholastic Aptitude Test Description)
2. Advanced Placement Program Test (A.P. Test)
 - Optional but recommended to students in A.P. courses and high-achieving students
 - Grades 10, 11 and 12
 - Achievement test
 - Used to gain college credit in a specific course by obtaining a score on the test that indicates at least a minimum knowledge of the subject
 - Assesses achievement in one or more of 29 courses chosen by the student
 - Registration through the high school guidance office
 - Cost is \$60.00 per subject area
 - Given the first half of May at the high school
3. American College Testing Assessment (A.C.T.)
 - Optional but highly recommended for all students
 - Grades 11 and 12
 - Achievement test
 - Used for admissions purposes and is required by almost all midwestern four year post-secondary schools
 - Assesses achievement in English, math, reading, and science reasoning
 - Registration packets available in high school guidance office
 - Cost is \$15.00
 - Given five times per year on selected Saturday mornings at M.S.U. and N.D.S.U. or other assigned test sites.
4. American High School Math Exam (A.H.S.M.E.)
 - Optional but recommended for strong math students
 - Grades 9 through 12
 - Achievement test
 - Used as a contest to award high-achieving students in mathematics
 - Assesses achievement in mathematics
 - Registration through math teachers or guidance office
 - Cost (traditionally paid by the school)
 - Given once per year in February at the high school; exact date is announced in October or November
5. Armed Services Vocational Aptitude Battery (A.S.V.A.B.)
 - Optional but recommended for students with uncertain vocational plans and those considering military service

- Cost is \$19.00
- Given seven times per year on Saturday mornings at Fargo South High School

Note: Achievement Tests are tests which are given in conjunction with the S.A.T. and assess a student's achievement in a specific subject area. Some colleges require students to take specific Achievement Tests before being considered for admission. Registration for Achievement Tests is done with the same form as S.A.T. registration and involves a \$22.00 fee. Specific Achievement Tests are only given on certain S.A.T. test dates.

13. The Stanford Achievement Test of Academic Skills (TASK)

- Required for all students
- Grade 9 only
- Achievement test
- Used to identify students with deficiencies in the areas of reading, math, English and spelling
- All ninth graders are automatically registered to take the test
- Cost is free
- Given one time in late September

14. Strong Interest Inventory

- Required for all students in their junior year for use in vocational planning
- Grade 11
- Interest inventory
- Used to identify the student's personality type and interests and to relate these to general occupation areas and to explore specific careers within these areas
- Registration is automatic for all juniors
- Cost is free
- Given during Economics and World History classes in December or January.

15. Test of English as a Foreign Language (T.O.E.F.L.)

- Optional but recommended for students in the English as a Second Language Program
- Grade 12
- Used by colleges to determine the ability to use English by students who use another language as their primary language
- Assesses English language skills
- Registration through the high school guidance office.

9. National Engineering Aptitude Search (N.E.A.S.)
Sponsored by the Junior Engineering Technical Society; thus this test is commonly known as the J.E.T.S. Test
- Optional but recommended for those students interested in engineering careers
 - Grades 9 and 10 take one version; grades 11 and 12 take another
 - Aptitude test and interest inventory
 - Used to determine the fitness of the engineering field to the student's abilities and interests
 - Registration is through math and physics teachers or the guidance office
 - Cost is approximately \$20.00
 - Given once per year in March at the high school; exact date is announced in January
10. PLAN (formerly called the P-ACT plus)
- Optional but recommended for college bound students
 - Grade 10
 - Achievement test
 - Used as a practice exam for the ACT and to measure achievement. Also includes an interest inventory
 - Assesses achievement in English, math, reading and science reasoning
 - Registration in the Guidance Office
 - Cost is \$5.75
 - Given once each year usually in late October or early November
11. Preliminary Scholastic Aptitude Test (P.S.A.T.)
- Optional but highly recommended for all college-bound juniors
 - Grade 11 only
 - Achievement test
 - Used to determine strengths and weaknesses in the student's verbal and math backgrounds, as a college entrance exam, and to qualify for the National Merit Scholarship Competition
 - Assesses achievement in verbal and math skills
 - Registration through the guidance office
 - Cost is \$7.00
 - Given only once in a Saturday or Tuesday morning at the high school; the exact date is announced in May. This year there is a rare Thursday test date.
12. Scholastic Aptitude Test (S.A.T.)
- Optional but recommended for students planning to attend a college outside the upper Midwest, student-athletes, and students in the top 25% of their class
 - Grades 11 and 12
 - Achievement test
 - Used for admissions purposes and may be required in colleges outside the Midwest and in competitive colleges
 - Assesses achievement in verbal and math skills
 - Registration booklets available in the guidance office

Minnesota Educational Assessment Program Schedule of Examinations

Year	Area/Areas to be Assessed	Grades Assessed
1992-1993	Art	5,8,11
1993-1994	Reading	6,9,11
1994-1995	Social Studies	6,9,11
	Music	3,7,11
1995-1996	Math	5,8,11
1996-1997	Language Arts	6,9,11
1997-1998	Science	6,9,11
	Health	4,8,11
1998-1999	Art	5,8,11
1999-2000	Reading	6,9,11
2000- 2001	Social Studies	6,9,11
	Music	3,7,11
2001-2002	Math	5,8,11
2002-2003	Language Arts	6,9,11
2003-2004	Science	6,9,11
	Health	4,8,11

Standardized Testing and the Special Needs Student

- 1. Self contained students will be tested if testing is determined to be appropriate by their case manager.**
- 2. If possible testing modifications can be made as spelled out in the testing manual.**
- 3. Special Education teachers will give the test to their students in small group or individual settings.**
- 4. Currently we are testing all children with one test despite their ability level.**
- 5. Adaptations for the bilingual student will be made when necessary.**

1 meet the requirements of clause (1).

2 Subd. 8. (ASSESSMENT OF PERFORMANCE.) (a) Each year the
 3 performance of every child who is not enrolled in a public
 4 school must be assessed using a nationally norm-referenced
 5 standardized achievement examination. The superintendent of the
 6 district in which the child receives instruction and the person
 7 in charge of the child's instruction must agree about the
 8 specific examination to be used and the administration and
 9 location of the examination.

10 (b) To the extent the examination in paragraph (a) does not
 11 provide assessment in all of the subject areas in subdivision 6,
 12 the parent must assess the child's performance in the applicable
 13 subject area. This requirement applies only to a parent who
 14 provides instruction and does not meet the requirements of
 15 subdivision 7, clauses (1), (2), or (3).

16 (c) If the results of the assessments in paragraphs (a) and
 17 (b) indicate that the child's performance on the total battery
 18 score is at or below the 30th percentile or one grade level
 19 below the performance level for children of the same age, the
 20 parent shall obtain additional evaluation of the child's
 21 abilities and performance for the purpose of determining whether
 22 the child has learning problems.

23 (d) A child receiving instruction from a nonpublic school,
 24 person, or institution that is accredited by an accrediting
 25 agency, recognized according to section 123.935, subdivision 7,
 26 or recognized by the state board of education, is exempt from
 27 the requirements of this subdivision.

28 Sec. 2. (120.102) (REPORTING.)

29 Subdivision 1. (REPORTS TO SUPERINTENDENT.) The person in
 30 charge of providing instruction to a child shall submit the
 31 following information to the superintendent of the district in
 32 which the child resides:

33 (1) by October 1 of each school year, the name, age and
 34 address of each child receiving instruction;

35 (2) the name of each instructor and evidence of compliance
 36 with one of the requirements specified in section 1, subdivision

Moorhead Public Schools
Independent School District No. 152
810 4 Avenue South, Moorhead, MN 56560
218-236-6400

Name _____

M ☐

F ☐

Grade 4
School

year _____

Grade 5
School

year _____

Grade 6
School

year _____

Moorhead Public Schools
Independent School District No. 152
810 4 Avnue South, Moorhead, MN 56560
218-236-6400

Name _____

M ☐

P ☐

Grade 1
School

year _____

Grade 2
School

year _____

Grade 3
School

year _____

MEMO #: I-93-135
TO: Dr. Bruce R. Anderson
FROM: Bob Jernberg
SUBJECT: Five Year Educational Plan
DATE: January 5, 1993

Attached is a list of priorities in each of the strategic areas for inclusion in the Five Year Educational Plan being developed for 1993-98. An illustration of the Quality Management and Strategic Planning System, a sample of the Five Year Educational Plan Activity Plan, a sample Annual Report and Update, and a statement of each priority with potential activity items are also included.

The Board of Education needs to discuss the priorities and potential activity items. They may wish to add, delete or revise priorities and activity items.

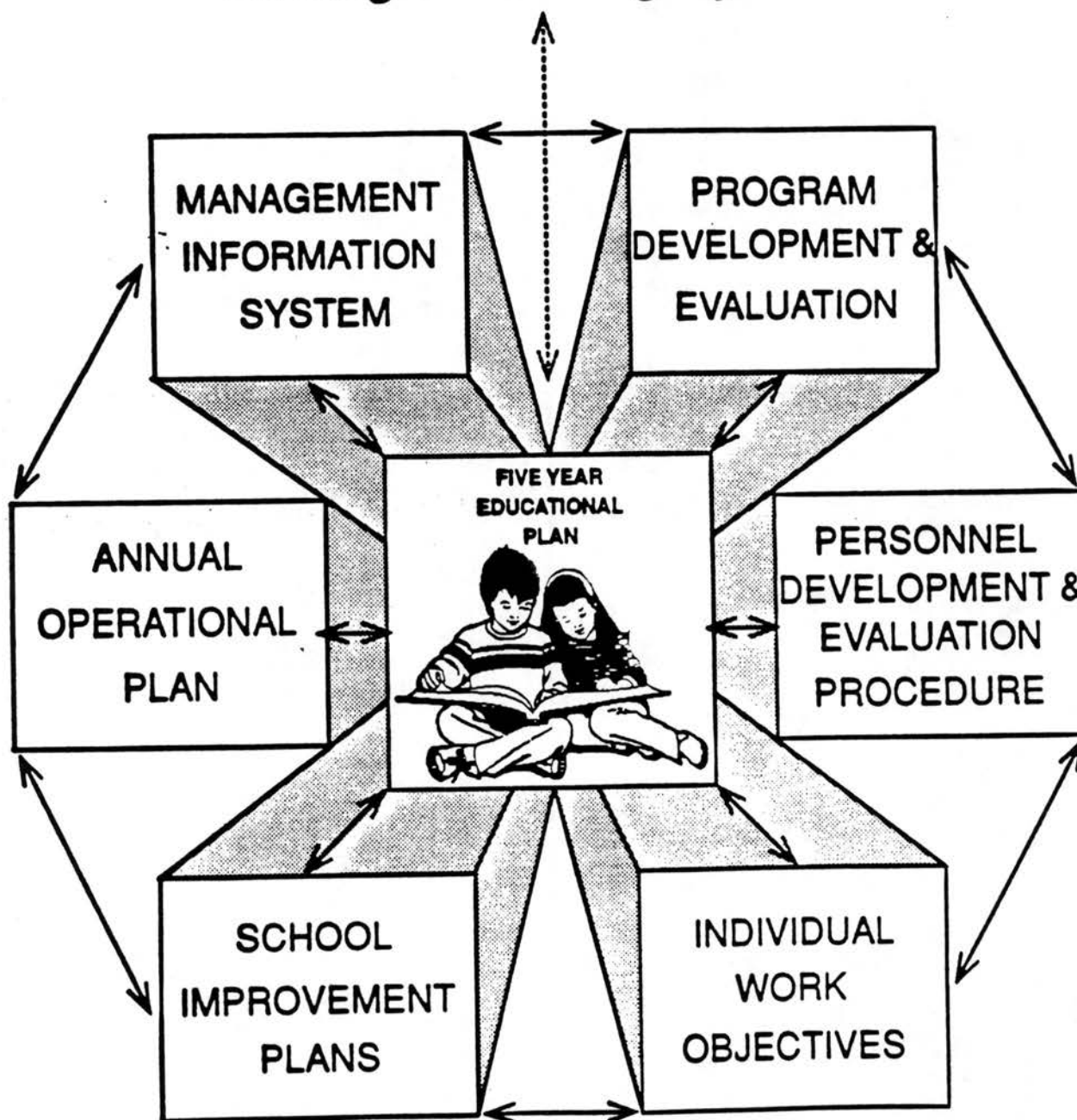
Upon approval by the Board of the priorities, a Five Year Educational Plan will be prepared for Board approval. The Board will receive a draft of the Five Year Educational Plan in March.

Suggested Resolution: Move to approve the priorities for the Five Year Educational Plan as presented/revised.

RMJ/mdm
Attachments

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA

*Quality Management
and
Strategic Planning System*



FIVE YEAR EDUCATIONAL PLAN

STRATEGIC AREA - CURRICULUM AND INSTRUCTION

Priorities:

OUTCOME BASED EDUCATION

ENHANCED CURRICULUM AND INSTRUCTION

EDUCATIONAL EFFECTIVENESS

STRATEGIC AREA - FINANCE

Priorities:

FUND BALANCE

CONSERVATION OF RESOURCES

SITE BASED DECISION MAKING

STRATEGIC AREA - FACILITIES

Priorities:

INSTRUCTIONAL SPACE

STRATEGIC AREA - COMMUNICATIONS

Priorities:

PUBLIC RELATIONS/COMMUNICATIONS PLAN

STRATEGIC AREA - HUMAN RESOURCES

Priorities:

STAFF DEVELOPMENT

PERFORMANCE REVIEW

STRATEGIC AREA - COMMUNITY INVOLVEMENT

Priorities:

COMMUNITY INVOLVEMENT

CLEARLY COMMUNICATED DISCIPLINE PLAN

INDEPENDENT SCHOOL DISTRICT #152 MOORHEAD, MINNESOTA

SAMPLE

SAMPLE

Five Year Educational Plan Activity Plan 1993-94 Annual Report and Update

PRIORITY OBJECTIVE: By 1996, outcome-based education with methods of instruction and means of evaluation will be developed in all curriculum areas.

1992-93 Results

Individual learning plans used in grades K-2 beginning 1992

Individual learning plans used in grade 3 beginning 1993

Paper or computer assessment plan and recording system used in grades K-6 in communications in 1991-92

All K-6 teachers inserviced on several computer models for assessment and recording in 1992-93

Secondary staff inserviced on several computer models for assessment and recording in 1992-93

1993-94 Objectives

Individual learning plans for all students in grade 4

Assessment plan in place for grades K-6 for mathematics and communications

Secondary teachers pilot district software and SARP management programs

INDEPENDENT SCHOOL DISTRICT #152 MOORHEAD, MINNESOTA

Five Year Educational Plan Activity Plan

Strategic Area: CURRICULUM AND INSTRUCTION

Goal: Independent School District #152 will design/adopt programs and curriculum to help all learners as individuals develop the skills and abilities needed for productive citizenship and life-long learning.

Priority Objective: By 1996, outcome-based education with methods of instruction and means of evaluation will be developed in all curriculum areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Individual learning plans K-6 will be implemented for all areas.	June 1996	Assistant Superintendent of C & I; Principals; OBE Facilitator	Staff development & instructional budgets	Individual learning plans will be in place for all students
a. Individual learning plans will be adopted for grades K-3.	November 1, 1992	Assistant Superintendent of C & I; Principals of K-4 schools; OBE Facilitator	Staff development & instructional budgets	Individual learning plans used at Fall Conferences
b. Individual learning plans will be adopted for grade 4.	November 1, 1993	Assistant Superintendent of C & I; Principals of K-4 schools; OBE Facilitator	Staff development & instructional budgets	Individual learning plans used at Fall Conferences
c. Individual learning plans will be adopted for grades 5 and 6.	November 1, 1994	Assistant Superintendent of C & I; Principals of Voyager and Asp schools; OBE Facilitator	Staff development & instructional budgets	Individual learning plans used at Fall Conferences
2. By 1995, requirements, an assessment plan, and record-keeping system for competency based graduation will be implemented.	June 1, 1995	Assistant Superintendent of C & I; Technology Director; OBE Facilitator; Principals	Staff development & instructional budgets; MN Department of Education; OBE Grant	All Teachers will utilize system as part of grade reporting

FIVE YEAR EDUCATIONAL PLAN

Priorities

Strategic Area - FINANCE

FUND BALANCE - The District's fund balance will be maintained through creative, supplemental, and cost effective measures.

CONSERVATION OF RESOURCES - District finances will reflect efforts to reduce, reuse, and recycle resources.

SITE BASED DECISION MAKING - Parameters will be determined to clearly indicate decision making responsibilities at the district and site levels.

Potential Activity Items

- Up to date annual financial planning
- Fund balance goal of 10 percent of General Fund
- Determine Adequate Fund Balances for:

- Community Services
- Transportation
- Food Services
- Capital Outlay
- Debt Redemption
- Townsite Fund

- Support efforts of the Moorhead Area Education Foundation
- Seek business/organization partnerships
- Improved inventory control
- Accurate budget preparation
- Site conservation programs to reduce cost
- Site based decision parameters
- District policy supporting site based parameter implementation
- Define roles/responsibilities of central office, board and buildings in decision making

FIVE YEAR EDUCATIONAL PLAN

Priorities

Strategic Area - CURRICULUM AND INSTRUCTION

OUTCOME BASED EDUCATION - Outcome based instruction supported by diverse methods of instruction and assessment will be developed in all curricular areas.

ENHANCED CURRICULUM AND INSTRUCTION - Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communication, creative thinking, real life application, cultural diversity, and global perspectives as a part of the curriculum review cycle responsibilities.

EDUCATIONAL EFFECTIVENESS - Each school in ISD 152 will address each of the 15 characteristics of effective schools research used by the Minnesota Educational Effectiveness Program, three each year of this five year plan in order to improve the educational opportunities and achievement of its students.

Potential Activity Items

Curriculum Review Cycle results/improvement efforts
Technology
Cultural Differences
Competency Based Graduation
Continue support of ILP's
Continuous Progress
Graduation Rate Goals for all
Graduation Rate Goals for minority students
ACT Score Improvement Goals
Gates Reading Improvement Goals Grades 6 and 8
Iowa Test Score Improvement Goals
Conflict Resolution Curriculum
Partnerships
Community Service
Integrated Curriculum
Readiness
Develop success check points at grades 2 and 5
Transition
Environmental Education
Student Assistance
Educational Effectiveness Characteristics
Expanded World Language Opportunities
Global Curriculum
Pilot nongraded K-4 classrooms utilizing teaching teams
(generalists, specialists)
Investigate alternatives for extended school day and year

FIVE YEAR EDUCATIONAL PLAN

Priorities

Strategic Area - COMMUNICATIONS

PUBLIC RELATIONS/COMMUNICATIONS PLAN - Develop a public relations/communications plan to reach the staff and community.

Potential Activities

- Develop a public relations policy
- Determine a job description for new or designated communications person (preferably bilingual)
- Develop a communication plan to reach both employees and the public
- Develop a plan and process for community input
- Community newsletters
- Building newsletters
- Enhanced Kidsource
- Radio and television utilization
- Televised board meetings
- Use school building signs effectively
- Publicized board agendas
- Information campaign regarding specific policies

FIVE YEAR EDUCATIONAL PLAN

Priorities

Strategic Area - FACILITIES

INSTRUCTIONAL SPACE - The District will provide sites and facilities as related to educational program needs.

Potential Activity Areas

Complete Referendum Plans
Facility needs based on instructional techniques
Facility needs based on instructional programs (including Art, Business, Industrial Education, Personal and Family Living, Special Education, Physical Education, etc.)
Handicapped Access - Meeting Americans with Disabilities Act
Energy efficiency study and plans
Technology
Management of materials
All-day Kindergarten
Year-Around School
Plan for acquiring sites in the future
High school utilization/needs plan
Sport Center usage by High School
Update all building and site plans
Update building capacities
Plan for annual review of enrollment, births, migration, and numbers 0-12 in each boundary area K-6
Annual projections reviewed
Boundary review for issues of class size and ethnic balance
Plan for use of Community Resources including:
Heritage Center
Parks
MSU Regional Science Center
Sports Center
Planetarium
Traffic study regarding safety issues
Study on and off street parking
Plan for Lincoln School utilization
Plan for Community Education use of facilities
Plan for Special Education needs including CCCPP
Review of sites for future major needs in tuckpointing, roof repair, and blacktop repair/replacement
Plan for Townsite utilization
Plans for asbestos floor tile removal

FIVE YEAR EDUCATIONAL PLAN

Priorities

Strategic Area - COMMUNITY INVOLVEMENT

LIFELONG LEARNING - Promote lifelong learning opportunities for community members to become involved in the education process.

CLEARLY COMMUNICATED DISCIPLINE PLAN - A well developed and consistently followed discipline plan will be clearly communicated to staff, students and the community.

Potential Activities

- Develop a program or course for mentorships for school-age students (Minnesota 2000 Goal #3)
- Involve the family in each student's education
- Enhance the Parent Communication Network Program
- Develop community service in curriculum K-12
- Community Education will extend learning opportunities to residents of all ages and abilities
- Encourage Parent Advisory Committee involvement
- Promote use of Parental Involvement Program
- Promote parents using Early Childhood Family Education Programs
- Promote parental involvement on district committees
- Promote community usage in instruction as speakers
- Parent volunteer coordinators for each building
- Parent sessions on Individual Learning Plans
- Parent programs at site level regarding OBE
- Promote parent knowledge and involvement in program/course selection
- Promote business/education exchanges
- Development of increased postsecondary/K-12 partnerships
- Promote peer conflict resolution
- Recruit minority staff to encourage minority involvement in Community Education Programs
- Inservice parents regarding discipline plan
- Discipline Reporting System
- Promote discipline contracts
- Promote drug/violence free schools through community involvement (MN 2000 Goal 6)
- Promote community involvement in learning readiness issues (MN 2000 Goal 1, Learning Readiness Funds)

FIVE YEAR EDUCATIONAL PLAN

Priorities

Strategic Area - HUMAN RESOURCES

STAFF DEVELOPMENT - Provide training and development programming which will promote personal and professional growth and wellness for all staff.

PERFORMANCE REVIEW - Performance review process will be implemented for all employees

Potential Activities

- Utilize Sports Center for staff programs
- Utilize district swimming pool
- Encourage building staff wellness activities
- Health assessment - cholesterol, blood pressure clinics, etc.
- Extend counseling support/services and offer employee assistance programs
- Provide inservice on: Stress management and interpersonal relations
- Study health care-cost containment
- Prepare for staff change (e.g., communication, collaboration skills)
- Staff development for all staff
- Annual staff development plan development
- Inservice:
 - Multicultural issues
 - Gender Fairness
 - Helping children in poverty
 - Technology
 - Inclusion
- Shared decision making
- Family involvement
- Public relations
- Time management
- Performance review for all probationary personnel
- Performance review schedule for non-probationary employees



DEC 03 1992

Independent School District No. 152

Townsite Centre - 810 South 4th Avenue

Moorhead, Minnesota 56560

November 23, 1992

B93.177

Father Super
St. Francis Parish
804 13th St. No.
Moorhead, MN 56560

SUBJECT: 1992.93 School & Annex Lease

Dear Father Super:

In consideration of the installation of a Tele-Communication/Intercom system in the leased buildings, the lease will increase \$16,042.80. This is a one time charge for this year only.

Please sign the one copy of this letter and return.

Thank you.

Robert Lacher
Asst. Supt. - Business
ISD #152

Parish:

NAME: Rev. David J. Super

NAME: _____

TITLE: Pastor

TITLE: _____

DATE: 12-2-92

DATE: _____

Addendum 12-2-92 It is our understanding that once installed this equipment becomes the property of St. Francis de Sales Church. *js*

MEMO #: B93.183

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

DATE: DECEMBER 3, 1992

SUBJECT: ONE TIME CHARGE FOR 1992.93 SCHOOL & ANNEX LEASE

St. Francis has completed the Tele-Communication/Intercom System for the school and annex. We have a one time lease increase charge of \$16,042.80 for this year only.

Suggested Resolution: Move to accept the one time lease increase charge of \$16,042.80.



The Catholic Community of North Moorhead
St. Francis de Sales Church

804 North Thirteenth Street Moorhead, MN 56560-2198
(218) 233-4780

12-2-92

Mr. Lacher,

I've added an Addendum to the agreement as we had discussed from our prior discussion about the Intercom system.

Also, I'll be calling you tomorrow with a suggested date for you and Supt. Anderson to come and meet with our Long Range Planning Committee (end of January most probably).

Thank you.

Sincerely,

Fr. David J. Super
pastor

CONSULTING ENGINEERS



P.O. BOX 1000

ULTEIG ENGINEERS, INC.

1401 OAK MANOR AVENUE

PHONE 701-837-8211
FAX 701-837-8191

FARGO, ND 58107

November 20, 1992

Mr. Robert Lacher
Assistant Superintendent for Business
Moorhead Public Schools
810 - 4TH AVENUE SOUTH
MOORHEAD MN 56560

Subject: Voyager School
Telecommunications System
Independent School District No. 152
Moorhead, Minnesota
UEI Project No. 92303

The final costs for the above mentioned project are as follows:

CB and Sons Electric Electrical Construction Costs	\$14,800.00
Ulteig Engineers, Inc. Electrical Engineering Charges	\$ 1,442.80

If you have any questions, please call.

Carson E. Longtine
Electrical Engineering Department

jz/5



MEMO #: S-93-118

TO: School Board
FROM: Bruce R. Anderson, Supt. *BR*
RE: Application of School Board Discipline Policy
DATE: January 6, 1993

In accordance with School Board Policy JK and the attached resolution, a student is recommended for expulsion for the remainder of the 1992-93 school year.

An alternative educational program is being provided in accordance with law and policy.

The name of the student has been withheld from the public record for reasons of data privacy.

BRA:cbp
Attachment

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 152, that the School Board hereby accepts the Waiver of Right to Expulsion Hearing executed by the parents of Pupil A., a copy of which is attached hereto at Exhibit A and incorporated herein by reference; and

BE IT FURTHER RESOLVED, that having reviewed the record relating to this matter, the School Board hereby finds that due to the nature of the conduct engaged in by Pupil A, the terms of suspension and expulsion proposed by the School District are reasonable and appropriate; and

BE IT FURTHER RESOLVED, that the School Board of the School District hereby expels Pupil A as a student in the School District for the remainder of the 1992-93 school year, effective immediately. Said expulsion shall be imposed in accordance with the written notice of intent to expel provided to said pupil and the pupil's parents, a copy of which is attached hereto as Exhibit B and incorporated herein by reference and the Pupil Fair Dismissal Act, Minn. Stat. 127.26 to 127.39, inclusive; and

BE IT FURTHER RESOLVED, that the Clerk of the School Board give written notice of expulsion to said pupil and the pupil's parents in substantially the same form as in Exhibit C attached hereto; and

BE IT FURTHER RESOLVED, that pursuant to a proper request, Independent School District No. 152, Moorhead, Minnesota, shall provide copies of this Resolution. However, any release of said Resolution shall not include the Exhibits which are attachments hereto as the School Board finds that such materials constitute private data on individuals pursuant to the Minnesota Government Data Practices Act, more specifically Minn. Stat. 13.32. The Superintendent is specifically directed to maintain the private data classification of these materials in accordance with all applicable state and federal laws including the provisions of Minnesota Statutes, Chapter 13.

The motion for the adoption of the foregoing Resolution was duly seconded by Board Member _____, and upon vote being taken thereon, the following voted in favor thereof;

and the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152 was held in the Board Room of the School District on the ____ day of January, 1993, at ____ p.m.

The following Board members were present:

and the following were absent:

Board Member _____ introduced the following resolution and moved its adoption:

RESOLUTION EXPELLING THE PUPIL IDENTIFIED
IN THE ATTACHMENTS HERETO
(HEREINAFTER REFERRED TO AS "PUPIL A")

WHEREAS, Pupil A is a full-time student of Independent School District No. 152, Moorhead Minnesota; and

WHEREAS, it has been recommended by the administration of the School District that Pupil A be expelled as a student in the School District for the remainder of the 1992-93 school year; and

WHEREAS, said pupil's parents were properly served with written notice of the School District's intent to initiate expulsion proceedings; and

WHEREAS, pursuant to the Pupil Fair Dismissal Act, said Notice contained a statement of the facts, a list of witnesses and description of their testimony, described alternative educational programs accorded said pupil prior to the commencement of the expulsion proceedings, stated the date, time and place of the hearing and advised them of their rights, including the right to waive the hearing in writing if they wished to acquiesce to the expulsion proposed by the School District; and

WHEREAS, said pupil's parents elected to waive the scheduled hearing with the understanding that by such waiver the proposed terms of expulsion would be submitted for action to the School Board of Independent School District No. 152.

P93-022

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: January 6, 1993

The following is the Total Package (Wages and Benefits) for the Supervisor Association for 1992-93 and 1993-94. The 1991-92 baseline is included for comparison.

TOTAL PACKAGE 1991-92	TOTAL PACKAGE 1992-93	TOTAL PACKAGE 1993-94
<hr/>	<hr/>	<hr/>
\$ 741,865	\$ 771,551	\$ 794,718
	TOTAL PACKAGE PERCENT INCREASE 4%	3%

SUGGESTED RESOLUTION:

Move to approve the 1992-94 Master Contract with the Supervisor Association as presented.

S-119-805
H/111
1-12-93

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 12, 1993
PAGE 1**

MEMBERS PRESENT: Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, Carol Ladwig, and Bruce R. Anderson.

MEMBERS ABSENT: None

CALL TO ORDER: The meeting was called to order at 7:00 p.m. Chairperson Cummings led everyone in attendance in the Pledge of Allegiance.

PREVIEW OF AGENDA: Anderson previewed the agenda adding the Field Trip - Robert Asp. Board members were aware of this item before the meeting.

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

"WE ARE PROUD"

*** Thank you to Abbie Lien, 8th grade student at Moorhead Junior High, for designing the Holiday Card used this year.

*** Congratulations to Marian Halgrimson, for being selected one of the 1992 Minnesota Music Educators Association Music Educators of the Year.

CONSENT AGENDA: Borgen moved, seconded by Ladwig, to approve the following items on the Consent Agenda:

Reduction in Positions - Approved the reductions of 1 FTE LD teacher position and 1 FTE MSMI paraprofessional position at the senior high.

Additional Positions - Approved the addition of 1 FTE EDB paraprofessional at the junior high and 1 FTE EBD paraprofessional at George Washington.

Service Learning Grant - Accepted the grant, in the amount of \$3,000, from the YMCA of Metropolitan Minneapolis.

Gifts - Accepted the gifts of money from the following PTAC committees for Community Arts Program presentations: Edison-\$237; Probstfield-\$237; Riverside-\$237; Robert Asp-\$476; Washington-\$237 and, the Community Arts Program-\$700.

Rejection of Bids - Rejected the vehicle bids opened on October 14, 1992.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 12, 1993
PAGE 2

Change Order - Robert Asp - Approved change order #4, in the amount of \$136.84.

Leases - Townsite Centre - Approved the following leases at Townsite Centre: F-M Symphony, 7/1/92 thru 6/30/99, \$30,358; Services for the Blind, 1/1/93 through 6/30/94, \$7,650; Vocational Rehabilitation, 1/1/93 thru 6/30/94, \$12,082.50; Migrant Health Services, 7/1/93 thru 6/30/95, \$42,875.67.

New Employees

Shirley Wallace - ECSE Teacher, Lincoln Elementary, BA+45(7) \$15,868.65 (\$27,506), effective January 4, 1993
Nancy Brunelle - Chapter I Teacher, Robert Asp, BA+30 (0-4) .429 FTE, \$6223.26, effective January 4, 1993
Gwen Sallberg - .357 FTE reduction in her teaching load for second semester at the Senior High Reading Program
Alice Swanson - Health Teacher, Senior High, increase .286 FTE, second semester
Carol Nelson - Home Economics Teacher, Senior High, transfer 2 teaching hours from the Junior High back to the Senior High
Pamela Midthune - Home Economics, Junior High, additional 1/2 hour to contract
Mary Jo Johnson - Home Economics, Junior High, additional 1/2 hour to contract

Medical Leave

Brian Rheault - Custodian, Delivery, from November 29, 1992 for approximately 3 months

Approval of Minutes - Approved the minutes of November 16, 1992 and December 1, 8 and 14, 1992 as amended.

Approval of Claims - Approved the claims, subject to audit, in the amount of \$1,017,067.28.

General Fund:	\$355,395.05
Food Service:	85,709.19
Transportation:	113,186.62
Community Service:	12,203.75
Capital Expenditure:	192,901.76
Building Construction:	93,804.70
Townsite Centre:	13,761.21
TOTAL	\$1,017,067.28

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 12, 1993
PAGE 3

Non-resident Agreements - Approved the following non-resident agreements:

To Attend Moorhead Public Schools

MacKenzie L. McMaines - Rt. 1, Barnesville, MN, Grade 1
Ryan M. McMaines - Rt. 1, Barnesville, MN, Grade 3

Migrant Education Summer Project - Approved the resolution securing the Migrant Education Summer Project for the summer of 1993.

Major Magnitude Field Trip-Robert Asp - Approved the environmental field trip to Deep Portage Environmental Center for 5th grade students.

Motion carried 7-0.

COMMITTEE/MEETING REPORTS

PER - Ladwig reported the building construction and referendum projects, the 5 Year Educational Plan and district assessments were discussed.

Student Activities - Cox reported sport equity, an emergency travel policy, a bodily fluid clean-up policy, and a tournament host committee has been formed to organize tournament functions were discussed.

MIGRANT ISSUES PROJECT - Borgen moved, seconded by Gustafson, to approve the resolution of continued support for the Migrant Issues Project. Motion carried 7-0.

ISD 152 DISTRICT STUDENT ASSESSMENT PROGRAM: Hastad moved, seconded by Ladwig, to accept the district Assessment Program and approved the district-wide testing schedule for 1992-95. Motion carried 7-0.

FIVE YEAR EDUCATION PLAN: Hunt moved, seconded by Gustafson, to approve the priorities for the Five Year Educational Plan as revised. Motion carried 7-0.

ST. FRANCIS COMMUNICATIONS SYSTEM: Borgen moved, seconded by Hunt, to accept the one-time lease increase for the communications upgrade at Voyager School, in the amount of \$16,042.80. Motion carried 7-0.

APPLICATION OF DISCIPLINE POLICY: Hunt moved, seconded by Borgen, to approve the disciplinary resolution expelling a student for the remainder of the 92-93 school year. Motion carried 7-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JANUARY 12, 1993
PAGE 4

CLOSE MEETING: Hastad moved, seconded by Cox, to close the meeting for the purpose of reviewing labor negotiations. Motion carried 7-0.

REOPEN PUBLIC MEETING: Borgen moved, seconded by Gustafson, to reopen the meeting at 9:15 p.m. Motion carried 7-0.

MOORHEAD SUPERVISORS' ASSOCIATION AGREEMENT: Gustafson moved, seconded by Hunt, to approve the 1992-94 master contract with the Moorhead Supervisors' Association, in the amounts of \$741,865 and \$771,551, or four percent (4%) and three percent (3%), respectively. Motion carried 7-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The Board discussed the purchase of St. Francis property. The Board requested information regarding the costs of various options discussed.

ADJOURNMENT: Borgen moved, seconded by Ladwig, to adjourn the meeting at 10:00 p.m. Motion carried 7-0.

Bill Cox, Clerk

S-M9-B05
MIN
1-26-93

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTER
JANUARY 26, 1993
PAGE 1**

MEMBERS PRESENT: Curt Borgen, Bill Cox, James Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, Carol Ladwig, Bruce R. Anderson.

MEMBERS ABSENT: None

CALL TO ORDER: Chairperson Cummings called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Anderson previewed the agenda noting no changes.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS

Students from Moorhead High presented a petition, signed by 763 students, to the Board requesting Veterans Day be declared an official school holiday. When the petition was circulated, students were told the day would be made up at another time during the year and they still signed it. Signatures were verified by class lists.

Mark Gustafson commented that the Calendar Committee is in the process of developing the 93-94 calendar and that he is a member of this committee and would like to petition the matter for discussion.

Hunt moved, seconded by Hastad, to accept the petition and refer it to Administration for review and comment. Motion carried 7-0.

Moorhead Parent, Nancy Lister addressed the Board regarding perceived harassment problems at the high school involving her child. Cummings thanked Ms. Lister for coming and Hastad requested administration to follow up on proper procedures and comments.

"WE ARE PROUD"

*** Congratulations to the Moorhead High January "Students of the Month": Freshman-Amy Horner, Sophomore-James Ford, Junior-Ben Deist, and Senior-Seth Kovash.

*** Congratulations to the Moorhead Hockey Team for being chosen "Team of the Week" by Midwest Sports Channel. The team was featured on MSC's "Prep Sports Weekly", a half hour show dedicated specifically to high school athletics.

No one present to receive the certificates.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTER
JANUARY 26, 1993
PAGE 2

CONSENT AGENDA: Borgen moved, seconded by Hunt, to approve the following items on the consent agenda.

Co-Location Grant - Accepted the grant, in the amount of \$5,000, for the purpose of improving access to social services for Moorhead students.

Family Leave of Absence

Joan Kempf - Inclusion Teacher, Probstfield, to begin approximately March 22, 1993 for 6 weeks.

Mary Jo Schmid - Principal, Voyager, to begin approximately February 16, 1993 for 6 weeks; also requesting 20 days of deduct during the months of April, May and June.

Nonresident Agreement - Approved the following nonresident agreement:

To Attend Dilworth-Glyndon/Felton Public Schools
Heather Anstadt - 225 38th Ave. Cir. S, Moorhead, Grade 10

Assurance of Compliance Report - Approved the Assurance of Compliance with Title VI of the Civil Rights Act as presented.

Motion carried 7-0.

COMMITTEE/MEETING REPORTS

PER- Ladwig reported that the committee discussed adopting the PER Policy, update regarding Human Rights Committee, the SEED Program and the Indian Education Program. The PER Committee also recommended to the Board that Block Grant monies be used for updating library needs at Voyager School.

Long Range Planning- Ladwig reported that the committee members and action teams are currently in the process of developing action plans for the Five Year Educational Plan.

Intergovernmental Retreat- Cummings reported that the retreat was his first where there seemed to be a real focus on the need for all parties to find areas of cooperation.

Policy Review- Hastad reported that the committee reviewed the following policies: Employee Assistance, which was recommended for Board approval; review of the Policy Review Committee, which will be finalized and brought to the Board; Special Educational Policy, which will be discussed further; and the community use of school property, which is in the process of final revision.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTER
JANUARY 26, 1993
PAGE 3

Curt Borgen reported attending the annual Volleyball Advisory Committee for the Minnesota State High School League. The committee discussed changing the state volleyball tournaments from two days to three with the championship game played on Saturday evening. This would allow more teams to compete.

CALENDAR COMMITTEE - Gustafson reported that the committee has met twice with an addressed charge of developing calendars for 1993-94; 1994-95 calendars.

FACILITATED COMMUNICATIONS PRESENTATION - Margaret Hanson and Anne Moyano provided information about facilitated communication use with students in Moorhead schools, the impact of unknown literacy skills on students Educational Program, and the implications for students, staff, and families.

REGION IV RESTRUCTURING TASK FORCE: Dr. Larry Anderson, chairman of the Region IV Restructuring Task Force, briefly reviewed the legislation, the report, and expectations of the Board of Education.

The Board and Dr. Anderson will review/revise the report and bring back to the School Board for approval in February. The deadline for submission to legislation is 7-1-94.

1993-94 ANNUAL OPERATIONAL PLAN: Dr. Anderson provided general observations related to the Annual Operational Plan. The Plan will be recommended for approval at the February 9th meeting.

FOOD SERVICE EMPLOYEES' ASSOCIATION AGREEMENT: Cox moved, seconded by Hunt, to approve the 1992-94 master contract with the Food Service Employees Association, in the amounts of 3.84% for 1992-93 and 3.06% for 1993-94. Motion carried 7-0.

Brenda Franklin added that all contracts were settled for the 92-93 school year.

ZERO TOLERANCE COMMITMENT: Dr. Anderson reviewed the Zero Tolerance letter of commitment with the Board. The intent is to provide a positive climate in our schools which is safe, secure and free from harassment of all forms.

Borgen moved, seconded by Hunt, to approve the letter of commitment to students, parents, and community relating to issues of physical safety, sexual, racial, and/or verbal harassment. Motion carried 7-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTER
JANUARY 26, 1993
PAGE 4

REDUCTION IN PROGRAMS AND POSITIONS: Gustafson moved, seconded by Hunt, to approve the resolution directing administration to make recommendations for reductions in programs and position and reasons therefore. Motion carried 7-0.

ADJOURNMENT: Borgen moved, seconded by Hunt, to adjourn the meeting at 9:15 p.m. Motion carried 7-0.

Bill Cox, Clerk

S-149-805
MIN
11-26-93

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

JANUARY 26, 1993
7:00 p.m.

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

ATTENDANCE:

A.C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Carol Ladwig _____
Mark Gustafson _____	Bruce R. Anderson _____

A G E N D A

1. CALL TO ORDER

A. Pledge of Allegiance

B. Preview of Agenda - Dr. Bruce R. Anderson, Superintendent

C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

E. "We Are Proud"

** Congratulations to the Moorhead High January "Students of the Month": Freshman-Amy Horner, Sophomore-James Ford, Junior-Ben Deist, and Senior-Seth Kovash.

** Congratulations to the Moorhead Hockey Team for being chosen "Team of the Week" by Midwest Sports Channel. The team was featured on MSC's "Prep Sports Weekly", a half hour show dedicated specifically to high school athletics.

2. *CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a Board Member or citizen so requests, in which event that item will be removed from this Agenda and considered under separate resolution. To the extent possible, the Board Member inquiries on the Consent Agenda items are to be made directly to the District Administration prior to the time of the meeting.

A. INSTRUCTIONAL MATTERS - Bob Jernberg

(1) Acceptance of Co-location Grant - Page 6

B. PERSONNEL MATTERS - Brenda Franklin

(1) Approval of Family Leaves - Page 7

C. ADMINISTRATIVE MATTERS - Anderson

(1) Approval of Nonresident Agreement - Page 8

(2) Approval of Assurance of Compliance Report - Page 9

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE/MEETING REPORTS

PER (1/21) Ladwig

Long Range Planning - (1/19) Ladwig

Intergovernmental Retreat - (1/22) Cummings

Policy Review - (1/25) Hastad

4. **FACILITATED COMMUNICATIONS PRESENTATION - Anderson**
Page 10

Overview of the facilitated communication method of teaching.

5. **REGION IV RESTRUCTURING TASK FORCE - Anderson**
Pages 11-20

Overview of the recommendations for the local school district plan for a restructured service delivery system by Dr. Larry Anderson, Region IV Task Force Chair.

6. **1993-94 ANNUAL OPERATIONAL PLAN - Anderson**
Page 21

Overview and discussion of the 1993-94 Annual Operational Plan.

The complete Annual Operational Plan materials will be distributed at the meeting.

7. **FOOD SERVICE EMPLOYEES' ASSOCIATION AGREEMENT - Franklin**
Page 22

Suggested Resolution: Move to approve the 1992-94 master contract with the Food Service Employees Association as presented.

Moved by _____ Seconded by _____
Comments _____

8. **ZERO TOLERANCE COMMITMENT - Anderson**
Page 23

Suggested Resolution: Move to approve the letter of commitment to students, parents and community relating to the issues of physical safety, sexual, racial and/or verbal harassment.

Moved by _____ Seconded by _____
Comments _____

9. REDUCTIONS IN PROGRAM AND POSITIONS - Franklin
Page 24

Suggested Resolution: Move to approve the resolution directing administration to make recommendations for reductions in programs and positions and reasons therefore.

Moved by _____ Seconded by _____
Comments _____

10. FOR YOUR INFORMATION

- 1) The Minnesota Special Olympic State Basketball Tournament will be held in Moorhead Friday and Saturday, April 2-3, 1993. Staff members, Lowell Bolger, Ron Ness, Heidi Fisher, and Ron Drechsel are coordinating all aspects relating to this event. A number of Moorhead businesses including Coca-Cola Bottling, Norwest Bank, Pizza Hut, and the V.F.W. are providing t-shirts, pins and food for the athletes and volunteers who assist in this state event.

11. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

- 1) Discuss Committee/Meeting Reports

12. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
End of 2nd Qtr.	Fri., Jan. 22		
Teacher Workshops (no classes K-12)	Fri., Jan. 22		District- wide
Intergovt. Retreat (Chamber of Commerce)	Fri., Jan. 22 - Sat., Jan. 23		Detroit Lakes
Winter Community Ed. Classes Begin	Mon., Jan. 25		District- wide
Policy Review	Mon., Jan. 25	7:00 p.m.	Townsite
School Board Mtg.	Tues., Jan. 26	7:00 p.m.	Townsite
Joint Powers	Tues., Feb. 4	7:00 a.m.	Dilworth
School Board Mtg.	Tues., Feb. 9	7:00 p.m.	Townsite
Teacher Workshops (no classes K-12)	Fri., Feb. 12		District- wide
President's Day (no classes K-12)	Mon., Feb. 15		
Long Range Planning	Tues., Feb. 16	4:00 p.m.	Townsite
PER	Thurs., Feb. 18	7:00 a.m.	Townsite
Supt. Advisory Council	Thurs., Feb. 18	7:00 p.m.	Townsite
Policy Review	Mon., Feb. 22	7:00 p.m.	Townsite
School Board Mtg.	Tues., Feb. 23	7:00 p.m.	Townsite

MEMO #: I-93-150

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Acceptance of Co-location Grant

DATE: January 20, 1993

The Moorhead Public Schools has been awarded a \$5,000 planning grant by the Minnesota Department of Education for the purpose of improving access to social services for Moorhead School District students who experience multiple risk factors. Jerry Koenig, Lauri Winterfeldt-Shanks and Rose Andersen are working with the program. The project will pilot a variety of methods for co-location of services (i.e., social services and public and mental health).

Suggested Resolution: Move to accept the grant as presented.

RMJ/mdm

MEMORANDUM

P 93.023

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: January 19, 1993
SUBJECT: Family leave for district employees.

The administration requests approval of the leave of the following persons:

Joan Kempf - Inclusion Teacher Probstfield Elementary to begin approximately March 22, 1993 for 6 weeks.

Mary Jo Schmid - Principal Voyager Elementary to begin approximately February 16, 1993 for 6 weeks.
I am also requesting 20 days of deduct during the months of April, May and June.

Suggested Resolution: Move to approve the family leave as presented.

BMF:sdh

MEMO #: S-93-131

TO: School Board

FROM: Bruce R. Anderson, Supt. *BRA*

RE: Nonresident Student Attendance Agreements

DATE: January 26, 1993

The following nonresident agreements have been received:

To Attend Dilworth-Glyndon/Felton Public Schools
Heather Anstadt - 225 38th Ave. Cir. S, Moorhead, Grade 10

Suggested Resolution:

Move to approve the nonresident agreement, subject to action of the appropriate district.

BRA:cbp

CIVIL RIGHTS CERTIFICATE

ASSURANCE OF COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, SECTION 504 OF THE REHABILITATION ACT OF 1973, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AND THE AGE DISCRIMINATION ACT OF 1975

The applicant provides this assurance in consideration of and for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Education.

The applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition of continued receipt of Federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at its discretion seek a court order requiring compliance with the terms of the Assurance or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to the above provisions.

Date

Department of Education
Office of Civil Rights/PES
400 Maryland Avenue, S.W.
Switzer Building, Room 5312
Washington, D.C. 20202

Authorized Official(s)

Name of Applicant or Recipient

Street

City, State, Zip Code

For further information, please contact Office For Civil Rights, Area Code (202) 205-8635 or 8676.
EXSEC 07/01/92

MEMORANDUM

DATE: January 6, 1993
TO: Dr. Bruce Anderson
FROM: Anne Moyano, Speech/Language Coordinator
RE: Facilitated Communication Presentation

Facilitated Communication is a method of facilitating expressive symbolic communication with persons who do not talk or do not talk clearly. It is designed for persons with limited speech whose intelligence is hidden by a communication deficit.

Margaret Hanson, Speech-Language Pathologist at Riverside Elementary, will provide information about its use with students in the Moorhead Schools, the impact of unknown literacy skills on students' educational programs, and the implications for students, staff, and families.

AM/jmh

cc: A. Swedberg

MEMO #: S-93-132

TO: School Board

FROM: Bruce R. Anderson, Supt. *BRA*

RE: Region IV Restructuring Task Force

DATE: January 22, 1993

A Region IV Restructuring Task Force has reviewed Minnesota statutes regarding restructuring service delivery systems and has written the proposed planning document. Dr. Larry Anderson, Chair of the Region IV Restructuring Task Force, will briefly review the legislation, the report and expectations for the Board of Education.

BRA:cbp

A Report to Local School Districts

Recommendations for Local School District Planning for Restructured Service Delivery System

In Response to Minnesota Session Law 1992, Chapter 499, Article 64, Section 33
and Section 39 Subd. 1-4.

This Law replaces Chapter 265, Article 6, Section 64 of the 1991 Session Law.
See pages 94,95 & 96 of the Conference Committee Report and House File 2121
dated 4/13/92.

Submitted for Consideration by Local Districts by
Region IV Restructuring Task Force Writing Committee
December, 1992

Writing Committee Membership

Larry Anderson, Chair, Regional Restructuring Task Force/Steering Com.
Chairperson, Education Administration, Tri-College University, Moorhead;
DuWayne Balken, Member, Regional Restructuring Task Force,
Executive Director, West Central ECSU;
Bob Block, Member, Regional Restructuring Task Force/Steering Com.
Superintendent, Fergus Falls and Rothsay;
Dean Carlblom, Member, Regional Restructuring Task Force,
Teacher, Alexandria Public Schools, MEA Member, Designee of Supt. Cassell;
Elaine Everson, Teacher, Hawley School District, MEA Member,
Val-Ed Teacher Advisory Committee;
Jean Hovland, Teacher, Rothsay Public School, MFT Member;
LaVonne Johnson, Member, Regional Restructuring Task Force
Board Member, Underwood School Board District, Fergus Falls Special Education
Cooperative, Region I ESV, West Central ECSU Board of Director
Linda Krabbenhoft, Member, Regional Restructuring Task Force,
Board Member, Glyndon-Felton School District, MN Rural Education Association, West
Central ECSU Board of Director, Chair;
Joe Merseth, Member, Regional Restructuring Task Force,
Superintendent, Frazee; Region I ESV Board Member;
Cathy Neuman, Facilitator, Regional Restructuring Task Force
Board Member, Fergus Falls; Coordinator, Center for School Change;
Craig Samuelson, Teacher, Rothsay Public School, MFT Member;
Beverly Slotten, Member, Regional Restructuring Task Force
Director, Valley and Lakes Education District; Secondary Vocational Director;
Lee Warne, Member, Regional Restructuring Task Force/Steering Com.
Superintendent, Barrett/Elbow Lake/Hoffman/Kensington School Districts
Gary Zirbes, Member, Regional Restructuring Task Force
Principal, Rothsay/Barnesville; Val-Ed Principal's Advisory Committee

Region IV Restructuring Task Force

Timeline

January 18, 1993 - the proposed planning document is reviewed and approved by the participants who attend this meeting (normally a board member and school superintendent for each participating district).

January - February, 1993

The school district will review the services they intend to provide to learners as outlined in the matrix presented in attachment 11.

February, 1993 District Board Meeting

Each school district must pass a resolution that affirms their plan. Each plan should be shared with the other participating districts that are identified in your district plan.

This resolution should be passed at a board meeting in February 1993.

March 1, 1993

Plans submitted to the Legislature. Although any district may choose to submit their plan to the Legislature by June 30, 1994, the Region IV Restructuring Task Force would like each participating district to submit their plan to the Task Force and that the Task Force will submit all of the plans to the 1993 Legislature by March 15, 1993.

ASSUMPTIONS

As the context for planning, the following assumptions were made:

(1) The restructured delivery system must be defined by the users--internal and external with a focus on the Local Education Agency -- and must remain flexible enough and well-coordinated enough to be constantly redefined according to Local Education Agency needs. It must begin with needs of local school systems identifying the needs of its Local Education Agency and its own system capacity to meet those needs. The Area Education Organization and State Education Organization exist to ensure the success of each Local Education Agency by supporting and augmenting the Local Education Agency.

(2) The guiding principle for the redesign of the statewide delivery system is a focus on all learners with an emphasis on three criteria: **equity** of educational opportunity for every learner, **excellence** of educational experience for every learner, and **efficiency** of delivery.

(3) The current educational delivery system in Minnesota does not provide for equity of educational opportunity for every learner, excellence of educational experience for every learner, and efficiency of delivery. The integrity of any system relies on the creation of an interdependency--a delicate balance between independence and dependence-- among each of its parts. Minnesota has a rich background and history of independence and choice, but has failed to provide for a corresponding dependence among the parts within the system necessary to achieve equity, excellence, and efficiency.

(4) The restructured delivery system must enhance and enact the values, beliefs, mission, and learner outcomes of the system as a whole and the design must provide for alignment of the Local Education Agency, Area Education Organization, and State Education Organization within that system. Accordingly, the framework for planning the restructured delivery system comes from the values, beliefs, mission, and learner outcomes as defined by the state system in (Attachments 3-6). Because of the length of these documents, they are placed as attachments; but the Committee emphasizes their importance to this task and references them during the body of this document.

(5) Following the intent of the legislation, ALL education services for pre-kindergarten through grade 12 and community education must be included in the restructured statewide delivery system.

A MODEL OF RESTRUCTURED DELIVERY SYSTEM

A model of key design features of the restructured delivery system began to emerge during the work and discussion of the Committee. Key elements include: a web of support and interdependency, subregional Service Centers, an Area Education Organization Policy Group, and Local Education Agency flexibility and options.

Web of Support and Interdependency...

- A system that **includes all school districts** in Minnesota in a regional center of the department, an Area Education Organization, and a geographic subregional service center to create a community of interest and ownership broader than the Local Education Agency, and create levels of support for the Local Education Agency;
- A system which **reduces governance and increases coordination** by creating an Area Education Organization umbrella to assure only one governance level above the Local Education Agency;
- A system which **assures criteria of equity, excellence, and efficiency** through mandatory system coordination among the sub-parts; structurally, the regional and central State Education Organization centers would coordinate through an Area Education Organization and have ex-officio membership on Area Education Organization governing board; likewise, Area Education Organization would have ex-officio membership at state level. Below the Area Education Organization level, site management teams/advisory committees would coordinate with regional governing board.

Subregional Delivery via "Service Centers"...

- Building on what's been learned from the myriad of existing cooperative services, subregional "Service Centers" could serve as **multi-purpose cooperatives** defined for the most part by geographic areas to provide more flexible opportunities for more involvement to smaller subsections within the Area Education Organization boundaries.
- "Service Centers" would be **utilized for direct instructional services as well as instructional support services for Local Education Agencies** while services more efficiently done on a broader level, such as cooperative purchasing or insurance pooling would utilize the Area Education Organization or multiple Area Education Organizations.

To assure accountability for any of the options and to assure equity, excellence, and efficiency, the standards developed by the Area Education Organization Policy Group would be utilized by all Local Education Agencies.

COMPONENT ONE:

A description of the necessary services to be provided by the school district, the area education organization, and the central and regional delivery centers of the department of education;

RECOMMENDATION:

Utilizing the restructured service delivery model described above, the Writing Committee identifies the following necessary services at each level:

Necessary services provided by Local Education Agency:

- All those services necessary to ensure success of all learners as measured in demonstration of the exit outcomes. (Attachment 6)
Examples of services are listed in a matrix format. (Attachment 11)
As indicated above, Local Education Agencies have, as local options, many ways to provide services to learners utilizing the three tiers of service delivery.
- The necessary services must result in ability of Local Education Agency to meet standards of regional policy group and the State Education Organization.

Necessary services provided by Area Education Organization:

- Coordination of programs and services throughout region;
- Networking among Local Education Agencies;
- Coordination between Local Education Agency and State Education Organization;
- Regional Policy Group coordination;
- Designated functions funded through State Education Organization; (examples might be technical assistance/capacity building, information/data processing center, coalition building, research and development) Attachments 12-13.
- Any requested services which best meet criteria of equity, excellence, and efficiency at regional, service center, or direct Local Education Agency service contracted level.

Multiple service center sites as subregional delivery components are an integral part of this plan primarily to also address **excellence of experience** by creating a vehicle to enlarge participation of Local Education Agency staff and students, to allow for the involvement of most appropriate staff and students, and to extend the "community of interest" concept. Besides addressing the excellence criteria, the Service Centers also effectively address **equity of opportunity** and **efficiency of delivery** by making services available throughout the Area Education Organization and reducing travel time.

The regional center of the department of education would ideally have the same school district, student, and geographic boundaries as the Area Education Organization to enable a close working relationship both with the Local Education Agency and Area Education Organization staff and to realize **efficiency of delivery** by utilizing the existing regional structure. If the State Education Organization does not have sufficient resources for this option, a regional center of the department of education could cover multiple Area Education Organizations and coordinate activities and information through the regional structure.

COMPONENT THREE:

A method for determining the boundaries of area education organizations and regional centers of the department;

RECOMMENDATION:

For **efficiency and equity of service**, the Writing Committee recommends that the outside boundaries of the Area Education Organization and the regional centers of the department coincide with county boundaries to facilitate coordination with health, human services, law enforcement and other agencies which currently are organized along county lines. The Committee also recommends the continued use of the Governor's Planning Regions (**Attachment 14**) as the overall statewide determination of the Area Education Organization. Single or multiple Area Education Organization boundaries can be designated as department regional centers to again achieve **efficiency of service**. In the most rural areas of the state, student count might dictate enlarging Area Education Organization boundaries to more than one region or in densely populated areas, subdividing a region. Coordination of opportunities for regional economic development and services to other governmental entities is also possible by using these boundaries. It is imperative that there be no overlap or fluid, changing boundaries which would compromise both efficiency of service and the synergism possible within a "community of interest".

The Committee also feels there could be some flexibility regarding initial choice for areas on the fringe of the boundaries; however, they caution the loss of the "community of interest" if that becomes widespread.

The role of the Local Education Agency:

- Local needs assessment of learners and their families;
- Local services assessment of what is currently available;
- Identification of local linkages with necessary health and social services agencies;
- Record keeping, coordination of services at local level, perhaps with local or county level Children's Council;
- On-going dialog and collaboration;
- Parent and community information;

The role of the Area Education Organization:

- Formation of broad-based steering committee for regional needs and services assessment; (**Equity** addressed as service gaps identified and provided; **Excellence** and **Efficiency** addressed as options for service providers are identified and left to local option)
- County and multi-county agreements or formal letters of understanding between agencies; (**Efficiency** addressed as agreements is made at broader level than Local Education Agency)
- Technical assistance in areas such as record keeping, service coordination; staff development; support to achieve regional standards; (**Efficiency, Equity, Excellence**)
- Data collection from Local Education Agency; coordinated on to State Education Organization; (**Efficiency**)
- Clearinghouse of information and resources; (**Efficiency**)
- Parent/Community information and support system; (**Equity**)
- Networking among Local Education Agencies; (**Excellence, Efficiency**)
- Service provision with pooling of resources at Local Education Agency option; (**Efficiency, Equity**)

The role of the State Education Organization:

- Maintaining Children's Cabinet to serve as statewide Steering Committee networking with regional Children's Councils, develop state strategy and implementation plans;
- Establish guidelines and program standards;
- Develop formats for needs and services assessments;
- Monitoring and support of regional standards for interagency coordination;
- Coordination of statewide record keeping format and reporting through Area Education Organization;
- Coordination of health and social services agencies at the state level including interagency agreements;

The Committee suggests the Legislature provide that the Data Privacy Law allow for responsible sharing of information when the "need to know" criterion can be met between cooperating agencies.

The Committee suggests enabling legislation which creates county and/or regional Children's Councils to apply criteria of equity of service provision.

The Committee suggests the Legislature direct Local Education Agency needs assessments pertaining to day care and quality of preschool experience.

MEMO #: OP93.65

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

DATE: JANUARY 18, 1993

SUBJECT: ANNUAL OPERATIONAL PLAN

Attached is the completed Annual Operational Plan.

Suggested Resolution:

1. Approve the Annual Operational Plan for all funds.
2. Approve the 1992.93 final budgets for all funds.

	<u>FUNDS</u>	<u>REVENUES</u>	<u>EXPENDITURES</u>
I.	General	\$26,750,251	\$26,579,656
II.	Food Service	\$ 964,476	\$ 986,941
III.	Pupil Transportation	\$ 1,439,895	\$ 1,621,840
IV.	Community Education	\$ 853,752	\$ 929,108
V.	Capital Outlay	\$ 1,413,849	\$ 1,670,430
VI.	Building Construction	\$ 6,941,000	\$ 5,086,175
VII.	Debt Redemption	\$ 314,351	\$ 352,620
VIII.	Townsite Centre Leasing Enterprise	\$ 295,357	\$ 297,362

3. Approve the 1993.94 Preliminary Budgets for all Funds.

	<u>FUNDS</u>	<u>REVENUES</u>	<u>EXPENDITURES</u>
I.	General	\$27,399,301	\$27,399,301
II.	Food Service	\$ 996,603	\$ 1,014,912
III.	Pupil Transportation	\$ 1,594,799	\$ 1,507,755
IV.	Community Education	\$ 806,619	\$ 886,100
V.	Capital Outlay	\$ 1,727,661	\$ 1,515,615
VI.	Building Construction	\$ 131,241	\$ 1,820,000
VII.	Debt Redemption	\$ 938,440	\$ 986,322
VIII.	Townsite Centre Leasing Enterprise	\$ 304,217	\$ 268,152

MEMORANDUM

P 93.025

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: January 21, 1993
SUBJECT: Dietary and Food Service Settlement

The following is the Total Package (Wages and Benefits) for the Dietary and Food Service Group for 1992-93 and 1993-94. The 1991-92 baseline is included for comparison.

Total Package 1991-92	Total Package 1992-93	Total Package 1993-94
<hr/>	<hr/>	<hr/>
\$144,162	\$149,698	\$154,284
 TOTAL PACKAGE PERCENT INCREASE	 3.84%	 3.06%

SUGGESTED RESOLUTION: Move to approve the 1992-94 Master Contract with the Dietary and Food Service Group as presented.

A LETTER OF COMMITMENT TO STUDENTS, PARENTS AND THE COMMUNITY FROM THE
ISD 152 SCHOOL BOARD AND ADMINISTRATION RELATING TO
PHYSICAL SAFETY, SEXUAL, RACIAL OR VERBAL HARASSMENT

When a student(s) experiences a harassing act, either physical, sexual, racial or verbal which degrades or endangers the person, the likelihood of academic success is reduced for those individual(s).

As we begin a new year in 1993, the Board of Education and the Administration of ISD 152 wish to state for emphasis and clarity the District's ZERO TOLERANCE position on student behaviors that violate the security and safety rights of students and staff, sexual and verbal harassment, and racial intolerance.

By ZERO TOLERANCE we mean that we will be as strict as federal and state laws and ISD 152 School Board Policy allow (up to and including expulsion) for any student found to be in violation of school board policy related to weapons and assault.

By ZERO TOLERANCE we mean that the full force of applicable laws and School Board Policy will be brought to bear on any student who is participating in or conspiring with others to engage in harassing acts that injure or degrade other individuals on the basis of their race, creed, sex or heritage.

Each student in ISD 152 has received copies of the ISD 152 School Board Discipline policy and the individual building expectations of behavior. As each student understands and acts in accordance with the expectations, all students will be able to learn in a wholesome environment free from intimidation and fear of any kind.

Educating our students must be a joint partnership between the home and the school. Together we can do it with the result being students who experience success and become all they were meant to be.

Suggested Resolution: Move to approve the letter of commitment as presented above.

BRA:cbp

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 _____

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

February 9, 1993
7:00 p.m.

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

ATTENDANCE:

A.C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Carol Ladwig _____
Mark Gustafson _____	Bruce R. Anderson _____

A G E N D A

1. **CALL TO ORDER**

A. Pledge of Allegiance

B. Preview of Agenda - Dr. Bruce R. Anderson, Superintendent

C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

E. "We Are Proud"

*** Congratulations to the following Spelling Bee winners. These students will compete in the District Spelling Bee in February: Robert Asp/Voyager - Andy Wilson, Tyler Estrem, Ryan Anderson, Rachael Siggerud, Hiba Bashir, Leah Moore, Andy Roller, Michelle Rasmussen, Seth Hulbert, Leif Nygard, Tachel Sherman, Vicki Tkachuk; Moorhead Junior High - Anne Skatvold, Sean Larson, Brea Midthune, Laura Birkeland, Tyan Griggs, Janna Bjorkland, Tom Dahl, Jeff Henning, Dan Nygard, Sylvia Steiner, J.J. Rasmussen, and Anne Boreen.

5-M9-BOS
MIN
2-9-93

2. *CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a Board Members or citizen so requests, in which event that item will be removed from this Agenda and considered under separate resolution. To the extent possible, the Board Member inquiries on the Consent Agenda items are to be made directly to the District Administration prior to the time of the meeting.

A. INSTRUCTIONAL MATTERS

B. BUSINESS AFFAIRS - Bob Lacher

- (1) Approval Community Education Imprest Cash Account
- Page 5
- (2) Approval of Workers' Compensation Premium
- Page 6-7
- (3) Approval of Package & Boiler Insurance Renewals
- Page 8-9
- (4) Renewal of Errors & Omissions Insurance
- Page 10-11

C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approval of New Employees - Page 12
- (2) Approval of Resignation - Page 13

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Minutes - December 14, 1992 and
January 12 & 16, 1993 - Pages 14-22
- (2) Approval of Claims for January 1993
- (3) Approval of Major Magnitude Field Trip - Pages 23-24
- (4) Approval of Annual Election Resolution - Page 25
- (5) Approval of Nonresident Agreements - Page 26

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE/MEETING REPORTS

4. OUTREACH PROGRAM UPDATE - Swedberg
Page 27

Overview of the Clay County Outreach Program for seriously emotionally disturbed children by Kate Wedll, program director.

5. TAX ANTICIPATION CERTIFICATES - Lacher
Pages 28-40

Suggested Resolution: A recommendation will be presented at the meeting.

Moved by _____ Seconded by _____
Comments _____

6. BOND ISSUE CONSTRUCTION DOCUMENTS - Anderson
Page 41

Suggested Resolution: Move to accept the construction documents as presented.

Moved by _____ Seconded by _____
Comments _____

7. ANNUAL OPERATIONAL PLAN - Anderson
Pages 42-44

Suggested Resolution: Move to approve the 1993-94 Annual Operational Plan, 1992-93 final budgets and the 1993-94 preliminary budgets, as presented.

Moved by _____ Seconded by _____
Comments _____

8. ADDITIONAL PARAPROFESSIONAL POSITION - Swedberg
Pages 45-50

Suggested Resolution: Move to approve the additional paraprofessional position at Robert Asp School.

Moved by _____ Seconded by _____
Comments _____

9. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Student/School Board Meetings

Wednesday, March 17 and Wednesday, May 19 (tentative)

10. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Teacher Workshops (no classes K-12)	Fri., Feb. 12		District- wide
President's Day (no classes K-12)	Mon., Feb. 15		
Long Range Planning	Tues., Feb. 16	4:00 p.m.	Townsite
PER	Thurs., Feb. 18	7:00 a.m.	Townsite
Supt. Advisory Council	Thurs., Feb. 18	7:00 p.m.	Townsite
Policy Review	Mon., Feb. 22	7:00 p.m.	Townsite
Joint Ventures Mtg. (County, City, School District)	Mon., Feb. 22 (tentative)	7:00 p.m.	TBD
School Board Mtg.	Tues., Feb. 23	7:00 p.m.	Townsite
Joint Powers	Thurs., Mar. 4	7:00 a.m.	Dilworth
Filing for School Board Election Opens	Tues., Mar. 9	7:30 a.m.	Townsite
School Board Mtg.	Tues., Mar. 9	7:00 p.m.	Townsite
Parent Involvement Advisory Committee	Tues., Mar. 16	7:00 p.m.	Townsite
Supt. Advisory Council	Thurs., Mar. 18	7:00 p.m.	Townsite
Filing for School Board Election Closes	Tues., Mar. 23	5:00 p.m.	Townsite
End of 3rd Qtr.	Fri., Mar. 26		
MEEP Day (K-12 no classes)	Fri., Mar. 26		District- wide
P/T Conferences (K-only)	Mon., Apr. 5	All Day	
P/T Conferences	Tues., Apr. 6	K-day; 1-12 eve.	
P/T Conferences (K-12)	Wed., Apr. 7	to 6 p.m.	
Teacher Comp. Day (K-12)	Thurs., Apr. 8		District- wide
Spring Break	Fri., Apr. 9 - Mon., Apr. 12		District- wide
Teacher Comp. Day (K-6)	Tues., Apr. 13		

MEMO #: B93.222

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER 

DATE: FEBRUARY 2, 1993

SUBJECT: IMPREST CASH ACCOUNT FOR COMMUNITY EDUCATION

Community education requests approval to set up an imprest cash checking account with a maximum of \$2000.00. This account would facilitate the payment of tuition refunds, UPS charges, and other small expenditures requiring immediate payment. These payments are presently placing a strain on the district imprest cash account.

We would request approval to set up the account at Norwest Bank having two(2) signers, one signature required. Signers at this time would be Rose Andersen and Mary Davies.

Suggested Resolution: Move to approve the imprest cash account as described.

FEB 02 1993

MEMO #: B93.219

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: JANUARY 29, 1993

SUBJECT: SELF INSURED WORKERS COMPENSATION

Minnesota School Boards Association Insurance Trust has provided the following quotation for the contract of February 2, 1993 to February 1, 1994.

1992 Premium

\$174,472.00

1993 Premium

\$163,192.00

While wages are rising our expense modification has gone from 1.51 to 1.33.

Suggested Resolution: Move to approve the renewal of the coverage.

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

Administrator

Berkley Administrators

JAN 25 1993

a member of the Berkley Risk Management Services Group

P.O. Box 59143 Minneapolis, MN 55459-0143 Phone (612) 544-0311

Self-Insured Workers' Compensation Quotation

(RENEWAL of Agreement No. 01-000110-12)

ISD 152-MOORHEAD

810 4TH AVE SO

MOORHEAD

MN 56560-0000

POLICY PERIOD, FROM: 02/01/1993 TO 02/01/1994

	CODE	RATE	ESTIMATED PAYROLL	DEPOSIT PREMIUM
PROFESSIONAL, TEACHERS & CLERICAL	8868	0.60	19023000.	114138.
BUS DRIVERS	7382	4.98	217000.	10807.
GARAGE MECHANICS	8385	5.73	27500.	1576.
OTHER (COOKS, CUSTODIANS, ETC)	9101	4.83	884000.	42697.

Manual Premium	169218.
10% Sick, Holiday, & Vacation Allowance	16922.
Adj. Manual Premium	152296.
Experience Modification 1.33	
Standard Premium	202554.
Premium Discount	21229.
Discounted Standard Premium	181325.
MSBA Insurance Trust Discount 10%	18133.
Net Deposit Premium	163192.

1/29/93

L. Baker

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

Berkley Administrators

JAN 22 1993

MEMO #: B93.211

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: JANUARY 14, 1992

SUBJECT: PACKAGE & BOILER INSURANCE RENEWALS

Hartford Steam Boiler	\$ 3,493.00
MSBA Trust	49,260.00
CIGNA	74,066.00
Tri-State	72,975.00

Attachment: Letter from Mr. Munighan

Suggested Resolution: Move to award the Package: Fire, Marine, and Boiler Insurance coverage to:

Hartford Steam Boiler	\$ 3,493.00
MSBA Trust	49,260.00

Include the blanket coverage for eight of the homes we have purchased.

MEMO #: B93.226

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

DATE: FEBRUARY 5, 1993

SUBJECT: SCHOOL BOARD ERROR & OMISSION INSURANCE

1991 Coverage

National Fire Insurance Co.
\$5,589.00

1992 Coverage

MSBA Trust
\$4,952.00

Suggested Resolution: Move to approve the School Board Error and Omissions coverage by MSBA Trust.

MEMORANDUM

P 93.027

TO: Dr. Bruce Anderson

FROM: Brenda Franklin

DATE: February 3, 1993

SUBJECT: New Employee

The administration requests approval of the employment of the following person:

Donna Longlie - Indian Education Coordinator Voyager Elementary
C 41 Non-Aligned, \$11.55 per hour, 30 hours week
effective February 1, 1993.

SUGGESTED RESOLUTION:

Move to approve the employment as presented.

BMF:sdh

MEMORANDUM P 93.025

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: February 3, 1993
SUBJECT: Resignation of District Employee

The administration requests approval of the resignation of the following person:

Ray Maas - Custodian Senior High effective January 29, 1993.

Suggested Resoltuion: Move to accept the resignation as presented.

BMF:sdh

MEMO

TO: Dr. Anderson
FROM: Mike Siggerud
RE: Major Magnitude Field Trip

The Moorhead High School Band requests permission to travel to Chicago, IL. April 21-24, 1993 for a music clinic/workshop and performances.

This is an annual event. The cost to students is \$265 each. The trip is financed through established fund raising projects; there is no cost to the district. All items in the major magnitude field trip policy IICCA-AB have been addressed (see attached).

Suggested Resolution: Move to approve the MHS band's request for a major magnitude field trip to Chicago, Illinois.

MS:cbp
Attachment

MOORHEAD HIGH SCHOOL BAND

CHICAGO MOTORCOACH TOUR

DAY 1: 4-21-93 (WEDNESDAY)

Motorcoach arrives at MOORHEAD HIGH SCHOOL for loading
Travel to CHICAGO, ILLINOIS
Lunch (on own) en route
Dinner (on own) en route
Arrive at your Chicago resort hotel

DAY 2: 4-22-93 (THURSDAY)

Breakfast (included)
MOORHEAD HIGH SCHOOL BAND attends a CLINIC/WORKSHOP at
the UNIVERSITY OF CHICAGO
Explore the MUSEUM OF SCIENCE & INDUSTRY. See hundreds of
exhibits designed for visitors participation
Lunch (on own) at the Museum of Science & Industry
Soar to the top of the SEARS TOWER, the world's tallest
building
Dinner (on own)
Arrive at the AUDITORIUM THEATER
Enjoy the theater production of "MISS SAIGON"
Return to the hotel

DAY 3: 4-23-93 (FRIDAY)

Breakfast (included)
MOORHEAD HIGH SCHOOL BAND performs at a children's hospital
in the Chicago area
Explore the JOHN G. SHEDD AQUARIUM which offers a dazzling
array of fish from all over the world
Lunch (on own)
Visit the ART INSTITUTE of CHICAGO of the worlds foremost
art museums
Shopping at the WATER TOWER DISTRICT located along Michigan
Avenue's MAGNIFICENT MILE
Dinner (on own) at the HARD ROCK CAFE or unique 50's
McDONALD'S
In the evening take a SIGHTSEEING CRUISE on LAKE MICHIGAN
(optional - \$12.50) OR sit back and laugh at COMEDY
SPORTZ (optional - \$8.50)
Return to the hotel

DAY 4: 4-24-93 (SATURDAY)

Breakfast (included)
CHECKING-OUT OF THE HOTEL
BE SURE TO TAKE ALL YOUR BELONGINGS
Depart for home
Lunch and dinner (on own) en route
MOORHEAD HIGH SCHOOL BAND performs at a hospital in
Oconomowoc, Wisconsin (upon approval)
Evening arrival at MOORHEAD HIGH SCHOOL

NOTE TO THE PARENTS:

If you need to get a message to your son/daughter (in case of an emergency ONLY) please contact SUNSHINE TRAVEL COMPANY at (612) 891-5900 and we will contact our escort at the next possible stop. Please note this will not be possible while the student is en route to and from Chicago. The student is at your beftmoor

SUNSHINE TRAVEL COMPANY

7631 WEST 145th STREET, APPLE VALLEY, MINNESOTA 55124

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 9, 1993, and shall close on March 23, 1993. 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 23, 1993.
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 9, 1993, and shall close at 5:00 p.m. on March 23, 1993.

The general election shall be held on Tuesday, May 18, 1993. At the election, two (2) members will be elected to the School Board for terms of three years each.

Affidavits of Candidacy are available from the school district clerk, 810 Fourth Avenue South. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district 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 23, 1993.

Dated: _____

BY ORDER OF THE SCHOOL BOARD

School District Clerk

MEMO #: S-93-137
TO: School Board
FROM: Bruce R. Anderson, Supt.
RE: Nonresident Student Attendance Agreements
DATE: February 5, 1993

The following nonresident agreements have been received:

To Attend Moorhead Public Schools
Yolanda Hanson - Prairie View Estates #22, Glyndon,
Grade 11

Suggested Resolution:

Move to approve the nonresident agreement, subject to action of the appropriate district.

BRA:cbp

JAN 27 1993

MEMO

TO: Dr. Bruce Anderson

FROM: Alan K. Swedberg *AKS*

DATE: January 26, 1993

SUBJECT: Clay County Outreach Center Program

The Clay County Outreach Center, a day treatment program for seriously emotionally disturbed children and adolescents, opened a year ago in January. Presently the program is serving 15 students who would otherwise be in residential treatment programs because of mental health issues. These students receive intensive behavioral, academic and therapeutic programming while being maintained in their home communities.

Initial planning for this program, mandated by the 1989 Mental Health Act for Children, was done by an interagency planning committee. Kate Severson Wedll, Director and Lead Teacher, was hired in the fall of 1991 to finalize planning for the program.

Ms. Wedll will be present to provide an overview of the program, its mission, goals, behaviors of students served and the outcomes of the program.

cc: Robert Jernberg

MEMO #: B93.223

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: FEBRUARY 2, 1993

SUBJECT: TAX ANTICIPATION CERTIFICATES

We will be opening bids on \$5,000,000 of bonds to be dated February 24, 1995 and due March 24, 1994.

Bids will be opened at 2:00 p.m. on February 9, 1995 in the office of Evensen Dodge, Inc. and presented to the school board that evening.

Suggested Resolution: To be made at the board meeting.

ARNTSON & STEWART, P.C.

Attorneys at Law
Suite 520 Gate City Federal Building
500 Second Avenue North
P.O. Box 789 Fargo, North Dakota 58107-0789

JON M. ARNTSON*
JAMES H. STEWART

Telephone 701-280-0195
Telecopier 701-280-1403

ALSO
LICENSED IN
*MINNESOTA

FEB 3 1993

February 2, 1993

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

Re: \$5,000,000 General Obligation Tax Anticipation
Certificates of Indebtedness of 1993

Dear Mr. Lacher:


Enclosed are four copies of a proposed Resolution authorizing the issuance of the above-captioned tax anticipation certificates of indebtedness. Page 2 of the Resolution will need to be completed with the name of the low bidder, interest rate and purchase price for the certificates.

Please present the Resolution to the School Board at their meeting on February 9, 1993. Under Section 124.74 of the Minnesota Statutes, the Resolution must be adopted by a vote of two-thirds of the Board.

Following the adoption of the Resolution I would appreciate receiving three fully executed copies. If you have any questions regarding the Resolution please do not hesitate to contact me.

Very truly yours,

ARNTSON & STEWART, P.C.


James H. Stewart
Attorney at Law

JHS/jlt
Enclosure
CC: Charles Upcraft w/encl.

**CERTIFICATION OF MINUTES RELATING TO
CERTIFICATES OF INDEBTEDNESS**

Issuer: Independent School District No. 152, Moorhead, Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting, held on February 9, 1993, at 7:00 P.M. at the Townsite Centre Board Room, Moorhead, Minnesota.

Members Present:

Members Absent:

Document Attached: RESOLUTION RELATING TO AND PROVIDING FOR THE BORROWING OF MONEY IN ANTICIPATION OF THE RECEIPT OF TAXES; AUTHORIZING THE ISSUANCE AND AWARDED THE SALE OF CERTIFICATES OF INDEBTEDNESS AND PROVIDING A DEBT SERVICE FUND THEREFOR

I, the undersigned being the duly qualified and acting Clerk of Independent School District No. 152, hereby certify that the resolution attached hereto, as described above has been carefully compared with the original records of the School District in my legal custody; that the resolution is a correct and complete copy of the resolution adopted by the School Board and has not been modified, amended or repealed as of the date hereof; and that said meeting was duly held by the School Board at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such School District Clerk this _____ day of February, 1993.

School District Clerk

Member _____ introduced the following Resolution and moved its adoption:

**RESOLUTION RELATING TO AND PROVIDING FOR THE BORROWING
OF MONEY IN ANTICIPATION OF THE RECEIPT OF TAXES;
AUTHORIZING THE ISSUANCE AND AWARDED THE SALE OF
CERTIFICATES OF INDEBTEDNESS AND PROVIDING
A DEBT SERVICE FUND THEREFOR**

BE IT RESOLVED by the School Board (the "Board") of Independent School District No. 152, Moorhead, Minnesota (the "District"), as follows:

Section 1. Authority. The District has levied in 1992 general taxes for school purposes in the amount of \$8,527,602. It is found and determined that the amounts receivable by the District from collections in 1993 of general taxes levied in 1992 for school purposes will not be received in time to meet all expenditures necessary to be made for the purposes for which such taxes have been levied. To meet such expenditures, it is therefore necessary and expedient for the District, in accordance with the provisions of Minnesota Statutes, Sections 124.71 to 124.76, as amended, to borrow money through the issuance of its Certificates of Indebtedness in the aggregate principal amount of \$5,000,000, which amount is less than seventy-five percent (75%) of such general taxes levied for school purposes which will be due and payable and remain unpaid on the date of issuance of such Certificates of Indebtedness and as to which taxes no penalty for nonpayment or delinquency will have attached as permitted by Chapter 499, Article 1, Section 23 of the 1992 Session Laws.

Section 2. Terms. For this purpose, this Board hereby authorizes the issuance of Certificates of Indebtedness of the District in the aggregate principal amount of \$5,000,000 (the "Certificates"). The Certificates shall be dated as of February 24, 1993, mature on March 24, 1994, and bear interest, payable at maturity, at the rate established by the most favorable proposal received for the purchase of the Certificates. Pursuant to Minnesota Statutes, Section 124.76, Subdivision 2, the requirements as to public sale do not apply to the issuance of the Certificates because they mature no later than 13 months after their date of issue. Evensen Dodge, Inc., financial consultants to the District, has solicited on behalf of the District, offers to purchase the Certificates, and, with the assistance of the officers and staff of the District as was necessary and appropriate, prepared and distributed to prospective purchasers of the Certificates, an Official Statement containing information material to the offering of the Certificates for sale, and the Terms and Conditions for Receipt of Offers to Purchase and Award of Sale as hereinafter set forth in Section 3. Such action is hereby ratified and affirmed. The principal of and interest on the Certificates shall be payable by the District's Deputy Clerk/Treasurer, as Paying Agent, or its successor designated by the Board.

The Certificates shall initially be issued as book-entry only certificates with one certificate issued in the aggregate principal amount of \$5,000,000. The Certificates shall be initially

registered in the name of Cede & Co., as nominee of the Depository Trust Company, New York, New York, and the Certificate Registrar shall treat the record owner as the absolute owner of the Certificates. So long as Cede & Co. is the registered owner of the Certificates, references herein to the Certificateholders or registered owners of the Certificates shall mean Cede & Co. and shall not mean the beneficial owners of the Certificates. The Certificates shall be issued in fully registered form, in denominations of \$5,000 or in multiples of \$5,000 and shall be numbered consecutively.

Section 3. Terms and Conditions for Receipt of Offers and Award of Sale. Evensen Dodge, Inc., the District's financial advisor, has prepared and distributed an Official Statement dated February ____, 1993, setting forth certain information regarding the District and the Certificates. The form and content of the Official Statement and the execution of the Official Statement by the Superintendent is hereby ratified, confirmed and approved.

Section 4. Sale. After comparison of the offers received on February 9, 1993, for the purchase of the Certificates, it is hereby determined that the most favorable offer is that submitted by _____, and associates, who offer to purchase the Certificates, bearing interest at the rate of _____% per annum, at a price of \$_____ and that such offer is hereby accepted. The good faith check accompanying any unaccepted offer shall be returned immediately. The Certificates shall forthwith be prepared for execution and delivery in accordance with the offer from the purchaser.

Section 5. Statement of Expenditures and Receipts. The Board estimates that (i) the Certificates will not be outstanding after a period ending thirteen months after the date on which the Certificates are issued, and (ii) that the amount of the Certificates authorized to be issued does not exceed the maximum anticipated cumulative cash flow deficit to be financed by such tax collections and other funds for the period for which tax collections and other funds are anticipated and during which the Certificates will be outstanding, as contemplated by the regulations of the Internal Revenue Service, 26 CFR Part 1, Section 1.103-14(c)(1) (the "Regulations"). The Treasurer of the District is directed to prepare a statement of estimated expenditures and receipts during the period for which the Certificates will be outstanding, for the purpose of verifying the correctness of this estimate. In the event that such statement does not verify this Board's estimate, the principal amount of the Certificates to be issued shall be reduced to such amount as will not exceed the maximum anticipated cumulative cash flow deficit.

Section 6. Form of Certificates. The Certificates shall be printed substantially in the following form:

MEMO #: I-93-152

TO: Al Swedberg

FROM: Bob Jernberg *B*

SUBJECT: Proposal for Employment of Paraprofessional
at Robert Asp School

DATE: January 20, 1993

Please request from the state department of education a waiver of the state guidelines regulating LD programs with two requests as follows:

1. To operate a program of four to six hours per day for 17 self-contained students and one paraprofessional.
2. Waiver to authorize four to six hours per day for 17 self-contained students with one teacher and two paraprofessionals.

Upon action of the state department, we will need the attached proposal completed in greater detail for submission to the Board of Education.

RMJ/mdm
Attachment

cc: Dr. Bruce R. Anderson
Betty Myers

August, 1991

MOORHEAD PUBLIC SCHOOLS
Moorhead Minnesota

1992-93 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Robert Asp Elementary
TOPICS OF PROPOSAL: Employment of Paraprofessional-Learning Disabled Self Contained
SUBMITTED BY: Betty Myers DATE: 1-18-93
SUBMITTED TO: Robert Jernberg DATE TO BE IMPLEMENTED:
Alan Swedberg

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: _____

PERSON RESPONSIBLE TO RECOMMEND
TO SUPERINTENDENT: Robert Jernberg

Recommendation (by person responsible):

Approve ____ Disapprove ____ Hold ____ Refer to Cabinet ____

Date _____

DISTRICT MISSION STATEMENT: To 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.

Request authorization to employ 1 FTE paraprofessional to assist students in the Asp "self-contained" LD classroom.

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.)

State of Minnesota guidelines provide for 1 FTE learning disabilities teacher and 1 FTE paraprofessional for 15 students. Our current enrollment is 17 in the LD classroom, all children with significant needs and individual programs. The students are mainstreamed for a maximum of 1½ hours a day for academics.

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

The needs of students as outlined in IEP's would not be addressed, and the district might be subjected to a hearing. The District would not be in compliance with M.R. 3525.2340 subpart 4.A.

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

Request a waiver of State guidelines regulating LD programs.

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

PROPOSAL FORM

*1 PERSONNEL	Number Re- quested	Total Cost	Code to be Charged	Reimburse- ment (Fed/State)	Net Dist. Cost
Administrators					
Teachers					
Clerical					
Paraprofessional	1	4010.	01.200.493.740.00141	2213.52	1796.48
No. & Hrs/Day	6.5				
Teacher Para					
Noon Para					
FRINGE BENEFITS	Total Salaries PERA, FICA, W.C. X 30% Worker's Compensation X salary X .005 =				501.25
SUPPLIES					
*2 CAPITAL OUTLAY					
OTHER EXPENSES					
*3 TOTAL COST <u>4511.25</u> NET DISTRICT COST <u>2297.73</u>					
Comments on budgetary items:					

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

6. Space implications (short/long range).

none.

7. Equity implications.

none.

8. Technology implications.

none.

9. Suggested timelines for implementation.

February 3, 1993

10. Who has been involved in this decision?

Alan Swedberg
Kay Schindler
Betty Myers

11. Other comments:

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

February 23, 1993
7:00 p.m.

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

ATTENDANCE:

A.C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Carol Ladwig _____
Mark Gustafson _____	Bruce R. Anderson _____

A G E N D A

1. CALL TO ORDER

A. Pledge of Allegiance

B. Preview of Agenda - Dr. Bruce R. Anderson, Superintendent

C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

E. "We Are Proud"

*** We Are Proud of the S.E.E.D. Project participants, Althea Wirth, Barb Anton, Colleen Morken, Cynthia Sillers, Doris Walker-Dahlhouse, Ernie Gaona, Harris Shellito, Howard Anderson, Jan Childs, Jean Kinsella, Jean Vizulak, Jim Lund, Kate Wedll, Keith Jones, K. Richard, Lupe Steinert, Mary Flesberg, Pat Hinze, Paula Falk, Sarah King, Sharon Hulett, Sharon Luckason, and Sylvia Oie for participating in the many efforts related to equity and diversity.

2. *CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a Board Members or citizen so requests, in which event that item will be removed from this Agenda and considered under separate resolution. To the extent possible, the Board Member inquiries on the Consent Agenda items are to be made directly to the District Administration prior to the time of the meeting.

S-19-Bas
MIN
2-23-93

A. INSTRUCTIONAL MATTERS - Bob Jernberg

B. BUSINESS AFFAIRS - Bob Lacher

C. PERSONNEL MATTERS - Brenda Franklin

(1) Approval of New Employee - Page 5

(2) Approval of Early Retirement - Page 6

D. ADMINISTRATIVE MATTERS - Anderson

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. BOUNDARY RESTRUCTURING - Jernberg
Page 7

Suggested Resolution: Move to approve the boundary restructuring for Voyager and Robert Asp schools as presented.

Moved by _____ Seconded by _____
Comments _____

5. PAY EQUITY STUDY - Franklin
Page 8-9

Overview of the district's pay equity compliance report approval by the Minnesota Department of Employee Relations.

6. RESTRUCTURING DELIVERY SYSTEM - Jernberg/Anderson
Page 10-36

Suggested Resolution: Move to approve the resolution and report as presented and direct administration to send the resolution and report to the Minnesota Legislature and the Minnesota Department of Education.

Moved by _____ Seconded by _____
Comments _____

7. SCHOOL BOARD & SUPERINTENDENT PERFORMANCE REVIEW - Cummings
Page 37-49

Suggested Resolution: Move to approve the review system
formats for the superintendent and school board positions.

Moved by _____ Seconded by _____
Comments _____

8. POLICIES - FIRST READING - Anderson
Page 50-53

First readings of the following policies: Employee
Assistance (GBEB), Policy Review Committee (BCF).

9. CLOSE PUBLIC MEETING - Cummings

Suggested Resolution: In accordance with M.S. 471.05, move
to close the meeting for the purpose of discussing labor
negotiations.

Moved by _____ Seconded by _____
Comments _____

10. REOPEN PUBLIC MEETING - Cummings

Suggested Resolution: Move to reconvene the public meeting
at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

11. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Policy Review	Mon., Feb. 22	7:00 p.m.	Townsite
School Board Mtg.	Tues., Feb. 23	7:00 p.m.	Townsite
Joint Powers	Thurs., Mar. 4	7:00 a.m.	Dilworth
Filing for School Board Election Opens	Tues., Mar. 9	7:30 a.m.	Townsite
School Board Mtg.	Tues., Mar. 9	7:00 p.m.	Townsite
Parent Involvement Advisory Committee	Tues., Mar. 16	7:00 p.m.	Townsite
Supt. Advisory Council	Thurs., Mar. 18	7:00 p.m.	Townsite
Joint Ventures Mtg. (County, City, School District)	Mon., Mar. 22 (tentative)	7:00 p.m.	TBD
Filing for School Board Election Closes	Tues., Mar. 23	5:00 p.m.	Townsite
End of 3rd Qtr.	Fri., Mar. 26		
MEEP Day (K-12 no classes)	Fri., Mar. 26		District- wide
P/T Conferences (K-only)	Mon., Apr. 5	All Day	
P/T Conferences	Tues., Apr. 6	K-day; 1-12 eve.	
P/T Conferences (K-12)	Wed., Apr. 7	to 6 p.m.	
Teacher Comp. Day (K-12)	Thurs., Apr. 8		District- wide
Spring Break	Fri., Apr. 9 - Mon., Apr. 12		District- wide
Teacher Comp. Day (K-6)	Tues., Apr. 13		

12. ADJOURNMENT

MEMORANDUM

P 93.028

TO: Dr. Bruce Anderson

FROM: Brenda Franklin

DATE: February 10, 1993

SUBJECT: New Employee

The administration requests approval of the employment of the following person:

Mark Amon - Chapter I Paraprofessional Robert Asp Elementary
B 21 \$7.91 per hour effective February 17, 1993.

SUGGESTED RESOLUTION:

Move to approve the employment as presented.

BMF:sdh

MEMORANDUM P 93.026

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: February 10, 1993
SUBJECT: Retirement of district employee

The administration requests approval of the retirement of the following person:

Darrell Case - Custodian Moorhead Senior High effective March 31, 1993.

SUGGESTED RESOLUTION:

Move to accept the retirement as presented.

BMF:sdh

MEMO #: I-93-181

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg

SUBJECT: Boundary Restructuring for Voyager
and Robert Asp Schools

DATE: February 12, 1993

Beginning with the 1993-94 school year, it will be necessary to move the east/west boundary for fifth and sixth grades attending Voyager School from Fourteenth Street to Twelfth Street North. This boundary change will affect current fourth grade students.

Students who currently attend fifth grade at Robert Asp School will continue at Robert Asp School for sixth grade. Students who currently attend school at Voyager School will continue at Voyager School for sixth grade.

The new boundary for Voyager School includes: South Rural Moorhead - from the southern edge of the city; In Town - the area around Riverside School from Main Avenue to I-94 between Eighth Street South and the Red River; and, North Moorhead - from First Avenue to Fifteenth Avenues North and between Twelfth Street and Highway 75 North as well as the Regal Estates area. All other areas within the Moorhead School District are assigned to Robert Asp School.

Parents who wish to have boundary exceptions considered may contact their building principal.

This recommendation is based on data analysis and considerations made by Betty Myers, Principal of Robert Asp School, Mary Jo Schmid, Principal of Voyager School, Dan Bacon, Director of Transportation/Census, and myself.

Suggested Resolution:

Move to approve the boundary restructuring for Voyager and Robert Asp Schools.

RMJ/mdm

MEMO #: S-93-144

TO: School Board
FROM: Bruce R. Anderson, Supt.
RE: Pay Equity Study
DATE: February 18, 1993

It is a pleasure to report that the Minnesota Department of Employee Relations has given our district notice of pay equity compliance. A second review will be January 31, 1994.

Mr. Bob Lacher in particular needs to be congratulated for his excellent efforts and management leading to compliance. Brenda Franklin, working with the newly established pay equity committee, will need to update the data and remain consistent with the strategies that moved the district toward compliance.

BRA:cbp



Notice of Pay Equity Compliance

presented to

ISD No. 152 - Moorhead

for successfully meeting the requirements of the Local Government Pay Equity Act M.S. 471.991 - 471.999 and Minnesota rules Chapter 3920. This notice is a result of an official review by the Minnesota Department of Employee Relations of your 1992 pay equity report.

Your cooperation in complying with the local government pay equity requirements is greatly appreciated.

2/5/93
Date

Linda Barton
Linda Barton, Commissioner

MEMO #: I-93-180

TO: Dr. Bruce R. Anderson

FROM: Bob Jernberg

SUBJECT: A Report to the Minnesota State Legislature and
and Minnesota Department of Education --
Recommendations for a Restructured Service Delivery
System

DATE: February 17, 1993

Attached is a resolution and report to the Minnesota State
Legislature and Minnesota Department of Education regarding
recommendations for a restructured service delivery system to
comply with Minnesota Session Law 1992, Chapter 499, Article 64,
Section 33 and Section 39 Subd. 1-4.

Suggested Resolution:

Move to approve the resolution and report as presented and
direct administration to send the resolution and report to the
Minnesota Legislature and Minnesota Department of Education.

RMJ/mdm
Attachment

Resolution

RECOMMENDATIONS FOR A RESTRUCTURED SERVICE DELIVERY SYSTEM

- WHEREAS: Chapter 499, Article 64, Section 33 and 39, Subdivisions 1-4 of Minnesota 1992 Session Law stipulates that school districts shall develop a plan for a restructured statewide delivery system with five mandatory components and recommendations for legislation; and
- WHEREAS: School districts must submit a final report to the legislature by July 1, 1994; and
- WHEREAS: The Region IV Restructuring Task Force recommends that local reports be submitted by March 1, 1993.
- THEREFORE: Be it resolved that Independent School District #152, Moorhead, Minnesota, submits the attached report as its local district plan as required by legislation.

Signed:

Board of Education, Chair

Superintendent

Date

A Report to the Minnesota
State Legislature
and
Minnesota Department of Education

Recommendations for
A Restructured Service
Delivery System

In Response to Minnesota Session Law 1992, Chapter 499, Article 64, Section 33
and Section 39 Subd. 1-4.

by

Moorhead Public Schools

February 1993

Submitted for Consideration by Legislature
and Department of Education in
Response to Minnesota Session Law 1992,
Chapter 499, Article 64, Section 33 and
Section 39 Subd. 1-4.

Approved by the Board of Education,
Moorhead School District #152

Prepared by:

Curt Borgen
Bill Cox, Clerk
Jim Cummings, Chair
Mark Gustafson
Anton Hastad
Ellen Hunt, Vice Chair
Carol A. Ladwig, Treasurer
Dr. Bruce R. Anderson, Superintendent
Robert M. Jernberg, Asst. Supt. for Instruction

Definition of Terms

LEA	Local Education Agency
AEO	Area Education Organization, Representing level between local and state
SEO	State Education Organization, currently Minnesota Department of Education
Central & Regional Centers of Department	Two arms of the State Education Organization; one based in centralized spot (St. Paul) and others based throughout the state
Restructured Service Delivery System	A new education service delivery system with only one level of governance between the local and state levels.
RISC	Regional Interagency Systems Change; a statewide project focused on developmental disabilities and mental health needs of learners birth to 21.

INTRODUCTION

"Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same but get better."

Sydney Harris

"It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage, than the creation of a new system..."

Machiavelli

Independent School District #152, a local school district in Region IV, has taken as a serious and important task, the opportunity to *"design and implement a statewide delivery system for educational services which will reduce the number of different cooperative organizations and the multiple levels of administration that accompany those organizations"* as outlined in 1992 Session Law, Chapter 499, Article 64, Section 33 and Section 39 (**Attachment 1**).

ASSUMPTIONS

As the context for planning, the following assumptions were made:

(1) The restructured delivery system must be defined by the users--internal and external with a focus on the Local Education Agency -- and must remain flexible enough and well-coordinated enough to be constantly redefined according to Local Education Agency needs. It must begin with needs of local school systems identifying the needs of its Local Education Agency and its own system capacity to meet those needs. The Area Education Organization and State Education Organization exist to assist of each Local Education Agency by supporting and augmenting the Local Education Agency.

(2) The guiding principle for the redesign of the statewide delivery system is a focus on all learners with an emphasis on three criteria: **equity** of educational opportunity for every learner, which recognizes cost differentials among school districts, **excellence** of educational experience for every learner, and **efficiency** of delivery.

(3) Minnesota has a rich background and history of independence and choice. The restructured delivery system must enhance these values and enact the values, beliefs, mission, and learner outcomes of the system as a whole and the design must provide for alignment of the Local Education Agency, Area Education Organization, and State Education Organization within that system. Accordingly, the framework for planning the restructured delivery system comes from the values, beliefs, mission, and learner outcomes as defined by the state system in (**Attachments 2-6**). Because of the length of these documents, they are placed as attachments to emphasize their importance to this task and references them during the body of this document.

(4) Following the intent of the legislation, ALL education services for pre-kindergarten through grade 12 and community education must be included in the restructured statewide delivery system.

RESTRUCTURED STATEWIDE DELIVERY SYSTEM:

as defined in 1992 Session Law, Chapter 499, Article 64, Section 33 & 39

Purpose:

To design and implement a statewide delivery system for educational services that will reduce the number of different cooperative organizations and the multiple levels of administration that accompany those organizations;

Scope:

A new statewide delivery system shall be designed and implemented by July 1, 1995, for all pre-kindergarten through grade 12 and community education services;

Requirements:

School districts shall develop a plan for the efficient and effective delivery of education programs and services within the new education delivery system. The new statewide delivery system must provide for no more than three organizations for education service delivery:

- (1) *a school district, as defined in Minnesota Statutes, chapter 123;*
- (2) *an area education organization to provide those programs and services most efficiently and effectively provided through a joint effort of school districts; and*
- (3) *a state level administrative organization comprised of a state board of education and a state department of education with central and regional delivery centers.*

The five components enumerated in subdivision 4 and outlined in this report must be contained in the Local Education Agency plan.

The plan must also contain recommendations for legislation (subdivision 5) required to implement the system.

The law (subdivision 5) specifies that a final report must be submitted to the legislature by individual districts by July 1, 1994.

A MODEL OF RESTRUCTURED DELIVERY SYSTEM

A model of key design features should include: a web of support and interdependency, subregional Service Centers, an Area Education Organization Policy Group, and Local Education Agency flexibility and options.

Web of Support and Interdependency...

- A system that **includes all school districts** in Minnesota in a regional center of the department, an Area Education Organization, and a geographic subregional service center to create a community of interest and ownership broader than the Local Education Agency, and create levels of support for the Local Education Agency;
- A system which **reduces governance and increases efficiency** by providing an Area Education Organization umbrella to assure only one governance level above the Local Education Agency;

- A system which **fosters criteria of excellence, and efficiency through choice of service options by Local Education Agencies**, through coordination among the sub-parts; structurally, the regional and central State Education Organization centers would coordinate with Area Education Organizations and Local Education Agencies.

Subregional Delivery via "Service Centers"...

- Building on what's been learned from the myriad of existing cooperative services, subregional "Service Centers" could serve as **multi-purpose cooperatives** defined for the most part by geographic areas to provide more flexible opportunities for involvement to smaller subsections within the Area Education Organization boundaries.
- "Service Centers" may be **utilized for direct instructional services as well as instructional support services for Local Education Agencies.**
- Coordination with the central and regional delivery centers of the State Education Organization could utilize multiple Area Education Organizations, single Area Education Organization, or subregional "Service Centers" and/or local districts. Local districts may also be service providers to other area schools depending on needs of the State Education Organization.

Area Education Organization Policy Group...

- To shift flexibility and accountability to the Local Education Agency level, we propose that the local district **set standards for each Local Education Agency service area.** The Area Education Organization role would be to facilitate and support all Local Education Agencies in complying with the standards.

Local Education Agency Flexibility and Options...

- We recommend **all funding** be provided **directly to the Local Education Agency** to determine local options for providing services to students at one of the three tiers within the system (**Attachment 7**).

Local Education Agency level:

- locally through own Local Education Agency;
- provided jointly through host district;
- outside contracting through another governmental unit;
- outside contracting through a private agency;

Area Education Organization level:

- provided jointly through a service center of the Area Education Organization;
- provided through the Area Education Organization or multiple Area Education Organization's;

State Education Organization level:

- provided through the Area Education Organization or service center
- provided through regional center of the State Education Organization
- provided through central center of State Education Organization

COMPONENT ONE:

A description of the necessary services to be provided by the school district, the area education organization, and the central and regional delivery centers of the department of education;

RECOMMENDATION:

Utilizing the restructured service delivery model described above, the district identifies the following necessary services at each level:

Necessary services provided by Local Education Agency:

- All those services necessary to ensure success of all learners as measured in demonstration of the exit outcomes. (**Attachment 6**) Examples of services are listed in a matrix format. (**Attachment 7**) As indicated above, Local Education Agencies have, as local options, many ways to provide services to learners utilizing the three tiers of service delivery.
- The necessary services must result in ability of Local Education Agency to meet standards the State Education Organization.

Services provided by as options to Local Education Agencies Area Education Organization:

- Coordination of programs and services throughout region;
- Networking among Local Education Agencies;
- Coordination between Local Education Agency and State Education Organization;
- Designated functions funded through State Education Organization; (examples might be technical assistance/capacity building, information/data processing center, coalition building, research and development) .
- Any requested services which best meet criteria of **excellence and efficiency** at regional, service center, or direct Local Education Agency service contracted level.

Necessary services provided by central and regional centers of the department:

- The mission of education in Minnesota and the mission of the Department of Education (**Attachments 4 and 5**) identify the role of the central and regional centers of the department as:

- regulatory and monitoring
- establishing vision and goals statewide
- linking with Local Education Agencies and Area Education Organization's
- linking with other agencies and organizations

COMPONENT TWO:

A specification of the optimal number of school districts and number of pupils that an area education organization and regional center of the department of education should serve;

RECOMMENDATION:

The district identified three factors for consideration within this component for the Area Education Organization: travel time, student population count, and number of school districts.

Travel time is an important factor, especially for rural Minnesota. In general, driving time from the central office should ordinarily not exceed 1 hour.

Student population served should be large enough to address **efficiency of delivery**.

The number of school districts is not as significant as travel time and efficiency of delivery.

Multiple service center sites and host districts may be an integral part of this plan primarily to also address **excellence of experience** by creating a vehicle to enlarge participation of Local Education Agency staff and students as necessary. Besides addressing the excellence criteria, the Service Centers and host districts also effectively address **opportunity** and **efficiency of delivery** by making services available throughout the Area Education Organization and reducing travel time.

The regional center of the department of education may have the same school district, student, and geographic boundaries as the Area Education Organization to enable a close working relationship both with the Local Education Agency and Area Education Organization staff and to realize **efficiency of delivery**. If the State Education Organization does not have sufficient resources for this option, a regional center of the department of education could cover multiple Area Education Organizations and coordinate activities and information through the regional structure.

COMPONENT THREE:

A method for determining the boundaries of area education organizations and regional centers of the department;

RECOMMENDATION:

For **efficiency of service**, the District recommends that the outside boundaries of the Area Education Organization and the regional centers of the department coincide with county boundaries to facilitate coordination with health, human services, law enforcement and other agencies which currently are organized along county lines. Single or multiple Area Education Organization boundaries can be designated as department regional centers to again achieve **efficiency of service**. It is imperative that there be no overlap or fluid, changing boundaries which would compromise both efficiency of service and the synergism possible within a "community of interest".

The District also feels there should be flexibility regarding initial choice for areas on the fringe of the boundaries.

COMPONENT FOUR:

A description of how services provided in the area education organizations should be funded;

RECOMMENDATION:

Funding for the Area Education Organization is a combination of local, state, and federal monies. All funding flows directly to Local Education Agencies and local monies are generated from mandatory membership fees consisting of a base amount and a per pupil assessment and Local Education Agency service contracts. **Equity** is addressed by per pupil assessment for those districts choosing to participate; **excellence** and **efficiency** are achieved through coordination of needs identification, local option for service delivery, and optional services selected by the Local Education Agency to be provided by the Area Education Organization.

COMPONENT FIVE:

A determination of the role of the school district, the area education organization, and the central and regional centers of the department in ensuring that health and other social services necessary to maximize a pupil's ability to learn are provided to pupils;

RECOMMENDATION:

The District also endorses building upon the current interagency coordination occurring within special education and most recently, with the Regional Interagency System Change program. (**Attachment 8**) A region-wide Interagency Steering Committee (with representatives from education, health, medical, social services, law enforcement, and parents) is already functioning and could perhaps enlarge their current role with a focus on learners with disabilities and mental health needs to all learners with all their needs. In addition, an Individual Family Service Plan (**Attachment 9**) format has already been developed and might be built upon as the reporting tool for coordination of services.

The role of the Local Education Agency:

- Local needs assessment of learners and their families;
- Local services assessment of what is currently available;
- Identification of local linkages with necessary health and social

services agencies;

- Record keeping, coordination of services at local level, perhaps with local or county level Children's Council;
- On-going dialog and collaboration;
- Parent and community information;
- County and multi-county agreements or formal letters of understanding between agencies.

The role of the Area Education Organization:

- Technical assistance in areas such as record keeping, service coordination; staff development; support to achieve regional standards selected by Local Education Agencies; (**Efficiency, Excellence**)
- Data collection from Local Education Agency; coordinated on to State Education Organization; (**Efficiency**)
- Clearinghouse of information and resources; (**Efficiency**)
- Networking among Local Education Agencies; (**Excellence, Efficiency**)
- Service provision with pooling of resources at Local Education Agency option; (**Efficiency**)

The role of the State Education Organization:

- Establish guidelines and program standards;
- Develop formats for needs and services assessments;
- Monitoring and support of regional standards for interagency coordination;
- Coordination of statewide record keeping format and reporting.
- Coordination of health and social services agencies at the state level including interagency agreements;
- Provide for a continuum of service from prevention and early intervention services to crisis intervention and treatment;
- Coordination link with Area Education Organization for Local Education Agency needs and services; staff development, and technical assistance;

04/13/92

[REVISOR] RJ5/SP CCRHF2121

1 Statutes, section 121.915, except that the debt may be
2 calculated as of June 30, 1993.

3 Sec. 33. [PREK-12 AND COMMUNITY EDUCATION SERVICE DELIVERY
4 SYSTEM.

5 Subdivision 1. [PURPOSE.] The purpose of this section is
6 to design and implement a statewide delivery system for
7 educational services that will reduce the number of different
8 cooperative organizations and the multiple levels of
9 administration that accompany those organizations.

10 Subd. 2. [SCOPE OF THE SYSTEM.] (a) A new statewide
11 delivery system shall be designed and implemented by July 1,
12 1995, for all prekindergarten through grade 12 and community
13 education services provided by the organizations enumerated in
14 this paragraph:

15 (1) the Minnesota department of education;

16 (2) educational cooperative service units established under
17 Minnesota Statutes, section 123.58;

18 (3) intermediate school districts established under
19 Minnesota Statutes, chapter 136D;

20 (4) education districts established under Minnesota
21 Statutes, section 122.91;

22 (5) regional management information centers established
23 under Minnesota Statutes, section 121.935; and

24 (6) secondary vocational cooperatives established under
25 Minnesota Statutes, section 123.351.

26 Subd. 3. [REQUIREMENTS FOR THE SYSTEM.] The new statewide
27 delivery system must provide for no more than three
28 organizations for education service delivery:

29 (1) a school district, as defined in Minnesota Statutes,
30 chapter 123;

31 (2) an area education organization to provide those
32 programs and services most efficiently and effectively provided
33 through a joint effort of school districts; and

34 (3) a state level administrative organization comprised
35 a state board of education and a state department of education
36 with central and regional delivery centers.

1 Subd. 4. [LOCAL SCHOOL DISTRICT PLANNING.] School

2 districts shall develop a plan for the efficient and effective
3 delivery of educational programs and services within the new
4 education delivery system. The plan developed by the districts
5 must contain the components enumerated in this subdivision:

6 (1) a description of the necessary services to be provided
7 by the school district, the area education organization, and the
8 central and regional delivery centers of the department of
9 education described in subdivision 3;

10 (2) a specification of the optimal number of school
11 districts and number of pupils that an area education
12 organization and regional center of the department of education
13 should serve;

14 (3) a method for determining the boundaries of area
15 education organizations and regional centers of the department;

16 (4) a description of how services provided in the area
17 education organizations should be funded; and

18 (5) a determination of the role of the school district, the
19 area education organization, and the central and regional
20 centers of the department in ensuring that health and other
21 social services necessary to maximize a pupil's ability to learn
22 are provided to pupils.

23 Subd. 5. [SCHOOL DISTRICTS.] The school districts shall
24 make a final report to the legislature by July 1, 1994. The
25 final report must contain recommendations for the design of an
26 education service delivery system in accordance with this
27 section and recommendations for legislation required to
28 implement the system.

29 Sec. 34. [COOPERATION REVENUE.]

30 Subdivision 1. Notwithstanding any other law to the
31 contrary, if the members of a joint school district that
32 received a cooperative secondary facilities grant under section
33 124.494 on or before May 1, 1991, meet the requirements of
34 Minnesota Statutes 1990, sections 122.241 to 122.246, they shall
35 be eligible for revenue under Minnesota Statutes, section
36 124.2725.



OUR EDUCATION SYSTEM VALUES



ACCOUNTABILITY

A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

EFFECTIVENESS

A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

EFFICIENCY

A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EXCELLENCE

A condition in every school whereby the highest possible

standards for performance are expected of all students and staff.

FLEXIBILITY

A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

HUMAN EQUITY

A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which, fully, fairly, and accurately portrays various cultures, races and genders in the instructional program.

RESPONSIBILITY

A condition in which the school recognizes that the parent

Page Two

has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

RESPONSIVENESS

A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

SYSTEM EQUITY

A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

WHOLENESS

A condition in every school whereby each gives necessary and appropriate consideration to the potential

career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

VISIONARY

A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.



O U R P H I L O S O P H Y

Every person can learn.

Learning is a lifelong process.

Every person must understand and accept self before he or she can become a contributing member of society.

Each person has gifts which the education program must seek, identify, and help to maximize.

Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

The state and local communities have a shared responsibility to assist each person in learning.

Each community has a shared responsibility with parents



for meeting the needs of each child.

The community and its school system must continually look to and strive to meet the future education needs of society.

The education system must assist each person to become functional in an increasingly global and interdependent world.

The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

The education system must maintain high standards for responsiveness, human equity, and system equity in the provision of educational opportunities.

Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as

close to the individual learner as efficient use of public resources allow.



School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.



School systems must model and nurture creativity in learners.



School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.



Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.



Professional educators and elected or appointed education

policymakers have a responsibility to account to the public for the excellence of their efforts.



Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.



Staff employed in schools must model the behaviors they are assisting learners to develop.

MISSION FOR EDUCATION IN MINNESOTA

"The mission of public education in Minnesota, a system for life-long learning, is to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners."

Minnesota State Legislature, 1991

MINNESOTA DEPARTMENT OF EDUCATION MISSION

We will ensure the success of every learner.

Our mission is to:

1. **Set world-class standards** for high achievement by all learners;
2. **Influence and assist stakeholders** to ensure the success of all learners through:
 - a. establishing a common vision for public education;
 - b. providing resources to adequately support the vision;
 - c. designing an efficient delivery system based on learner needs;
 - d. maintaining an accountable education system; and
 - e. advocating for the needs of all learners; and
3. **Create coalitions** that result in:
 - a. the MDE modeling a participatory, customer-focused, and continuously improving agency, and
 - b. relationships with other agencies and organizations to provide coordinated user-friendly services that focus on the needs of individuals.

MN Dept. of Education
Draft, 1992

Draft Graduation Exit Outcomes

The Minnesota graduate performs as:

a Constructive Thinker who

- Makes decisions, solves problems, and thinks critically and creatively;
- Applies a variety of thought processes to accomplish complex tasks;
- Evaluates the effectiveness of mental strategies through meaningful reflection; and
- Demonstrates flexibility, persistence, and a sense of ethical considerations.

a Self-Directed Learner who

- Sets well-defined and realistic goals and manages progress toward achieving them;
- Acquires, organizes, and uses information;
- Initiates learning activities in the pursuit of individual interests;
- Applies technology to specific tasks;
- Applies realistic self-appraisal in selecting the content, method, and pace of learning; and
- Integrates knowledge and skills in familiar and new situations.

an Effective Communicator who

- Conveys messages through a variety of methods and products;
- Adapts messages to various audiences and purposes;
- Engages the intended audience to understand and respond; and
- Receives and interprets and communication of others.

a Collaborative Producer who

- Participates as a team member in pursuit of group goals and products;
- Works well with women and men from diverse backgrounds;
- Applies conflict-management strategies; and
- Teaches others new skills.

a Community Contributor who

- Appreciates and understands diversity and the interdependence of people in local and global communities;
- Demonstrates a respect for human differences;
- Makes informed decisions; and
- Exercises leadership on behalf of the common good.

DELIVERY OF EDUCATIONAL PROGRAMMING TO MEET LEARNER NEEDS

Delivery Options

	LEA Level	District as Host	AEO Level	SEO Level
Curriculum Development	X	X		X
Early Childhood	X		X	
Insurance	X		X	
Procurement	X	X	X	
Fiscal Services	X	X		
Health and Safety	X	X	X	X
Special Education	X	X		
TECH Prep	X	X	X	
Community	X	X		
Legal Support	X			X
Management Information Services	X			X
Low Incidence	X	X		X
Staff Development	X	X	X	X
Area Learning Centers	X	X	X	
Alternative Centers	X	X	X	
Secondary Vocational	X	X		
Research Planning and Development	X	X	X	X
Support Distance Learning	X	X	X	X
Ed. Effectiveness	X		X	X
Counseling	X			
Gifted and Talented Ed.	X	X		
Media and Library	X			
Drug-Free Schools	X			
Nursing Services	X	X		
Programs for "At Risk" Students	X	X		
Parental Involvement	X			
Graduation Requirements	X			X
Data Processing	X	X		
Health and Human Service Coordination	X	X	X	X

Attachment 8 RISC Program Description

RISC Project

(Regional Interagency Systems Change)

Loraine Jensen, Project Coordinator

Beth Jansen, Parent Consultant

The Region IV RISC Project is a three year grant hosted by the West Central ECSU, funded through the Minnesota Department of Education, Unique Learner Needs Section and supported by the State Department of Health and Human Services. This project will provide support and technical assistance to early childhood professionals and parents in the provision of coordinated, comprehensive quality interagency services for young children with special needs between the ages of birth to 7, with participation as appropriate with professionals and parents and students ages 8-21.

Main project outcomes:

1. A Region IV Interagency Steering Committee will be established with representation from agencies serving children with disabilities, birth to 21, and those serving children with mental health needs.
2. Interagency agreements as formal letters of understanding will be written concerning services to children with developmental disabilities and children with mental health needs.
3. A Region IV IFSP cadre of trainers will be recruited and be available to provide technical assistance to other professionals implementing IFSP's, service coordination, and coordinated interagency plans in Region IV.
4. The staff development and training needs of all interagency professionals serving children, birth to 21, with developmental disabilities and mental health needs will be met.
5. IEIC's will carry out the six duties specified in M.S. 120.17 and other duties as assigned.
6. Agencies and service providers in Region IV will create the interagency system reflected in P.L. 99-457, particularly as it concerns establishing more formal linkages with the medical community.
7. A clearinghouse of information related to CTIC and LCC/LAC's will be developed.
8. Parents of children with developmental disabilities will be supported and informed of services available to their child. An equal partnership with families will exist between parents and professionals.

Child's Name _____

Major Outcome to be achieved:

Current status: (include child and/or family resources, needs, concerns)

Objective(s): (include criteria, procedures, and timelines used to determine progress)

Activities/Services (Describe type, amount, frequency, method)	Service available (Y or N) (comments)	Agency/Persons Responsible	Location	Payment arrangements

Degree of Progress: _____ Date reviewed: _____

Date reviewed: _____

Continuo #

☐ Modify/revise #s _____Discontinue #

MEMO #: S-93-145

TO: School Board
FROM: Bruce R. Anderson
DATE: February 18, 1993
RE: Performance Reviews

Two of the Board approves five year priorities related to the Review of Performance:

- Performance review process for all employees
- School Board Development and Self Evaluation

In this regard, the first attachment is the recommended instrument to be used for the evaluation of the performance of the Superintendent related to operational tasks associated with the position description. At the end of the 1993-94 school year, an evaluation also will occur related to performance expectations built into the five year plan.

In the second instrument, which is included for your review, is a School Board Performance Review Instrument. Action on this item will not be anticipated until the next meeting.

Accountability for clear expectations must be demonstrated by all of us employees and the School Board. the implementation of a performance review process is one way we can demonstrate that we take performance accountability seriously.

Suggested Resolution: Move to approve the Superintendent's Performance Review Instrument as presented.

BRA/cbp
Attachments

SUPERINTENDENT EVALUATION
INDEPENDENT SCHOOL DISTRICT #152

Draft 2-18-93

_____ Superintendent's Name	_____ Yrs. Exp. in District	_____ Building
_____ Evaluator Signature	_____ Date	

I have had the opportunity to review the contents of this instrument and have been given the opportunity to clarify my position in those areas where agreement was not achieved.

_____ Evaluatee's Signature	_____ Date
--------------------------------	---------------

RATINGS DEFINITIONS:

- (4) SPECIFIC COMMENDATION:
The superintendent has demonstrated effort beyond prescribed expectations in relation to a specific category. Illustrative examples are not required but would be helpful in supporting specific commendatory performance.

- (3) MEETS THE DISTRICT STANDARDS - GOOD PERFORMANCE:
The superintendent consistently is meeting the overall requirements and expectations of the position as it relates to the specific identified expectation.

- (2) NEEDS IMPROVEMENT:
The superintendent is performing in an inconsistent manner in relation to the requirements and expectations of the position.

- (1) DOES NOT MEET DISTRICT STANDARDS:
The superintendent is performing in an unsatisfactory manner in relation to a specific criterion, (e.g. the superintendent consistently fails to know and/or apply state statutes). A Performance Improvement Plan is required to describe how the superintendent is performing unsatisfactory, the need for improvement, and how assistance to improve will be given.

DIRECTIONS: Each item must be scored. Special Commendation can be made only via comments and supportive documentation. Does Not Meet District Standards/Needs Improvement can be made only via comments, supported with documentation and a Performance Improvement Plan.

POSITION DESCRIPTION/EVALUATION SUMMARY

Superintendent: Independent School District #152 - Moorhead Area Schools

Primary Function: Serves as the chief executive officer of the school district. Responsible for the overall district strategic planning and total quality management of the District, the educational programs, fiscal and personnel management, pupil and support services and District communications.

Line of Authority: Responsible to the ISD #152 Board of Education

Supervision of Others: Responsible for the Supervision of the following positions:

- * Assistant Superintendent - Curriculum and Instruction
- * Assistant Superintendent - Business Affairs
- * Director of Employee Resource, Development and Instruction
- * Elementary and Secondary Principals
- * Community Issues Project Coordinator
- * Secretary to School Board and Superintendent

Responsibilities:

<u>RATING</u>			<u>CRITERIA</u>	<u>Special Commendation</u>
Does not Meet	Needs Improvement	Meets		
(1)	(2)	(3)	<u>RELATIONSHIP WITH THE SCHOOL BOARD</u>	(4)
()	()	()	1. Keeps the Board informed on issues, needs and operations of the School District.	()
()	()	()	2. Supports Board policy and actions to the public.	()
()	()	()	3. Maintains a sound working relationship with the Board based on the approved ISD #152 School Board Code of Ethics and the approved expectations for the ISD #152 Superintendent.	()
()	()	()	4. Provides timely recommendations and advice to the Board on matters requiring Board action.	()

COMMENTS:

<u>RATING</u>			<u>CRITERIA</u>	
Does not <u>Meet</u>	<u>Needs Improvement</u>	<u>Meets</u>		<u>Special Commendation</u>
(1)	(2)	(3)	<u>MANAGEMENT AND PLANNING</u>	
()	()	()	1. Develops and implements a comprehensive planning process which focuses on a five year, board approved educational plan.	()
()	()	()	2. Provides annual feedback to the public(s) on the progress made on Board approval, priorities, and expectations.	()
()	()	()	3. Provides for an annual operational planning process which provides for short and long term staff, equipment, and facility needs within Board approved parameters.	()
()	()	()	4. Plans effective and efficient school board meetings with the Board Chair and officer(s).	()
COMMENTS:				
 <u>HUMAN RESOURCE MANAGEMENT</u>				
()	()	()	1. Executes sound personnel procedures and practices including a performance review system and staff development opportunities for all staff.	()
()	()	()	2. Develops and implements a recruitment and selection process that attracts competent and caring staff.	()
()	()	()	3. Takes an active role in the collective bargaining process for all personnel and recommends to the board package settlement parameters within budget limitations.	()
()	()	()	4. Encourages high staff morale with open communication.	()
COMMENTS:				

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<u>RATING</u>			<u>CRITERIA</u>	
<u>Does not Meet</u>	<u>Needs Improvement</u>	<u>Meets</u>		<u>Special Commendation</u>
(1)	(2)	(3)	<u>INSTRUCTIONAL LEADERSHIP</u>	(4)
()	()	()	1. Implements a systematic curriculum planning and development cycle for the review and improvement of all instructional programs.	()
()	()	()	2. Provides avenues for staff and parents to provide input on the instructional programs of the district.	()
()	()	()	3. Provides a planning process which results in all Moorhead schools reflecting the instructional and organizational characteristics associated with the effective schools research.	()

COMMENTS:

			<u>BUDGET & FINANCE</u>	
()	()	()	1. Implements an annual fiscal planning process which supports the school board's five year educational plan.	()
()	()	()	2. Provides a long range Facility/Site Plan for all instructional and noninstructional facilities and sites in the District.	()
()	()	()	3. Conducts the business of the district in accordance with acceptable accounting practices.	()

COMMENTS:

<u>RATING</u>			<u>CRITERIA</u>	
Does not <u>Meet</u>	Needs <u>Improvement</u>	<u>Meets</u>		<u>Special Commendation</u>

COMMUNITY RELATIONSHIPS

- | | | | | |
|-----|-----|-----|--|-----|
| () | () | () | 1. Encourages the support of the community on issues related to the district. | () |
| () | () | () | 2. Provides a process for the sharing of concerns and questions and the involvement of parents and community members. | () |
| () | () | () | 3. Represents the Board and School District in community affairs and organizations such as the Chamber of Commerce, service organizations and other timely and appropriate activities. | () |
| () | () | () | 4. Develops cooperative relationships with the media. | () |

COMMENTS:

PERSONAL QUALITIES

- | | | | | |
|-----|-----|-----|--|-----|
| () | () | () | 1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters. | () |
| () | () | () | 2. Exercises good judgement and balance in decision making. | () |
| () | () | () | 3. Maintains poise and emotional stability in the full range of his professional activities. | () |
| () | () | () | 4. Thinks well on his feet when faced with a variety of situations and events in a public gathering. | () |

COMMENTS:

SCHOOL BOARD EVALUATION
INDEPENDENT SCHOOL DISTRICT #152

Draft 2-18-93

Board Member's Name

Date

RATINGS DEFINITIONS:

- (4) SPECIFIC COMMENDATION:
The board member has demonstrated effort beyond prescribed expectations in relation to a specific category. Illustrative examples of commendatory performance would be useful.
- (3) MEETS THE DISTRICT STANDARDS - GOOD PERFORMANCE
The board member consistently is meeting the overall requirements and expectations of the position as it relates to the specific identified expectation.
- (2) NEEDS IMPROVEMENT:
The board member is performing in an inconsistent manner in relation to the requirements and expectations of the position.
- (1) DOES NOT MEET DISTRICT STANDARDS:
The board member is performing in an unsatisfactory manner in relation to a specific criterion,

PURPOSE: This instrument is designed to be a self and other evaluation of the perceptions about school board performance related to board roles and functions. It encourages board members to evaluate their performance as well as that of the board as a whole.

45

POSITION DESCRIPTION/EVALUATION SUMMARYBoard Member: Independent School District #152 - Moorhead Area SchoolsPrimary Function: The School Board is a policy-making body. It sets the policies for the management of the District which the superintendent and staff carry out.General Tasks: The Board of Education approves the district budgets, establishes short and long term goals, employs all personnel, acquires and disposes of property, services as a link between the school system and the public, assesses and interprets educational needs of the community.Responsibilities:

<u>RATING</u>			<u>CRITERIA</u>	<u>Special Commendation</u>
Does not Meet	Needs Improvement	Meets		
(DNM)	(NI)	(M)	<u>LEGAL AND LEGISLATIVE RESPONSIBILITIES</u>	
About the Board:				
()	()	()	1. The board conducts its business in a manner which conforms to state laws and to the regulations of the Minnesota Department of Education.	()
()	()	()	2. The board utilizes the services of an attorney who specializes in school law.	()
()	()	()	3. The board works through its state and national school boards association and other lobbying efforts in its support/opposition needed or pending legislation.	()
About you, the Board Member:				
()	()	()	1. You are familiar with the board's role and responsibilities as defined by law, the state constitution, local school board policy and code of ethics, and regulations of the Minnesota Department of Education.	()

COMMENTS:

<u>RATING</u>			<u>CRITERIA</u>	<u>Special Commendation</u>
Does not <u>Meet</u>	Needs <u>Improvement</u>	<u>Meets</u>		
(DNM)	(NI)	(M)	<u>THE BOARD AND ITS MEETING</u>	
About the Board:				
()	()	()	1. The board calls only meetings or work sessions that are strictly necessary.	()
()	()	()	2. The board has developed an adequate planning mechanism for determining agendas and for having back-up reports and briefing papers (the "agenda packet") prepared for study before meeting time.	()
()	()	()	3. The board has developed a clear policy as to the kinds of matters which need <u>not</u> be brought to the board's attention and which may be handled by administrative action.	()
()	()	()	4. The board chairperson and the superintendent confer before each meeting to review the upcoming business, clarify agenda items and anticipate possible problems.	()
About you, the Board Member:				
()	()	()	1. You do your homework and come to the meeting prepared to contribute to discussions, without wasting time by asking for information that has already been provided.	()

COMMENTS:

RATINGCRITERIA

Does not Meet	Needs Improvement	Meets		<u>Special Commendation</u>
(DNM)	(NI)	(M)	<u>THE BOARD AND POLICY DEVELOPMENT</u>	
About the Board:				
()	()	()	1. The board regards policymaking as an ongoing, never-ending responsibility.	()
()	()	()	2. The board has a policy manual which employs an easy-to-use codification system and is kept up to date.	()
()	()	()	3. The board encourages -- and has an adequate mechanism that permits -- the involvement of staff, students and community in the development of policy proposals.	()
()	()	()	4. The board provides the superintendent with the opportunity to develop policy proposals, and does not write "instant policy" under the gun of emergencies or without giving due notice to public and staff that policy action is impending.	()
()	()	()	5. The policy manual is available in each school and the superintendent's office, and all who have a need to know -- whether staff member, student or citizen -- have free and easy access to policy information.	()
()	()	()	6. All copies of the policy manual are recalled by the central office annually to be checked for accuracy of contents.	()
About you, the Board Member:				
()	()	()	1. You are familiar with the board's major policies.	()
()	()	()	2. Once policy is adopted you adhere to it, and leave the implementation of policy to the administrative staff.	()
()	()	()	3. You request periodic reviews of specific policies if current issues and trends appear to warrant a change.	()

COMMENTS:

<u>RATING</u>			<u>CRITERIA</u>	<u>Special Commendation</u>
Does not Meet	Needs Improvement	Meets		
(DNM)	(NI)	(M)	<u>THE BOARD AND THE SUPERINTENDENT</u>	(SC)
About the Board:				
()	()	()	1. The board and the superintendent work together in a spirit of mutual confidence and respect each other's area of responsibility.	
()	()	()	2. Before deciding any matter, other than the superintendent's contract, the board provides the superintendent with ample opportunity to develop staff recommendations for action.	()
()	()	()	3. The board channels specific complaints and requests for information concerning the schools through the superintendent.	()
About you, the Board Member:				
()	()	()	1. You request information through the superintendent, and not directly from staff members without the superintendent's knowledge.	
()	()	()	2. You invite communications from the superintendent and consider all background materials he/she provides before you reach decisions.	()

COMMENTS:

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RATINGCRITERIA

Does not Meet	Needs Improvement	Meets		<u>Special Commendation</u>
(DNM)	(NI)	(M)	<u>ROLES AND FUNCTIONS</u>	(SC)
About the Board:				
()	()	()	1. The board creates only those committees that are necessary to help it conduct its business; it has no dead or functionless committees, or committees that carry out administrative assignments or responsibilities.	()
()	()	()	2. The board regards setting goals and objectives, making long-range plans, establishing priorities, and developing policy as it majors responsibilities.	()
()	()	()	3. The board has adopted and acts in accordance with a code of ethics for board members.	()
()	()	()	4. The board understands its role as policy and direction setters not managers of the operation.	()
About you, the Board Member:				
()	()	()	5. You realize the board acts as a board, and do not yourself make statements, decisions, or commitments on the board's behalf.	()

COMMENTS:

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: GBEB
DATE ADOPTED: 4-06-76
REVIEWED/REVISED: 12/90

EMPLOYEE ASSISTANCE

The School Board of Independent School District #152 and the Moorhead Education Association (exclusive representative), the Moorhead Principals' Association, Local 1450, Secretaries of Independent School District #152, and Administrators, respective bargaining units and associations recognize that a wide range of problems not directly associated with one's job function can have an effect on an employee's job performance. In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal assistance will service either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, the employee cannot resolve his/her problems and unsatisfactory performance persists.

The School District, the associations, and union believe it is in the best interest of the employee and the employee's family, that the school district provide an employee service which deals with such persistent problems. Therefore, it is the policy to handle such problems within the following framework.

Definitions

Supervisor - anyone who evaluates work performance

Diagnostician - agency assuming responsibility for determination of problem as distinguished from a specific person.

Caregiver - agency who administers treatment, counseling, etc.

1. The school district, associations and union recognizes that almost any human problem can be successfully resolved provided it is identified in its early stages and referral is made to an appropriate caregiver. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
2. The purpose of this program is to assure employees that if such personal problems are the cause of unsatisfactory job performance, they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner. Employee work performance can be affected by the problems of an employee's spouse or other dependents. The program is available to the families of our employees as well.

Policy GBEB

3. When an employee's job performance or attendance is unsatisfactory and the employee is unable or unwilling to correct the situation, this is an indication that there may be some cause outside of the realm of his/her job responsibilities which is the basis of his/her problem.
4. Employees will be assured by the school district that their job and future, and reputation will not be jeopardized by utilizing this employee service. This statement of policy of the school district should encourage employees to use the service long before the problem is apparent to others.
5. An employee's unsatisfactory job performance shall be handled in a forthright manner by his/her supervisor. Serving agencies shall maintain complete confidentiality in employee interviews and agency records.
6. In instances where it is necessary, sick leave shall be granted for treatment or rehabilitation on the same basis it is granted for ordinary health problems. In all cases, if an employee requests a leave of absence without pay for purposes of receiving treatment or therapy, up to a year shall be granted. Employees referred through the program by their supervisor may be requested by the school district to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems. The employee shall receive full compensation as if he/she remained regularly employed for the duration of the treatment and/or rehabilitation as limited by the individual working agreements.
7. Any employee who has a problem which he/she feels may affect work performance is encouraged to voluntarily seek counseling and information on a confidential basis by contacting a designated agency or resource.
8. Record of contact, referral or treatment with any caregiver, will not be recorded or included in any form on employee permanent personnel record or file or used in disciplinary actions.
9. If the employee refused the offer of help and job performance or attendance problems continue, the matter may be brought before the superintendent of schools.
10. If the matter cannot be satisfactorily resolved by the superintendent, disposition of the matter will proceed under the policies of the school district.

IMPLEMENTATION

1. Consultation with employee groups
2. Consensus reached by Policy Review Committee
3. Consensus reached with employee groups on policy
4. Selection of proposed diagnostician
5. Approval of School Board
6. Inservice for all supervisors
7. Notification of district program to caregiver
8. Letters to employees and families

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: BCF
DATE ADOPTED: 1-11-77
REVIEWED/REVISED: 9-11-90

POLICY REVIEW COMMITTEE SELECTION PROCEDURES

INTRODUCTION

A single nominating and election committee will be selected annually at a faculty meeting held in each building. It will be the task of this committee to carry out the specified procedure for nomination and election of Professional Staff to the Policy Review Committee.

MEMBERSHIP

The Nomination and Election Committee will consist of the following membership:

Elementary	2	(one from each building)
Junior High	2	
Senior High	2	
Tech School	2	(at least one from each building)

PROCEDURE

The actual procedure for the election shall be handled in the following way: one continuing member of the Policy Review Committee will be appointed by its chairperson each spring to coordinate the election. He/she shall see that the nominations are conducted according to policy and be certain that ballots are prepared in ample time, and distributed by the nominating committee for balloting by May 15 of each year. The nominating committee will also be responsible for coordinating the results of nominations for the Sabbatical Leave Committee and distribute ballots at the same time, for receiving and counting ballots from both elections and reporting the same to the Superintendent who in turn will make appropriate announcements through the vehicle at his/her disposal.

The length of term for the Policy Review Committee shall be for two years. In odd numbered years one elementary and one junior high school teacher each is to be elected. In even numbered years, one elementary, one senior high, and one tech school member will be elected. The newly-elected member would take office in time for the September Policy Review meeting.

The Policy Review Nominating Committee may also serve as the nominating committee for the Continuing Education Committee and the Sabbatical Leave Committee.

Policy BCF (continued)

Purpose

The purpose of the Policy Review Committee is to systematically review the educational policies of the district and make recommendations to the School Board regarding possible changes in these policies.

Membership

The Policy Review Committee will consist of at least ten members including: a teacher representative from the primary, intermediate, junior high and senior high levels, respectively; two principals; supervisor; secretary; custodian; paraprofessional; food service employee; the Superintendent; and, a School Board member, appointed by the Board Chair at the annual organizational meeting. Each Employee Association will be responsible for choosing the representative(s) and notifying the Superintendent's Office of its selection prior to June 1 of each year.

- A/ two faculty members elected by and from the elementary teachers of the district;
- B/ one junior high school teacher elected by and from the junior high school teachers of the district;
- C/ one senior high teacher elected by and from the senior high teachers;
- D/ one Moorhead Technical College teacher elected by and from the teachers of that school;
- E/ three administrators appointed annually by the Superintendent prior to September;
- F/ two Board members appointed annually by the Chairperson of the School Board before the September meeting of the Policy Review Committee;

In addition, student members shall be appointed as follows:

One representative from the senior high to be elected each year by the Student Council for a one-year term to take office at the first meeting of each school year;

One representative from the junior high to be elected by the Student Council for a one-year term to take office at the first meeting of each school year;

One representative from the Technical College elected each year by the Student Senate for a term of one year to take office at the first meeting of the school year;

The length of membership shall be a two year alternating term beginning with the 1992-93 school year. The newly-elected member would take office in time for the September Policy Review meeting.

The third Monday of each month is designated as the Policy Review Committee meeting date unless previously arranged by the Committee. Meetings will be held at Townsite in the Board Room.

Meetings will be held the fourth Monday of each month at Townsite Centre unless changed by the Committee.

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

March 9, 1993
7:00 p.m.

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

ATTENDANCE:

A.C. (Curt) Borgen _____	Anton Hastad _____
Bill Cox _____	Ellen Hunt _____
James Cummings _____	Carol Ladwig _____
Mark Gustafson _____	Bruce R. Anderson _____

A G E N D A

1. CALL TO ORDER

A. Pledge of Allegiance

B. Preview of Agenda - Dr. Bruce R. Anderson, Superintendent

C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

D. "We Are Proud"

*** John Grindeland, a fourth grader at Probstfield School, won the "under 10" age championship at a national table tennis tournament held in Las Vegas, Nevada in December, 1992.

*** Congratulations to the March "Students of the Month" at Moorhead High: Freshman - Jerrod Ingebretson, Sophomore - Adam Possehl, Junior - Sara Glas, and Senior - Jason Villiard. The selection was done by the English teachers.

E. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

5-M9-805
MIN
3-9-93

2. *CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a Board Member or citizen so requests, in which event that item will be removed from this Agenda and considered under separate resolution. To the extent possible, the Board Member inquiries on the Consent Agenda items are to be made directly to the District Administration prior to the time of the meeting.

- A. INSTRUCTIONAL MATTERS - Bob Jernberg
- B. BUSINESS AFFAIRS - Bob Lacher
- C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approval of Retirements - Page 6
- (2) Approval of New Employees - Page 7
- (3) Approval of Leave of Absences - Page 8

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Minutes - February 9 and 23, 1993
Pages 10-14
- (2) Approval of Claims
- (3) Approval of Title V Grant - Page 15-17
- (4) Approval of Nonresident Agreement - Page 18

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. COMMUNITY RESOURCES PROGRAM UPDATE - Anderson
Page 19

Overview of the Community Resources program, a part of Community Education, will be given by Kay Batterman, program coordinator.

5. FIVE YEAR EDUCATIONAL PLAN - Jernberg
Page 20

Suggested Resolution: Move to approve the 1993-98 Five Year Educational Plan as presented/amended.

Moved by _____ Seconded by _____
Comments _____

6. POLICY APPROVAL - Anderson
Page 21 (Please bring your copy of this policy from the last meeting.)

Suggested Resolution: Move to approve the Policy Review Committee policy (BCF) as presented.

Moved by _____ Seconded by _____
Comments _____

7. POLICY APPROVAL - Anderson
Page 22-23 (Please bring your copy of this policy from the last meeting.)

Suggested Resolution: Move to approve the Employee Assistance policy (GBEB) as presented.

Moved by _____ Seconded by _____
Comments _____

8. POLICIES - FIRST READING - Anderson
Page 24-27

First reading of the following policies: Use of All School Equipment and Materials for Instructional Purposes Off School Premises (EDCA); Assurance of Mastery (IEA); and, Planning, Evaluating and Reporting Policy Statement (AFE).

9. RESOLUTION DISCONTINUING AND REDUCING PROGRAMS AND POSITIONS
- Franklin Pages 28-29

Suggested Resolution: Move to approve the resolution as presented.

Moved by _____ Seconded by _____
Comments _____

10. SCHOOL DISTRICT ORGANIZATION - FUNCTIONS & TASKS - Anderson
Pages 30-36

Overview of the district administration functions and tasks.

11. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

12. CLOSE PUBLIC MEETING - Cummings

Suggested Resolution: In accordance with M.S. 471.05, move to close the meeting for the purpose of discussing the superintendent progress evaluation.

Moved by _____ Seconded by _____
Comments _____

13. REOPEN PUBLIC MEETING - Cummings

Suggested Resolution: Move to reconvene the public meeting at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Filing for School Board Election Opens	Tues., Mar. 9	7:30 a.m.	Townsite
School Board Mtg.	Tues., Mar. 9	7:00 p.m.	Townsite
Parent Involvement Advisory Committee	Tues., Mar. 16	7:00 p.m.	Townsite
Supt. Advisory Council	Thurs., Mar. 18	7:00 p.m.	Townsite
Joint Ventures Mtg. (County, City, School District)	Mon., Mar. 22 (tentative)	7:00 p.m.	TBD
Community Education Advisory Council Mtg.	Mon., Mar. 22	7:30 p.m.	Townsite
Filing for School Board Election Closes	Tues., Mar. 23	5:00 p.m.	Townsite
End of 3rd Qtr.	Fri., Mar. 26		
MEEP Day (K-12 no classes)	Fri., Mar. 26		District-wide
Community Education Classes Begin	Mon., Mar. 29		
P/T Conferences (K-only)	Mon., Apr. 5	All Day	
P/T Conferences	Tues., Apr. 6	K-day; 1-12 eve.	
P/T Conferences (K-12)	Wed., Apr. 7	to 6 p.m.	
Teacher Comp. Day (K-12)	Thurs., Apr. 8		District-wide
Spring Break	Fri., Apr. 9 - Mon., Apr. 12		District-wide
Teacher Comp. Day (K-6)	Tues., Apr. 13		

14. ADJOURNMENT

MEMORANDUM

P 93.029

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: March 3, 1993
SUBJECT: Retirement of district employees

The administration requests approval of the retirement of the following persons:

Beverly Bladow - Counselor Senior High effective June 4, 1993
Lowell Bolger - Adaptive P.E. effective June 4, 1993.
Betty Christensen - L.D. Probstfield effective June 4, 1993.
Betty Fiemann - 2nd Grade Probstfield effective June 4, 1993.
Lois Heitman - 1st Grade Washington effective June 4, 1993.
Merle Johnson - Social Studies Senior High effective June 4, 1993
Morlan Johnson - English Senior High effective June 4, 1993.
Robert Klaboe - Library Senior High effective September 1, 1993.
Ann Lee - 1st Grade Washington effective June 4, 1993.
Carol Ness - 3rd Grade Probstfield effective June 4, 1993.
Donnajean Sullivan - 5th Grade Asp effective June 4, 1993.
Charlotte Wiger-Achttien - 1st Grade Probstfield effective June 4, 1993
Rita Ludemann - Principal's secretary Junior High effective June 18, 1993.
Jeanette Haroldson Johnson - TMH Paraprofessional Senior High effective June 30, 1993.

SUGGESTED RESOLUTION:

Move to accept the retirements as presented.

BMF:sdh

MEMORANDUM

P 93.030

TO: Dr. Bruce Anderson

FROM: Brenda Franklin

DATE: March 2, 1993

SUBJECT: New Employee

The administration requests approval of the employment of the following person:

Shirley Rath - L. D. Paraprofessional Robert Asp Elementary
B 21 \$7.91 per hour effective March 1, 1993.

SUGGESTED RESOLUTION:

Move to approve the employment as presented.

BMF:sdh

MEMORANDUM

P 93.031

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: March 2, 1993
SUBJECT: Extended leave of absence

The administration requests approval of the extended leave of absence for the following persons:

Howard Anderson - Math Teacher Junior High to begin August 1993 to teach with the Saudi Arabian International School in Dhahran.

Pat Hinze - 5th Grade Robert Asp to begin August 1993 to teach with the Saudi Arabian International School in Dhahran.

SUGGESTED RESOLUTION:

Move to approve the extended leave of absence.

BMF:sh

MEMORANDUM

P 93.032

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: March 2, 1993
SUBJECT: Medical leave for district employee

The administration requests approval of the leave of the following person:

Debra Eidsmoe - 1st Grade Thomas Edison to begin May 3, 1993 to the end of the school year.

SUGGESTED RESOLUTION:

Move to approve the medical leave as presented

BMF:sdh

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 9, 1993
PAGE 1

MEMBERS PRESENT: Bill Cox (7:35 p.m.), Jim Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, Carol Ladwig, and Bruce R. Anderson.

MEMBERS ABSENT: Curt Borgen

CALL TO ORDER: Chairperson Cummings called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

APPROVAL OF AGENDA: Gustafson moved, seconded by Ladwig, to approve the agenda as presented. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS

Moorhead Education Association president, Wayne Ingersoll, expressed the MEA's support of the safe environment resolution the Board recently passed.

"WE ARE PROUD"

*** Congratulations to the following Spelling Bee winners. These students will compete in the District Spelling Bee in February: Robert Asp/Voyager - Andy Wilson, Tyler Estrem, Ryan Anderson, Rachael Siggerud, Hiba Bashir, Leah Moore, Andy Roller, Michelle Rasmussen, Seth Hulbert, Leif Nygard, Rachel Sherman, Vicki Tkachuk; Moorhead Junior High - Anne Skatvold, Sean Larson, Brea Midthune, Laura Birkeland, Ryan Griggs, Janna Bjorkland, Tom Dahl, Jeff Henning, Dan Nygard, Sylvia Steiner, J.J. Rasmussen, and Anne Boreen.

CONSENT AGENDA: Hunt moved, seconded by Gustafson, to approve the following items on the Consent Agenda:

Community Education Imprest Cash Account - Approved the establishment of an imprest cash account for Community Education, in the amount of \$2,000.00.

Workers' Compensation Premium - Approved the renewal of coverage with MSBA Insurance Trust, in the amount of \$163,192.00, for February 2, 1993 to February 1, 1994.

Package & Boiler Insurance Renewals - Approved awards to Hartford Steam Boiler and MSBA Insurance Trust, in the amounts of \$3,493.00 and \$49,260.00, respectively. This includes the blanket coverage for eight homes purchased by the district.

Errors & Omissions Insurance - Approved the renewal of coverage with MSBA Insurance Trust, in the amount of \$4,696.00.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 9, 1993
PAGE 2

New Employees

Donna Longlie - Indian Education Coordinator, Voyager, C 41
Non-Aligned, \$11.55 per hour, 30 hours week, effective
February 1, 1993

Resignation

Ray Maas - Custodian, Senior High, effective January 29, 1993

Minutes - Approved the meeting minutes of December 14, 1992 and
January 12 & 16, 1993.

Approval of Claims - Approved the claims, subject to audit, in
the amount of \$599,324.22.

General Fund:	\$316,261.28
Food Service:	691.88
Transportation:	116,854.12
Community Service:	14,143.18
Capital Expenditure:	41,790.76
Building Construction:	23,578.04
Townsite Centre:	12,059.96
TOTAL	599,324.22

Major Magnitude Field Trip - Approved the high school band's
request for a major magnitude field trip to perform in Chicago,
Illinois, April 21-24, 1993.

Annual Election Resolution - Approved the resolution establishing
dates for filing affidavits of candidacy for the annual school
board election.

Nonresident Agreements - Approved the following nonresident
agreement:

To Attend Moorhead Public Schools

Yolanda Hanson - Prairie View Estates #22, Glyndon, Grade 11

Motion carried 5-0.

COMMITTEE/MEETING REPORTS: Committee reports were heard
from the IEIC, Joint Powers, Community Education Advisory
Council, and Student Activities committees.

OUTREACH PROGRAM UPDATE: Kate Wedll, program director, updated
the Board about the Clay County Outreach Program for seriously
emotionally disturbed children. The program runs all year and
can service up to 15 students. There is a waiting list for
students to be placed with the program.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 9, 1993
PAGE 3

TAX ANTICIPATION CERTIFICATES: Gustafson moved, seconded by Hastad, to accept the bid from Oppenheimer & Company Inc. for tax anticipation certificates at a rate of 2.64%. Motion carried 5-0.

Bill Cox joined the meeting at 7:35 p.m.

BOND ISSUE CONSTRUCTION DOCUMENTS: Bill Cowman, Foss Associates, reviewed the documents and timelines associated with the projects. Bids will be opened March 11th and it may be necessary to hold a special meeting to award the bids on March 15th or 16th.

Hunt moved, seconded by Cox, to accept the construction documents for Robert Asp, Probstfield, Moorhead Junior High and Moorhead Senior High as presented. Motion carried 6-0.

ANNUAL OPERATIONAL PLAN: Gustafson moved, seconded by Hunt, to approve the 1993-94 Annual Operational Plan; 1992-93 final budgets with revenues of \$38,972,931 and expenditures of \$37,524,132; and, the 1993-94 preliminary budgets with revenues of \$33,898,881 and expenditures of \$35,398,157. Motion carried 6-0.

ADDITIONAL PARAPROFESSIONAL POSITION: Hunt moved, seconded by Ladwig, to approve the additional paraprofessional position at Robert Asp School. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Student/School Board Meetings - Cox moved, seconded by Gustafson, to set meetings for the School Board to meet with students for Wednesday, March 3, 11:30 a.m. at Moorhead Junior High and Wednesday, April 28th, 11:30 a.m. at Moorhead Senior High.

ADJOURNMENT: Cox moved, seconded by Gustafson, to adjourn the meeting at 8:50 p.m. Motion carried 6-0.

Bill Cox, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 23, 1993
PAGE 1

MEMBERS PRESENT: Bill Cox, Jim Cummings, Mark Gustafson, Anton Hastad, Ellen Hunt, Carol Ladwig, and Bruce R. Anderson.

MEMBERS ABSENT: Curt Borgen

CALL TO ORDER/PLEDGE OF ALLEGIANCE: Chairperson Cummings called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Anderson previewed the agenda commenting there were no changes.

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

"WE ARE PROUD"

*** We Are Proud of the S.E.E.D. Project participants, Althea Wirth, Barb Anton, Colleen Morken, Cynthia Sillers, Doris Walker-Dahlhouse, Ernie Gaona, Harris Shellito, Howard Anderson, Jan Childs, Jean Kinsella, Jean Vizulak, Jim Lund, Kate Wedll, Keith Jones, K. Richard, Lupe Steinert, Mary Flesberg, Pat Hinze, Paula Falk, Sarah King, Sharon Hulett, Sharon Luckason, and Sylvia Oie for participating in the many efforts related to equity and diversity.

CONSENT AGENDA: Hunt moved, seconded by Gustafson, to approve the following items on the Consent Agenda:

New Employee

Mark Amon - Chapter I Paraprofessional, Robert Asp, B 21, \$7.91 per hour effective February 17, 1993.

Early Retirement

Darrell Case - Custodian, Senior High, effective March 31, 1993

COMMITTEE REPORTS: Committee meeting reports were heard for the Policy Review, Calendar and PER committee meetings.

BOUNDARY RESTRUCTURING: Gustafson moved, seconded by Cox, to approve the boundary restructuring for Voyager and Robert Asp schools as presented. Motion carried 6-0.

PAY EQUITY STUDY: Franklin reported the district has received notice of successfully meeting the requirements of the Local Government Pay Equity Act.

The Board expressed its appreciation of the work Bob Lacher did to accomplish this.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 23, 1993
PAGE 2

RESTRUCTURING DELIVERY SYSTEM: Hunt moved, seconded by Gustafson, to approve the resolution and report as presented and direct administration to send the resolution and report to the Minnesota Legislature and the Minnesota Department of Education. Motion carried 6-0.

SCHOOL BOARD & SUPERINTENDENT PERFORMANCE REVIEW: Gustafson moved, seconded by Hunt, to approve the review system format for the superintendent as revised. Motion carried 6-0.

Ladwig moved, seconded by Gustafson, to approve an evaluation tool for the School Board and direct the chair to devise a schedule of evaluations. Motion carried 6-0.

Timelines and persons involved with the process are to be determined.

POLICIES - FIRST READING: The Board conducted first readings of the Employee Assistance (GBEB) and Policy Review Committee (BCF) policies. Discussion was held and the policies will be brought back at the next meeting for approval.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Carol Ladwig was recognized for completing the Phase I, II and III board member training orientations through Minnesota School Boards Association.

The meeting recessed at 8:20 p.m. for 10 minutes.

CLOSE PUBLIC MEETING: Cox moved, seconded by Gustafson, to close the meeting, in accordance with M.S. 471.05, at 8:30 p.m. for the purpose of discussing labor negotiations. Motion carried 6-0.

REOPEN PUBLIC MEETING: Cox moved, seconded by Gustafson, to reconvene the public meeting at 9:27 p.m. Motion carried 6-0.

ADJOURNMENT: Cox moved, seconded by Hunt, to adjourn the meeting at 9:28 p.m. Motion carried 6-0.

Bill Cox, Clerk

MEMO #: S-93-152

TO: School Board
FROM: Bruce R. Anderson, Supt. *BRH*
RE: Title V Indian Education Grant
DATE: March 4, 1993

Attached please find a memo from Donna Longie, Indian Education coordinator, detailing the Title V grant that is presented for approval.

Suggested Resolution: Move to approve the Title V Indian Education grant as presented.

BRA:cbp
Attachment



INDIAN EDUCATION PROGRAMS
TITLE V - JOM
ISD #152

TO: DR. BRUCE ANDERSON, SUPERINTENDENT

FROM: DONNA (NORQUAY) LONGIE, INDIAN EDUCATION COORDINATOR

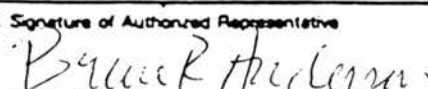
DATE: MARCH 3, 1993

RE: SIGNING AND APPROVAL OF TITLE V GRANT

THE ENCLOSED IS THE TITLE V GRANT WHICH FUNDS THE INDIAN EDUCATION PROGRAM EACH YEAR. THIS GRANT GIVES THE PROGRAM \$160 PER INDIAN STUDENT WHO SIGNS THE 506 FORMS WHICH IS SIGNED BY PARENTS TO VALIDATE THAT THIS STUDENT IS OF INDIAN DESCENT. THIS YEAR WE HAVE 156 IN THE TITLE V PROGRAM AND 15 IN PRESCHOOL. THAT IS WHY THE BUDGET IS IN THE AMOUNT OF \$27,189. THE PROGRAM NARRATIVE AND THE BUDGET LINE ITEMS INCLUDE: SALARIES; FRINGE BENEFITS; TRAVEL; EQUIPMENT; SUPPLIES AND OTHER(CULTURAL AND PARENTAL COSTS). THE DEADLINE FOR THIS GRANT IS MARCH 13, 1993 AND THIS SHOULD BE IN THE MAIL BY MARCH 8, 1993 TO ASSURE THAT IT IS RECEIVED ON TIME. IT WILL BE SENT BY CERTIFIED MAIL BY THE INDIAN EDUCATION OFFICE. PLEASE SIGN AND SEND BACK AS SOON AS POSSIBLE AS THE CHAIRPERSON OF THE TITLE V PAC ALSO NEEDS TO SIGN. THANK YOU.

APPLICATION FOR FEDERAL ASSISTANCE

OMB Approval No. 0348-004

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Non-Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED <u>March 8, 1993</u>	Applicant Identifier
		3. DATE RECEIVED BY STATE	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name: <u>Moorhead Public Schools</u>		Organizational Unit: <u>Moorhead Board of Education</u>	
Address (give city, county, state, and zip code): <u>1330 8th Avenue North</u> <u>Moorhead, MN 56560</u>		Name and telephone number of the person to be contacted on matters involving this application (give area code): <u>Mary Jo Schmid</u> <u>218-299-6249</u>	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): <div style="border: 1px solid black; padding: 2px; display: inline-block;">41 - 6008721</div>		7. TYPE OF APPLICANT: (enter appropriate letter in box) H	
a. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		A. State H. Independent School Dist. B. County I. State Controlled Institution of Higher Learning C. Municipal J. Private University D. Township K. Indian Tribe E. Interstate L. Individual F. Intermunicipal M. Profit Organization G. Special District N. Other (Specify): _____	
8. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: <div style="border: 1px solid black; padding: 2px; display: inline-block;">84 - 060A</div>		8. NAME OF FEDERAL AGENCY: <u>U.S. DEPARTMENT OF EDUCATION</u> <u>FY93</u>	
TITLE: <u>Indian Education - Formula Grant Program</u> 12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): <u>City of Moorhead, MN 56560</u>		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: <u>Title V Indian Education Formula Grant Program</u>	
13. PROPOSED PROJECT:		14. CONGRESSIONAL DISTRICTS OF:	
Start Date <u>7-1-93</u>	Ending Date <u>6-30-94</u>	a. Applicant <u>Moorhead Public Schools</u>	b. Project <u>8th</u>
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$ <u>27,189</u> .00	a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:	
b. Applicant	\$ _____ .00	DATE _____	
c. State	\$ _____ .00	b. NO. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372	
d. Local	\$ _____ .00	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
e. Other	\$ _____ .00		
f. Program Income	\$ _____ .00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?	
g. TOTAL	\$ <u>27,189</u> .00	<input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Typed Name of Authorized Representative <u>Dr. Bruce Anderson</u>		b. Title <u>Superintendent</u>	c. Telephone number <u>218-236-6400</u>
d. Signature of Authorized Representative 		e. Date Signed	

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H1

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Standard Form 424 (REV 4-88)
Prescribed by OMB Circular A-10.

MEMO #: S-93-151

TO: School Board
FROM: Bruce R. Anderson, Supt. *BR*
RE: Nonresident Student Attendance Agreements
DATE: March 4, 1993

The following nonresident agreement has been received:

To Attend Dilworth/Glyndon-Felton Schools
Roberta J. Schultz - 1227 15 1/2 St No, Mhd, Grade 11

Suggested Resolution: Move to approve the nonresident agreement, subject to action of the appropriate district.

BRA:cbp

4.13 3 1993

MEMO

TO: Dr. Bruce Anderson *W*
FROM: Rose Andersen, Community Education Director
DATE: March 2, 1993
SUBJECT: Community Resource Program

The Community Resource coordinator identifies community resource persons and schedules them into the K-12 classrooms at teacher request. The coordinator, Kay Batterman, is a half-time employee. 100% of her time is spent providing classroom resources.

Approximately 400 presentations are given each year by area residents. Topics range from careers to historical events, hobbies and current events. All schools and grade levels are served. An evaluation is done following each presentation.

Kay Batterman will be present to provide an overview of the program.

c: Bob Jernberg

27.drandsn.mem

MEMO #: I-93-193
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: 1993-98 Five Year Educational Plan
DATE: March 3, 1993

Attached is the 1993-98 Five Year Educational Plan which has been developed through the efforts of many individuals. The Long Range Planning Committee and Task Force has spent many hours in developing this plan utilizing input from previous Long Range Plans, community surveys, and input from a variety of sources. The Board may wish to approve the 1993-98 Five Year Educational Plan as presented or may wish to make modifications based on recommendations provided to them.

Suggested Resolution: Move to approve the 1993-98 Five Year Educational Plan as presented/amended.

RMJ/mdm
Attachment

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: BCF DATE ADOPTED: 1-11-77 REVISED: 3-9-93
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POLICY REVIEW COMMITTEE

Purpose

The purpose of the Policy Review Committee is to systematically review the educational policies of the district and make recommendations to the School Board regarding possible changes in these policies.

Membership

The Policy Review Committee will consist of a teacher representative from the primary, intermediate, junior high and senior high levels, respectively; two principals; supervisor; secretary; custodian; paraprofessional; food service employee; the Superintendent; and, a School Board member, appointed by the Board Chair at the annual organizational meeting. Each Employee Association will be responsible for choosing the representative(s) and notifying the Superintendent's Office of its selection prior to June 1 of each year.

The length of membership shall be a two year alternating term beginning with the 1992-93 school year. The new member would take office in time for the September Policy Review meeting.

Meetings

Meetings will be held the fourth Monday of each month at Townsite Centre unless changed by the Committee.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: GBEB DATE ADOPTED: 4-06-76 REVISED: 3-9-93
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EMPLOYEE ASSISTANCE

The School Board of Independent School District #152 and the respective bargaining units and associations recognize that a wide range of problems not directly associated with one's job function can have an effect on an employee's job performance. In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal assistance will service either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, the employee cannot resolve his/her problems and unsatisfactory performance persists.

The School District, the associations, and union believe it is in the best interest of the employee and the employee's family, that the school district provide an employee service which deals with such persistent problems. Therefore, it is the policy to handle such problems within the following framework.

Definitions

Supervisor - anyone who evaluates work performance

Diagnostician - agency assuming responsibility for determination of problem as distinguished from a specific person.

Caregiver - agency who administers treatment, counseling, etc.

1. The school district, associations and union recognizes that almost any human problem can be successfully resolved provided it is identified in its early stages and referral is made to an appropriate caregiver. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
2. The purpose of this program is to assure employees that if such personal problems are the cause of unsatisfactory job performance, they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner. Employee work performance can be affected by the problems of an employee's spouse or other dependents. The program is available to the families of our employees as well.
3. When an employee's job performance or attendance is unsatisfactory and the employee is unable or unwilling to correct the situation, this is an indication that there may be some cause outside of the realm of his/her job responsibilities which is the basis of his/her problem.

4. Employees will be assured by the school district that their job and future, and reputation will not be jeopardized by utilizing this employee service. This statement of policy of the school district should encourage employees to use the service long before the problem is apparent to others.
5. An employee's unsatisfactory job performance shall be handled in a forthright manner by his/her supervisor. Serving agencies shall maintain complete confidentiality in employee interviews and agency records.
6. In instances where it is necessary, sick leave shall be granted for treatment or rehabilitation on the same basis it is granted for ordinary health problems. In all cases, if an employee requests a leave of absence without pay for purposes of receiving treatment or therapy, up to a year shall be granted. Employees referred through the program by their supervisor may be requested by the school district to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems. The employee shall receive full compensation as if he/she remained regularly employed for the duration of the treatment and/or rehabilitation as limited by the individual working agreements.
7. Any employee who has a problem which he/she feels may affect work performance is encouraged to voluntarily seek counseling and information on a confidential basis by contacting a designated agency or resource.
8. Record of contact, referral or treatment with any caregiver, will not be recorded or included in any form on employee permanent personnel record or file or used in disciplinary actions.
9. If the employee refused the offer of help and job performance or attendance problems continue, the matter may be brought before the superintendent of schools.
10. If the matter cannot be satisfactorily resolved by the superintendent, disposition of the matter will proceed under the policies of the school district.

IMPLEMENTATION

1. Consultation with employee groups
2. Consensus reached by Policy Review Committee
3. Consensus reached with employee groups on policy
4. Selection of proposed diagnostician
5. Approval of School Board
6. Inservice for all supervisors
7. Notification of district program to caregiver
8. Letters to employees and families

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: EDCA DATE ADOPTED: 04-10-84 REVIEWED/REVISED:
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USE OF ALL SCHOOL EQUIPMENT AND MATERIALS
FOR INSTRUCTIONAL PURPOSES OFF SCHOOL PREMISES

It may be necessary for faculty and students to use school equipment off the school premises, for instructional purposes not for recreational purposes or personal gain. Use of school equipment will be limited to organizations affiliated with the school district.

Each building level administrator, in consultation with appropriate staff, shall have the responsibility of developing a circulation policy for instructional materials that will encourage access to these materials by students and faculty. It must be recognized that restrictions on the out of the building circulation of certain types of materials and equipment may be necessary. This would occur when their circulation would result in a violation of contractual or copyright agreements that the school district has entered into with other agencies (example: teacher's manuals, computer software, commercial video tapes).

Each borrower shall bear the responsibility for returning the equipment or materials in the same condition as when received. The school district shall be reimbursed by the borrower for the loss or damage to any school equipment or materials. This would include textbooks, library books, athletic equipment, music equipment, computers, audiovisual equipment, etc. The cost of the reimbursement shall be based on the amount of the original purchase price in the event of loss or damage beyond repair. When repair is possible, the reimbursement shall be based on the exact costs of repair or an amount agreed upon by the school administration.

Form EDCA-A will be used for off-premise use of district equipment.

ADMINISTRATIVE POLICY OF THE MOORHEAD PUBLIC SCHOOLS	DISTRICT CODE: EDCA-A DATE ADOPTED: REVIEWED/REVISED:
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OFF PREMISE USE OF DISTRICT EQUIPMENT

Item (s) Borrowed: _____ Ident. No. _____

Borrower _____
 (if an organization, both the person and organization)

Date Borrowed _____ Checked Out By _____

Date to be Returned _____ Date of Return _____

Intended Use _____

Place Equipment is to be Used _____

Department to Whom the Equipment is Assigned _____

Additional Explanation (if necessary) _____

The undersigned assumes responsibility for loss, theft, and/or damage beyond normal wear. District 152 assumes no liability for personal injury resulting from equipment use. The undersigned also asserts that this usage is not for personal gain.

Signed _____

Usage must be in accordance with Copyright Policy EGAA.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IEA DATE ADOPTED: 12-09-86 REVIEWED/REVISED:
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ASSURANCE OF MASTERY

Independent School District #152 Board of Education is dedicated to the assurance of student mastery in the areas of reading and mathematics. The district supports the need for each student to achieve minimal competency in these basic skills before high school graduation and provides the student with the opportunity to gain the necessary knowledge and concepts in reading and mathematics. This policy excludes Special Education and English as a Second Language students.

This policy assures that each student's progress toward mastery in these curriculum areas will be evaluated at least once during grades K-3, once during grades 4-6, once during grades 7-8, and once during grades 9-12. When a student is not making sufficient progress toward mastery in either reading or mathematics, the district will be responsible for holding a parent conference to establish a ~~special learning plan (SLP)~~ an Individualized Learning Plan (ILP). The student will then be given alternative opportunities for remediation as outlined in the ~~SLP~~ ILP.

Competency tests in the areas of reading and mathematics will be given in grade 10. Students failing to pass the tests will be provided with mastery objectives and given remediation. Students who do not pass after repeated opportunities will be given a certificate of attendance rather than a diploma upon the completion of minimum course requirements. Students new to the district for whom this policy applies will be required to pass the appropriate test prior to receiving a diploma.

The responsibility for mastery is shared by the teacher, the student, the parent/guardian, the administration, and the Board of Education.

Building principals, assisted by the Assistant Superintendent of Instruction and Chapter I/AOM Director, will provide the leadership and support needed to bring about successful implementation of the assurance of skill mastery process.

Independent School District #152 will include its Assurance of Mastery procedure in the PER report biennially ~~beginning in 1986-87~~.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: AFE DATE ADOPTED: 9-11-79 REVISED: 02-13-90
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PLANNING, EVALUATING, AND REPORTING
POLICY STATEMENT

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

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

MEMORANDUM

P 93.033

TO: Dr. Bruce Anderson

FROM: Brenda Franklin

DATE: March 2, 1993

SUBJECT: Resolution for Discontinuing and Reducing Programs and Positions.

Consider the attached resolution directing the administration to discontinue and reduce educational programs and positions.

Suggested Resolution: Move to approve the resolution as presented.

BMF:sdh

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING
EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District #152 at a Board meeting held January 26, 1993 directed the administration to make recommendations for staff reduction in programs and positions due to decreasing enrollment and/or financial condition of the School district and

WHEREAS, the administration has prepared a recommendation, BE IT RESOLVED, by the School Board of Independent School District #152 as follows:

That the following positions be discontinued the end of the contract year 1992-93.

<u>Position</u>	<u>FTE</u>
Teacher Genesis Program	1.00
Teacher Partial Hospitalization	1.00
Teacher Odyssey Program	1.00
	<u>3.00</u>

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

Thereupon said resolution was declared duly passed and adopted.

MEMO #: S-93-149

TO: School Board
FROM: Bruce R. Anderson, Supt.
RE: School District Organization: Functions & Tasks
DATE: March 4, 1993

The management of a school district is more effective and efficient when leadership functions and task are identified and understood. The district's mission and goals are more likely to be achieved when administrative accountability is clear regarding the specific functions and task areas.

All administrative tasks in ISD 152 have been categorized into seven functional areas:

- o School Board Operations and District Management
- o Educational Programs
- o Budget and Finance Programs
- o Personnel Management
- o Pupil Services
- o Support Services
- o Community Service Programs

Major task areas associated with each functional area have been identified along with the district administrator who has primary delegated responsibility for a particular task area. This facilitates communication within the district and promotes accountability.

A matrix similar to the one attached is being developed for the directors, coordinators and supervisors responsible to all of the four administrators identified.

The next step in the process will be the presentation of a revised organizational chart and recommendations as appropriate in any position title changes.

BRA:cbp

SCHOOL DISTRICT FUNCTIONS AND TASK AREAS

MAJOR RESPONSIBILITY

SCHOOL BOARD OPERATIONS AND DISTRICT MANAGEMENT and Planning... responsibilities relating to the specific management of education organization, supervision and evaluation of staff and district-wide curriculum.

- A. Mission Development
- B. Policy Development
- C. Strategic Planning
- D. Monitoring and Influencing Legislation
- E. Communication with School Board
- F. Building Organizational Models
- G. Enrollment Forecasting
- H. School Boundary Assessment
- I. School Census
- J. Student, Staff, Community Opinion Survey
- M. School Improvement Plan
- N. InterGovernmental Retreat
- O. Legal Issues/Assistance

Supt.	C & I	Bus. Affairs	Personnel
X			
X			
	X		
X			
X			
	X		
	X		
		X	
	X		
	X		
X			
X			

- A. Compliance with Federal and State Requirements
- B. High Potential Programs
- C. Planning, Evaluating, and Reporting
- D. Program Development, Implimentation and Evaluation
- E. Assessment and Reporting of Student Progress
- F. Special Education Programs
- G. Federal/State Programs
- H. Evaluation of Educational Programs
- I. OBE
- J. Technology/Meda Services
- K. Student Activities

[illegible]

MAJOR RESPONSIBILITY

III. BUDGET AND FINANCE PROGRAMS...

- A. Identify Sources of Revenue
- B. Annual Operational Plan
- C. Accounting and Control Procedures
- D. Purchasing
- E. Auditing
- F. Payroll
- G. Budget Monitoring
- H. Inventory Procedures and Standards
- I. Capital Outlay
- J. Leasing Agreements
- K. Compliance with State Requirements

Supt.	C & I	Bus. Affairs	Personnel
		X	
		X	
		X	
		X	
		X	
		X	
		X	
		X	
		X	
		X	

IV. PERSONNEL MANAGEMENT...

- A. Employee Policies and Procedures
- B. Position Descriptions
- C. Recruitment, Selection and Assignment of Employees
- D. Staff Evaluation
- E. Staff Development
- F. Collective Bargaining
- G. Contract Administration
- H. Accident Prevention and Reporting
- I. Attendance Monitoring
- J. Employee Records
- K. Health and Welfare
- L. Compliance - State Federal and Local Employment Laws
(i.e. EEO, ADA, ADEA, ERISA, 504, COBRA, LEAVE, Unemployment, Workers Compensation)
- M. Higher Education Student Teaching

MAJOR RESPONSIBILITY

[illegible]

MAJOR RESPONSIBILITY

Supt.	C & I	Bus. Affairs	Personnel
	X		
	X		
	X		
X			
	X		
		X	
		X	
		X	
		X	
		X	
		X	
		X	

V. PUPIL SERVICES...

- A. Guidance and Counseling
- B. Psychological, Health and Social Services
- C. Student Records
- E. Discipline: Policy and Plans
- F. Enrollment Options

VI. SUPPORT SERVICES...

- A. Facilities and Sites Planning, and Management
- B. Plant Operations and Equipment
- D. Transportation
- E. Food Service
- F. MGT Computer Information Systems and Services/Technology
- G. District Building Printing Services

VII. COMMUNITY SERVICE PROGRAMS...

- A. Public Information and Communications
- B. Citizen Involvement
- C. Staff Communications
- D. Community Education Program Development, Implementation and Evaluation
- E. Migrant Issues
- F. Early Childhood Education
- G. Community Arts Program
- H. Adult Basic Education

MAJOR RESPONSIBILITY

[illegible]