



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

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

August 10, 1993
4:00 p.m.

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

ATTENDANCE:

Bill Cox _____	Anton Hastad _____
James Cummings _____	James Hewitt _____
Stacey Foss _____	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"

** "We Are Proud" of Jim Cummings for his excellent leadership and contributions given while chairperson of the School Board.

** "We Are Proud" of Carole Kline for receiving an award from the Lake Region Arts Council for her personal contributions and commitment to the arts in the region.

** "We Are Proud" of the Moorhead School CAPP (Comprehensive Arts Planning Program) as the recipient of the School Award from the Lake Region Arts Council. The award is given for outstanding contributions to the arts through education in our region.

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

S-M9-B05
MIN
8-10-93

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, Board Member inquiries on 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 Special Education Contracts - Pages 5-9
- (2) Approval of Major Magnitude Field Trip - Pages 10-11
- (3) Approval of Chapter I Project - Page 13
- (4) Acceptance of Gift - Page 14

B. BUSINESS AFFAIRS - Bob Lacher

C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approval of New Employees - Page 15
- (2) Approval of Resignations - Page 16
- (3) Approval of Retirement - Page 17
- (4) Approval of Transfer - Page 18
- (5) Approval of Student Teacher Agreement - Pages 19-21

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of July 6 and 20, 1993 Minutes - Pages 22-29
- (2) Approval of August, 1993 Claims
- (3) Acceptance of Community Education Gift - Pages 30-31
- (4) Acceptance of Community Education Grant - Pages 32
- (5) Approval of ECSU Representative - Page 33

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: FACILITIES - Anderson Pages 34-36

Priority - Instructional Space

Overview of the building project status by Mr. Bill Cowman, Foss Associates.

5. FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: COMMUNICATIONS - Anderson Pages 37-38

Priority - Public Relations/Communications Plan

Overview of the recommended Communications Coordinator position.
6. FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: CURRICULUM & INSTRUCTION - Jernberg Pages 39-44

Priority - Outcome Based Education

Overview of Graduation Rule Pilot Site funding and process.
7. 1994 PROPERTY TAX PUBLIC HEARING DATES - Lacher Pages 45-60

Suggested Resolution: Move to schedule the 1994 Proposed Property Tax Public Hearing on Tuesday, December 7, 1993 at 7:00 p.m. in the Board Room of Townsite Centre, and a continuation hearing, if necessary, on Thursday, December 16, 1993 at 7:30 p.m. in the Board Room of Townsite Centre.

Moved by _____ Seconded by _____
Comments _____
8. PRINCIPAL SEARCH - Anderson Page 61

Update on the Senior High Principal position.
9. 1993-94 WORKSHOP WEEK - Jernberg Pages 62-63

Overview of the workshop schedule for the start of the 1993-94 school year.
10. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD
11. CLOSE PUBLIC MEETING - Anderson

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

Moved by _____ Seconded by _____
Comments _____

12. REOPEN PUBLIC MEETING - Anderson

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

Moved by _____ Seconded by _____
Comments _____

13. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
School Board Mtg.	Tues., Aug. 24	7:00 p.m.	Townsite
Employee Benefits Fair	Wed., Aug. 25	1 - 5 p.m.	Townsite
New Staff Breakfast	Thurs., Aug. 26	7:00 a.m.	Speak Easy
Elements of Instruction (new staff)	Thurs., Aug. 26	8 - 3 p.m.	Townsite
Substitute Teacher Workshop	Thurs., Aug. 26	9 - 11 a.m.	Sr. High
Elements of Instruction (new staff)	Fri., Aug. 27	8 - 1 p.m.	Townsite
MEEP Day (K-6)	Mon., Aug. 30		
Parent Presentation by Judy Cooper - "How to Help Your Child Succeed in School"	Mon., Aug. 30	7:00 p.m.	Sr. High Auditorium
Teacher Workshops (K-12)	Tues., Aug. 31 - Thurs., Sept. 2		District- wide
MEA Teacher Luncheon	Tues., Aug. 31	11:30 a.m.	Madison
MEEP Day (K-6)	Fri., Sept. 3		
Labor Day	Mon., Sept. 6		
Classes Begin	Tues., Sept. 7		
Community Education Classes Begin	Mon., Sept. 27		District- wide

JUL 27 1993

MEMO #: I-94-022
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Special Education Contracts with Dilworth
and Glyndon-Felton School Districts
DATE: July 27, 1993

Attached are the special education contracts with Dilworth and Glyndon-Felton School Districts authorizing them to purchase various special education services from the Moorhead School District. Each school district will be billed for administrative services, preschool screening services and other services utilized from July 1, 1993 through June 30, 1994.

The contract has been approved by the Dilworth and Glyndon-Felton Boards of Education.

Suggested Resolution: Move to approve the contracts as presented.

RMJ/rm
Attachment

CONTRACTUAL AGREEMENT FOR
SPECIAL SERVICES PERSONNEL AND PROGRAMS
1993-94

This agreement made this 22 day of June 1993 between Independent School District No. 147, Dilworth, Minnesota and Independent School District No. 152, Moorhead, Minnesota for Special Services personnel and program listed below subject to the following terms:

I. Director of Special Services

- A. Agrees to provide limited administrative services to Independent School District No. 147 Special Services Program.
- B. Agrees to provide consultation to the Dilworth administration in the evaluation of District provided special services.
- C. Agrees to provide limited supervision of the Special Services Program on a periodic basis.
- D. Agrees to provide consultative services to the Dilworth administration upon request and whenever the Director finds it is necessary for the good of Independent School District No. 147 Special Services Program.
- E. Agrees to provide help in the making of the report relative to the Special Services Program.

II. Special Education Instructional Programs

- A. Moorhead, Independent School District No. 152, will provide special education services for students from Dilworth enrolled in the regular education or special education programs and requiring resource and/or consultative special education services, including occupational therapy, physical therapy, Developmental/Adaptive physical education, the physically and other health impaired, hearing impaired, vision impaired, emotional disturbances, speech/language disorders and special learning disabilities.
- B. Moorhead, Independent School District No. 152, will provide special education services for students from Dilworth enrolled in the Mild to Moderate Mentally Handicapped, the Moderate to Severe Mentally Handicapped Programs and the Severe Behavior Problems Program requiring intensive special education services.

- C. Moorhead, Independent School District No. 152, will provide special education services for students from Dilworth enrolled in the Moorhead Early Childhood: Special Education Program requiring intensive special education services.

The costs for providing the above services as outlined in the above sections will be a rate of actual costs minus special education aid. The cost will include teacher salaries, supplies, equipment, materials, administration, instructional supervision, operation, repair and upkeep of plant, Fixed Charges, Capitol Outlay, and Debt Service (Except that Independent School District No. 152 will not be obligated to add staff or purchase major equipment or services when a small Dilworth enrollment added to Moorhead student population makes distribution of costs disproportionate).

III. Preschool Screening

- A. Moorhead, Independent School District No. 152, will screen the Dilworth preschool children (ages 3 1/2 and 4 year old s) for developmental and health problems as mandated by M.S. 437.

A statement for the above services will be submitted yearly (after June 1, 1994) to Independent School District No. 147, Dilworth, Minnesota and shall be payable on or before July 30, 1994.

It is further agreed that nothing in this contract shall affect the relationships of these districts as to organization, legal status, and right to receive state apportionment, income tax aid and transportation aid. District No. 152 absolves itself of any transportation or housing commitments.

This agreement entered into and accepted by the School Boards of Independent School District No. 152 and Independent School District No. 147.

Date this 22 day of June 1993 Dated this day of 1993

Approved by *Richard Cairns* Approved by
Chairman Chairman
Gary Lundgren
Clerk Clerk

Independent School District No. 147
Dilworth, Minnesota 56529

Independent School District No. 152
Moorhead, Minnesota 56560

CONTRACTUAL AGREEMENT FOR
SPECIAL SERVICES PERSONNEL AND PROGRAMS
1993-94

This agreement made this 22 day of June 1993 between Independent School District No. 145, Glyndon-Felton, Minnesota and Independent School District No. 152, Moorhead, Minnesota for Special Services personnel and programs listed below subject to the following terms:

I. Director of Special Services

- A. Agrees to provide limited administrative services to Independent School District No. 145 Special Services Program.
- B. Agrees to provide consultation to the Glyndon-Felton administration in the evaluation of District provided special services.
- C. Agrees to provide limited supervision of the Special Services Program on a periodic basis.
- D. Agrees to provide consultative services to the Glyndon-Felton administration upon request and whenever the Director finds it is necessary for the good of Independent School District No. 145 Special Services Program.
- E. Agrees to provide help in the making of the report relative to the Special Services Program.

II. Special Education Instructional Programs

- A. Moorhead, Independent School District No. 152, will provide special education services for students from Glyndon-Felton enrolled in the regular education or special education programs and requiring resource and/or consultative special education services, including occupational therapy, physical therapy, Developmental/Adaptive physical education, the physically and other health impaired, hearing impaired, vision impaired, emotional disturbances, speech/language disorders and special learning disabilities.
- B. Moorhead, Independent School District No. 152, will provide special education services for students from Glyndon-Felton enrolled in the Mild to Moderate Mentally Handicapped, the Moderate to Severe Mentally Handicapped Programs and the Severe Behavior Problems Program requiring intensive special education services.
- C. Moorhead, Independent School District No. 152, will provide special education services for students from Glyndon-Felton enrolled in the Moorhead Early Childhood: Special Education Program requiring intensive special education services.

Glyndon Contract
Page 2

The costs for providing the above services as outlined in the above sections will be a rate of actual costs minus special education aid. The cost will include teacher salaries, supplies, equipment, materials, administration, instructional supervision, operation, repair and upkeep of plan, Fixed Charges, Capitol Outlay, and Debt Service (Except that Independent School District No. 152 will not be obligated to add staff or purchase major equipment or services when small Glyndon-Felton enrollment added to Moorhead student population makes a distribution of costs disproportionate).

III. Preschool Screening

- A. Moorhead, Independent School District No. 152, will screen the Glyndon-Felton preschool children (ages 3 1/2 and 4 year olds) for developmental and health problems as mandated by M.S. 437.

A statement for the above services will be submitted yearly (after June 1, 1994) to Independent School District No. 145, Glyndon, Minnesota and shall be payable on or before July 31, 1994

It is further agreed that nothing in this contract shall affect the relationships of these districts as to organization, legal status, and right to receive state apportionment, income tax aid and transportation aid. District No. 152 absolves itself of any transportation or housing commitments.

This agreement entered into and accepted by the School Boards of Independent School District No. 152 and Independent School District No. 145.

Dated this 22 day of June, 1993

Dated this ___ day of ___, 1993

Approved by

Jon Tounissen
Chairman

Approved by

Chairman

R. R. R. R.
Clerk

Clerk

Independent School District No. 145
Glyndon, Minnesota 56547

Independent School District No. 152
Moorhead, Minnesota 56560

MEMO #: I-94-023

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Request Approval for Major Magnitude
Overnight Field Trip

DATE: July 28, 1993

Attached is a request by the secondary staff who will provide developmental/adaptive physical education and moderate/severe mentally impaired programming for students on an overnight field trip to Camp Confidence near Brainerd, Minnesota. This experience has been provided each year for over 10 years.

Suggested Resolution: Move to approve the overnight field trip to Camp Confidence.

RMJ/mdm
Attachment

FIELD TRIP PROPOSAL

Department: D/APE - Special Education
School Year: 1993-94
Date: September 22 and 23
Activity: D/APE Overnight Field Trip to Camp Confidence

I. Gaining Approval - Section C.

- a. The overnight camping trip to Camp Confidence is related to the D/APE philosophy of allowing special students the opportunity to experience and learn appropriate lifetime/leisure activities. The experiences gained at Camp Confidence will further the individuals social adjustment; help generate a feeling of self-worth and self-confidence through trial and accomplishment. Two adaptive physical education teachers, three secondary teachers of moderate/severe mentally impaired, five paraprofessionals, a social worker, one occupational therapist, a speech and language teacher will attend to provide added supervision.
- b. Location - Brainerd

General Itinerary - We will leave at 9 a.m. on Thursday, September 22 from the Senior High School. We will travel on Highway 10 to Motley, then Highway 210 to Camp Confidence. The group will return at 3 p.m., Friday afternoon, September 23.

School days involved: 2
- c. Transportation plans: District 152 school bus with trailer and school car.
- d. Housing plans: Housing is provided by Camp Confidence at no charge.
- e. Probable number of students involved - 30.
- f. Individual cost: Cover cost of food.
District cost: Transportation as budgeted.

MEMO


TO: Dr. Bruce R. Anderson
FROM: Mary Jo Schmid
SUBJECT: Chapter I Project
DATE: July 8, 1993

Attached is the 1993-94 Chapter I Project. The following additions are being made due to increased funding:

1. Hiring one (1) Chapter I Home-School Teacher to work with Kindergartners and their parents.
2. Moving current part-time teachers to full-time status.
3. Hiring four (4) part-time Chapter I teachers to work in first grade.
4. Adding a five (5) week summer program for grades five and six.

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

MJS:1a
Attachment

	ECIA Chapter I	ECIA CHAPTER 1	ED-02046-03
	876 Capitol Square - 550 Cedar St. Paul, MN 55101-2273	ANNUAL GRANT UPDATE	DUZ: 7/15/93

GENERAL INFORMATION AND INSTRUCTIONS: The information requested on this application is necessary for processing the application under the requirements of Chapter 1, Public Law 100-297. Please provide all information requested and return this application to the State Chapter 1 Office by JULY 15, 1993.

I. UNIFORM DISTRICT IDENTIFICATION				
Fiscal Agent: Moorhead Independent School District		For District # <u>152</u> # <u> </u> # <u> </u> # <u> </u>		
District Name Moorhead Public Schools	District Number 152	Testing Cycle (Check One): <input checked="" type="checkbox"/> Spring to Spring <input type="checkbox"/> Fall to Fall		
LEA Representative Name Dr. Bruce R. Anderson	Title Superintendent	Telephone (218) 299-6255		
Address (Mailing) 810 4th Avenue South	City Moorhead	State MN	Zip Code 56560	
Name of Contact Person Patricia Swedberg	Title Chapter I Coordinator	Telephone (218) 299-6246		
Address (Mailing) 1330 8th Avenue North	City Moorhead	State MN	Zip Code 56560	
Summer Contact Name Patricia Swedberg	Telephone Number (218) 236-5628	Fax Number (LEA Rep.) (218) 233-1610		

II. APPLICATION INFORMATION SUMMARY		
FOR MDE USE ONLY	FUNDS REQUESTED	PROJECT DURATION FOR OBLIGATION OF FUNDS
	Chapter 1 Funds to Match AOM: \$ <u>60,485.</u>	Beginning Date: <u>7/1/93</u> M D YR
3 YEAR CYCLE DATA 199__ - 199__ Basic Grant <input type="checkbox"/> 1st Update <input type="checkbox"/> 2nd Update	Total Budget: \$ <u>612,860.</u>	Ending Date: <u>6/30/94</u> M D YR
	Average Per Pupil Cost: \$ <u> </u>	First Day of Chapter 1 Instruction Is: <u>Sept. 20, 1993</u>
	Administrative Cost: \$ <u>22,920.</u>	Last Day of Chapter 1 Instruction Is: <u>May 27, 1994</u>
	Administrative Percent <u>3.7%</u>	
	Addendum: 1993-1994 \$ <u> </u>	

III. LOCAL BOARD OF EDUCATION ACTION	
<p>The Local Board of Education of this school district, at a meeting held on _____, has authorized the undersigned to act as the LEA Representative in filing an application for funds as provided under Chapter 1 Public Law 100-297 for the fiscal year 1993-1994. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal Statutes, Regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.</p> <p><u>Patricia Swedberg</u> as the Contact Person was also approved. (optional)</p>	
<u>Bruce R. Anderson</u> Signature of LEA Representative	<u>July 9, 1993</u> Date

DO NOT WRITE IN SPACES BELOW

IV. MINNESOTA DEPARTMENT OF EDUCATION (MDE) INFORMATION				
Total Funds Approved	Area Director Signature	Date	District #	Area
Final Approval Signature	Date	Application Type		
Comments:				

MEMO #: I-94-026
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Acceptance of Gifts
DATE: August 3, 1993

A gift has been received from the Robert Asp Parent Advisory Committee, in the amount of \$3,765.28, for Robert Asp Transportation for Field Trips 1992-93.

Suggested Resolution: Move to accept the gift as presented.

RMJ/lms

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 2, 1993
SUBJECT: New Employees

The administration requests approval of the employment of the following persons: (salary based on 1992-93 schedule)

Susan Knorr	1st Grade, Washington Elementary, BA (6) \$23,164.00. (replaces Ann Lee)
Beth Lenius	English, Moorhead Senior High BA (9) \$25,564.00. (replaces Morlan Johnson)
Tom Ross	Media Generalist, Moorhead Senior High BA+30 (10) \$28,918.00. (replaces Robert Klaboe)
Dawn Schultz	L.D. Teacher, Probstfield Elementary BA+15 (0-4) \$23,164.00. (replaces Betty Christensen)
William Franklin	5th Grade, Robert Asp Elementary BA (5) \$23,164.00 (replaces Terry Cullen)
Stephanie McNab	Chapter I, Probstfield Elementary BA (0-4) \$23,164.00
Steven Mathiowetz	Industrial Technology, Junior High BA (7) .714 \$16,994.63 (replaces Harlow Iverson)
Steven Connelly	Physical Education/Health, Senior High MA (0-4) \$28,101 (replaces William Quenette)
Leah Hoffman	Music, Robert Asp Elementary BA+30 (0-4) .214 \$5485.25 (replaces Kathryn Johnson)
Arlin Prochnow	Business Teacher, Senior High, MA+45 (10) \$35,087 (replaces Clair Peterson)

Suggested Resolution: Move to approve the employment as presented.

BMF:sdh

MEMORANDUM

P 93.066

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 2, 1993
SUBJECT: Resignation of District Employees

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

Mark Soehren - Outreach Paraprofessional, Senior High
effective July 31, 1993.

Katherine Johnson - Music Teacher, Robert Asp Elementary,
effective immediately.

Deb Bartholomay - MIMI Teacher, Washington Elementary,
effective immediately.

Janet Coleman - Hearing Impaired Teacher presently on leave,
effective immediately.

SUGGESTED RESOLUTION: Move to accept the resignations as presented.

BMF:sdh

MEMORANDUM P 93.067

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

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

Don Melby - Custodian, Maintenance Garage, effective September 15, 1993

Suggested Resolution: Move to accept the retirement as presented.

BMF:sdh

MEMORANDUM

P 93.068

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 3, 1993
SUBJECT: Temporary Transfer

The administration requests approval of the temporary transfer of the following person:

Anne Moyano - Special Services Coordinator to Administrative
Intern from August 16, 1993 to June 17, 1994
\$30,000.

Suggested Resolution: Move to accept the temporary transfer as presented.

BMF:sh

MEMORANDUM

P 93.069

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 4, 1993
SUBJECT: Student Teaching Contract with Moorhead State University

The administration requests approval of the Student Teaching Contract with Moorhead State University and Moorhead Public Schools. This contract covers participation in the student teaching program beginning September 1, 1993, through August 31, 1996.

Suggested Resolution: Move to accept the contract with Moorhead State University as presented.

BMF:sh

STA _____

STATE OF MINNESOTA
STATE UNIVERSITY BOARD
STUDENT TEACHER AGREEMENT

Independent School District No. 0152 of Clay County, located at Moorhead, Minnesota agrees with the State of Minnesota, acting through the State University Board as follows:

Beginning September 1, 1993 and continuing for three years, the Moorhead State University agrees to pay at a rate, not to exceed \$8.00 per quarter credit for each student teacher placed in the above named school district. (Rate subject to change should financial exigency warrant such action.)

The school district agrees to supply to the student teacher opportunity to work in a teaching-learning situation cooperatively with a teacher certified at standards equal or superior to the regulations of the State of Minnesota during the student teaching assignment.

Independent School District No. 0152
of Clay County,

by _____

(Chairman)

(Clerk)

DATE _____

APPROVED:

STATE UNIVERSITY BOARD

(Chancellor)

Recommended for approval

Moorhead State University

by _____

(President)

RESOLUTION OF SCHOOL DISTRICT

Be it resolved, that this school district enter into an agreement with the State of Minnesota, State University Board, for the purpose of providing student teaching experiences for students from Moorhead State University.

Be it further resolved, that the chairman and clerk be and they hereby are authorized to execute such agreement.

CERTIFICATION

State of Minnesota

County of Clay

I hereby certify that the foregoing resolution is a true and correct copy of resolution adopted by the board of Independent School District No. 0152, located at Moorhead, Minnesota at a duly authorized meeting thereof held on the _____ day of _____, as shown by the minutes of said meeting.

CLERK

(SEAL)

MEMORANDUM

TO: Dr. Anderson
FROM: Rose Andersen *ROX*
DATE: August 4, 1993
RE: Post Prom contributions

Attached is a list of contributors for the 1993 Post Prom party. The total income was \$2,829.50 from ticket sales and parents and \$3,460 from service clubs and businesses. An ad similar to the attached was placed in the Forum. These donations should be recognized and accepted by the board.

Contact me if you need any further information.

SUGGESTED RESOLUTION:

Move to accept the contributions for the 1993 Post Prom party.

encl.

31.postprn.lst

PRIZES & DONATIONS - MOORHEAD POST PROM '93 CONTRIBUTORS

Thanks to these businesses and organizations, as well as many parents, for making Moorhead Post-Prom'93 a great success!

OPTIMIST CLUB-MOORHEAD

(major contributor)

621 Center for Hair
A & T Supply
ABC Seamless
Ace of Hearts Limousine
Agassiz Insurance
All Star Bowl
Allied Insurance of Mhd.
American Bank & Trust
American Crystal Sugar
American Legion Post No. 21
John C. Arneson Agency
George Arnold & Assoc.
Arvid Benson Furniture
Asplin, Inc.
Bagco
Baker Insurance
Balloons, Etc.
Barrett Mobile Homes
Bert's Truck Equip. Co.
Beta Seed
Border States Electric
Boulger Funeral Home
Brad Regan
Bridal Images
Briggs Floral
Burger King-Fargo
Burger King - Moorhead
Burger Time - Moorhead
Busch Ag. Research Ctr.
Camelot Cleaners-Mhd.
Carol's Craftique
Carol's Hair Fashion
CBI
Cenex-Eastern Center
Champion Auto-Moorhead
Chili's Restaurant
Wayne Christianson, DDS
Classic Jewelry
Coca Cola/Midwest
Coldwell Banker-1st
Realty, Inc.
Cole Paper
Computerland
Concordia College
Cost Cutters-Fargo
D & S Beverage
Decotah Paper
Dahl's Certified Auto
Body, Inc.

Dairy Queen-Moorhead
Dakota Clinic
Dakota Medical Center
Dayton's
deLendrecie's
Denny's
Disc & Tape
Domino's Pizza
Don's Car Wash
Dosland, Nordhogen,
Lillehaug, Johnson &
Saende
Doublewood Inn
Duling Optical
Eckroth Music
Eide Helmeke & Co.
Embers Restaurant
Erickson Construction
Eventide Lutheran Home
Fargo Clinic
Flament, Ulman, Inc.
FM Community Theater
FM Pack-n-Ship
FM Printing
Florentine's de Paris
Foss Associates of
Minnesota, Inc.
Foster's Pharmacy
Frankton's For Hair
Fraternal Order of Eagles-
Aerie No. 153
Fry'n Pan-Moorhead
Giovanni's Pizza
Gjevre, McLarnan, Hanna-
her, Vaa, Skatvold &
McLarnan
Golden Phoenix
Tom Gould & Son
Grainery
Grosz Studio
Hair Design by Tracy
Hair Loft
Hair Success
Hardee's F-M Advertising
Co-op
Hardee's-Fargo
Hardee's-Moorhead
Larry Harrington
Photography
Haugen Masonry
Helzberg Jewelry

Herberger's
His & Hers
Holiday Station Stores
Holland's Landscaping &
Garden Ctr.
Hornbacher's-Moorhead
JAQ's Garage
K & L Construction
Kinney Shoes
K-Mart-Moorhead
Korsmo Funeral Home
Kragnes Farmers Elevator
KTHI



Kvamme Travel Agency
KVOX, Inc.
KXJB
Larry's Auto Body Shop
William K. Larson, D.D.S.
LD Auto Electric
Robert G. Lee, D.C.
Lichtsinn-Anderson
Insurance
James Lichtsinn, D.D.S
Lunde Lincoln Mercury
Madison Inn
Marguerite's Music
McDonald's
Melberg Christian Books
Metropolitan Federal-
Moorhead

MicroAge Computers
Mid America Steel
Midwest Home
Midwest Vision
Mikkelsen Insurance
Miller, Norman &
Associates, Ltd.
Moorhead Education
Association
Minnesota Public Radio
Moorhead Community
Education

Moorhead Drug Co.
Moorhead Highway Host
Moorhead Lioness Club
Moorhead Parks &
Recreation
Morlock Chiropractic Ctr.
Morningside Video
Motel 75
MSI Insurance
MSU Bookstore
Muscatal
Mutt Hutt-Moorhead
NDSU Varsity Mart
New Dimensions
Next Generation
Northwest Power Products
Norwest Bank of North
Dakota

Norwest Bank-Moorhead
NW Technical College-
Moorhead
Ronald Ohe
Olive Garden
On Stage Dancewear
Opticare
Orton Gas
Osco Drug
Palace Clothiers
Paradise Divers
Payless Shoe Store-
Moorhead
Peggy's Hallmark
Perkins
Petite Beauty
Photos by James
Pick-a-Video - Moorhead
Pirate's Den
Pizza Hut-Moorhead
Premier Video
Rax Restaurant-Moorhead
Red River Electric, Inc.
Red River Lanes
Red River Valley Sports
Medicine
Rigel's Appliance
Ringstrom Law Office
Rite's Beauty School
Riverview Chiropractic
Rod's West Acres Amoco
Roses to Go
Royal Jewelers
Sabin C-Store
Sabin Lioness Club
Safari 7 Theatre
Scheel's-Moorhead
Scott Moeller
Selland Motors
Simplot
Singer's
Sinkler Optical
Speak Easy
Sportland
St. Luke's MeritCare
Stamart
Star Johnson
State Bank of Fargo
Stein's, Inc.
Stenerson Lumber
Stop-n-Go-Fargo

Straus
Strom Construction
Studio I
Sturdevant's
Subway-Fargo
SunMart-south Moorhead
Sunset Lanes
Super Frog
Sweeney Cleaners
Taco Bell-East Ten-
Moorhead
Taco John's-The
Sauerssig Co.
Taco Johns-Fargo
Take 2 Video-Moorhead
Tall Fashions
TGI Friday's
Tires Plus
Tollefson & Co. LTD
Tomacelli's
Town & Country Flowers
TSC Farm Home Store
Trader & Trapper
Trading Post
David K. Tranby, D.D.S
Tri-State Distributing
Trim 7-Moorhead
Ultimate Baskets
Union State Bank
US West Communications
Vanity Shops-Fargo
Vanity-Moorhead
Veteran's of Foreign
Wars-Albert E. Johnson
Post 1223
Vic's Lounge
Videoland North-Fargo
Viking Bank
Vikingland Kiwanis
Village Inn
Vision World
Voxland Electric, Inc.
Wallwork
WalMart-Dilworth
WalMart Vision Center
Wayne's Trophies
Wellness Potentials, Inc.
West Acres Bowl
West Acres Cinema
White Diamond
Wright Funeral Home

MEMORANDUM

TO: Dr. Anderson
FROM: Rose Andersen *fix*
DATE: August 3, 1993
RE: Serve America Grant for 1993-94

The Moorhead School District, through Community Education, has been granted \$9,900 by the Minnesota Department of Education for a youth service program to target youth "at-risk." The money will allow a Service-Learning component to be added to the reading classes at the Junior High School. This will be a cooperative project between the Junior High, Community Education, the Joint Powers Migrant Issues Project and the Moorhead Public Library. Several other agencies and organizations have indicated strong support of the program. The Moorhead School District will be the fiscal agent. The goals of the program are: 1) to promote youth voice and leadership through community youth service; 2) to integrate service-learning into the curriculum; 3) to link youth service to education reform; and 4) to link with other service initiatives of local colleges.

The project will start September 1.

SUGGESTED RESOLUTION:

Move to accept the grant for \$9,900 for a youth service program at the Junior High School.

31.srvangrt.mmm

MEMO #: S-94-019

TO: School Board
FROM: Bruce Anderson, Supt.
RE: 1993-94 ECSU Representative
DATE: August 5, 1993

Jim Hewitt has agreed to serve as the School Board Liaison to the West Central ECSU for 1993-94.

Suggested Resolution: Move to approve Jim Hewitt as the liaison to the West Central ECSU for 1993-94.

BRA:cbp

MEMO #: S-94-018

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: Update of Construction Projects
DATE: August 5, 1993

Attached please find the updated schedule for completion/owner occupancy of the additions and remodeling at Robert Asp, Probstfield, Junior High and Senior High Schools.

Mr. Bill Cowman of Foss Associates will review this information with the Board.

BRA: *cbp*
Attachment



FOSS ASSOCIATES
Architecture Engineering & Interiors

August 5, 1993

Conference Notes

For

**Addition and Remodeling at
Robert Asp, Probstfield Elementary,
Junior High, and Senior High Schools
Moorhead, Minnesota 56560**

Present: Dr. Bruce Anderson, Bob Lacher, Bob Jernberg, Jim Barnett, Bill Cowman

Purpose: To review construction progress schedule for the referenced projects.

The following schedule for substantial completion/owner occupancy of space at each facility was agreed as follows:

Junior High School:

Southwest Classrooms (4)	September 4
Southeast Classrooms (2)	September 18
Technology Classrooms	August 27
Music Suite	September 4
Administration	August 16
IMC/Staff Lounge/Conference Rooms	September 18
Locker Rooms	September 11
Gymnasium	November 1
Site work	October 1

Robert Asp:

Classrooms	September 4
IMC/Administration/ Staff Lounge/Conference Rooms	September 18
Site work	October 1

Probstfield:

Classrooms	September 4
Kitchen	September 4
Special Education	September 11
Site work	October 1

Senior High School:

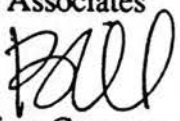
All work	August 15
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Riverside, Washington, Edison:

Telecommunications	August 30
--------------------	-----------

Reported by,

Foss Associates


William Cowman
Architect

WC/11

MEMO #: S-94-016

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: Five Year Educational Plan:
Communications Coordinator
DATE: August 5, 1993

The Five Year Educational Plan calls for a "Communications Officer" to be approved by the Board in September, 1993. The primary objective of the position is to develop and implement the school district's Communication Plan.

Attached please find a brief description of the expectations for the position.

It is recommended that Mary Davies assume these responsibilities on a .35 FTE basis. The position could be funded within the existing 1993-94 Community Education and general fund budget.

Districts of similar size to Moorhead have full-time Communication Coordinators. Rather than wait until funds are more readily available for a full-time position, it seems important to take initial steps toward developing a comprehensive communications plan.

Your input and questions will be appreciated as we would request action at the second meeting in August.

BRA:cbp
Attachment

POSITION TITLE: Communications Coordinator

PRIMARY OBJECTIVE OF POSITION: Develop and implement a School District communications plan.

QUALIFICATIONS: Bachelor's degree required. Person should have demonstrated writing skills and ability to organize. Knowledge of marketing, public relations and publications needed. Knowledge of schools and education desirable.

TERMS OF EMPLOYMENT: Full time for twelve months (.35 F.T.E.)

ACCOUNTABLE TO: Superintendent of Schools

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

JOB RESPONSIBILITIES:

1. Develop and implement an annual district communications plan.
2. Prepare and distribute the Annual Report on Curriculum and Student Performance (PER), 152 Review (3 issues), Back to School Newsletter.
3. Communicate district goals, policies and activities in a variety of ways, to include many or all of the following as determined by the communications plan:
 - media contact guidebook
 - realtors tour and/or brochure
 - fact sheets
 - key contact meetings
 - cable television
 - audio-visual presentations
4. Prepare budget for communications activities.
5. As time permits, distribute news releases, promote accurate media coverage and establish positive professional relationships with local media personnel.
6. Identify trends and concerns of the community.
7. Perform other communications functions as directed by the Superintendent.

8/5/93

MEMO #: I-94-027

TO: Dr. Anderson
FROM: Bob Jernberg
RE: Pilot Site Funding and Process
DATE: August 3, 1993

I will update the Board regarding the recent meeting for Pilot Site directors related to the Minnesota Graduation Rule. The district will receive \$160,000 for the 1993-94 school year. In addition, the Minnesota Department of Education will pay for training, mileage, meals and lodging expenses for costs incurred to attend sessions set by the Department.

The attached materials will be briefly reviewed with the Board.

Suggested Resolution: Move to approve the \$160,000 for 1993-94 Pilot Site expenses.

RJ:cbp
Attachment

Assessment Pilot Sites

Guidelines for Expenditures

The Minnesota Department of Education will pay for costs of training specifically designed for pilot sites. This includes the following events:

- "Mission: Assessment"
training on the graduation standards and assessment model
August 18-19, 1993
- Performance Assessment
training on how to create performance tasks
First wave: August 20, 25-27; 1993
Subsequent waves to be offered after January 1, 1994
- Performance Assessment Steering Committee
approximately three meetings from September through
December, 1993 with Robert Marzano and members of MDE.

Pilot sites will pay the following which must be incurred as part of the site's work on standards and assessment:

- local meeting expenses for pilot site teachers and partners (for non-MDE sponsored meetings)
- non-meeting expenses for partners from post-secondary and business related to assessment or standards
- substitute teacher fees
- honoraria and other contracted expenses
- postage and printing
- in-state travel
- professional development opportunities, only if related to performance based assessment
- materials and supplies used for performance assessments
- other (must be approved in advance by MDE)

Note: Salaries for project site directors may not be paid from pilot site funds.

LEARNER OUTCOMES

GRADUATION Comprehensive Outcomes:

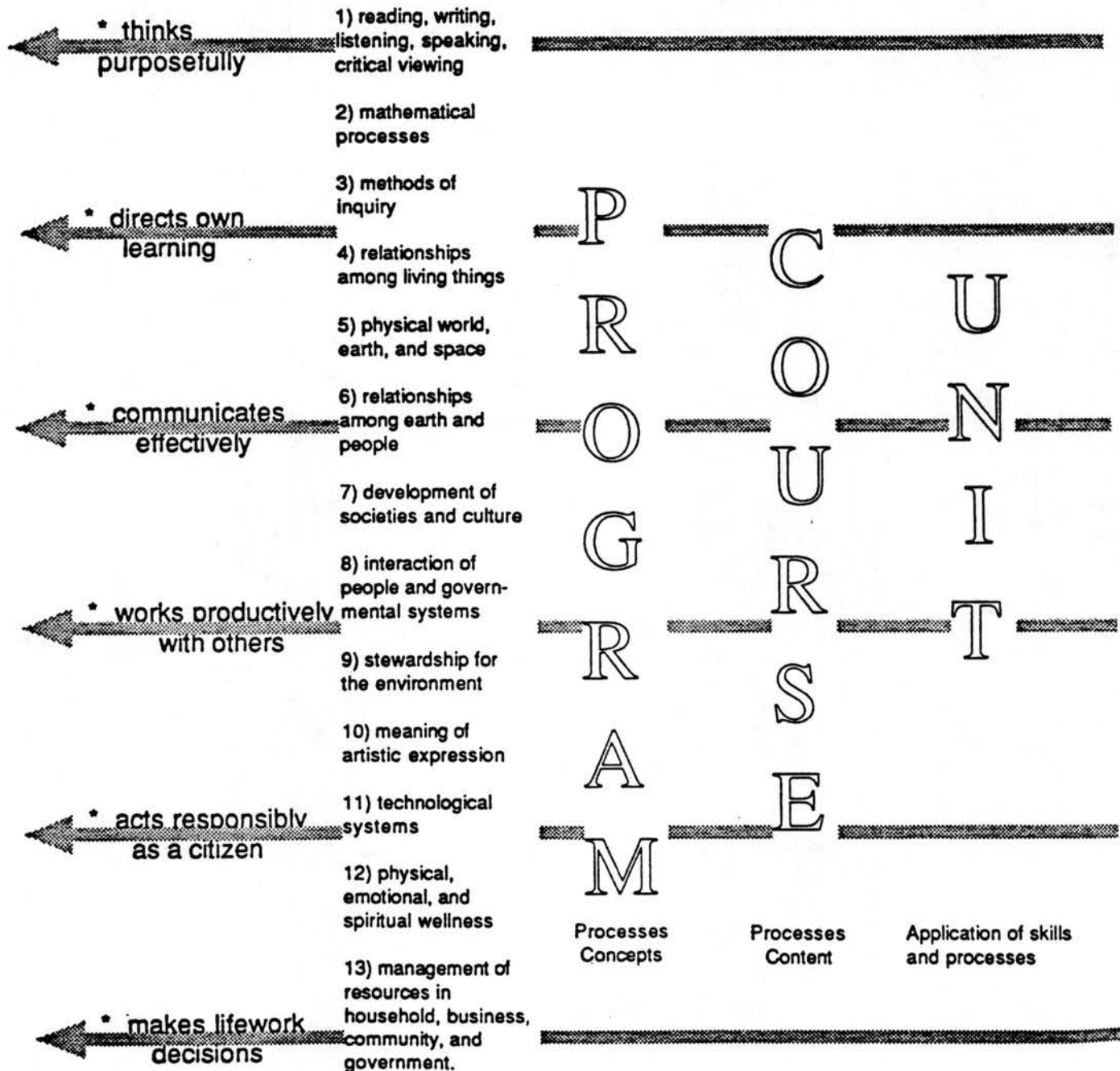
The Minnesota
graduate . . .

GRADUATION Content Outcomes:

The Minnesota
graduate applies or
understands . . .

Prairie Lakes,
District, PER,
K-12 Committees

Departments,
Teacher committees,
Individual Teachers



Processes
Concepts

Processes
Content

Application of skills
and processes

ASSESSMENT

MN STATE ASSESSMENT LEVELS

COMPREHENSIVE OUTCOMES:

The Minnesota graduate:

•thinks purposefully ★

- communicates effectively ✱

- works productively with others

- acts responsibly as a citizen

- makes lifework decisions

- directs own learning

CONTENT OUTCOMES

Level

Rubric

Understands
A respects
thoughts
& feelings

Mathematical
proofs are:

Multiple
methods
of inquiry

Relationships among living things & their environments

Physical
world, earth.
A space

Relationships among the earth's physical features & people across cultures & time

Part A: continuous development of societies & cultures from diverse & global perspectives

Interactions of people
& economic, political,
& governmental systems

Sewardship for the environment

Diversity & meaning of artistic expression

Technological systems & applications

Integration of physical, emotional, & spiritual wellness

Effective management
of resources in a
household, business,
community & government

Understands & expresses thoughts & feelings in a language other than English

	culture & time	global perspectives	community & government	English
6 				
5 				
4 	G	R	A	D
3 	U	A	T	I
2 	Q	N	R	E
1 	Q	U	L	R
	E	M	E	N
	T			

Level

Learners' achievement of a specific stage as they progress toward or beyond performance standards on graduation outcomes.

The levels reflect a continuum of increasingly broad-based knowledge and complex thought processes. As learners progress from one level to the next, they demonstrate increasing sophistication, breadth, expertise, quality, and consistency.

The first four levels correspond to the developmental checkpoints in the content frameworks.

Level four describes the graduation standards.

Level five describes advanced performance beyond the graduation requirements that reflects great depth and breadth of knowledge and processes.

Level six represents significant and original contribution to professional expertise.

*High stakes standards for grad.
will not withhold diploma on other 4.*

Rubrics

Rubrics are sets of criteria that rate quality of performance or understanding

- Provide students with expectations about what will be assessed as well as standards that need to be met.
- Increase consistency in the rating of performances, products, and understandings.
- Provide "road signs" — information about where students are in relation to where they need to be.

Rubrics for the performance levels have four points:

- 4 Demonstrate exemplary performance; exceeds performance standard
- 3 Demonstrate solid performance; meets performance standard
- 2 Performance is emerging or developing toward performance standard
- 1 Attempt made but there are serious errors.

9/ Aug. 21, 1993
MEMO #: B94.100

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: JULY 8, 1993

JUL 14 1993

SUBJECT: PUBLIC HEARING ON PROPOSED PROPERTY TAXES PAYABLE IN 1994

By August 10, 1993 we need to notify the County Auditor of the date for the hearing and a date for the continuation hearing in case a continued hearing becomes necessary.

Specific new requirements of the notice directed at the school districts: See attached letter items 7, 8, 9, 11 and 13.

We will need to certify our proposed payable 1994 tax levy by September 15, 1993. Our hearing must be between November 29th and December 18, 1993, excluding December 14, 1993.

Suggested Resolution: Schedule 1994 Proposed Property Tax Hearing for Tuesday, December 7, 1993 at 7:00 p.m. at Townsite Centre in the Board Room.

The Continuation Hearing, if necessary, for Thursday, December 16, 1993 at 7:30 p.m. at Townsite Centre, in the Board Room.

Attachment: Letter dated June 21, 1993 from R.W. Johnson, Research Analyst, Local Government Services Division MDE

OTHER OPTIONS:

HEARING: Nov. 29th or 30th, Dec. 6th (Reschedule Board Meeting of the 7th), Dec. 7th

CONTINUATION: Dec. 7th, Dec. 13th (Reschedule Board Meeting of the 14th), Dec. 16th or 17th

cc: Ruth Legg

JUN 24 1993

Local Government Services

Mail Station 3340

St. Paul, MN 55146-3340

Phone (612) 296-5145

Fax (612) 297-2166

JUN 25 1993

June 21, 1993

TO: SCHOOL DISTRICT SUPERINTENDENTS

**RE: THE REQUIRED FORM FOR PUBLISHED NOTICES OF PROPOSED
PROPERTY TAXES AND PUBLIC HEARINGS FOR TAXES PAYABLE
IN 1994**

**THE REQUIREMENTS FOR THE CERTIFICATION OF THE
PROPOSED PROPERTY TAX LEVY FOR TAXES IN 1994**

**THE REQUIREMENTS FOR PUBLIC HEARINGS ON PROPOSED
PROPERTY TAXES FOR TAXES PAYABLE IN 1994**

Enclosed is the sample notice which the Department of Revenue has prescribed for your school district to follow in publishing the announcement of the school district's proposed property tax amount for taxes payable in 1994 and of the meeting on the proposed budget and property tax as required by state law. Also enclosed are the "Instructions to Newspaper," "Truth in Taxation Provisions That School Districts Should Be Aware of For the Taxes Payable Year 1994," and a calendar of dates relating to your school district's proposed property tax, required public hearing, and final property tax for payable 1994.

The 1993 Tax Bill (Laws 1993, Chapter 375) made a number of changes in the Truth in Taxation Law and in other provisions affecting Truth in Taxation for the taxes payable year 1994. Those changes affecting school districts include:

- (1) Counties may now hold subsequent additional hearings prior to December 20 if necessary for the convenience of county residents. The county's initial hearing must still be held on the second Tuesday of December (December 14 in 1993), but additional hearings may be held after that date at other locations within the county prior to December 20. This authorization does not apply to school districts, cities, or metropolitan special taxing districts.
- (2) State, city, and school district elections are prohibited from being held on the second Tuesday in December. This change is intended to prevent special elections from conflicting with the county hearings.

- (9) The county auditor must no longer deduct HACA from the levies that are certified by the school district under M.S. 275.07 for the purpose of determining school district local tax rates and spreading school district taxes on the tax lists. The certified levies are to be treated as already reflecting this reduction. This affects the preparation of parcel specific notices and the certification of proposed and final property tax levies. The HACA reduction will be taken care of by the Department of Education on the levy limitation certification form mailed to the school district in 1993 and subsequent years.
- (10) The school district's published notice of proposed property taxes and public hearing may be equal to or greater than 1/8 page in size (of a standard size or tabloid size newspaper) but may not be less than this size. Previously the school district's published notice could not be less than 1/4 page in size.
- (11) For levy year 1993, taxes payable 1994 only, the published notice must state that the school district's discussion of its budget will describe the increases or decreases of the total budget, including the salaries and benefits of teachers and other school employees and the costs of consultants and other independent contractors for the prior year, current year, and the proposed budget year.
- (12) Ramsey County, the city of St. Paul, and Independent School District No. 625 are authorized, but not required, to publish a joint advertisement in lieu of separate published notices.
- (13) For the Truth in Taxation hearing held in 1993 only, specific information for the previous year, current year, and proposed budget year must be presented on:
- (a) percent of total proposed budget representing total compensation costs for employees (wages, salaries, benefits, etc.);
 - (b) numbers of employees by general classification, and whether they are full-time or part-time;
 - (c) budgeted expenditures for and numbers of consultants and other independent contractors; and
 - (d) the effect of budget increases or decreases on the proposed property tax levy.

Specific information concerning the definition of "independent contractor" will be sent at a later date.

Note: The requirement to discuss proposed changes in the amounts to be paid for employee compensation costs at the public hearing is not to be considered a replacement for collective bargaining. The school district is still required to meet and negotiate over employee compensation as provided for in M.S. Chapter 179A (The Public Employment Labor Relations Act).

SCHOOL DISTRICTS, CITIES AND METROPOLITAN SPECIAL TAXING DISTRICTS

Allowable Publication Dates For Notices Of Proposed Property Taxes For Payable 1994

If Hearing In 1993 Is on:	Notice May Be Published	
	On or After:	But not Later Than:
Nov. 29	Nov. 18	Nov. 24
Nov. 30	Nov. 19	Nov. 26
Dec. 01	Nov. 22	Nov. 29
Dec. 02	Nov. 23	Nov. 30
Dec. 03	Nov. 24	Dec. 01
Dec. 04	Nov. 26	Dec. 02
Dec. 06	Nov. 26	Dec. 02
Dec. 07	Nov. 29	Dec. 03
Dec. 08	Nov. 30	Dec. 06
Dec. 09	Dec. 01	Dec. 07
Dec. 10	Dec. 02	Dec. 08
Dec. 11	Dec. 03	Dec. 09
Dec. 13	Dec. 03	Dec. 09
Dec. 15	Dec. 07	Dec. 13
Dec. 16	Dec. 08	Dec. 14
Dec. 17	Dec. 09	Dec. 15
Dec. 18	Dec. 10	Dec. 16

Note: Hearings on proposed property taxes for payable 1994 cannot be held on:

- (1) December 5, 12, or 19 in 1993 since these are Sundays; or
- (2) December 14 and December 20 in 1993 since these are the dates set aside for county government initial hearings and county government continuation hearings, respectively.

**CALENDAR FOR PROPOSED PROPERTY TAXES, PUBLIC HEARINGS AND
FINAL PROPERTY TAXES FOR PAYABLE 1994**

ON OR BEFORE AUGUST 10, 1993

Each school board certifies to the county auditors of the counties in which the school district is located the dates that it has selected for its public hearing and for the continuation of its hearing, if necessary. If not certified by this date, the county auditor will assign the hearing dates. The dates for the school district hearings must not conflict with the hearing dates selected for the counties in which the school district is located, or with the joint hearing dates selected for the metropolitan special taxing districts. No school district may select December 14 or December 20, 1993 since these are the dates set aside for county initial hearings and county continuation hearings.

ON OR BEFORE AUGUST 20, 1993

The county auditor notifies the clerk of each city within the county of the dates on which the school districts and metropolitan special taxing districts will be holding their public hearings or continuations of their hearings.

ON OR BEFORE SEPTEMBER 15, 1993

Each city certifies to the county auditor the dates that it has selected for its public hearing and for the continuation of its hearing, if necessary. If not certified by this date, the county auditor will assign the hearing date. The date for the city's hearing or for the continuation of its hearing must not conflict with the hearing dates of the county or school district in which the city is located, or with the joint hearing dates selected for the metropolitan special taxing districts, as explained above. All cities, regardless of their population, must hold public hearings on their proposed property taxes.

ON OR BEFORE SEPTEMBER 15, 1993

Each "taxing authority" other than a school district adopts a proposed budget for 1994. Each "taxing authority" including a school district certifies its proposed (or, in the case of a town, its final) property tax levy for payable 1994 to the county auditor. "Taxing authority" includes all counties, all school districts, all cities regardless of their population, all towns and all special taxing districts. No local units of government are exempted from this requirement.

of the budget will describe the increases or decreases of the total budget, including employee salaries and benefits and the costs of consultants and other independent contractors for the prior year, current year, and the proposed budget year. Counties, school districts, cities, and metropolitan special taxing districts must adopt their final payable 1994 property tax levies and (except for school districts) their final payable 1994 budgets at a subsequent public hearing after the conclusion of the Truth in Taxation hearing. The subsequent hearing must be held on a date later than the Truth in Taxation hearing. If the date and time for the scheduled continuation of the Truth in Taxation hearing is not needed for that purpose, it should be used for the "subsequent public hearing" to adopt the final payable 1994 property tax levy and (except for school districts) the final payable 1994 budget. All counties are required to hold their public Truth in Taxation hearings on December 14th in 1993 and may hold additional hearings on other dates before December 20. Metropolitan special taxing districts are required to hold a single joint public Truth in Taxation hearing.

**AT LEAST FIVE BUSINESS DAYS BUT
NO MORE THAN 14 BUSINESS DAYS
AFTER THE PUBLIC HEARING**

If the public hearing is not completed on its scheduled date, the taxing authority must announce, prior to adjournment of the public hearing, the date, time and place for the continuation of the hearing. The continuation hearing for a county must be held on December 20, 1993.

**ON OR BEFORE 5 BUSINESS DAYS
AFTER DECEMBER 20, 1993**

Counties, school districts, cities, metropolitan special taxing districts, and other special taxing districts certify their final adopted payable 1994 property taxes to the county auditor. (Towns certify their final property taxes by September 15, 1993.) The final property tax certified by a county, school district, city, or metropolitan special taxing district cannot exceed its proposed property tax except for several exemptions authorized for events occurring after the proposed property tax was certified. If a town board modifies the town's final property tax at a special town meeting after September 15, the town board must recertify its modified property tax at this time. If a county, school district, city, town, or special taxing district has not certified its final property tax by this time, its property tax shall be the amount levied

Instructions to Newspaper

for Printing Notice of Proposed Property Taxes for a County, School District or City Over 1,000 Population

This sample notice has been prepared by the Minnesota Department of Revenue. The county, school district, or city which is asking you to publish the notice has crossed out the incorrect names, dates, times, and places, and has printed in the correct information.

Please follow these guidelines in publishing the notice:

- The notice must be printed in a space which is no smaller than one eighth of a page of your newspaper.
- The sample notice has been carefully written and laid out to fit in a space 6 7/16 inches wide by 5 1/4 inches long. If one-eighth of a page of your newspaper is larger or smaller than these dimensions, increase or reduce the size of this notice proportionally so that it will fit in a space no smaller than one-eighth of a page of your newspaper.
- The actual size and style of type used for the notice is optional. However, please duplicate the layout of the notice as close to the sample notice as possible, including size of type, boldfacing of headlines, line length, space between lines, space between paragraphs, and white space.
- This notice must not be printed on any page of your newspaper where legal notices and classified advertisements are published.

*Minnesota Department of Revenue
June 18, 1993*

Notice Of Proposed Property Taxes

The school board of Spruceville/Oakville Independent School District 99 will hold a public hearing on its budget and on the amount of property taxes it is proposing to collect to pay for the costs of the district for the 1994-1995 school year.

The discussion will describe the increases or decreases of the total budget, including the salaries and benefits of teachers and other school employees and the costs of consultants and other independent contractors for the prior year, current year, and the proposed budget year.

Attend the Public Hearing

All residents of the school district are invited to attend the public hearing of the school board to express their opinions on the budget and on the proposed amount of property taxes on:

Wednesday, December 1, at 7:00 p.m.

Cafeteria

Spruceville/Oakville High School

789 Spruce Street

Spruceville

SUPPLEMENT TO LGS FORM TNT-94

AUTHORIZED INCREASE IN PROPOSED LEVY AFTER CERTIFICATION

NOTE: Complete the following Supplement and return it to the Department of Revenue with the LGS FORM TNT-94 only if your proposed levy was increased by one of the authorized ways listed below.

1. Proposed Tax Levy Increased by Referendum/Election:

a. Date of Referendum/Election: _____

b. Amount of Tax Levy Approved: _____

VERIFICATION: Send a copy of the sample ballot, the affidavit of publication for the notice of the election, and the certification of the results of the election that was held after the proposed levy was certified.

2. Proposed Tax Levy Increased by New Bond Issue:

a. Date of Election if Bonds Subject to Voter Approval: _____

b. Date of Bond Issue if Bonds Not Subject to Voter Approval: _____

c. Amount of Tax Levy to Pay the Principal and Interest on New Bonds: _____

VERIFICATION: For bonds requiring voter approval, send a copy of the sample ballot, the affidavit of publication for the notice of the election, and the certification of the results of the election that was held after the proposed levy was certified. For bonds not requiring voter approval, attach documentation indicating the type and purpose of the bond issue, the statute or special law authorizing issuance without an election, and the date of issuance after the proposed levy was certified.

3. Proposed Tax Levy Increase for Natural Disaster:

a. Date When Natural Disaster Occurred: _____

b. Amount of Tax Levy Approved: _____

VERIFICATION: Send a copy of the Department of Revenue's letter approving your levy increase for the costs of a natural disaster that occurred after the proposed levy was certified.

Complete and Return To:
Department of Revenue
LGS Division
Mail Station 3340
St. Paul, Minnesota 55146-3340
Phone: (612) 296-5145

**CERTIFICATION OF TRUTH IN TAXATION
TAXES PAYABLE 1994**

Name of Governmental Unit	Name of Person Filling Out Form
Mailing Address	Telephone

CERTIFICATION OF PROPOSED LEVY

1. Date of Certification of Payable 1994 Proposed Tax Levy to County Auditor: _____

2. Amount of Payable 1994 Proposed Tax Levy Certified to County Auditor: _____

Your payable 1994 proposed tax levy is the amount all taxing authorities are required to certify to their county auditor on or before September 15, 1993.

NOTICE OF PUBLIC HEARING

1. Date of Publication or Posting
a. Month and Date: _____

b. Day of Week: _____

2. Newspaper Used for Publication of Notice or (for a City of 1,000 Population or Less) the Name of the Three Places Where Your Notice was Posted: _____

MINNESOTA Department of Revenue

Local Government Services Division

**Mail Station 3340
(612) 296-5145**

**St. Paul, MN 55146-3340
Fax (612) 297-2166**

June 18, 1993

**TO: BUDGET OFFICERS OF COUNTIES, CITIES, SCHOOL DISTRICTS,
AND METROPOLITAN SPECIAL TAXING DISTRICTS**

**RE: CERTIFICATION OF COMPLIANCE WITH TRUTH IN TAXATION FOR
THE TAXES PAYABLE YEAR 1994**

Counties, cities, school districts, and metropolitan special taxing districts are required to certify to the Department of Revenue their compliance with the Truth in Taxation requirements for taxes payable in 1994 (M.S. 1990, Section 275.065, Subd. 7, as amended by Laws 1993, Chapter 375, Article 7).

Enclosed is a copy of the LGS FORM TNT-94 which each county, city, school district, and metropolitan special taxing district is required to complete as a part of the compliance process. The form must be completed in full and signed by the authorized representative of the local government.

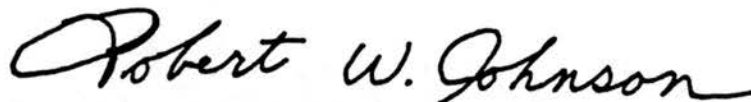
If you have increased your payable 1994 proposed tax levy after it was certified to the county auditor by any of the six authorized ways, complete and sign the enclosed Supplement to the LGS FORM TNT-94. The six authorized ways for increasing a proposed levy are identified on the Supplement. If it does not apply to you, do not complete or return the Supplement.

Please submit LGS FORM TNT-94 and the Supplement (if applicable), to the Department of Revenue, Local Government Services Division, Mail Station 3340, St. Paul, Minnesota 55146-3340.

The deadline for submitting the above documents is December 28, 1993. However, please submit the documents as soon as you certify your final property tax levy to the county auditor. This will prevent questions concerning the final property tax levy arising after the county auditor has begun to spread the levy.

If you have any questions about this letter or enclosures, please contact me at (612) 296-5145.

Sincerely,



**ROBERT W. JOHNSON, Research Analyst
Local Government Services Division**

**TRUTH IN TAXATION PROVISIONS THAT SCHOOL DISTRICTS SHOULD BE
AWARE OF FOR THE TAXES PAYABLE YEAR 1994**

Selection of the Date, Time and Place for the Public Hearing

1. The county auditor is responsible for the coordination of the selection of Truth in Taxation hearing dates for the school districts and cities within the county. The school districts make their selections first, and then the cities.

The goal is that the county government and all of the school districts and cities within the county will have hearing dates (both initial and continuation hearing dates) scheduled for an allowable day and an allowable time in the time period of November 29 to December 20, and that there will be no conflict of hearing dates for the county with any school district or city within the county, for a school district with any city within the school district, or for a city with any school district within the city. Conflicts must be avoided not only with initial hearings, but also with continuation hearings.

Effective beginning with levy year 1993, taxes payable 1994, for school districts and cities located either wholly or partly within the seven county metropolitan area (the counties of Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington), conflicts must also be avoided with the joint initial hearing date and joint continuation hearing date selected for the metropolitan special taxing districts (the Metropolitan Council, the Metropolitan Airports Commission, the Regional Transit Board, and the Metropolitan Mosquito Control District).

2. No school district or city may select the second Tuesday in December (December 14 in 1993) for its initial or continuation hearing date. This date is reserved by law for the counties to hold their public hearings. Also, no school district or city may select December 20, 1993 as its initial or continuation hearing date since this is the only date that a county can use for its continuation hearing, if one is held. In addition, effective beginning with levy year 1993, taxes payable 1994, no school district or city may hold a special election on the second Tuesday of December, since this would conflict with the county's initial hearing.
3. The dates selected for initial hearings, and for continuation hearings if necessary, must all fall within the time period of November 29, 1993 through December 20, 1993. All school districts and cities must hold their Truth in Taxation public hearings between November 29 and December 18, 1993, excluding December 14.

Truth in Taxation public hearings cannot be held before November 29, 1993. Among other things, this restriction allows the counties to get the parcel specific notices delivered to property owners prior to the public hearings. Also, these hearings cannot be held after December 20, 1993. This restriction gives the county auditors time to complete the tax lists for payable 1994 and the county treasurers time to mail out the property tax statements for payable 1994 by the statutory deadline.

9. Beginning with levy year 1993, taxes payable 1994, Ramsey County, the city of St. Paul, and Independent School District No. 625 are authorized and required to hold a joint public hearing. The hearing must be held on the second Tuesday in December (December 14 in 1993). These three taxing authorities must still schedule continuation hearings, which do not have to be held jointly.

Adoption of Proposed Property Tax Levy

1. Each school district must adopt its proposed property tax levy for the taxes payable year 1994 and certify that amount to the county auditor of the county in which the school district is located (home county auditor in the case of a school district located within two or more counties) on or before September 15, 1993. No extension of this deadline will be granted. The proposed property tax levy certified should be the school district's proposed property tax levy for all purposes, including debt service.
2. Intermediate school districts (Nos. 287, 916, and 917) that levy a tax under M.S. Chapter 124 or 136D, joint powers boards established under sections 124.491 to 124.495, common school districts No. 323 (Franconia) and No. 815 (Prinsburg), all townships and all special taxing districts must have their proposed property tax levy certified to the county auditor on or before September 15, 1993, but they are exempt (except for the metropolitan special taxing districts) from the public hearing and publication requirements under Truth in Taxation.
3. Market value based referendum taxes must be certified separately from the rest of a school district's proposed property tax.

Preparation and Mailing of Parcel Specific Notices

1. Parcel specific notices must be prepared by the county auditors in all 87 counties, and must be mailed by the county treasurers by first class mail to the property owners in each county after November 10, 1993 but no later than November 24, 1993. These notices will inform the property owners that their county, school district, and city (if the property is located within a city) will be holding public hearings to discuss their proposed property taxes and proposed budgets for the taxes payable year 1994 (current school year budgets in the case of school districts).

For levy year 1993, taxes payable year 1994 only, these notices will also inform property owners that the discussion of the school district's budget will describe the increases or decreases of the total budget, including the salaries and benefits of teachers and other school employees and the costs of consultants and other independent contractors for the prior year, current year, and the proposed budget year.

The reason that these notices are called parcel specific is that they show the property taxes that would be levied on each individual parcel if the property taxes as proposed by the county, school district, city or town, and special taxing districts are in fact adopted as their final property tax levies for the taxes payable year 1994. They are like a preliminary tax statement for the parcel.

2. The notice must be published in a newspaper which is circulated throughout the school district. Publication in more than one newspaper may be necessary to reach the public in all areas of the school district.
3. It is not necessary for a school district within the seven-county metropolitan area to publish its notice in the Minneapolis Star Tribune or in the St. Paul Pioneer Press if there is a local newspaper (or a set of local newspapers) that meet the publishing requirements.
4. The newspaper must be one which publishes local and/or state news articles, although it may publish other types of articles as well. The subject matter of the newspaper must appeal to a general audience. The newspaper must not be one which has a limited subject matter or which appeals to a limited audience.
5. The newspaper must be one which is published at least once a week.
6. The newspaper must be mailed or hand delivered to its readers.
7. The notice must not be printed on any page of the newspaper where legal notices and classified advertisements are published.
8. The published notice is subject to specific requirements regarding the text and size of the notice, but is no longer subject to specific requirements concerning the size and style of type. A sample notice and "Instructions to Newspaper" have been given to all school districts. The text and format of the published notice must not deviate from the text and format of the sample notice. Beginning with levy year 1993, taxes payable 1994, the school district's published notice may be equal to or greater than 1/8 page in size (of a standard size or tabloid size newspaper), but may not be less than this size.

On the sample notice you should draw a line through the example name, date, time and address and print the correct information for your school district nearby. The revised sample notice should then be given to the newspaper(s) that your school district has chosen for the publication of its notice. Finally, the chosen newspaper(s) must be given the instructions which are printed on the "Instructions to Newspaper."

9. The school district may not include its own commentary or explanation in its published notice. However, a companion article in the newspaper could provide additional explanations or commentary on the notice.
10. Each school district must publish a notice of proposed property taxes and notice of public hearing (and hold a public hearing) even if the proposed levy is not an increase or is even a decrease.
11. Beginning with levy year 1993, taxes payable 1994, Ramsey County, the city of St. Paul, and Independent School District No. 625 are authorized, but not required, to publish a joint advertisement in lieu of separate published notices.

If the date and time scheduled for a continuation of the school district's Truth in Taxation hearing is not needed for this purpose, this date and time should be used for the purpose of the "subsequent hearing" to adopt the school district's final payable 1994 property tax levy. If the school district does hold a continuation of its Truth in Taxation public hearing, the subsequent hearing must be held on a later date but no later than December 20. If the subsequent hearing will be held after the date of the school district's continuation hearing date, the school district should coordinate with the county auditor to prevent (if possible) a conflict with the Truth in Taxation hearing or continuation hearing of the county, with a city located within the school district, or with the metropolitan special taxing districts (within the seven county metropolitan area). The school board should announce, prior to the conclusion of its Truth in Taxation public hearing (or prior to the conclusion of its continuation hearing), the date, time and location for its subsequent hearing to adopt its final payable 1994 property tax levy.

4. The final property tax levy for the taxes payable year 1994 adopted after the initial hearing or after the continuation hearing may be equal to or less than the proposed levy but must not exceed the proposed property tax levy except for the allowable "add-on" levies discussed below.
5. If the public hearing is not completed on its scheduled date, the school district must announce, prior to adjournment of the hearing, the date, time and place for the continuation of the hearing. If the initial hearing of a school district is held after December 11, 1993, a continuation hearing cannot legally be held for it.

Allowable "Add-on" Levies

1. The following levies by statutory authorization may be "added-on" to the school district's proposed property tax levy and result in a final levy that is greater than the proposed levy:
 - (a) Levy increases approved by the voters at a referendum after the proposed levy was certified;
 - (b) The amount of a levy to pay the principal and interest on bonds issued or approved by the voters under M.S. 475.58 after the proposed levy was certified. This applies to bonds approved by the voters after the proposed levy was certified, as well as to bonds not requiring voter approval as provided in M.S. 475.58 that were issued after the proposed levy was certified. This does not apply to capital notes or certificates of indebtedness. Capital notes and certificates of indebtedness are not "add-on" levies. They must be part of the levy certified by September 15;
 - (c) The amount of a levy to pay the costs due to a natural disaster that occurred after the proposed levy was certified, if the school district appeals to the Commissioner of Revenue for the authorization to make this additional levy and receives the Commissioner's approval. The Commissioner's approval may be in the amount requested or in a lesser amount determined by the Commissioner based upon the information submitted in support of the appeal. The Commissioner's decision is final;

The "certified levy" for the taxes payable year 1993 would be the final payable 1993 certified levy amount excluding HACA.

If the penalty is imposed, the county auditor must use the sum of the school district's payable 1993 final certified property tax levy and the additional debt service amounts mentioned above when determining the school district's payable 1994 tax rates under M.S. 275.08. If the school district's final certified levy for the taxes payable year 1994 is equal to or less than the sum of its certified levy for the taxes payable year 1993 and its additional debt service amounts mentioned above, no penalty is imposed.

2. If a school district inadvertently commits a significant error somewhere in the Truth in Taxation process, it is often possible to either repeat some of the steps of the process or to take some remedial action to avoid the penalty. The Department of Revenue must be contacted immediately if this situation arises.

MEMO #: S-94-017

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: High School Principal Search
DATE: August 5, 1993

Thirty-four inquiries regarding the high school vacancy were received and subsequently twenty-three completed application have been submitted. These numbers are consistent with applications for high school principalships this year in the Twin Cities.

The Interview Team will conduct six interviews on August 17-18. The team will recommend three or four candidates to me for final interviews. These interviews will take place as quickly as possible following the 18th.

You as a Board will receive a recommendation no later than the September 14th meeting and, if possible, by the August 24th meeting.

Brenda Franklin will chair the interview process. As mentioned earlier, the team will consist of teachers, students, parents and administrators. Mr. Anton Hastad will be the Board liaison to the process.

BRA:cbp

1993-94 PRESCHOOL - 12 FALL WORKSHOP SCHEDULE

Staff whose schedules include elementary and secondary should follow the schedule based on the building they serve the majority of the time and may contact principals if they have specific concerns.

WEDNESDAY, AUGUST 25

1 p.m. - 3 p.m.

Employee Benefits Fair - Townsite Centre, Board Room, Room 104, and Room 266 - (An opportunity to receive employee benefit information)

THURSDAY, AUGUST 26

7 a.m. - 8:15 a.m.

New Staff Breakfast - Speak Easy

8:30 a.m. - 3 p.m.

New Staff - Elements of Effective Instruction - Townsite Centre, Board Room

9 a.m. - 12 Noon

Community Education Staff - Team Building - Senior High, Library

1 p.m. - 3 p.m.

Community Education Staff - Promotion and Publicity - Senior High, Library

FRIDAY, AUGUST 27

8 a.m. - 1 p.m.

New Staff - Elements of Effective Instruction - Townsite Centre, Board Room

1:30 p.m. - 3:30 p.m.

Elementary New Staff Meetings with Principals

MONDAY, AUGUST 30

8 a.m. - 11:15 a.m.

Elementary Staff MEEP - Buildings

8 a.m. - 3 p.m.

Senior High New Staff Meeting with Principals

8 a.m. - 3 p.m.

Junior High New Staff Meeting with Principals

12:45 p.m. - 3 p.m.

Elementary Staff - Dr. Judy Cooper - "High Expectations and Learning Styles" - Senior High, Auditorium

7 p.m. - 8:30 p.m.

Parent Program - Dr. Judy Cooper - "How to Help Your Child Succeed in School" - Senior High, Auditorium

TUESDAY, AUGUST 31

8 a.m.

Elementary Staff with Principals

8:30 a.m. - 11:00 a.m.

Secondary Staff with Principals

11:30 a.m. - 1 p.m.

New Teacher Luncheon Sponsored by MEA
(Madison Hotel, Dakota Room A)

WEDNESDAY, SEPTEMBER 1

8 a.m. - 9 a.m.

District-wide Staff Meeting with Central Administration - Senior High, Auditorium

9 a.m. - 11 a.m.

District-wide Staff Development Workshop - Stephen Cooper, former Human Rights Commissioner, will address District employees on Human Rights Issues - Senior High, Auditorium

11:30 a.m.

Staff to Buildings

11:30 a.m. - 12:30 p.m.

Human Rights Committee - Senior High, Library

1 p.m. - 2:30 p.m.

EBD Departmental Meeting (Paraprofessionals and Teachers) - Ortega - Townsite Centre, Board Room

1 p.m. - 3 p.m.

Motor Team - PT/OT/POHI/DAPE/Collaboration (Inclusion) - Mogen - Townsite Centre, Room 104

1 p.m. - 2 p.m.

Elementary Grade Level Chairpersons Meeting - Townsite Centre, Inner Office Meeting Room

THURSDAY, SEPTEMBER 2

8 a.m. - 5 p.m.

All Special Education Paraprofessionals, Health Secretaries and Emergency Response Teams - CPR Certification (Tentative - location to be announced after training is confirmed.)

8:30 a.m. - 11:00 a.m.

Secondary Department Meetings:

English - Senior High, Room 112
Social Studies - Senior High, Room 103
Science - Senior High, Room 316
Mathematics - Senior High, Room 131
Business Ed. - Senior High, Room 315
Home Economics - Senior High, Room 215
Industrial Arts - Senior High, Room 118
Guidance (K-12) - Senior High, Conf. Rm.
Music (7-12) - Senior High, Vocal Room
World Language - Senior High, Room 128
English as a Second Language - Senior High, Room 141 (ESL Lab)
Art - Sports Center, Art Shop
Music (K-6) - Edison, Music Room
K-12 Phy. Ed. - Townsite, Room 104

8:30 a.m. - 11:30 a.m.

Community Education Staff - Townsite Centre, Board Room

10 a.m. - 3:30 p.m.

LD/Speech - Moyano, Migler - Townsite Centre, Room 104

11:30 p.m. - 12:30 p.m.

Hearing Impaired Lunch Meeting (Teachers and Interpreters) - Pretty - Senior High, Study Hall

1 p.m. - 2 p.m.

Community Education Insurance Issues - Townsite Centre, Board Room

1 p.m. - 3:30 p.m.

Librarian Meeting K-12 - Laske - Senior High, Library

1 p.m. - 2:30 p.m.

Grades 7-12 Coaches and Trainers Meeting - Hulbert - Senior High, Study Hall

1 p.m. - 3 p.m.

K-4 Teachers - Science Inservice:

Kindergarten - Riverside (Dahl)
Grade 1 - Washington (Fridgen)
Grade 2 - Edison (Westby)
Grade 3 - Probstfield (Bailey)
Grade 4 - Probstfield (Case)

2 p.m. - 3 p.m.

Grades 9-12 Activity Advisors Meeting - Hulbert - Senior High, Study Hall

FRIDAY, SEPTEMBER 3

8 a.m.

Elementary Staff MEEP (Building Options)

WEDNESDAY, SEPTEMBER 15

3:30 p.m.

Grade Level Meetings K-4:

Kindergarten - Probstfield, Room 313
Grade 1 - Edison, Room 126
Grade 2 - Probstfield, Room 104
Grade 3 - Probstfield, Room 306
Grade 4 - Edison, Room 169

Note: The Detention Center and Outreach Program teaching staff are to be considered as a part of Senior High staff.

Unscheduled time during workshops is reserved for preparation by staff.

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

August 24, 1993
7:00 p.m.

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

ATTENDANCE:

Bill Cox _____	Anton Hastad _____
James Cummings _____	James Hewitt _____
Stacey Foss _____	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"

** Ken Tangen, Knowledge Bowl Advisor, has been elected to the Federation of Academic Coaches and Team Sponsors, the national organization's nine member Board. The purpose of the Board is to encourage academic competition and setting the rules for those competitions.

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

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, Board Member inquiries on Consent Agenda items are to be made directly to the district administration prior to the time of the meeting.

5-M9-BOS
MIN
8-24-93

SCHOOL BOARD AGENDA - August 24, 1993
PAGE 2

A. INSTRUCTIONAL MATTERS - Bob Jernberg

- (1) Approval of Nursing Services Contract - Pages 6-8

B. BUSINESS AFFAIRS - Bob Lacher

- (1) Approval of Townsite Centre Lease - Pages 9-10
- Rural MN CEP

C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approval of New Employees - Page 11
(2) Approval of Resignations - Page 12
(3) Denial of Leave of Absence - Page 13
(4) Approval of Partial Leave of Absence - Page 14

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Non-resident Agreement - Page 15
(2) Acceptance of Gift - Pages 16-17
(3) Acceptance of Community Education Grant - Page 18

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. EARLY CHILDHOOD FAMILY EDUCATION PROGRAM UPDATE - Anderson
Page 19

Overview of the ECFE Program by coordinator, Laurie Winterfeldt-Shanks

5. FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: COMMUNICATIONS -
Anderson Pages 20-23

Priority - Public Relations/Communications Plan

- A. Suggested Resolution: Move to approve the position of Communications Coordinator in I.S.D. 152 and the assignment of Mary Davies to the position on a .35 FTE basis, effective immediately.

Moved by _____ Seconded by _____
Comments _____

- B. Conduct first reading of School/Community Relations Policy KB.

6. FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: FACILITIES -
Anderson Pages 24-25

Priority - Instructional Space

Overview of the building project status by Mr. Bill Cowman,
Foss Associates.

7. 1992-93 ANNUAL REPORT ON CURRICULUM AND STUDENT PERFORMANCE
- Jernberg Page 26

Suggested Resolution: Move to accept the Annual Report on
Curriculum and Student Performance 1992-93 and direct
administration to submit copies to the Minnesota Department
of Education.

Moved by _____ Seconded by _____
Comments _____

8. 1992-93 GENERAL FUND - Anderson
Pages 27-28

Review of the estimated 1992-93 General Fund balance and the
action necessary to move the School District toward the
1993-94 Annual Operational Plan projected balance.

9. 1992-93 CAPITAL OUTLAY FUND - Lacher
Pages 29-34

Suggested Resolution: Move to adjust the 1992-93 Capital
Outlay fund as presented.

Moved by _____ Seconded by _____
Comments _____

10. 1993-94 PRELIMINARY ENROLLMENT - Jernberg
Page 35

Overview of the 1993-94 enrollment projects.

11. 7-12 COMMUNITY ALTERNATIVE PILOT PROGRAM - Jernberg/Swedberg
Pages 36-40

Suggested Resolution: Move to approve the Moorhead
Community Alternative Program implementation as presented.

Moved by _____ Seconded by _____
Comments _____

12. HARASSMENT/VIOLENCE POLICY - Anderson
Pages 41-52

First reading of Prohibition of Harassment and Violence
policy (JFCFA).

13. HIGH SCHOOL PRINCIPALSHIP - Anderson
Page 53

Update of search process with possible recommendation.

14. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

15. ADJOURNMENT

Moved by _____ Seconded by _____
Comments _____

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Substitute Teacher Workshop	Tues., Aug. 24	9 - 11 a.m.	Sr. High
Employee Benefits Fair	Wed., Aug. 25	1 - 5 p.m.	Townsite
New Staff Breakfast	Thurs., Aug. 26	7:00 a.m.	Speak Easy
Elements of Instruction (new staff)	Thurs., Aug. 26	8 - 3 p.m.	Townsite
Elements of Instruction (new staff)	Fri., Aug. 27	8 - 1 p.m.	Townsite
MEEP Day (K-6)	Mon., Aug. 30		
Parent Presentation by Judy Cooper - "How to Help Your Child Succeed in School"	Mon., Aug. 30	7:00 p.m.	Sr. High Auditorium
Teacher Workshops (K-12)	Tues., Aug. 31 - Thurs., Sept. 2		District-wide
MEA Teacher Luncheon	Tues., Aug. 31	11:30 a.m.	Madison
Back-to-School Night	Wed., Sept. 1	6:30 - 8:30 pm	Junior High
"Welcome to School" Night (Kindergarten Only)	Thurs., Sept. 2	6:30 - 8:30 pm	Edison School
Back-to-School Night	Thurs., Sept. 2	7:00 - 8:30 pm	Voyager School
MEEP Day (K-6)	Fri., Sept. 3		
Labor Day	Mon., Sept. 6		
Classes Begin	Tues., Sept. 7		
Back-to-School Night	Mon., Sept. 13	7:00 - 8:00 pm	Edison School
Back-to-School Night	Thurs., Sept. 16	7:00 - 8:30 pm	Riverside School
Community Education Classes Begin	Mon., Sept. 27		District-wide

MEMO #: I-94-037

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Clay County Nursing Services Contract

DATE: August 17, 1993

Attached is a copy of a contract with Clay County to provide county nursing services in the event that our school nurses are unavailable. The contract services are in the amount of \$33 per hour. The expenditures for 1992-93 are \$443.85.

Suggested Resolution: Move to approve the contract with Clay County for the provision of nursing services as presented.

RMJ/mdm
Attachment

**AGREEMENT BETWEEN
CLAY COUNTY HEALTH DEPARTMENT
AND
MOORHEAD SCHOOL DISTRICT**

The Moorhead School District, hereinafter referred to as the "School" and the Clay County Health Department, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement for the period September 1, 1993 through August 31, 1994.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of school health services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. Perform "nursing procedures" for students as requested by the School and under Physician orders on file at the school.
2. Provide nursing back-up in the School as requested.
3. Provide nursing consultation per phone or in person to the School as requested.
4. Assistance with communicable disease control as requested by the School.
5. The public health nurse shall provide the above services to the school district. The day of the week and the length of time spent in the school may vary according to the activity planned and requested by the school.

II. SCHOOL RESPONSIBILITIES:

The school shall appoint a health service aide in each building to assist the public health nurse. The aide shall at all times remain the employee and agent of the School. The School shall cooperate with all reasonable requests of the Provider in connection with the furnishings of the above service.

The School shall provide ample space for the public health nurse to care for students. The space shall be appropriate for the activity provided.

The School will give 48 hours (or more if possible) notice to Provider when services are needed to provide back-up for scheduled days off for the school nurse (e.g. for attendance at conferences, vacation days).

No person or persons shall on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Individual school health records will be maintained by the school health aide and kept on file in the School in accordance with school policy.
2. Necessary health forms will be provided by the School.
3. The School is responsible to comply with the Data Practices Act which includes notification of data collected, release of information and safeguarding the record.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, \$33.00 per hour spent by the public health nurse on school premises and consultation hours in the Provider's office, up to a maximum of \$_____ per year. The cost of supplies shall be in addition to this amount. The Provider will bill the School monthly specifying the dates and number of hours service was provided, and the amount being billed. The bill will be payable upon receipt.

VI. INDEMNIFICATION:

The School hereby agrees to at all times indemnify provider against any and all claims, suits, actions, debts, damages, attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, excluding the negligence and willful misconduct of the Provider.

School Superintendent (date)

Chair, School Board (date)

Director of Maternal Child Health Nursing, Clay County Health Department (date)

Administrator, Clay County Health Department (date)

AUG 16 1993

MEMO #: B94.127

MEMO TO: DR. ANDERSON

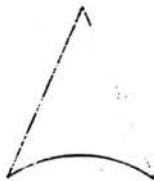
FROM: ROBERT LACHER 

DATE: AUGUST 13, 1993

SUBJECT: RURAL MINNESOTA CEP INC. RENTAL

The CEP office needs additional space for the summer months. We have the space identified as Room 160A available.

Suggested Resolution: Approve the lease of Suite 160A to Rural Minnesota CEP at the rate of \$150.00 per month.



Rural Minnesota CEP, Inc.

Townside Centre
810 4th Ave S. P. O. Box 677

MOORHEAD, MINNESOTA 56560

218 233 1541

Larry G. Buboltz
Director

Richard Donat
Board Chairperson

PROPOSAL TO LEASE Room 160A

Commencing July 26, 1993, Rural Minnesota CEP, Inc. will occupy Room 160A at the rate of \$150 per month. Anticipated end date, August 25, 1993.

Should it be necessary to vacate Room 160A prior to the anticipated end date, it is agreed that Rural Minnesota CEP, Inc. be allowed to pay a daily rate of \$6.92 for days of actual use.

Janie Hulett
Rural Minnesota CEP, Inc.

8/9/93
Date

Independent School District #152

Date

MEMORANDUM P 93.072

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 16, 1993
SUBJECT: New Employees

The administration requests approval of the employment of the following persons: (salary based on 1992-93 schedule)

Elrene Cossette - Library/Science secretary, Probstfield Elementary, A12 (0) 7.34 hour, 6.5 hours daily (replaces Carol Krabbenhoft)

Diane Erickson - ESL Teacher, Probstfield/Junior High, BA+15 (5) \$24,398.00. (replaces Jeff Erickson)

Carolyn Juell - ECSE Teacher, Lincoln Elementary BA+45 (0-4) \$18,806.20 (.70 FTE) (replaces Shirley Wallace)

Suggested Resolution: Move to approve the employment as presented.

BMF:sdh

MEMORANDUM P 93.070

TO: Dr. Bruce Anderson

FROM: Brenda Franklin

DATE: August 16, 1993

SUBJECT: Resignation of District Employees

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

Ann Toulouse - Computer operator food service, Junior High,
effective immediately.

JoAnn Sternberg - Food Service, Robert Asp, effective immediately.

Georgine Eide - Food Server, Voyager Elementary, effective immediately.

Rachelle Vertin - Sign Language Interpreter, effective immediately.

Alvaro Guel - EBD Paraprofessional, Junior High, effective immediately.

Linda Nigg - AOM Paraprofessional, Probstfield Elementary,
effective immediately.

Shauna Salmi - Sign Language Interpreter, effective immediately.

SUGGESTED RESOLUTION: Move to accept the resignations as presented.

BMF:sdh

MEMORANDUM P 93.071

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 16, 1993
SUBJECT: Leave of Absence

The administration requests denial of the leave of absence of the the following person:

Jane Butler - EBD Teacher, Moorhead Senior High, from January 3, 1994 through January 31, 1994.

Suggested Resolution: Move to deny the leave of absence.

BMF:sdh

MEMORANDUM P 93.073

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: August 16, 1993
SUBJECT: Partial Leave

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

Carol Nelson - Home. Ec. Teacher, Senior High, from full time to .857 for the 93-94 school year.

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

BMF:sdh

MEMO #: S-94-028

TO: School Board
FROM: Bruce Anderson, Supt. *HA*
DATE: August 19, 1993
SUBJECT: Nonresident Agreement

The following nonresident agreement has been received:

To Attend Moorhead Public Schools
Adam Marks - 8839 Irving Ave. No., Brooklyn Park, MN,
Grade 9

Suggested Resolution: Move to approve the nonresident agreements, subject to approval of the appropriate district.

BRA: *cbp*

MEMORANDUM

TO: Dr. Anderson
FROM: Rose Andersen *RS*
DATE: August 5, 1993
RE: Donation to ABE program

Attached is a letter from the daughter and son-in-law of Orville Ellingson who had been a student in our Adult Basic Education program. Orville passed his GED and participated in the GED graduation ceremony. The Shanders donated \$50 in appreciation of our program. The school board should accept the donation but, if possible, it would be nice to have the letter included.

SUGGESTED RESOLUTION:

Move to accept the donation in the amount of \$50 from Karen and David Shander, The Waldman, 1515 East 9th Avenue, #215, Denver, Colorado 80218.

c: Darla Roy
encl.

31.abecon.mcm

June 28, 1993

Ms. Darla Roy
Adult Basic Education
810 4th Avenue South
Moorhead, Mn. 56560

Dear Ms. Roy,

It is with great pride and pleasure that we make this contribution to the Moorhead Basic Adult Education Ellingson Scholarship Fund. During the weeks my father attended your school, he told me frequently about the quality of the teachers and their complete dedication to the development of their students. Education is vital for people of all ages, and a program such as yours ensures that everyone has the opportunity to learn.

I was filled with pride when I saw my father walk across the stage dressed in the graduation cap and gown to accept his diploma. He instilled in me the importance of education and encouraged me to continue my studies. His wisdom and knowledge goes well beyond his formal education. The time and effort he extended to earn his high school diploma is an inspiration to both young and old alike. I am in awe of his determination and persistence, and I am honored that he established this fund to help those who are less fortunate. The establishment of this fund is a living legacy to his love of learning.

Sincerely,


Karen and David Shander

MEMORANDUM

TO: Dr. Anderson
FROM: Rose Anderson *WJ*
DATE: August 6, 1993
RE: National Association of Foreign Student Affairs Grant

Community Education through the Community Resource program has received a \$500 grant from the National Association of Foreign Student Affairs-Association of International Education to establish an International Speakers Bureau for use in K-9 classrooms. A list of volunteers will be compiled that would present programs and demonstrations about their countries and cultures to K-9 students at the request of the classroom teacher. These requests would come to the Community Resource program. In addition, a list of speakers will be compiled by Kay Batterman, Community Resource Coordinator, by November 1 and distributed to principals and teachers.

SUGGESTED RESOLUTION:

Move to accept the grant for \$500 to be used to establish an International Speakers Bureau for use in K-9 classrooms.

31.intspbur.men

MEMORANDUM

TO: Dr. Anderson
FROM: Rose Andersen *RA*
DATE: August 18, 1993
RE: Early Childhood Family Education, a Community Education program of District 152

Lauri Winterfeldt-Shanks, Early Childhood Family Education Coordinator, will be present at the board meeting to describe our Early Childhood Family Education program. Following is a short description:

Early Childhood Family Education (ECFE) is funded with a local levy, tuition and a state grant. The program provides educational opportunities for parents and their children aged 0-5. The emphasis is on assisting parents in their role as the child's first and most influential teacher. The legislation requires substantial parent-child interaction during ECFE programs.

ECFE's location at 2215 12th Avenue South in Moorhead has developed a loyal following. Currently Play and Learn Sessions (PALS) for parents and children include Incredible Infants, Wonderful Ones, Terrific Twos, Thrilling Three, Fantastic Fours & Five, Kindergarten Connection and Rhythm and Rhyme. Tours are also provided to area businesses and points of interest for four- and five-year-olds and their parents. Special events are also planned throughout the year. Several courses are offered each session for parents only.

Home visitors are employed to work with marginal families with at-risk children. Cooperative efforts with local social service agencies allow us to provide parenting instruction in the home setting where the family feels most comfortable.

Television programming is another unique aspect of Moorhead ECFE. Airing on Moorhead Community Access Television twice a week, the programs address common concerns of parents from a local perspective. Videotapes of the program are available for checkout at the Community Education office and the Moorhead Public Library.

Our state report indicates that we directly reached over 800 families with young children birth to kindergarten during 1992-93.

MEMO #: S-94-025

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: Communications Coordinator
School/Community Relations Policy
DATE: August 18, 1993

The position of Communications Coordinator was reviewed at the August 10th Board meeting. In accordance with the Five Year Educational Plan and the desire for this position for some time, I am recommending that Mary Davies fill the position as outlined in the attached position description on a .35 FTE basis, effective immediately. As mentioned during the August 10th meeting, no increase in existing budgets will be necessary for the 1993-94 school year.

A second item related to the area of school/community relations, is the need for a Board policy which provides direction and expectations for school/community relations. Attached please find a suggested policy for initial review by the Board.

Suggested Resolution: Move to approve the position of Communications Coordinator in I.S.D. 152 and the assignment of Mary Davies to the position on a .35 FTE basis, effective immediately.

BRA:cbp
Attachment

POSITION TITLE: Communications Coordinator

PRIMARY OBJECTIVE OF POSITION: Develop and implement a School District communications plan.

QUALIFICATIONS: Bachelor's degree required. Person should have demonstrated writing skills and ability to organize. Knowledge of marketing, public relations and publications needed. Knowledge of schools and education desirable.

TERMS OF EMPLOYMENT: Full time for twelve months (.35 F.T.E.)

ACCOUNTABLE TO: Superintendent of Schools

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

JOB RESPONSIBILITIES:

1. Develop and implement an annual district communications plan.
2. Prepare and distribute the Annual Report on Curriculum and Student Performance (PER), 152 Review (3 issues), Back to School Newsletter.
3. Communicate district goals, policies and activities in a variety of ways, to include many or all of the following as determined by the communications plan:
 - media contact guidebook
 - realtors tour and/or brochure
 - fact sheets
 - key contact meetings
 - cable television
 - audio-visual presentations
4. Prepare budget for communications activities.
5. As time permits, distribute news releases, promote accurate media coverage and establish positive professional relationships with local media personnel.
6. Identify trends and concerns of the community.
7. Perform other communications functions as directed by the Superintendent.

8/5/93

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

Five Year Educational Plan Activity Plan

Strategic Area: **COMMUNICATIONS**

Priority: **PUBLIC RELATIONS/COMMUNICATIONS PLAN**

Develop a public relations/communications plan to reach staff and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. The Board of Education will adopt a policy on public relations and allocate resources to carry out the policy.				
a. A communications budget will be established.	July 1993	Supt., Board of Education	Explore funding through general fund, bilingual sources, parent involvement and Comm. Education	Money allocated.
b. Job description for public relations/communications officer will be approved and a person hired for the position.	Sept. 1993	Supt., Board of Education, Personnel	Funding	Person hired.
c. Budget to be reviewed and revised.	December 1993 and annually	Communications Officer Supt., and Asst. Supt. of Instruc.		Revised budget.

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

SCHOOL/COMMUNITY RELATIONS

The Board of Education is committed to establishing and supporting planned and systematic two-way communications between the Moorhead School District and its internal and external publics. Such communications will further student achievement by building confidence, morale, goodwill, cooperation and support between and among staff, school board, students, and community.

The Board affirms the following objectives for the communications program:

1. To build goodwill for District 152.
2. To explain district policies, activities and programs to staff and community.
3. To cooperate in every reasonable way with the news media.
4. To communicate student and staff achievement to the stakeholders.
5. To build understanding, morale and support among staff.
6. To train and support all staff in carrying out positive, effective public relations as an integral part of their activities.
7. To identify trends and concerns of the community.

The Superintendent of Schools will present to the Board of Education an annual communications plan as part of the long-range plan. The communications plan and activities will be evaluated annually.

MEMO #: S-94-029

TO: School Board
FROM: Bruce Anderson, Supt.
RE: Construction/Facilities Update
DATE: August 19, 1993

Bill Cowman of Foss Associates will update the Board regarding the latest completion dates for construction projects at Robert Asp, Probstfield, Moorhead Junior High, and Moorhead Senior High.

BRA:cbp

25

INDEPENDENT SCHOOL DISTRICT #152 MOORHEAD, MINNESOTA

Five Year Educational Plan Activity Plan

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

25

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Provide adequate instructional space to meet new and existing programs and projected enrollment: a. Update building capacities based on new construction and program revisions. In addition to capacity determination of cost per student and per square feet shall be utilized. b. Obtain enrollment projections for 5 years with 10 year projections for the high school. c. A determination will be made as needed based on enrollment projections in specific programs as to facility needs for programs at Moorhead Senior High to meet the peak enrollment needs. Utilization of the Moorhead Sport Center for Senior High and other district programs will be determined. d. Evaluate student populations in terms of boundary adjustments for numbers of students and ethnic balance.	June 1994 & Annually when New Remodeling or Construction occurs October 1993 & Annually Thereafter November 1994 Annual	Principal, Asst. Supt. of Instruc., Asst. Supt. of Bus., and Dir. Bldg. and Grounds Asst. Supt. of Instruc. Sr. High Principal and Asst. Supt. of Instruc. K-6 Principals and Asst. Supt. for Instruc.	Time	Report submitted to Supt. Report submitted to Board of Education. Report submitted to Supt.

MEMO #: I-94-031
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Annual Report on Curriculum and Student
Performance 1992-93 (PER)
DATE: August 13, 1993

Enclosed is a copy of the Annual Report on Curriculum and Student Performance 1992-93. This report has been preliminarily reviewed by the Board and distributed to all residents of our district.

Mr. Jernberg will briefly review the report with the Board and will discuss summer curriculum writing efforts related to the 1992-93 Improvement Plan and in preparation for PER review for 1993-94.

Suggested Resolution: Move to accept the Annual Report on Curriculum and Student Performance 1992-93 and direct administration to submit copies to the Minnesota Department of Education.

RMJ/mdm
Enclosure

MEMO #: S-94-026

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: 1992-93 General Fund Budget
DATE: August 18, 1993

A preliminary review of the 1992-93 expenditures suggest that expenditures will be in excess of budget by an estimated \$650,000. Transfers from the general fund and a reduction of encumbrances will reduce this by about \$260,000.

Three areas account for about 68% of the \$650,000:

- o Greater staff severance payments
due to special legislation.....\$175,000
- o Special Education Summer School Costs...\$175,000
- o Substitute Costs\$115,000

The targeted general fund balance on June 30, 1994 is \$2,292,895, as identified on page I.-17 of the 1993-94 Annual Operational Plan. Transfers from the capital to the general fund for the 1992-93 school year, and limiting expenditures during the 1993-94 school year, will enable us to move toward the targeted general fund balance. I will share with you in the near future the areas of expenditures to be affected in terms of reductions. It will be important to have the Leadership Team participate in the process.

The capital outlay balances that will be affected are identified on pages 5, 23 and 25 of the capital outlay section of the 1993-94 Annual Operational Plan. Updated, projected balances will be reviewed during the discussion related to agenda item #9.

BRA:cbp

**I GENERAL FUND
INDEPENDENT SCHOOL DISTRICT #152 BUDGETS**

26-Jan-93 PRINT DATE

	1990-91 ACTUALS	1991-92 ACTUAL	1992-93 FINAL BUDGET	1993-94 PRELIM BUDGET	1994-95 P R O J	1995-96 E C T	1996-97 E D
Bldgs & grounds salaries	648,935	701,103	675,203	715,459	736,923	766,400	793,072
Bldgs & grounds energy exp	359,190	396,823	420,856	420,856	435,586	453,009	466,599
Bldgs & grounds supplies	102,057	96,928	95,132	95,132	98,266	102,196	105,262
Bldgs & grounds fringe benefit	111,830	121,675	127,598	131,426	135,369	139,430	144,282
Bldgs & grounds other	209,692	223,912	229,352	229,352	237,379	246,874	254,280

Early retirement pay	149,221	219,462	208,580	214,837	221,283	230,134	238,143
Fringe benefits	284,150	302,608	237,900	245,037	252,388	259,960	269,007
Other fixed costs	80,557	75,504	85,500	85,500	88,493	92,032	94,793

TOTAL EXPENDITURES	23,789,685	25,570,730	26,579,656	27,399,301	28,655,450	30,122,591	31,412,039
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% CHANGE		7.49%	3.95%	3.08%	4.58%	5.12%	4.28%
\$ CHANGE		1781045	1,008,926	819,645	1,256,149	1,467,141	1,289,448

REV OVER EXP (EXP OVER REV)	95,433	(339,644)	170,595	0	(0)	0	(0)
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BEGINNING FUND BALANCE *	2,366,511	2,461,944	2,122,300	2,292,895	2,292,895	2,292,895	2,292,896
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ENDING FUND BALANCE *	2,461,944	2,122,300	2,292,895	2,292,895	2,292,895	2,292,896	2,292,896
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** After 89-90 retirement & medical/life insurances are budgeted with the programs.

ASSUMPTIONS FOR 91-92

CHANGE FACTORS

SALARIES	N/A	16,947,557	18,255,832	18,673,326	19,312,728	20,277,124	21,371,649	22,380,789
SUPPLIES	N/A	846,868	781,420	954,511	968,889	999,655	1,036,100	1,061,969
ENERGY ITEMS	N/A	359,190	396,823	420,856	420,856	435,586	453,009	466,599
OTHER	N/A	1,681,588	1,892,313	2,148,817	2,183,217	2,294,066	2,473,345	2,547,545
FRINGE BENEFITS	N/A	3,954,482	4,244,342	4,382,146	4,513,610	4,649,019	4,788,489	4,955,137
REVENUES	N/A	23,885,118	25,231,086	26,750,251	27,399,301	28,655,449	30,122,591	31,412,039
PUPIL UNITS	+250 FROM 90-91		6180.0	6430.0	6655.0	6837.7	7027.3	7144.2

MEMO #: B94.131

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: AUGUST 19, 1993

SUBJECT: TRANSFER OF GENERAL FUND COSTS TO CAPITAL OUTLAY EQUIPMENT

	92.93	93.94	94.95	95.96	96.97	97.98
Text Book Adoption	159,615	162,000	167,000	172,000	177,000	182,000
AS/400 Update	6,668	4,152	4,300	4,500	5,000	5,150
Building Communications	5,265	5,400	5,600	5,800	6,000	6,200
	<u>174,548</u>	<u>171,552</u>	<u>176,900</u>	<u>182,300</u>	<u>188,000</u>	<u>193,350</u>

Impact on Capital Outlay Equipment Fund Balance

March 13, 1993 Projected:

Ending Fund Balance	(120,564)	(77,817)	(7,518)	(64,351)	134,464
Revised Projection	(295,112)	(423,917)	(529,618)	(640,049)	(757,936)

We will be able to transfer some funds from the Capital Outlay Facilities Balance to the Equipment Fund.

The Facilities Expenditures for 1993.94 will increase by about \$332,000 due to the Technology/Music alternate at the Jr. High.

Please see attached print-outs for the Projected Fund Balances for each segment of the Capital Outlay Fund.

"A" March Projection
"B" Revised Projection

Attachments: 1993 Capital Outlay Budget - Page 5 Equipment
1993 Capital Outlay Budget - Page 23 Facilities
1993 Capital Outlay Budget - Page 25 Health & Safety

EQUIPMENT SUMMARY AND FIVE-YEAR PLAN

1991-97

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Technology	\$23,800	\$23,800	\$23,800	\$24,276	\$25,004	\$25,754
Technology Long-Term	\$166,815	\$50,000	\$50,000	\$51,000	\$52,530	\$54,105
Replacement of Equip.	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Maint./Transportation	\$14,000	\$14,000	\$14,000	\$14,708	\$15,149	\$15,604
Vehicles	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Media/A.V.	\$31,000	\$33,000	\$33,000	\$33,000	\$34,670	\$35,709
Media/Library	\$24,500	\$27,000	\$27,000	\$27,540	\$28,366	\$29,217
District-Wide Equip.	\$62,000	\$61,528	\$86,528	\$62,758	\$64,641	\$66,580
Music	\$15,000	\$18,750	\$15,000	\$15,300	\$15,760	\$16,232
Building Allocation	\$148,396	\$152,548	\$101,245	\$106,893	\$109,725	\$112,426
Misc./Donations/Grants	\$0	\$38,292	\$0	\$0	\$0	\$0
TOTAL	\$510,511	\$443,918	\$375,573	\$360,476	\$370,851	\$379,972

CAPITAL EQUIPMENT FUND BALANCE SUMMARY

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Beginning Balance	\$2,738	(\$108,100)	(\$120,564)	(\$77,817)	(\$7,518)	\$64,351
Revenue	\$399,673	\$431,454	\$418,320	\$430,775	\$442,720	\$450,085
Expenditures	\$510,511	\$443,918	\$375,573	\$360,476	\$370,851	\$379,972
Ending Balance	(\$108,100)	(\$120,564)	(\$77,817)	(\$7,518)	\$64,351	\$134,464

FACILITY SUMMARY AND FIVE-YEAR PLAN

1991-97

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Food Service	\$6,261	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Region I	\$6,000	\$7,085	\$0	\$0	\$0	\$0
Special Assessments	\$16,836	\$16,788	\$8,000	\$8,000	\$8,000	\$8,000
Maintenance	\$53,000	\$57,000	\$57,000	\$58,140	\$59,884	\$61,681
Telephone/ Telecommunications	\$62,000	\$66,000	\$66,000	\$67,320	\$69,340	\$71,420
Building Construction	\$788,238	\$550,313	\$0	\$0	\$400,000	\$500,000
Lease Levy	\$166,473	\$241,000	\$248,230	\$255,677	\$263,347	\$271,248
Handicap Access	\$0	\$0	\$60,000	\$60,000	\$60,000	\$60,000
Building Allocation	\$0	\$0	\$70,031	\$50,746	\$52,296	\$58,961
Interest	\$54,010	\$41,749	\$67,431	\$31,295	\$1,164	\$0
TOTAL	\$1,152,818	\$989,935	\$586,692	\$541,178	\$924,031	\$1,041,962

CAPITAL FACILITY FUND BALANCE SUMMARY

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Beginning Balance	(\$102,669)	(\$378,815)	(\$388,742)	\$242,653	\$933,997	\$1,270,200
Revenue	\$1,152,818	\$989,935	\$1,218,087	\$1,232,522	\$1,260,237	\$1,284,871
Expenditures	\$1,428,964	\$999,862	\$586,692	\$541,178	\$924,034	\$1,041,962
Ending Balance	(\$378,815)	(\$388,742)	\$242,653	\$933,997	\$1,270,200	\$1,513,109

HEALTH AND SAFETY SUMMARY AND FIVE-YEAR PLAN

1991-97

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Tank Replacement	\$580,911	\$0	\$0	\$100,000	\$0	\$0
Electrical Retrofit	\$25,000	\$40,000	\$0	\$0	\$0	\$0
Asbestos Removal	\$0	\$105,000	\$451,940	\$475,550	\$350,300	\$350,140
Asbestos Loan Payback	\$76,400	\$76,400	\$76,400	\$76,400	\$76,400	\$76,400
Hazardous Substance Consultation	\$0	\$0	\$25,000	\$25,000	\$25,000	\$25,000
Hepatitis Vaccination	\$0	\$5,250	\$0	\$0	\$0	\$0
TOTAL	\$682,311	\$226,650	\$553,350	\$676,950	\$451,700	\$451,540

HEALTH AND SAFETY FUND BALANCE SUMMARY

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Beginning Balance	\$332,739	\$339,012	\$104,822	(\$357,274)	(\$384,224)	(\$160,924)
Revenue	\$688,584	(\$7,540)	\$91,254	\$650,000	\$675,000	\$450,000
Expenditures	\$682,311	\$226,650	\$553,350	\$676,950	\$451,700	\$451,540
Ending Balance	\$339,012	\$104,822	(\$357,274)	(\$384,224)	(\$160,924)	(\$162,464)

V. CAPITAL OUTLAY FUND PROJECTIONS
1991-92 TO 1996-97

	1991.92	1992.93	1993.94	1994.95	1995.96	1996.97	1997.98
	ACTUALS	Budget	Prelim Budget	P R O J E C T I O N			
BEGINNING FUND BALANCE							
Facility	(\$102,669)	(\$278,615)	(\$388,742)	\$242,653	\$933,997	\$1,270,200	\$1,513,109
Equipment	\$2,736	(\$108,160)	(\$120,564)	(\$77,817)	(\$7,518)	\$54,351	\$134,464
Health and Safety	\$332,739	\$339,612	\$104,822	(\$257,274)	(\$384,224)	(\$160,924)	(\$162,464)
Total Beginning Fund Balance	\$232,806	(\$147,903)	(\$404,484)	(\$192,435)	\$542,255	\$1,173,627	\$1,485,109
REVENUES							
Facility	\$1,152,818	\$989,935	\$1,218,057	\$1,232,522	\$1,260,237	\$1,284,971	\$1,284,371
Equipment	\$359,573	\$431,454	\$418,320	\$430,775	\$442,720	\$450,065	\$450,085
Health and Safety	\$566,564	(\$7,540)	\$51,254	\$650,000	\$675,000	\$450,000	\$450,000
Total Revenues	\$2,241,575	\$1,413,849	\$1,727,661	\$2,313,297	\$2,377,957	\$2,184,956	\$2,184,956
EXPENDITURES							
Facility	\$1,428,564	\$999,862	\$566,692	\$541,178	\$924,034	\$1,241,952	\$1,041,952
Equipment	\$518,511	\$442,518	\$375,373	\$360,476	\$370,851	\$379,972	\$379,972
Health and Safety	\$652,311	\$226,650	\$553,350	\$576,950	\$452,700	\$451,540	\$451,540
Total Expenditures	\$2,621,766	\$1,676,430	\$1,515,615	\$1,575,604	\$1,746,585	\$1,573,474	\$1,573,474
Total Revenue Over Expenditure	(\$380,711)	(\$266,581)	\$212,046	\$734,693	\$631,372	\$311,482	\$311,482
Total Ending Fund Balance	(\$147,903)	(\$404,484)	(\$192,435)	\$542,255	\$1,173,627	\$1,485,109	\$1,796,591

V. CAPITAL OUTLAY FUND PROJECTIONS
1991-92 TO 1996-97

	1991.92	1992.93	1993.94	1994.95	1995.96	1996.97	1997.98
	ACTUALS	Budget	Prelim Budget	P R O J E C T E D			
BEGINNING FUND BALANCE							
Facility	(\$102,669)	(\$378,815)	(\$385,742)	(\$58,762)	\$602,582	\$936,785	\$1,181,694
Equipment	\$2,739	(\$109,100)	(\$295,112)	(\$423,917)	(\$529,616)	(\$640,049)	(\$757,936)
Health and Safety	\$332,739	\$339,012	\$104,822	(\$357,274)	(\$384,224)	(\$160,924)	(\$162,464)
Total Beginning Fund Balance	\$232,806	(\$147,903)	(\$579,032)	(\$869,953)	(\$311,260)	\$137,812	\$261,294
REVENUES							
Facility	\$1,152,818	\$989,535	\$1,218,087	\$1,232,522	\$1,260,337	\$1,294,871	\$1,294,871
Equipment	\$395,673	\$431,454	\$418,320	\$430,775	\$442,720	\$450,055	\$450,055
Health and Safety	\$589,554	(\$7,540)	\$91,254	\$650,000	\$675,000	\$450,000	\$450,000
Total Revenues	\$2,241,975	\$1,413,849	\$1,727,661	\$2,313,297	\$2,377,957	\$2,194,926	\$2,194,926
EXPENDITURES							
Facility	\$1,428,964	\$999,862	\$918,107	\$541,176	\$924,034	\$1,041,962	\$1,041,962
Equipment	\$510,511	\$618,466	\$547,125	\$536,476	\$553,151	\$567,972	\$573,322
Health and Safety	\$682,311	\$226,650	\$553,350	\$576,950	\$451,700	\$451,540	\$451,540
Total Expenditures	\$2,621,786	\$1,844,978	\$2,018,582	\$1,754,604	\$1,928,885	\$2,061,474	\$2,066,824
Total Revenue Over Expenditure	(\$380,711)	(\$431,129)	(\$290,921)	\$558,693	\$449,072	\$123,452	\$128,102
Total Ending Fund Balance	(\$147,903)	(\$579,032)	(\$869,953)	(\$311,260)	\$137,812	\$261,294	\$379,426

MEMO #: I-94-038

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: 1993-94 Preliminary Enrollment Update

DATE: August 17, 1993

Mr. Jernberg will update the Board regarding preliminary enrollment for the 1993-94 school year and class size issues as it relates to our various schools.

RMJ/mdm

MEMO #: I-94-036
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Moorhead Community Alternative Program
DATE: August 17, 1993

After several planning sessions we have developed a Moorhead Community Alternative Program to pilot for the 1993-94 school year. The program is designed to serve students for which we have had no programming alternative. These students have been served on a reduced day program at the Townsite Centre or in the student's home with approved variance from the Minnesota Commissioner of Education.

The program will use existing staff and will reduce the excessive use of tutorial services. Staffing, location and other information regarding the program are found in the attached minutes of the last planning session.

Suggested Resolution: Move to approve the Moorhead Community Alternative Program implementation as presented.

RMJ/mdm
Attachment

ALTERNATIVE PROGRAM MEETING

August 12, 1993

Present: Kate Wedll, Jane Butler, Mike Siggerud, Dick Jones, Bob Jernberg, Cheryl Nerby, Gayle Johnson, and Al Swedberg.

1. Review minutes of the July 26 meeting regarding program model, existing program, discussion with judges, etc.

The July 26 meeting minutes were reviewed. Spoke with judges about an array of programs. Still have 10-20 students who cannot "fit in." Work component is helpful for those who want to work.

2. Report of subcommittee meeting regarding work options through Minnesota CEP, Work Experienced Handicapped, and Work Experienced Disadvantaged program.

Subcommittee met and discussed work options through CEP, WEH and WE Disadvantaged. CEP has 20 slots for Clay/Wilkin, age 14 to 17 is priority for 10 hours per week.

Mr. Swedberg attended a meeting in Bemidji and commented that if the county is involved with placement, county can file neglect or school can file to enforce attendance at the Outreach Day Treatment Program (DTP) for summer.

Dan Kostich will provide instruction and consultation 1-2 hours per week to program. Pre-application forms for work experience will go out by the beginning of school, Russ Henegar and Colleen Tupper from Moorhead Senior and Junior High respectively. These slots will be for all students -- DTP, YES, etc.

3. Report of subcommittee regarding program location and staffing for 1993-94.

Mike Siggerud: 6 students (4 junior high and 2 senior high). As close to a full day as possible; Commissioner may approve shorter day.

Jane Butler: location - room in Sports Center available. No private space available and serious concerns about isolation and route to get them. Program cannot stay there very long if it gets larger.

Mike Siggerud will get carrels, desks, visual barriers. To help insure students at the Moorhead Community Alternative Program (MCAP) have dual membership at the MCAP and Moorhead Senior High, the students will be reported as trespassing and will be reported to authorities if they enter Moorhead Senior High School.

4. Review issues regarding program implementation.

Staffing

Jane Butler - teacher and a senior high paraprofessional half time (Mary) and Junior High uncertain; presently paraprofessional is assigned full time to student with violent tendencies; if this child has improved, time will be free; will need to pull back full time if student becomes violent. Advertise for position at Moorhead Community Alternative Program for position - Alvaro Guel.

County/Mental Health

Al Swedberg met statewide with programs involved in day treatment, attendance issues need to work with Clay County.

Principals can assist with court issues; will need good data/records.

Concerns

1. Will the policy be to move students out to mainstream when they improve or will they complete schooling?
2. Advisory Group to discuss student needs. Joel Ortega will be assigned to put this group together.
3. Al Swedberg - Goal should be to move back into "mainstream" as quickly as possible based on documented behavior.
4. CEP - What degree of involvement?
 - a. CEP develops sites.
 - b. Consults with schools.
 - c. Site = public/private nonprofit.
 - d. Assessing vocational aptitude will be done prior to placement; need match between aptitude/desire.
 - e. Age - must be 14, 15, 16. Real restrictive child labor laws regarding job types.

School attendance and academic requirements can be written into student's IEPs yet to be determined.

Liability

Volunteers - school is liable. CEP will be liable, pay workman's comp., etc. when student is on the job site.

During Jane's prep time the paraprofessional can supervise, teacher has liability.

Physical education required one semester. Discussed possibility of utilizing Terry W. for P.E. but would take Terry W. away from Outreach - not very feasible. Al Swedberg discussed the possibility of MSU graduate student. Kate Wedll discussed difficulties with getting P.E. time and facilities at the Sports Center.

Lunch - Kate Wedll brought up troubles regarding supervision; Mike Siggerud commented scheduling 12 - 12:30 p.m. for lunch.

Transportation

Kate Wedll suggested using different start and end times to avoid issues regarding interactions with others. Will need to talk to Dan Bacon regarding dropping kids off at north door and if not on the bus, they will not be admitted. Bob Jernberg suggested 9 a.m. to 3:30 p.m.

Work time could be any time during the day. Perhaps the student's day would not have to be a continuous day. Example: a student could go to school 11-3:30 and work 5-10 p.m. Dick Jones emphasized looking at needs of students, learning styles, etc.

Enrollment cap: If kids are EBD, maximum they can have is 8; Mike Siggerud commented that he feels the cap should ideally be fewer.

Criteria and procedure for assigning needs to be developed in advance.

Budget: supplies, transportation, furniture, computers - from hospital; academic materials - work with EBD if can't get, go to Bob Jernberg - regular education responsibility for textbooks and teacher editions.

What is expected and required behavior:

1. No smoking.
2. Are they allowed to swear.
3. Discussed using Rum River process of detention until 10:00; might be possible to pay staff for overtime.
4. Placing in residential: handicapped - room and lodging reimbursed at higher rate than education.
5. Be willing to expel nonhandicapped; cannot expel handicapped, but still need to provide services if under the age 16 and also if student wishes to receive education services and is over 16 years of age at home.
6. Need consequences.

Bob Jernberg: Need paid time for Kate Wedll, Jane Butler, Joel Ortega and possibly others. Al Swedberg can reimburse special education dollars; do not know where other dollars are. The rate for curriculum writing pay is \$17.10 per hour - time before Joel is back and after, initial meeting at 3 hours; additional hours when Joel returns on the 20th.

Six clients lined up but no criteria established. First, the principal contacts parent and refers parent to Joel. Second, Joel will need to set up child study meeting.

Bob Jernberg and Al Swedberg will talk to Dr. Bruce Anderson; ask Board on September 24 to sanction as temporary assignment of personnel.

Registered for separate program - must check for how students are coded for computer; best would be to consider junior high/senior high alternative programs for level 5 to allow school district to claim Foundation aids.

MEMO #: S-94-033

TO: School Board
FROM: Bruce Anderson, Supt.
RE: Harassment and Violence Policy
DATE: August 20, 1993

Attached please find the revised policy dealing with religious, racial or sexual harassment and violence. The new revision is the sample sent from Minnesota School Boards Association and Minnesota Association of School Administrators. Recent legislation requires that school districts adopt a written sexual, religious, and racial harassment and violence policy by August, 1993. That does not allow time for our Policy Review Committee to review this draft. In the mean time, it is assumed this policy will be effective immediately.

Suggested Resolution: This is a first reading. A recommendation for approval will be presented at the September 14th meeting.

BRA:cbp

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: JFCFA
DATE ADOPTED: 05-27-86
REVISED: 05-90

SEXUAL HARASSMENT/SEXUAL VIOLENCE

I/ General Statement of Policy

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

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

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

PROHIBITION OF HARASSMENT AND VIOLENCE

I. General Statement of Policy

It is the policy of Independent School District No. 152 (the
"School District") to maintain a learning and working
environment that is free from religious, racial or sexual
harassment and violence. The School District prohibits any
form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher,
administrator or other school personnel through conduct or
communication of a sexual nature or regarding religion and
race as defined by this policy. (For purposes of this policy,
school personnel includes school board members, school
employees, agents, volunteers, contractors or persons subject
to the supervision and control of the District.)

It shall be a violation of this policy for any pupil, teacher,
administrator or other school personnel of the School District
to inflict, threaten to inflict, or attempt to inflict
religious, racial or sexual violence upon any pupil, teacher,
administrator or other school personnel.

The School District will act to investigate all complaints,
either formal or informal, verbal or written, of religious,
racial or sexual harassment or violence, and to discipline or
take appropriate action against any pupil, teacher,
administrator or other school personnel who is found to have
violated this policy.

II:///SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

//////Section A/

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

/1/ Submission to that conduct or communication is made a term or condition/ either explicitly or implicitly/ of obtaining or retaining employment/ or of obtaining an education/

//////2/ Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education/ or

//////3/ That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education/ or creating an intimidating/ hostile or offensive employment or education environment/

//////Section B/

//////Sexual harassment may include but is not limited to/

//////1/ Verbal harassment or abuse/

2/ Subtle pressure for sexual activity/

3/ Inappropriate patting or pinching/

4/ Intentional brushing against a student's or an employee's body/

5/ Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or education status/

6/ Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status/

7/ Any sexually motivated unwelcome touching/ or

8/ Sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose/

II. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment: Definition. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (1) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or**

- (2) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- (3) that conduct or communication has the purpose of effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

- (1) unwelcome verbal harassment or abuse;
- (2) unwelcome pressure for sexual activity;
- (3) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- (4) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- (5) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- (6) unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition. Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment; Definition. Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence; Definition. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

- (1) touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- (2) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- (3) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
- (4) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition. Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition. Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition. Assault is:

- (1) an act done with intent to cause fear in another of immediate bodily harm or death;
- (2) the intentional infliction of or attempt to inflict bodily harm upon another; or
- (3) the threat to do bodily harm to another with present ability to carry out the threat.

III/ REPORTING PROCEDURE

///A/ Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the school district, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to an appropriate school district official as designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the building administration or each building or available from the school district office.

//////B/ In each school building, the building administrator is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the building administrator must notify the district Human Rights Officer immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Human Rights Officer. If the report was given verbally, the building administrator shall reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building administrator, the complaint shall be filed directly with the district Human Rights Officer.

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

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

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

Use of formal reporting forms is not mandatory.

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

III. REPORTING PROCEDURES

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate School District official designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a District Human Rights Officer or to the Superintendent.

- A. In Each School Building. The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult School District personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the School District Human Rights Officer immediately, without screening or investigating the report. The principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaining involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.

- B. In the District. The School Board hereby designates the Assistant Superintendent-Human Resources as the School District Human Rights Officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with the Superintendent.

The School District shall conspicuously post the name of the Human Rights Officer(s), including mailing addresses and telephone numbers.

- C. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- D. Use of formal reporting forms is not mandatory.

- E. The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV/ INVESTIGATION AND RECOMMENDATION/

////// BY AUTHORITY OF THE SCHOOL BOARD/ THE DISTRICT HUMAN RIGHTS OFFICER SHALL/ UPON RECEIVING ANY REPORT ALLEGING SEXUAL HARASSMENT OR SEXUAL VIOLENCE/ CONDUCT AN INVESTIGATION AND MAKE A WRITTEN RECOMMENDATION WITHIN 30 DAYS TO THE SUPERINTENDENT OF SCHOOLS/ OR IF NECESSARY/ DIRECTLY TO THE SCHOOL BOARD/ IN DETERMINING WHETHER ALLEGED CONDUCT CONSTITUTES SEXUAL HARASSMENT OR SEXUAL VIOLENCE/ THE DISTRICT HUMAN RIGHTS OFFICER SHOULD LOOK AT THE RECORD AS A WHOLE AND THE TOTALITY OF CIRCUMSTANCES/ SUCH AS THE NATURE OF THE SEXUAL ADVANCES AND THE CONTEXT IN WHICH THE ALLEGED INCIDENTS OCCURRED/

IV. INVESTIGATION

By authority of the School District, the Human Rights Officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and other who may have knowledge of the alleged incident(s) or circumstancer giving rise to the complaint. The investigation may also consist of any other methods and documents deems pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practicable,. The School District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violation of this policy.

V. SCHOOL DISTRICT ACTION

- A.** Upon receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.
- B.** The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

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

VI. REPRISAL

The School District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. SCHOOL DISTRICT ACTION

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

VII. DISCIPLINE:

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under M.S. 626.556 may be applicable.

IV. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff.
- B. This policy shall appear in the student handbook.
- C. The School District will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

*** * * ATTENTION * * ***

**DISTRICT 152 POLICY AGAINST RELIGIOUS,
RACIAL AND SEXUAL HARASSMENT AND VIOLENCE**

1. Everyone at District 152 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
 - a. name calling, jokes, or rumors;
 - b. pulling on clothing;
 - c. graffiti;
 - d. notes or cartoons;
 - e. unwelcome touching of a person or clothing;
 - f. offensive or graphic posters or book covers; or
 - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If any words or action make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer, _____.
4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.
5. Your right to privacy will be respected as much as possible.
6. We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report.
7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.
8. This is a summary of the School District policy against religious, racial and sexual harassment and violence. Complete policies are available in the Superintendent's office upon request.

**RELIGIOUS, RACIAL AND SEXUAL HARASSMENT
AND VIOLENCE ARE AGAINST THE LAW.**

DISCRIMINATION IS AGAINST THE LAW.

CONTACT:

Human Rights Officer

Phone: _____

INDEPENDENT SCHOOL DISTRICT NO. 152
RELIGIOUS, RACIAL OR SEXUAL HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Religious, Racial or Sexual Harassment

Independent School District No. 152 maintains a firm policy prohibiting all forms of discrimination. Religious, racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant _____
Home Address _____
Work Address _____
Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Circle as appropriate sexual \ racial \ religious.

Name of person you believe harassed or was violent toward you or another person. _____

If the alleged harassment or violence was toward another person, identify that person. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses who were present _____

This complainant is filed on my honest belief that _____
has harassed or has been violent to me or to another person. I
hereby certify that the information I have provided in this
complaint is true, correct and complete to the best of my knowledge
and belief.

(Complainant Signature) (Date)

Received by (Date)

MEMO #: S-94-030

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: High School Principalship
DATE: August 20, 1993

Six candidates were interviewed by the Interview Team on August 17 & 18 for the position of High School Principal. I am completing the follow-up interviews and background reference checks are being conducted. If the complete reference reviews have been finished, it is hoped that a recommendation will be ready for the Board meeting on August 24th.

BRA:cbp

5-M9-605
NIN
9-3-93

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 3, 1993
PAGE 1**

MEMBERS PRESENT: Bill Cox, James Cummings, Stacey Foss, Mark Gustafson, Anton Hastad, James Hewitt, Carol Ladwig, and Bruce Anderson.

MEMBERS ABSENT: None

CALL TO ORDER/PLEDGE OF ALLEGIANCE: Chairperson Cox called the meeting to order at 7:04 a.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Anderson reviewed the agenda noting no changes.

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

MOORHEAD EDUCATION ASSOCIATION MASTER AGREEMENT: Gustafson moved, seconded by Ladwig, to approve the 1993-95 Master Contract with the Moorhead Education Association in the amount of 6.29% or \$1,109,726 over two years.

CLOSE PUBLIC MEETING: Cummings moved, seconded by Foss, to close the public meeting for the purpose of discussing potential or threatening litigation matters pursuant to M.S. 471.05, Sub. d. at 7:25 a.m. Motion carried 7-0.

The Board and administration discussed the next steps to take regarding the human rights case.

RECONVENE PUBLIC MEETING: Hewitt moved, seconded by Hastad, to reopen the public meeting at 8:13 a.m. Motion carried 7-0.

Hastad moved, seconded by Hewitt, to accept the Minnesota Department of Human Rights Commissioner's invitation for conciliation for reference #ER19930319. Motion carried 7-0.

ADJOURNMENT: Chairperson Cox adjourned the meeting at 8:15 a.m.

Carol Ladwig, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 14, 1993
PAGE 1

MEMBERS PRESENT: Bill Cox, James Cummings, Stacey Foss, Mark Gustafson, Anton Hastad, James Hewitt, Carol Ladwig, and Bruce Anderson.

MEMBERS ABSENT: None

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

PREVIEW OF AGENDA: Dr. Anderson previewed the agenda moving the Hand in Hand Grant item forward on the agenda.

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

"WE ARE PROUD"

*** Congratulations were extended to Carmen Schuck, Shan Zaffke, Steven Nerby, Amanda Nygard, Katie Paseka, and Ashley LaPash, students of Vicki Breneman's fourth grade class at Riverside School for having their drawings illustrated in the July bill insert of the Moorhead Public Service Department. The drawings were also featured in the lobby display of Moorhead Public Service.

*** Thank you was expressed to the entire staff for the terrific start of a new year. Specifically, the custodial, secretarial and paraprofessional staff at Robert Asp, Probstfield and Moorhead Junior High. Everyone demonstrated tremendous professionalism preparing the buildings for the new year.

*** Superintendent Anderson thanked the Board for the privilege to serve the School District the past year. He stated he is proud to be in Moorhead.

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

Violence Reduction Funding - Approved the use of the violence reduction funding as recommended.

Prevention and Intervention Grant - Accepted the Prevention and Intervention grant as presented, in the amount of \$49,999.79.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 14, 1993
PAGE 2

PERSONNEL

New Employees -

Paul Berggren - Social Studies Teacher, Moorhead Senior High, MA
(0-4) \$28,440.00
Kurt Gigstad - Social Studies Teacher, Moorhead Senior High, BA
(8) \$24,981.00
Petra Martel - Reading Teacher, Junior High, MA (7) \$29,087
Jane Meier - MMI Teacher, Washington, MA (0-4) \$28,440
Vicky Brackin - Inclusion Teacher, Washington, BA (7) \$24,089
Daniel Dahlvang - Math Teacher, Junior High, BA (0-4) \$23,443
Pat King - Chapter I Home School Liason Teacher, Voyager, BA
(0-4) \$20,995.65, 163 days
Patricia Gulsvig - Social Studies Teacher, Junior High, BA+15 (7)
\$25,340
Susan Wilken - Math Teacher, Junior High, BA (0-4) \$23,443
Heidi Larson - Speech Teacher, District-wide, BA+45 (0-4)
\$21,752, .80 FTE
Judy Kleven - Chapter I Teacher, Riverside, BA (0-4) \$16,738.30,
.714 FTE
Cathy Davis - Chapter I Teacher, Edison, BA (0-4) \$16,738.30,
.714 FTE
Jeff Kohler - Custodian 2nd Person, Washington, A13 (0) \$7.62/hr
effective Sept. 2, 1993
Ruth Waaraniemi - Hearing Interpreter, Robert Asp, B23 (3)
\$9.07/hr
Cathy Obregon - Hearing Interpreter, Probstfield, B23 (3)
\$9.07/hr
Scott Morey - Hearing Interpreter, Junior High, B23 (3) \$9.07/hr
Brad Johnson - Alternative Paraprofessional, Senior High, B21 (0)
\$7.91/hr
Susan Morse - EBD Paraprofessional, Edison, B21 (0) \$7.91/hr
Margo Johnson - ECSE Paraprofessional, Lincoln, B21 (0) \$7.91/hr
Joanne Molstre - ECSE Paraprofessional, Trinity Day Care, B21 (0)
\$7.91/hr
Gail Ferguson - Inclusion Paraprofessional, Edison, B21 (0)
\$7.91/hr
Sheila McLeod - MSMI Paraprofessional, Senior High, B21 (0)
\$7.91/hr
Estela Cruz - Inclusion Paraprofessional, Washington, B21 (0)
\$7.91/hr
Nancy Davis - Food Server, Riverside, 2 hrs/day
Rebecca Hauff, Food Server, Voyager, 2 hrs/day
Ann Villanueva - Food Server, Probstfield, 2.25 hrs/day
Karen Pickar - Computer Operator Food Service, Junior High, 2.75
hrs/day
Becky Peterson - Food Server, Asp, 2.50 hrs/day
Julie Howard - Dishwasher, Senior High, 2.25 hrs/day
Barb Johnson - Library Secretary, Edison, A12 (0) \$7.34/hr

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 14, 1993
PAGE 3

Resignations

Kathy Kunkel - Library Secretary, Edison, effective immediately.
Merwin Schmidt - 5th Grade Teacher, Voyager, effective immediately.
Joel Ortega - EBD Coordinator, District-wide, effective August 24, 1993.
Patricia Bailey - L.D. Paraprofessional, Senior High, effective immediately.
Marleen Holtgard - Food Server, Senior High, effective immediately.

Medical Leaves of Absence

Anita Arndt - 3rd Grade Teacher, Washington, medical leave from August 30, 1993 until January 21, 1994.

Temporary Leave of Absence

Marcy Christenson - SLD Teacher, Probstfield, beginning December 1, 1993 and terminating June 3, 1994.
Shirley Reimer - MSMI Paraprofessional, Riverside, effective August 30, 1993 until June 3, 1994.

Contract Change

Sherrill Ohe - 2nd Grade Teacher, Probstfield, from .500 FTE to full time.
Connie Nick - 3rd Grade Teacher, Probstfield, from .500 FTE to full time.
Doreen McDonald - Kindergarten Teacher, Probstfield, from .500 FTE to full time.
Alice Swanson - Physical Education Teacher, Senior High, from .643 FTE to full time.
Gwen Sallberg - Reading Teacher, Senior High, from .643 FTE to full time.

Approval of Minutes - Approved the August 10 & 24, 1993 minutes.

Claims - Approved the September claims, subject to audit, in the amount of \$1,789,410.93.

General Fund:	\$327,391.42
Food Service:	31,986.06
Transportation:	107,683.53
Community Service:	21,161.89
Capital Expenditure:	111,804.82
Building Construction:	1,184,240.40
Townsite Centre:	5,141.81
TOTAL	\$1,789,410.93

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 14, 1993
PAGE 4

Nonresident Agreement - Approved the following nonresident agreement, subject to action of the appropriate districts:

To Attend Halstad-Hendrum Public Schools
Tara Janzen - Georgetown, MN, Grade 2

Motion carried 7-0.

The Board welcomed new Moorhead High principal, Mr. Doug Price to the district and community.

COMMITTEE REPORTS: A report was given on the Human Rights Committee meeting.

ENROLLMENT UPDATE: Jernberg presented an overview of 1993-94 beginning enrollment figures. The opening day K-12 enrollment figure was 6,063.

FIVE YEAR EDUCATIONAL PLAN: Facilities: Mr. Bill Cowman, Foss Associates, presented a progress report regarding the construction projects at Robert Asp, Probstfield and Moorhead Junior High.

ISD 152 FIVE YEAR EDUCATIONAL PLAN: School Improvement Plans: The Board received reports on the School Improvement Plans for Robert Asp, Washington and Voyager Schools.

HAND IN HAND GRANT: The Board was presented an overview of the grant proposal for the Health Resource Network. Possible action may be taken at a later date.

Chairperson Cox recessed the meeting at 8:40 p.m. for 5 minutes.

PART-TIME/SUBSTITUTE PAY SCHEDULES: Gustafson moved, seconded by Cummings, to approve the salary schedule as presented for the following: ADULT ED - Vocational Licensed Teacher, \$18.17, Advocational Teacher, \$12.41; SUBSTITUTE TEACHERS - Daily \$60.00, Long-Term, \$89.00; NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS - Part-time (non-contract), \$5.15 (or .15 over previous rate), Substitute, Kelly Service (schedule through Human Resources); INTERPRETERS - Part-time (non contract), \$12.41, Freelance, \$20.00 (due to lack of trained interpreters labor pool, may need to meet competitive rates); SECRETARIES - Part-time (non-contract), \$6.35, Substitute - Kelly Services (schedule through Human Resources); PARAPROFESSIONALS (TEACHERS ASSISTANTS) - Part-time (non-contract), \$7.06, Substitute, \$7.06; CUSTODIANS - Part-time (non-contract), \$5.50; WORK STUDY/STUDENT HELP - \$4.25. Motion carried 7-0.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 14, 1993
PAGE 5

NON-ALIGNED EMPLOYEES CONTRACT: Ladwig moved, seconded by Gustafson, to approve the 1993-94 non-aligned employees contract as presented with all employees receiving a step adjustment for the 1993-94 school year as follows: Kay Batterman, Community Resource Coord., C41, \$14.46; Carol Blattenbauer, Attendance Clerk, B21, \$7.86; Donna Bosh, Substitute Caller, B23, \$8.42; Bea Castillo, Home-School Liaison, C41, \$12.27; Frank Cantu, Home-School Liaison, B21, \$7.71; Carole Kline, Community Arts Coord., C41, \$14.46; Anne Larson, Youth Coord., C41, \$14.46; Donna Longie, Title V/JOM Coord., C41, \$11.91; Jane Rawlings, CHOICES for Adults w/Disabilities Coord., C41, \$14.46; Delores Sandbeck, Substitute Caller, B23, \$8.42; Hartvig Strand, Detention, A13, \$8.92; Vern Strand, Detention, A13, \$8.77; Deb Trygstad, Senior Citizens Coord., C41, \$14.46. Motion carried 7-0.

ANNUAL OPERATIONAL PLAN TIMELINES: Lacher reviewed the tentative timelines leading to approval 1994-95 Annual Operational Plan.

1993 LEVY PAYABLE 1994: Cummings moved, seconded by Gustafson, to approve the preliminary levy of \$7,980,137.00 for the 1993 levy payable 1994. Motion carried 7-0.

HARASSMENT/VIOLENCE POLICY: Hewitt moved, seconded by Foss, to approve the policy Prohibition of Harassment and Violence (JFCFA) as presented. Motion carried 7-0.

SCHOOL/COMMUNITY RELATIONS POLICY: Ladwig moved, seconded by Cummings, to approve the policy School/Community Relations (KB) as presented. Motion carried 7-0.

Chairperson Cox recessed the meeting at 9:20 p.m. for 3 minutes.

CLOSE PUBLIC MEETING: Gustafson moved, seconded by Hewitt, to close the public meeting in accordance with M.S. 471.05 for the purpose of discussing pending litigation matters. Motion carried 7-0.

RECONVENE PUBLIC MEETING: Cummings moved, seconded by Hastad, to reconvene the public meeting at 9:50 p.m. Motion carried 7-0.

Ladwig moved, seconded by Gustafson, to appoint Mr. Robert Lacher to sign the Pleading & Discovery documents regarding a litigation matter of asbestos at the Georgetown School. Motion carried 7-0.

ADJOURNMENT: Cummings moved, seconded by Foss, to adjourn the meeting at 9:50 p.m. Motion carried 7-0.

Carol Ladwig, Clerk

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

September 14, 1993
7:00 p.m.

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

ATTENDANCE:

Bill Cox _____	Anton Hastad _____
James Cummings _____	James Hewitt _____
Stacey Foss _____	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"

*** Congratulations to the Carmen Schuck, Shan Zaffke, Steven Nerby, Amanda Nygard, Katie Paseka, and Ashley LaPash, students of Vicki Breneman's fourth grade class at Riverside School for having their drawings illustrated in the July bill insert of the Moorhead Public Service Department. The drawings were also featured in the lobby display of Moorhead Public Service.

*** Thank you to the entire staff for the terrific start of a new year. Specifically, the custodial, secretarial and paraprofessional staff at Robert Asp, Probstfield and Moorhead Junior High. Everyone demonstrated tremendous professionalism preparing the buildings for the new year.

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

5-M 9-1305
MIN
9-14-93

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, Board Member inquiries on 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 Violence Reduction Funding - Page 6
- (2) Acceptance of Prevention and Intervention Grant - Page 7

B. BUSINESS AFFAIRS - Bob Lacher

C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approval of New Employees - Page 8-9
- (2) Acceptance of Resignations - Page 10
- (3) Approval of Medical Leaves of Absence - Page 11
- (4) Approval of Temporary Leave of Absence - Page 12
- (5) Approval of Contract Change - Page 13

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of August 10 & 24, 1993 Minutes - Pages 14-20
- (2) Approval of September Claims
- (3) Approval of Nonresident Agreement - Page 21

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. ENROLLMENT UPDATE - Jernberg
Pages 22-23

Overview of 1993-94 beginning enrollment figures.

5. FIVE YEAR EDUCATIONAL PLAN: Facilities - Anderson
Page 24

Overview of the construction projects by Mr. Bill Cowman, Foss Associates.

6. ISD 152 FIVE YEAR EDUCATIONAL PLAN: School Improvement Plans - Jernberg Page 25

Overview of 1993-94 School Improvement Plans for Robert Asp by principal, Dr. Betty Myers, and Washington/Voyager Campus by principal, Mary Jo Schmid.

7. HAND IN HAND GRANT - Jernberg
Pages 26-28

Suggested Resolution: The Board may move to support the grant proposal as presented or may delay action until the September 28 meeting.

Moved by _____ Seconded by _____
Comments _____

8. PART-TIME/SUBSTITUTE PAY SCHEDULES - Franklin
Pages 29-30

Suggested Resolution: Move to approve the salary schedule as presented.

Moved by _____ Seconded by _____
Comments _____

9. NON-ALIGNED EMPLOYEES CONTRACT - Franklin
Pages 31-32

Suggested Resolution: Move to approve the 1993-94 non-aligned employees contract as presented with all employees receiving a step adjustment for the 1993-94 school year.

Moved by _____ Seconded by _____
Comments _____

10. ANNUAL OPERATIONAL PLAN TIMELINES - Lacher
Pages 33-36

Review of tentative timelines leading to approval 1994-95 Annual Operational Plan.

11. 1993 LEVY PAYABLE 1994 - Lacher
Pages 37-39

Suggested Resolution: Move to approve the preliminary levy of \$7,980,137 for the 1993 levy payable 1994.

Moved by _____ Seconded by _____
Comments _____

12. HARASSMENT/VIOLENCE POLICY - Anderson
Pages 40-48

Suggested Resolution: Move to approve the policy
Prohibition of Harassment and Violence (JFCFA) as presented.

Moved by _____ Seconded by _____
Comments _____

13. SCHOOL/COMMUNITY RELATIONS POLICY - Anderson
Pages 49-50

Suggested Resolution: Move to approve the policy
School/Community Relations (KB) as presented.

Moved by _____ Seconded by _____
Comments _____

14. CLOSE PUBLIC MEETING - Cox

Suggested Resolution: Move to close the public meeting in
accordance with M.S. 471.05 for the purpose of discussing
pending litigation matters.

Moved by _____ Seconded by _____
Comments _____

15. RECONVENE PUBLIC MEETING - Cox

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

Moved by _____ Seconded by _____
Comments _____

16. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

17. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Back-to-School Night	Mon., Sept. 13	7:00 - 8:00 pm	Edison School
Back-to-School Night	Thurs., Sept. 16	7:00 - 8:30 pm	Riverside School
Guest Speaker to LRP Committee Nelson Otto "What's in the Future & District Visioning"	Tues., Sept. 21	3:45 pm	Townsite
Community Ed. Advisory Council	Mon., Sept. 20	7:00 pm	Townsite
Back-to-School Night	Thurs., Sept. 16	6:00 - 8:00 pm	Washington School
Chamber of Commerce "New Staff Welcome"	Wed., Sept. 22	5:00 - 7:00 pm	Hjemkomst Center
Back-to-School Night	Thurs., Sept. 23	7:00 - 8:30 pm	Senior High School
Supt. Advisory Council	Thurs., Sept. 23	7:00 - 8:30 pm	Townsite
Policy Review	Mon., Sept. 27	7:00 - 8:30 p.m	Townsite
Community Education Classes Begin	Mon., Sept. 27		District- wide

MEMO #: I-94-060
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Violence Reduction Funding
DATE: September 8, 1993

The District has received \$1 per student for the 1993-94 school year for violence reduction and peer mediation in cooperation with West Central Educational Cooperative Service Unit. It is recommended that this funding be utilized for peer mediation including \$575 each for peer mediation advisors who will provide training and assistance for peer mediators at each building. The program, its funding and the potential future advisory salary will be reviewed at the end of this school year.

Suggested Resolution: Move to approve the use of the violence reduction funding as recommended.

RMJ/mdm

MEMO #: I-94-055

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Prevention and Intervention Grant

DATE: September 8, 1993

The District has received a grant in the amount of \$49,999.79 from the State of Minnesota to employ a bilingual (Spanish/English) student assistance counselor under the Prevention and Intervention Initiative, Department of Jobs and Training. Attached are exhibits A and B of the proposal and the job description submitted with the proposal.

Suggested Resolution: Move to accept the Prevention and Intervention Grant as presented.

RMJ/mdm
Attachments

PART I

PREVENTION & INTERVENTION INITIATIVES

APPLICATION COVER SHEET
FORM 1

This form is to be used as the cover sheet for your grant application. If you are applying for more than one fund category you may wish to complete one cover sheet for each category. Submit eight sets of your complete application for each fund category.

EXHIBIT A

<u>APPLICANT AGENCY: Use your legal name and full address, this is the fiscal agent with whom the grant agreement will be executed</u>	<u>CONTACT NAME and ADDRESS</u> <u>(If different from APPLICANT AGENCY)</u>
Independent School District #152 Moorhead School District Admin. Office 810 4th Avenue South Moorhead, MN 56560 County: Clay	Cynthia Sillers Community Issues Coord.
Director or superintendent name: Dr. Bruce R. Anderson Telephone number: (218)299-6255	Telephone number: (218)299-6257 FAX: (218)233-1610

Service area: List cities, counties, statewide, other Students attending schools within Moorhead School District	Project start date: Oct. 1, 1993	Project end date: Sept. 30, 1994
	Grant agreements will not be processed without these numbers:	
	MN Tax ID #: 803-3594	Federal employer ID #: 41-6008721

Indicate below the source of funding you selected and the amount. Please fill in the first and third columns below. See the fund category descriptions for more detail.

Mark this box	FUND CATEGORY	Amount of funding requested
X	DELINQUENCY PREVENTION, DIVERSION AND PRE-ADJUDICATION SERVICES	\$ 49,999.79 ^{50,000}
	JUVENILE COURTS-SYSTEMS IMPROVEMENT	\$
	POST-ADJUDICATION	\$
	JUVENILE JUSTICE TRAINING	\$
X	HIGH-RISK YOUTH ACTIVITIES	\$ 49,999.79
	INTEGRATED SERVICES TO TARGETED CHILDREN AND YOUTH	\$
	EDUCATION OF HOMELESS CHILDREN AND YOUTH	\$
	COMMUNITY VIOLENCE PREVENTION COUNCILS	\$

I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this application on behalf of the applicant agency or school. Applications from schools must be signed by the superintendent.

Director signature: *Bruce R. Anderson*
Superintendent signature (if school): *Supr.*

Date: May 3, 1993

C.
WORK PLAN

EXHIBIT A

FORM 2

Please make copies of this form. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
Independent School District #152	High Risk Youth Activities (for alcohol and drug prevention)

GOAL: To provide a Spanish/English speaking Student Assistance Counselor who will focus on assessment and early intervention of Hispanic youth and other students of color at risk for drug/alcohol use/abuse, as well as those at risk for developing mental health problems.

OBJECTIVE: OBJECTIVE DESCRIPTION:
NO. I To increase the number of Hispanic adolescents participating in Student Assistance Programs at both the Junior and Senior High Schools.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
STRATEGIES A. During the 1992-93 school year, the Bilingual Student Assistance Counselor will inform students, school counselors administration, teachers, bilingual Home-School Liaisons, and Special Services staff about the goals and objectives of the position. Task 1: The Bilingual Student Assistance Counselor will develop and implement materials and presentations that explain the position.	on-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
B. During the 1992-93 school year, the Bilingual Student Assistance Counselor will conduct at least 15 individual sessions per week and will co-facilitate at least 3 group sessions per week with Hispanic students. Task 1: The Bilingual Student Assistant Counselor will arrange for time and space for the individual and group sessions.	on-going 50-80 depending on need during school year. On-going identification. 1 person 1 time	Oct. 1, 1993 - Sept. 30, 1994 Oct. 1, 1993 - Oct. 15, 1993	Bilingual Student Assistance Counselor Bilingual Student Assistance Counselor

Please make copies of this form. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
Independent School District #152	High Risk Youth Activities (for alcohol and drug prevention)

GOAL: To provide a Spanish/English speaking Student Assistance Counselor who will focus on assessment and early intervention of Hispanic youth and other students of color at risk for drug/alcohol use/abuse, as well as those at risk for developing mental health problems.

OBJECTIVE: **OBJECTIVE DESCRIPTION:**
NO. II To facilitate the process of identification and referral of Hispanic youth who are at risk for chemical dependency and/or mental health problems.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
STRATEGIES			
A. By November 1, 1994, the Bilingual Student Assistance Counselor will have established a referral process to the Student Assistance Counseling Program within the Junior and Senior High Schools. Task 1: The Bilingual Student Assistance Counselor will contact school counselors, social workers, administration, teachers, bilingual Home School Liaisons, and Special Services staff to identify those Hispanic adolescents who are at risk for chemical dependency and mental health problems.	1 person, 1 time with review	Oct. 1, 1993 - Nov. 1, 1993	Bilingual Student Assistance Counselor
B. The Bilingual Student Assistance Counselor will identify the students whose language may be a barrier to accessing appropriate chemical dependency and mental health services. Task 1: The Bilingual Student Assistance Counselor will work with the chemical dependency and mental health agencies to identify individuals who can assist with Spanish communication.	1 person, meeting with others. On-going	Oct. 1, 1993 - Nov. 1, 1993 and on-going	Bilingual Student Assistance Counselor
	1 person meeting with several others. On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
	1 person meeting with several others. On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor

(OBJECTIVE II CONTINUED ON NEXT PAGE)

C.

WORK PLAN

EXHIBIT A

FORM 2

Please make copies of this form. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
Independent School District #152	High Risk Youth Activities (for alcohol and drug prevention)

GOAL: To provide a Spanish/English speaking Student Assistance Counselor who will focus on assessment and early intervention of Hispanic youth and other students of color at risk for drug/alcohol use/abuse, as well as those at risk for developing mental health problems.

OBJECTIVE: OBJECTIVE DESCRIPTION:
NO. II To facilitate the process of identification and referral of Hispanic youth who are at risk for chemical dependency and/or mental health problems.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
STRATEGIES (cont. from previous page) C. The Bilingual Student Assistance Counselor will facilitate the process of communicating with parents and solicit their support for the referrals to chemical dependency and mental health agencies. Task 1: The Bilingual Student Assistance Counselor will meet with parents at school or in their homes after school hours if necessary, to discuss issues. Task 2: The Bilingual Student Assistance Counselor will work closely with the Bilingual Home School Liaisons who have established a network of communication with Hispanic parents. Task 3: The Bilingual Student Assistance Counselor will provide bilingual resource materials to the parents.	1 person working with many parents. On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
	1 person working with many parents. On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
	3 persons - On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
	1 person working with many parents. On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
(OBJECTIVE II CONTINUED ON NEXT PAGE)			

C.
WORK PLAN

EXHIBIT A

FORM

Please make copies of this form. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
Independent School District #152	High Risk Youth Activities (for alcohol and drug prevention)

GOAL: To provide a Spanish/English speaking Student Assistance Counselor who will focus on assessment and early intervention of Hispanic youth and other students of color at risk for drug/alcohol use/abuse, as well as those at risk for developing mental health problems.

OBJECTIVE: OBJECTIVE DESCRIPTION:
NO. II To facilitate the process of identification and referral of Hispanic youth who are at risk for chemical dependency and/or mental health problems.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
STRATEGIES (cont. from previous page) D. The Bilingual Student Assistance Counselor will work closely with at least two existing summer youth programs to increase involvement of Hispanic youth. Task 1: The Bilingual Student Assistance Counselor will meet with staff of the summer youth programs to assure that the programs are addressing the unique needs of Hispanic youth. Task 2: The Bilingual Student Assistance Counselor will recruit Hispanic students to participate in the summer youth programs. Task 3: The Bilingual Student Assistance Counselor will co-facilitate activities of the summer youth programs as necessary.	3 persons On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
	3 persons On-going	Oct. 1, 1993 - Sept. 30, 1994	Bilingual Student Assistance Counselor
	1 person working with many students	Feb. 1, 1993 - June 9, 1994	Bilingual Student Assistance Counselor
	1 person working with many students	June 10, 1994 - Aug. 31, 1994	Bilingual Student Assistance Counselor

C.
WORK PLAN

EXHIBIT A

FORM 2

Please make copies of this form. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
Independent School District #152	High Risk Youth Activities (for alcohol and drug prevention)

GOAL: To provide a Spanish/English speaking Student Assistance Counselor who will focus on assessment and early intervention of Hispanic youth and other students of color at risk for drug/alcohol use/abuse, as well as those at risk for developing mental health problems.

OBJECTIVE: OBJECTIVE DESCRIPTION:

NO. III To increase staff and non-Hispanic students' awareness of the Hispanic culture and language.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
<p>STRATEGIES</p> <p>A. The Bilingual Student Assistance Counselor will serve as a resource, as well as provide a presentation to staff at the Junior High and Senior High Schools on culture, language, family structure, social issues, and the Migrant lifestyle of many Hispanic families.</p> <p>Task 1: The Bilingual Student Assistance Counselor will consult with School District administration about developing and scheduling the presentations.</p>	<p>1 person working with many persons On-going</p> <p>1 person working with many persons On-going</p>	<p>Oct. 1, 1993 - Sept. 30, 1994</p> <p>Oct. 1, 1993 - Sept. 30, 1994</p>	<p>Bilingual Student Assistance Counselor</p> <p>Bilingual Student Assistance Counselor</p>

C.
WORK PLAN

EXHIBIT A

FORM 2

Please make copies of this form. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
Independent School District #152	High Risk Youth Activities (for alcohol and drug prevention)

GOAL: To provide a Spanish/English speaking Student Assistance Counselor who will focus on assessment and early intervention of Hispanic youth and other students of color at risk for drug/alcohol use/abuse, as well as those at risk for developing mental health problems.

OBJECTIVE: NO. IV OBJECTIVE DESCRIPTION: The Bilingual Student Assistance Counselor will develop all necessary forms to log data which will be used for evaluation purposes.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
STRATEGIES A. By January 1, 1994, the Bilingual Student Assistance Counselor will have all forms developed. Task 1: The Bilingual Student Assistance Counselor will develop the evaluation forms for the counseling sessions, cultural inservices, summer activities, and the meetings with parents.	1 person one time with reviews 1 person with reviews	Oct. 1, 1993 - Jan. 1, 1994 Oct. 1, 1993 - Jan. 1, 1994	Bilingual Student Assistance Counselor Bilingual Student Assistance Counselor

C.
BUDGET JUSTIFICATION

EXHIBIT B

FORM 5

Please provide a brief justification for the budget items requested on form 3. Include an explanation of how costs were determined. For examples, see reverse side of this form. If you are applying in more than one fund category, please use a separate form for each category.

APPLICANT AGENCY: Independent School District #152		
FUND CATEGORY: High Risk Youth Programs		
SALARY Title and name	FTE/POSITIONS	TOTAL COST
Bilingual Student Assistance Counselor	1.0 FTE	\$35,000.00
TOTAL SALARY \$35,000.00	1.0 FTE	\$35,000.00
EMPLOYEE BENEFITS (Itemize)		
(\$35,000) X 24.2%		
		TOTAL \$8,497.00
CONTRACTED SERVICES (Itemize)		
Professional interpreting services for chemical dependency and mental health evaluations - 26.7 hrs. X \$30 per hour		
		TOTAL 800.00
EMPLOYEE IN-STATE TRAVEL (mileage may not exceed .27 per mile)		
889 miles X \$.27 = \$240.00		
		TOTAL 240.00
SUPPLIES, PHONE, POSTAGE, PRINT, COPY (Itemize)		
Telephone - \$1,020.00		
		TOTAL 1,020.00
EQUIPMENT (Itemize)		
Computer, office furniture, resource materials, etc. - \$1,418.00		
		TOTAL 1,418.00
INDIRECT COST (See fund category description)		
Approved Rate .017 \$49,164.00 X .017 = \$835.79		
*Other Rate _____		TOTAL 835.79
OTHER EXPENSES (Itemize)		
Recruitment in Texas, California, or other places		
Airfare - \$700; 2 hotel nights - \$150;		
Advertising - \$200; 3 days meals - \$99		TOTAL 2,189.00
Relocation expenses - \$1,000.00; Tax - \$40		
GRAND TOTAL FOR THIS FUND CATEGORY		\$ 49,999.79
Must match total on forms 1 and 3 for this fund category.		

*The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the type of cost that are usually treated as "indirect cost".

JOB DESCRIPTION

TITLE: Bilingual Student Assistance Counselor

QUALIFICATIONS: Licensed in Social Work or Counseling from an accredited college or university necessary. Strong knowledge and experience working in the area of chemical dependency. Experience working with adolescents preferred. Ability to communicate effectively in English and in Spanish, and strong knowledge and sensitivity to the Hispanic culture necessary. Strong communication, organizational and interpersonal skills required.

REPORTS TO: School Principal

JOB GOAL: To increase the number of students involved in the Student Assistance Program at the Junior and Senior High Schools.

PERFORMANCE RESPONSIBILITIES:

1. Works with Hispanic adolescents to recruit them to participate in the Student Assistance Program.
2. Works with students, school counselors, administrators, teachers and Special Services staff to explain the goals and objectives of the position.
3. Establishes a referral system, and arranges time and space for the individual sessions.
4. Facilitates the process of communication with parents and solicits their support for the referral made to mental health agencies.
5. Addresses the mental health concerns of Hispanic youth at risk.
6. Establishes a referral process to the Student Assistance Program.
7. Contacts school counselors, social workers, administrators, teachers and Special Services staff to identify those Hispanic adolescents who are at risk for mental health concerns.
8. Identifies the student whose language may be a barrier to accessing appropriate mental health services.
9. Works with the mental health agencies to identify trained interpreting services.

10. Facilitates the process of communicating with parents and soliciting their support for the referrals to mental health agencies.
11. Works to increase staff and non-Hispanic students' awareness of the Hispanic culture and language.
12. Serves as a resource, as well as provides a presentation to staff at the Junior and Senior High Schools on culture, language, family structure, social issues and the Migrant lifestyle of many Hispanic families.
13. Consults with School District administration about developing and scheduling the presentations.
14. Works with other adolescents of color when appropriate.
15. Evaluates and documents level of involvement of individual Hispanic students in the Student Assistance Program.
16. Provides required reports to the Minnesota Department of Human Services.

TERMS OF EMPLOYMENT: Forty hours per week for one year.

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of professional personnel.

APPROVED BY: _____ DATE: _____

REVIEWED AND AGREED BY:

(Incumbent) DATE: _____

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 8, 1993
SUBJECT: New Employees

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

Paul Berggren - Social Studies Teacher, Moorhead Senior High
MA (0-4) \$28,440.00. (replace Milt Olson)

Kurt Gigstad - Social Studies Teacher, Moorhead Senior High
BA (8) \$24,981.00. (replace James Heifort)

Petra Martel - Reading Teacher, Moorhead Junior High,
MA (7) \$29,087. (New)

Jane Meier - MMI Teacher, Washington Elementary,
MA (0-4) \$28,440. (replace Deb Bartholomay)

Vicky Brackin - Inclusion Teacher, Washington Elementary,
BA (7) \$24,089. (New)

Daniel Dahlvang - Math Teacher, Moorhead Junior High,
BA (0-4) \$23,443. (replace Howard Anderson)

Pat King - Chapter I Home School Liason Teacher, Voyager
BA (0-4) \$20,995.65. (163 days) (New)

Patricia Gulsvig - Social Studies Teacher, Moorhead Junior High
BA+15 (7) \$25,340. (New)

Susan Wilken - Math Teacher, Moorhead Junior High,
BA (0-4) \$23,443. (New)

Heidi Larson - Speech Teacher, District Wide,
BA+45 (0-4) \$21,752. (.80 FTE)

Judy Kleven - Chapter I Teacher, Riverside Elementary,
BA (0-4) \$16,738.30. (.714 FTE) (New)

Cathy Davis - Chapter I Teacher, Edison Elementary,
BA (0-4) \$16,738.30. (.714 FTE) (New)

Jeff Kohler - Custodian 2nd Person, Washington Elementary,
A13, (0) \$7.62 per hour effective Sept. 2, 1993.

Ruth Waaraniemi - Hearing Interpreter, Robert Asp Elementary,
B23 (3) \$9.07 per hour. (replace Shauna Salmi)

Cathy Obregon - Hearing Interpreter, Probstfield Elementary,
B23 (3) \$9.07 per hour. (replace Jodean Hanson)

Scott Morey - Hearing Interpreter, Moorhead Junior High,
B23 (3) \$9.07 per hour. (replace Jill Moe)

Brad Johnson - Alternative Paraprofessional, Senior High,
B21 (0) \$7.91 per hour. (replace Alvaro Guel)

Susan Morse - EBD Paraprofessional, Edison Elementary,
B21 (0) \$7.91 per hour. (new)

Margo Johnson - ECSE Paraprofessional, Lincoln Elementary,
B21 (0) \$7.91 per hour. (New)

Joanne Molstre - ECSE Paraprofessional, Trinity Day Care,
B21 (0) \$7.91 per hour. (New)

Gail Ferguson - Inclusion Paraprofessional, Edison Elementary,
B21 (0) \$7.91 per hour. (New)

Sheila McLeod - MSMI Paraprofessional, Moorhead Senior High,
B21 (0) \$7.91 per hour. (replace Pfeifer &
Amundson)

Estela Cruz - Inclusion Paraprofessional, Washington Elementary,
B21 (0) \$7.91 per hour. (replace Jane Rawlings)

Nancy Davis - Food Server, Riverside Elementary, 2 hrs. daily

Rebecca Hauff, Food Server, Voyager Elementary, 2 hrs. daily

Ann Villanueva - Food Server, Probstfield Elementary, 2.25 hrs
daily

Karen Pickar - Computer Operatur Food Service, Junior High, 2.75
hrs. daily

Becky Peterson - Food Server, Asp Elementary, 2.50 hrs. daily

Julie Howard - Dishwasher, Senior High, 2.25 hrs. daily

Barb Johnson - Library Secretary, Edison Elementary,
A12 (0) \$7.34 per hour.

Suggested Resolution: Move to approve the employments as
presented.

BMF:sdh

MEMORANDUM

P 93.076

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 7, 1993
SUBJECT: Resignation of District Employees

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

Kathy Kunkel - Library Secretary, Edison Elementary, effective immediately.

Merwin Schmidt - 5th Grade Teacher, Voyager Elementary, effective immediately.

Joel Ortega - EBD Coordinator, District Wide, effective August 24, 1993.

Patricia Bailey - L.D. Paraprofessional, Moorhead Senior High, effective immediately.

Marleen Holtgard - Food Server, Moorhead Senior High, effective immediately.

SUGGESTED RESOLUTION: Move to accept the resignations as presented.

BMF:sdh

MEMORANDUM P 93.077

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 7, 1993
SUBJECT: Medical Leave of Absence

The administration requests medical leave of absence for the following person:

Anita Arndt - 3rd Grade Teacher, Washington Elementary, medical leave from August 30, 1993 until January 21, 1994.

Suggested Resolution: Move to approve the medical leave of absence.

BMF:sdh

MEMORANDUM

P 93.078

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 7, 1993
SUBJECT: Temporary Leave of Absence.

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

Marcy Christenson - SLD Teacher, Probstfield Elementary,
beginning December 1, 1993 and terminating
June 3, 1994.

Shirley Reimer - MSMI Paraprofessional, Riverside Elementary,
effective August 30, 1993 until June 3, 1994.

SUGGESTED RESOLUTION: Move to approve the temporary leave as presented.

BMF:sdh

MEMORANDUM P 93.079

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 7, 1993
SUBJECT: Change in Contract

The administration requests approval of the change in contract for the following persons:

Sherrill Ohe - 2nd Grade Teacher, Probstfield Elementary, from .500 FTE to full time.

Connie Nick - 3rd Grade Teacher, Probstfield Elementary, from .500 FTE to full time.

Doreen McDonald - Kindergarten Teacher, Probstfield Elementary, from .500 FTE to full time.

Alice Swanson - Physical Education Teacher, Senior High, from .643 FTE to full time.

Gwen Sallberg - Reading Teacher, Senior High, from .643 FTE to full time.

Suggested Resolution: Move to approve the change in contracts as presented.

BMF:sdh

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 10, 1993
PAGE 1

MEMBERS PRESENT: Bill Cox, James Cummings, Stacey Foss, Mark Gustafson, James Hewitt, Carol Ladwig, and Bruce Anderson.

MEMBERS ABSENT: Anton Hastad

CALL TO ORDER/PLEDGE OF ALLEGIANCE: Chairperson Cox called the meeting to order at 4:05 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Anderson noted there were no changes to the agenda.

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

"WE ARE PROUD"

- ** Jim Cummings was acknowledged for his excellent leadership and contributions while chairperson of the School Board.
- ** Carole Kline was acknowledged for receiving an award from the Lake Region Arts Council for her personal contributions and commitment to the arts in the region.
- ** Moorhead School CAPP (Comprehensive Arts Planning Program), represented by Judy Christofferson, was acknowledged as the recipient of the School Award from the Lake Region Arts Council. The award is given for outstanding contributions to the Arts through education in our region.

CONSENT AGENDA: Cummings moved, seconded by Hewitt, to approve the following items on the Consent Agenda:

Special Education Contracts - Approved the contracts with Dilworth and Glydon-Felton School Districts for various special education services from July 1, 1993 through June 30, 1994.

Major Magnitude Field Trip - Approved the overnight field trip to Camp Confidence as presented.

Chapter I Project - Approved the Chapter I Project additions for 1993-94 due to the increased funding as presented.

Gift - Accepted the gift from the Robert Asp Parent Advisory Committee, in the amount of \$3,765.28, for field trip transportation.

PERSONNEL

New Employees

Susan Knorr - 1st Grade, Washington Elementary, BA (6) \$23,164
Beth Lenius - English, Moorhead Senior High, BA (9) \$25,564
Tom Ross - Media Generalist, Moorhead Senior High, BA+30 (10)
\$28,918

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 10, 1993
PAGE 2

New Employees

Dawn Schultz - L.D. Teacher, Probstfield Elementary, BA+15 (0-4)
\$23,164
William Franklin - 5th Grade, Robert Asp Elementary, BA (5)
\$23,164
Stephanie McNab - Chapter I, Probstfield Elementary, BA (0-4)
\$23,164
Steven Mathiowetz - Industrial Technology, Junior High, BA (7)
.714, \$16,994.63
Steven Connolly - Physical Education/Health, Senior High, MA
(0-4) \$28,101
Leah Hoffman - Music, Robert Asp Elementary, BA+30 (0-4) .214
\$5485.25
Arlin Prochnow - Business Teacher, Senior High, MA+45 (10)
\$35,087

Resignations

Mark Soehren - Outreach Paraprofessional, Senior High, effective
July 31, 1993
Katherine Johnson - Music Teacher, Robert Asp Elementary,
effective immediately
Deb Bartholomay - MMMI Teacher, Washington Elementary, effective
immediately
Janet Coleman - Hearing Impaired Teacher presently on leave,
effective immediately

Retirement

Don Melby - Custodian, Maintenance Garage, effective September
15, 1993

Transfer

Anne Moyano - Special Services Coordinator to Administrative
Intern, August 16, 1993 to June 17, 1994, \$30,000.

Student Teacher Agreement - Accepted the Student Teaching Program
contract with Moorhead State University beginning September 1,
1993 through August 31, 1996.

Minutes - Approved the minutes of July 6 and 20, 1993 as
presented.

Claims - Approved the August claims, subject to audit, in the
amount of \$2,446,410.83.

General Fund:	\$375,049.34
Food Service:	16,484.71
Transportation:	7,463.38
Community Service:	7,475.91
Capital Expenditure:	65,107.22
Building Construction:	1,963,938.01
Debt Redemption:	2,720.00
Townsite Centre:	8,172.26
TOTAL	\$2,446,410.83

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 10, 1993
PAGE 3

Community Education Gift - Accepted the contributions for the 1993 Post Prom party, in the amount of \$6,289.50.

Community Education Grant - Accepted the Service-Learning grant, in the amount of \$9,900.

ECSU Representative - Appointed Jim Hewitt as the Board liaison to the West Central ECSU for the 1993-94 school year.

Motion carried 6-0.

COMMITTEE REPORTS: Ladwig reported on the Joint Powers meeting held August 5th.

FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: FACILITIES

Instructional Space: Mr. Bill Cowman, Foss Associates, updated the Board in regards to the construction projects and the approximate completion dates. The cost of change orders for all the projects total approximately \$30,000, or .75% of the total project costs. There have been some delays due to the weather.

FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: COMMUNICATIONS Public Relations/Communications Plan: Anderson presented an overview of the recommended Communications Coordinator position. This position would be filled by Mary Davies of Community Education at a .35 FTE basis. The primary objective of the position would be to develop and implement the school district's communication plan. A recommendation for action/approval with a draft of a Community Relations policy will be presented at the August 24th meeting.

FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA: CURRICULUM &

INSTRUCTION Outcome Based Education: Cummings moved, seconded by Foss, to approve \$160,000 for the 1993-94 OBE pilot site expenses that will be reimbursed by the State of Minnesota. Motion carried 6-0.

1994 PROPERTY TAX PUBLIC HEARING DATES: Gustafson moved, seconded by Hewitt, to schedule the 1994 Proposed Property Tax Public Hearing on Tuesday, December 7, 1993 at 7:00 p.m. in the Board Room of Townsite Centre, and a continuation hearing, if necessary, on Thursday, December 16, 1993 at 7:30 p.m. in the Board Room of Townsite Centre. Motion carried 6-0.

PRINCIPAL SEARCH: Anderson updated the Board regarding the principal position at the Senior High. Interviews will be conducted on August 17-18. A recommendation will be presented at the next meeting.

1993-94 WORKSHOP WEEK: The workshop schedule for the start of the 1993-94 school year was reviewed.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 10, 1993
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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Jernberg distributed the 1992-93 PER Report which will be mailed to all Moorhead residents.

Cox recessed the meeting at 5:05 p.m. for 5 minutes.

CLOSE PUBLIC MEETING: Cummings moved, seconded by Foss, to close the public meeting at 5:15 p.m., in accordance with M.S. 471.05, for the purpose of discussing labor negotiations. Motion carried 6-0.

Cox left the meeting, Gustafson presided.

REOPEN PUBLIC MEETING: Ladwig moved, seconded by Cummings, to reopen the public meeting at 5:42 p.m. Motion carried 6-0.

ADJOURNMENT: Gustafson adjourned the meeting at 5:43 p.m. Motion carried 6-0.

Carol Ladwig, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 24, 1993
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MEMBERS PRESENT: Bill Cox, James Cummings, Stacey Foss, Mark Gustafson, Anton Hastad, James Hewitt, Carol Ladwig, and Bruce Anderson.

CALL TO ORDER: Chairperson Cox called the meeting to order at 7:10 p.m. and led the Board and audience in the Pledge of Allegiance.

PREVIEW OF AGENDA: Anderson previewed the agenda.

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

"WE ARE PROUD"

** Ken Tangen, Knowledge Bowl Advisor, has been elected to the Federation of Academic Coaches and Team Sponsors, the national organization's nine member Board. The purpose of the Board is to encourage academic competition and setting the rules for those competitions.

CONSENT AGENDA: Hewitt moved, seconded by Foss, to approve the following items on the Consent Agenda:

Nursing Services Contract - Approved the contract with Clay County for the provision of nursing services, in the amount of \$33 per hour.

Townsite Centre Lease - Approved the lease of Suite 160A to Rural Minnesota CEP at the rate of \$150.00 per month.

PERSONNEL

New Employees

Elrene Cossette - Library/Science Secretary, Probstfield, A12 (0)
\$7.34 hour, 6.5 hours daily
Diane Erickson - ESL Teacher, Probstfield/Junior High, BA+15 (5)
\$24,398.00
Carolyn Juell - ECSE Teacher, Lincoln, BA+45 (0-4) \$18,806.20
(.70 FTE)

Resignations

Ann Toulouse - Computer Operator, Food Service, Junior High, effective immediately.
JoAnn Sternberg - Food Service, Robert Asp, effective immediately.
Georgine Eide - Food Server, Voyager, effective immediately.
Rachelle Vertin - Sign Language Interpreter, effective immediately.
Alvaro Guel - EBD Paraprofessional, Junior High, effective immediately.

REGULAR MEETING
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Linda Nigg - AOM Paraprofessional, Probstfield, effective immediately.
Shauna Salmi - Sign Language Interpreter, effective immediately.

Denial of Leave of Absence

Jane Butler - EBD Teacher, Senior High, from January 3, 1994 through January 31, 1994.

Partial Leave of Absence

Carol Nelson - Home Economics Teacher, Senior High, from full time to .857 for 93-94 school year.

Nonresident Agreement

To Attend Moorhead Public Schools

Adam Marks - 8839 Irving Ave. No., Brooklyn Park, MN, Grade 9

Gift - Accepted the donation from Karen and David Shander, in the amount of \$50 for the ABE program.

Community Education Grant - Accepted the grant to establish an International Speakers Bureau for use in K-9 classrooms, in the amount of \$500.

Motion carried 7-0.

COMMITTEE REPORTS: Reports were heard regarding the Interagency Early Intervention Committee and Community Education Advisory Council meetings.

EARLY CHILDHOOD FAMILY EDUCATION PROGRAM UPDATE: ECFE Program coordinator, Laurie Winterfeldt-Shanks, presented an overview of the programs purpose and accomplishments.

FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA - COMMUNICATIONS: Gustafson moved, seconded by Cummings, to approve the position of Communications Coordinator in I.S.D. 152 and the assignment of Mary Davies to the position on a .35 FTE basis, effective immediately. Motion carried 7-0.

The Board also conducted a first reading of the School/Community Relations (KB) policy.

FIVE YEAR EDUCATIONAL PLAN STRATEGIC AREA - FACILITIES: An overview of the building project status was presented by Mr. Bill Cowman, Foss Associates. The majority of the summer construction projects will be complete by the start of school.

REGULAR MEETING
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1992-93 ANNUAL REPORT ON CURRICULUM AND STUDENT PERFORMANCE:

Cummings moved, seconded by Ladwig, to accept the Annual Report on Curriculum and Student Performance 1992-93 and direct administration to submit copies to the Minnesota Department of Education. Motion carried 7-0.

1992-93 GENERAL FUND: Superintendent Anderson reviewed of the estimated 1992-93 general fund balance and the actions necessary to move the School District toward the 1993-94 Annual Operational Plan projected balance. Alternatives were discussed for reducing \$260,000 in spending during the 93-94 school year.

1992-93 CAPITAL OUTLAY FUND: Cummings moved, seconded by Gustafson, to adjust the 1992-93 Capital Outlay fund as presented. Motion carried 7-0.

1993-94 PRELIMINARY ENROLLMENT: Jernberg presented an update of the 1993-94 enrollment projections.

7-12 COMMUNITY ALTERNATIVE PILOT PROGRAM: Gustafson moved, seconded by Foss, to approve the Moorhead Community Alternative Program implementation as presented.

Ladwig moved, seconded by Hastad, to amend the original motion to define the pilot program as one year (1993-94). Motion carried 7-0.

Original motion carried 7-0.

An assessment of the program will be presented to the School Board in April or May of next year.

HARASSMENT/VIOLENCE POLICY: A first reading of Prohibition of Harassment and Violence policy (JFCFA) was conducted. Concerns were expressed regarding investigations and horizontal harassment situations with this draft. The policy draft has been sent to legal counsel for review which will be shared with the Board.

HIGH SCHOOL PRINCIPALSHIP: Hastad moved, seconded by Gustafson, to approve Mr. Doug Price as the new Moorhead High School principal at an annualized salary of \$67,204. Motion carried 7-0.

Administration will send a letter of thanks to the Interview Committee.

ADJOURNMENT: Gustafson moved, seconded by Hewitt, to adjourn the meeting at 9:45 p.m. Motion carried 7-0.

Carol Ladwig, Clerk

MEMO #: I-94-057
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Building Improvement Plans
DATE: September 8, 1993

The Board has received draft copies of Building Improvement Plans for Robert Asp, Voyager and Washington Schools. The plans will be reviewed briefly with the Board as to how they complement the District's Five Year Educational Plan and as to unique aspects of each Building's Improvement Plan. Buildings will present their final plans for Board approval in December.

RMJ/mdm
Attachments

LRP
p1-4

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major stepsCurriculum	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ..	George Washington's Response
<p>page 1.</p> <p>1. Dissemination and ensure....</p> <p style="text-align: center;">-Bldg MEEP Leadership Team</p>			<p>By March, 1994, and annually thereafter the George Washington staff will:</p> <ul style="list-style-type: none"> •utilize the MDE Resources (Minnesota Dept. of Education) •utilize OBE Facilitator to inservice new and update existing staff •utilize media coverage whenever appropriate <p>George Washington staff will continue to investigate:</p> <ul style="list-style-type: none"> •S.T.E.P. participation •continuous progress •inservice as needed based on staff input •alternative assessments and portfolios •content area enrichments •a variety of strategies to enhance student learning <p>George Washington Staff will continue to:</p> <ul style="list-style-type: none"> •evaluate and gather staff input for ILDA funding for K-4 •implement K-3 I.L.P.'s •implement computerized I.E.P.'s •provide advanced technology skills and opportunities <p>By May, 1994 The S.T.E.P. Coordinator will facilitate inservice of staff at George Washington</p> <ul style="list-style-type: none"> •redesign service delivery model based on Washington student needs and staff needs. •based on current research •Washington staff will discuss implementation options prior to program options and inservice.
<p>page 2</p> <p>2. Provide challenging and enriching...</p>					
<p>page 3</p> <p>a. Model Learner Outcomes for Gifted and Talented Learners (MDE) will be integrated into the ..</p>					
<p>page 4</p> <p>3. Implement outcome-based practices that accommodate learners needs.....</p>					<p>George Washington Task Force #3 (Assessment) will continue to investigate and provide inservice opportunities as requested by staff.</p> <p>During 1993 - 98 the George Washington Task Force #1 (Current Issues) will investigate, organize and disseminate information of research-based best practices in education.</p>

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major stepsCurriculum	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington Response
b. Pilot the non-graded primary classroom utilizing voluntary teaching teams of...		<p><i>George Washington staff will:</i></p> <ul style="list-style-type: none"> •1993-94 investigate and develop a plan •1994-95 implement voluntary pilot •1995-98 evaluate and modify pilot
c. Develop a plan for piloting a continuous progress approach in levels K - 6....					<p><i>George Washington staff will:</i></p> <ul style="list-style-type: none"> •1993-94 investigate and develop a plan •1994-95 implement voluntary pilot •1995-98 evaluate and modify pilot
<p>page 5</p> <p>a. Assess the current status (baseline data) of inclusion in building</p>					<p><i>In 1993 George Washington's Inclusion Team will assess and develop a building status report. (See Human Resources 1C)</i></p> <p><i>In 1994 George Washington's Inclusion Team will report building status to district team.</i></p>
<p>page 9</p> <p>1. Improve the curriculum through the curriculum review process.....</p>					<p><i>The George Washington staff (volunteers) will participate in the Graduation Standards Performance Writing Grant starting in fall, 1993.</i></p>
<p>page 11</p> <p>f. PHASE VI: KEEP IT UPI</p> <p>1)...</p> <p>2)...</p> <p>3) Develop action plan for Phase I, including selection of committee members.</p>					<p><i>George Washington Staff will continue to take part in district curricular committees. Note: See <u>George Washington's Committee Directory</u> for listing of committees and members.</i></p>

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major stepsCurriculum	Completion Date	Responsible Person	Resources	Performance Standard: Criteria	George Washington Response
page 13 2. Support the efforts of programs that help us understand and appreciate cultural diversity such as S.E.E.D..... G.W. librarian & contributing teachers	Increased cultural awareness at George Washington School will be ongoing.	a. George Washington Staff will continue to be involved with increased cultural awareness activities such as: •Library displays •Black History Month •Hispanic •Women •American Indian
		George Washington volunteers	George Washington volunteers, MEEP funds for subs, materials provided by SEED	• George Washington staff will demonstrate increased cultural awareness improving classroom and school environment and will share with other staff. • Students will develop coping skills and awareness	b. George Washington staff will support the SEED project with time, money and personnel.
		George Washington CARE team and volunteers	Monies from Drug-Free schools	• Students will see the richness of diversity as being positive. • Minority students will feel welcomed and challenged, and parents will be participate in more activities and school functions.	c. By 1994, the George Washington staff and students will participate in : • L.I.F.E. (Life Is a Fulfilling Experience) • G.R.O.W (Grief Reshapes Our World) Alcohol Outreach • Celebrate American Festival and We Are the World (possible future project)
		George Washington • SEED • PTO • Staff • Community	Collaboration between George Washington PTO, Staff, Community		

Five Year Educational Plan for George Washington School 1993 - 1998

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Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria	George Washington Response
b. Instruct K-12 students in word processing			<i>By 1996, George Washington learners will utilize word processing applications in their learning.</i>
c. Instruct grades 2 - 12 students in the use of local and remote databases.....					<i>By 1996, George Washington learners will utilize data base applications in their learning.</i>
d. Instruct grades 3-12 students in the use of spreadsheets.....					<i>By 1996, George Washington learners will utilize spreadsheets in their learning.</i>
e. Instruct students in the use of video production techniques...					<i>By 1996, George Washington learners will utilize video production in their learning.</i>
f. Use telecommunication projects appropriate to grade level and curriculum.....					<i>By 1998, George Washington learners will utilize telecommunications in their learning.</i>

Five Year Educational Plan for George Washington School 1993 - 1998

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Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington Response
<p>page 14</p> <p>5. All district learners and staff will have information technology skills and opportunities...</p> <p>a. Provide continuing support so staff can utilize word processing, spreadsheet and data base application.....</p> <p>....</p>		...	<p>George Washington Technology Plan and MEEP Funds</p>	...	<p>..Note: See <u>George Washington School's Technology Plan for 1993- 2000</u> Page 17 , X. STAFF IN-SERVICE NEEDS</p> <p>page 13, 5.1.1 By 1993, George Washington staff will continue to utilize inservice, mentors and a variety of resources to become proficient in all technology applications.</p> <ul style="list-style-type: none"> a. Macintosh and Apple computers b. Word processing c. DataBase d. Spreadsheet e. video production f. telecommunications g. laser/video disk h. hypercard i. multimedia j. new technologies <p>page 13, 5.1.3 By 1993 George Washington staff will integrate word processing ... applications into their teaching and planning.</p> <ul style="list-style-type: none"> a. Clarisworks b. Appleworks c. other <p>page 13, 5.1.2 and 5.1.3 By 1994, George Washington staff will demonstrate knowledge and integrate database applications into their teaching.</p> <p>page 13, 5.1.4 By 1994, George Washington staff will demonstrate knowledge of and utilize video production in their teaching.</p> <p>By 1996, George Washington staff will demonstrate knowledge of and utilize spreadsheets in their teaching.</p>

Five Year Educational Plan for George Washington School 1993 - 1998

p. 14 c

Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington Response
a. cont' (Provide continuing support so staff can utilize word process...	<p>page 13, 5.1.6 By 1996, George Washington staff will integrate telecommunications into their teaching and planning.</p> <p>page 14, 5.5.1 By 1995, George Washington staff will utilize telecommunications between the district and State Department of Education through: on-line service for obtaining research information and electronic mail, information resources, Midi-bank of assessments, etc.</p> <p>page 13, 5.1.8 By 1998, George Washington staff will demonstrate knowledge of and utilize laser/video and multimedia in their teaching.</p> <p>page 13, 5.1.9 By 1999 George Washington staff will demonstrate knowledge of and utilize hypercard to design curriculum.</p> <p>age 13, 5.1.11 By 2000 George Washington staff will explore new technologies.</p>

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major stepsCurriculum	Completion Date	Responsible Person	Resources	Performance Standard: Criteria	George Washington's Response
g. Use new technologies appropriately to enhance/expand curriculum.....			<p>page 13, 5.1.9 By 1998, George Washington staff will demonstrate knowledge of hypercard and interactive disk-based publishing to design curriculum.</p> <p>page 15, 5.6.1 By 1996, George Washington staff will utilize technology equipment for instructional, communicative and non-teaching purposes, such as large screen monitors, video disks, video production equipment, modems, telephones etc.</p> <p>..</p>
<p>page 16</p> <p>6. The environmental education curriculum ...</p> <p style="padding-left: 20px;">a. Engage elementary students in one environmental...</p> <p style="padding-left: 40px;">b. Elementary and secondary teachers...</p> <p style="padding-left: 40px;">c. Environmental education will be integrated throughout the existing elem.....</p>					<p>Beginning in the fall of 1995 and thereafter, George Washington student assessment will verify an understanding of environmental issues.</p> <p>Beginning in the fall of 1995 and thereafter, George Washington staff will participate in inservice and will be prepared to integrate environmental studies across the curriculum.</p>

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria	George Washington's Response
<p>Page 18</p> <p>1. Each school's Annual Building Improvement Plan shall include the development and implementation of a Five Year Educational Plan which assesses and addresses the Minnesota Educational Effectiveness Program (MEEP) using the characteristics listed below:</p> <p>2. Annually each school will determine if they need continued work on any characteristic chosen that year in addition to the plan for the forthcoming year . . .</p>	<p>Beginning in the fall of 1993, George Washington staff will be surveyed to determine the focus under each of the MEEI characteristics.</p> <p>MEEP Characteristics building focus:</p> <p><u>1993-94:</u> # 2 Building -level leadership which encourages and monitors progress towards purposes and goals.</p> <p># 4 School-site decision making with autonomy in determining the means by which the purpose and goals are to be met.</p> <p># 5 District-level support for school site decision making concerning improvement efforts.</p> <p><u>1994-95:</u> #1 Common sense of purpose with clearly defined goals.</p> <p>#14 Effective models of teaching are employed to increase academic learning time and student achievement.</p> <p>#9 Curriculum organization focusing on attaining planned outcomes.</p> <p><u>1995-96:</u> #12 Flexible grouping patterns based upon student needs are exhibited and communicated.</p> <p>#13 Instructional preparation takes into account student needs, learning styles and available resources.</p> <p>#7 Family involvement in a child's education and family support of the purpose and goals of the school.</p> <p><u>1996-97:</u> #15 Assessment, monitoring and appropriate feedback is provided.</p> <p>#6 A building level staff and professional development program directed toward school purposes and goals and close related to the instructional program of the school.</p>

Five Year Educational Plan for George Washington School

1993 - 1998

p. 18 - 19b

Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington's Response
	<p>(1996-97 cont)</p> <p>#3 Collaborative planning and collegial relationships among staff and administration in addressing the purposes and goals of the school.</p> <p>1997-98: #8 School climate which supports the purposes and goals.</p> <p>#10 Effective management strategies that communicate the seriousness and purposefulness with which the school takes its task are demonstrated in the classroom and school.</p> <p>#11 High expectations and positive interpersonal relationships for all students are exhibited and communicated.</p>

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major stepsFinance	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington Respor
<p>page 23</p> <p>3. The Site Based Decision Making Task Force will develop</p>		<p>By November 30, 1994, the George Washington MEEP Team will develop an information base and:</p> <ul style="list-style-type: none"> •will have available and utilize <u>Effective School Research</u> and publications . •publish minutes of MEEP Meetings •gather input and publish results. •publish budget. •have available and utilize all appropriate plans such as the Long Range Plan, Five Year Plan, Technology Plan, and curriculum development plans. •will keep staff informed of correlation of activities and characteristics.
<p>page 24</p> <p>4. The Site Based Decision Making Task Force will develop an action plan....</p>					<p>Until the District SBDM (Site Based Decision Making) Task Force has defined and developed a policy and determined its' parameters, the George Washington C.A.T. (Campus Advisory Team) will:</p> <ul style="list-style-type: none"> • define purpose • assess needs//issues • develop action plan • disseminate information to staff • publish minutes • evaluate

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major stepsFacilities, Human Res	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington Response
<p>page 26</p> <p>2. Site based teams will assess and determine utilization of building space and site plans.</p>		<p>By April 1, 1994 and annually thereafter, the building Task Force #5 - Learning Environment f will furnish information for the building Annual Improvement Report.</p>
<p>page 27</p> <p>4. Provide safe playgrounds with age and accessibility...</p> <p>b.Task force will be appointed including parents and staff...</p>					<p>By June, 1994, this committee will include members from the George Washington Learning Environment Task Force #5 and parents.</p>
<p>6. District assessibility team, ...</p>					<p>George Washington will have staff representatives this District Team</p>
					<p>(1c.)</p> <p>By 1995, the George Washington staff will:</p> <ul style="list-style-type: none"> •survey attitudes towards inclusiveness to determine goals, inservice needs and resources, •provide annual inservice to staff <p>.....</p>

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major steps ..Human Resources	Completion Date	Responsible Person	Resources	Performance Standard: Criteria	George Washington's Responses
Human Resources p.37 1. Demonstrate a strong commitment to <u>equity</u> and the value of all people. a. b. c. Implement a plan of on-going staff development based on identified needs. d. Provide staff development which promote a positive, <u>inclusive learning environment</u> . ----- p. 38 2. <u>Support</u> the Five Year Educational Plan priorities ... c. <u>Develop a plan</u> which supports change efforts in meeting those needs. d. <u>Implement</u> a staff development plan based on current needs as well as on-going needs. ----- p. 38 3. Demonstrate a commitment to physical and emotional wellness for all employees...	1c. By 1995 and ongoing, the George Washington MEEP Team will facilitate the surveying of staff, setting of goals, providing inservice, and development of budget. 1d. Annually, the George Washington staff will be surveyed concerning attitudes towards inclusiveness to determine goals, inservice needs and resources • provide annual inservice ----- 2c. Annually, the George Washington staff and MEEP team will: • familiarize themselves with the 5-yr. plan • utilize information from Current Trends task force • utilize professional growth plans • utilize personality inventories such as the Myers-Briggs 2d. Annually, the George Washington staff and the MEEP team will: • respond to the above information in planning any inservice • correlate inservice with MEEP characteristics ----- 3. By fall of 1994, the George Washington CARE Team Task Force will deal with: • Communication Issues: - inter-agency social services, etc - staff calling tree • Staff support: - affirmations (certificate of appreciation, personal notes, cards, etc) - health issues (Hospice, physical wellness, etc.) - classroom crisis support • Student support: - encourage use of referral system - accompanying student to child protection interviews Other building resources include: E-Team (emergency), Sunshine Committee, Wellness Committee and Staff expertise: - Stress management - Aerobic exercises, etc.

Five Year Educational Plan for George Washington School 1993 - 1998

Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington's Response
.p. 44George Washington .Leadership Team	
3. The learning environment ...					<p>1. By June, 1994, and annually, the George Washington Discipline Plan will be communicated to all stakeholders through:</p> <ul style="list-style-type: none"> • classroom plans • building plan • district plan • task force output..
b. Each building will develop a plan ...					
1) Discipline					
2) Drug Free					<p>2. By June, 1994 and annually, the George Washington plan for a drug-violence free school will be communicated through programs such as:</p> <ul style="list-style-type: none"> • Alcohol Out-reach • Media and other special presentations • Publicity and interventions by the C. A. R. E. Team
3) Attendance					<p>3. By June, 1994 and annually, the George Washington attendance policy plan will be communicated to all stakeholders by:</p> <ul style="list-style-type: none"> • newsletters and bulletins • classroom discussions • phone calls to offenders from the nurse technician • letters to parents concerning truancy report to county
4) Peer Mediation					<p>4. By June, 1994 and annually, the George Washington Peer Mediation Plan will be communicated to all stakeholders by:</p> <ul style="list-style-type: none"> • newsletters and bulletins • classroom presentations by counselor • classroom modeling by teachers

Five Year Educational Plan for George Washington School 1993 - 1998

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Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria	George Washington's Response
<p>P. 45</p> <p>4. b. Site-based parent involvement teams will</p> <p>1.) The site-based teams will look...</p> <p>2.) The site-based teams will develop...</p> <p>3.) Each building through its.....</p>		<p>4b. Annually, the George Washington Parent Involvement Task Force #4 and PTAC will continue to serve as a site-based management team.</p> <p>4b1 By January, 1994 the George Washington Parent Involvement Team and PTAC will identify barriers to family involvement e.g.</p> <ul style="list-style-type: none"> • lack of coordination between stakeholders • staff representation on PTAC <p>4b2. By March, 1994, the George Washington Parent Involvement Team and PTAC will complete a report which will include goals and activities such as:</p> <ul style="list-style-type: none"> • investigating feasibility of Free-to-Play (a parent-student-staff fun night) • utilizing outdoor communication sign • devoting indoor hallway bulletin board to parental involvement • collecting topics of interest to parents • identifying particular needs which would lead to intense sessions with individual families • securing funds for a parent involvement coordinator • distributing PTAC Handbook and Newsletters <p>4b3. By May 1, 1994, the George Washington Parent Involvement Team and PTAC will identify and continue to support efforts to secure funding from:</p> <ul style="list-style-type: none"> • community education • grants (e.g. "The Year of Self Esteem") • PTO • other sources

Five Year Educational Plan for George Washington School 1993 - 1998

p. 46- 48

Activity: Major steps	Completion Date	Responsible Person	Resources	Performance Standard: Criteria ...	George Washington's Response
<p>P. 46</p> <p>5. The district will develop a plan to clearly...</p>	<p>5. By June, 1994, a plan will be developed and completed whereby the George Washington student, family, and district staff will understand their roles and responsibilities in:</p> <ul style="list-style-type: none"> a. Outcome Based Education c. Individualized Learning Plans d. Inclusive Education
<p>P. 48</p> <p>3. Expand district/building level efforts...</p> <p>c. Involve students in discipline management...</p>					<p>3c. By 1993-1994 and ongoing, the George Washington staff and students will continue to be involved in training and will refine their skills in peer mediation through:</p> <ul style="list-style-type: none"> • continued training by classroom presentations • classroom peer mediation plans • playground student peer mediation teams • trained noon hour supervisors

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1. Disseminate and ensure the understanding of the OBE philosophy throughout District #152 at:</p> <p>- Bldg. Level Bldg. Principal Bldg. Leadership Team</p> <p>The Moorhead School District will support the implementation of Outcome Based Education as a pupil-centered results-oriented system premised on the belief that all individuals can learn in this system:</p> <p>1. Provide information and instruction on OBE to parents.</p> <p>a. Newsletter to parents will include information on OBE each month.</p> <p>b. Parents will receive information at the Fall orientation on the Voyager program, especially Math.</p>	<p>Spring Conf. March 1994 & Annually thereafter for new staff</p> <p>Monthly</p>	<p>Bldg. Princ., Bldg. Ldrshp. Team, Asst. Supt. for Instruc., Dist. OBE Facil., Curr.</p>	<p>PTAC mtg, letters, conferences newsletters & other communica- tion effort</p>	<p>Newsletters, bulletins, articles that give evidence of accomplishment.</p>

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
2. Provide information and instruction on the use of OBE, particularly in Math to all staff. a. Inservice at District level. b. Building level inservice on the use of OBE in Math. c. Restructure and revise the current Voyager Math program to a clear OBE model. d. Provide staff with printed information on OBE.	Yearly Fall 1993 Summer Yearly			
3. Develop enrichment activities for all students in Math, Language Groups, Art, and Student Communications which link the disciplines with real-life applications. a. Provide staff with a list of enrichment activities for each subject area listed. b. Inservice staff on enrichment activities in Math, Art and Service Learning. c. Update staff on development of Language groups.	 Fall MECP Monthly			

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

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Activity: Major action steps to achieve Individual Annual Goals and Objectives	Completion Activities	Person(s) Timelines	Resources Required	Performance Standard: Criteria Criteria for Accomplishment
<ul style="list-style-type: none"> d. Organize opportunities for student involvement in school organizations. <ul style="list-style-type: none"> - Student Council - Peer Mediation - Library Aides Club - Playground Committee e. Develop mini-units in Math to review and enrich previous learning. f. Develop the Advisor/Advisee Program <p>2. To continue to maintain the non-graded approach to learning.</p> <ul style="list-style-type: none"> a. Develop the second year of Social Studies and Science. b. Enhance the Math program including more problem solving, testing, continual movement of students, mini-units. c. Further develop the non-graded program at Voyager through the involvement at another school and other teachers. <ul style="list-style-type: none"> - develop a committee to work on accommodated through multiple - pilot additional program components. 				

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<p>4. One Voyager staff member will serve on the committee to develop ILP.</p> <ul style="list-style-type: none"> a. Attend committee meeting. b. Report back to staff. c. Maintain non-graded approach to development of ILP. <p>5. Support full Inclusion.</p> <ul style="list-style-type: none"> a. Maintain Voyager program of Inclusion. b. Participate on district level. c. Inservice on district level. 	On-going			
<p>6. Voyager will support curriculum improvement through district level feedback.</p> <ul style="list-style-type: none"> a. Voyager staff members will serve in all curriculum areas and provide feedback to staff. b. Attend inservices in curriculum areas. <p>7. Provide a welcoming environment to Voyager school.</p> <ul style="list-style-type: none"> a. Develop a Student Greeter Program to help new students orientate to Voyager. b. Develop a welcome packet for all new students. c. Make visits to 4th grade each spring. d. Voyager Video. 	On-going			

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
6. Improve the process of helping learners move through the transition phases in their learning process.				
a. Continue the planning for improving transition of students moving from preschool to K, grades 4 to 5, 6 to 7, 8 to 9, 12 to higher education and work.	March 1994	Principals, Counselors, Parents		Transition plan, including sample materials, available for utilization.
b. Investigate issues that deal with the transition of new students into the district.	May 1994	Principal, Selected Staff at each Building		A plan for new student orientation and transition will be completed and implemented.
c. Design and review performance assessments that define criteria for meeting learner outcomes in all areas.	Annually as part of Curr Review Cycle	Curr. Com., Asst. Supt. for Instruc., OBE Facil., Principals	Curriculum Writing Time	Multiple performance assessments available.
d. Provide training for all elementary teachers (special and regular education) in the use of a networked computer management system which allows teachers to link outcomes and assessments to reporting.	July 1996	OBE Facil., Building Pilot Teams Technology Coordinator	Time	25% of staff trained by Jul 1993 50% of staff trained by Jul 1994 75% of staff trained by Jul 1995 100% of staff trained by Jul 1996

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VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Improve the curriculum through the curriculum review process which includes: outcome and assessment development, staff development, and evaluation.	June 1996	Assistant Supt. for Instruction, Principals, Guidance Counselors, Teachers, District Testing Com.	OBE Curriculum and Staff Development funds	Each building staff will set and report targets for test score improvement. Standardized test scores will show consistent improvement in each curricular area as a result of improved curriculum and instruction. Alternate testing will be used as determined by the District Testing Committee, PER Committee and School Board. Outcome mastery will indicate high performance standards for programs and schools.
2. Support the integration of curriculum and instruction in order to link the disciplines with real life applications.	Ongoing through Curriculum Cycle	Curriculum Writing Teams	Curriculum Writing Time	Materials and delivery systems will be reviewed through the curriculum cycle and students will recognize the "connectedness".
3. All district learners and staff will have information technology skills opportunities to use them for accessing, communicating and decision making integrated across the curricular areas.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator Media Spec. Classroom Teachers	Inservice ongoing capital outlay expenditure	

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Improve the curriculum through the curriculum review process which includes: outcome and assessment development, staff development, and evaluation.	June 1996	Assistant Supt. for Instruction, Guidance Counselors, Teachers, District Testing Com.	OBE Curriculum and Staff	Each building staff will set and report targets for test scores improvement. Standardized test scores will show consistent improvement in each curricular area as a result of improved curriculum and instruction. Alternate testing will be used as determined by the District Testing Committee, PER Committee and School Board. Outcome mastery will indicate high performance standards for programs and schools.
2. Support the integration of curriculum and instruction in order to link the disciplines with real life applications.	Ongoing through Curriculum	Curriculum Writing Teams	Curriculum Writing Time	Materials and delivery systems will be reviewed through the curriculum cycle and students will recognize the "connectedness".
3. All district learners and staff will have information technology skills and opportunities to use them for accessing, communicating and decision making integrated across the curricular areas.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator Media Spec., Classroom Teachers	Inservice ongoing capital outlay expenditure	

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. Utilize the Education Systems Planning (ESP) process to implement goals for inclusive education.	Feb 1994 & Ongoing	Bldg. Ldrshp. Teams, Princ., Dist. Core Planning Team for Grant	"Together We're Better" Grant	Annual status is compared with baseline data and inclusion operational plans reported by building leadership teams.
c. Incorporate inclusion in staff development activities at district and building level.	Feb 1994 & Ongoing	Staff Dev. Coordinator, Principals, Dist. Core Planning Team for Inclusion	Dist. and Bldg. Staff Dev. Funds	Reports of staff development activities.
d. Implement the inclusion plan in each building.	Sept 1995 & Ongoing	OBE Facil., Staff Dev. Coord., Dist. Core Planning Team for Inclusion, Principals	Dist. and Bldg. Staff Dev. Funds	Reports of staff development activities.
e. Help teachers to interconnect IEPs (Individualized Educational Plan for special service students) and ILPs.				

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
a. Provide continuing support so staff can utilize word processing, spread sheet and database applications and use multi-media to enhance presentation skills and the delivery of instruction.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator, Media Spec., Staff Dev. Coordinator	Inservice, ongoing capital outlay expenditure	Staff development feed-back will indicate that support needs are being met.
b. Instruct K-12 students in word processing and/or specialized writing programs.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator, Classroom Teachers	Inservice, ongoing capital outlay expenditure	Sixth grade students will be able to create, modify, and print a document using word processing software. Tenth grade students will be able to compose a document, edit using specialized word processing features, e.g., spell checker, thesaurus, find and replace, as well as modify and print the document.
c. Instruct grades 2-12 students in the use of local and remote databases, including computerized catalog system to access information.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator, Classroom Teachers	Inservice, ongoing capital outlay expenditure	Sixth grade students will be able to understand and use search strategies to access information electronically. Tenth grade students will be able to create a database, use Boolean logic to access and use information. Tenth grade students will be able to access a remote computer for information.

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
d. Instruct grades 5-6 students in the use of spreadsheets to analyze data and make decisions.	Ongoing (Refer to individual bldg. tech.	Technology Coordinator Classroom Teachers	Inservice, ongoing capital outlay	Sixth grade students will be able to use a spreadsheet to analyze data and make decisions. Tenth grade students will be able to create and use a spreadsheet to analyze data and make decisions.
e. Instruct students in the use of video production techniques to communicate information.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator Media Spec. Classroom Teachers	Inservice, ongoing capital outlay expenditure	Tenth grade students will be able to use video production techniques to communicate information.
f. Use telecommunication projects appropriate to grade level and curriculum available.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator Media Spec., Classroom Teachers	Inservice, ongoing capital outlay expenditure	Telecommunications will be used appropriately.
g. Use new technologies appropriately to enhanced/expand curriculum e.g., Desktop Publishing, Quick Time, Hyper Media, Multi-Media, CD-ROM.	Ongoing, (Refer to individual bldg. tech. plan)	Technology Coordinator, Media Spec., Classroom Teachers,	Inservice, ongoing capital outlay expenditure	Curricula will be appropriately enhanced and expanded by the use of new technologies.

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>4. Support District Technology goals and ongoing useage as described in the 5 year plan.</p> <p>a. Staff member on Technology Committee.</p> <p>b. Continue to implement technology into Voyager instruction.</p> <p>c. Participate in District Technology inservice.</p> <p>d. Update and add to building technology system.</p> <p>5. The environmental education curriculum will be expanded and enriched including the interrelationships of energy.</p> <p>a. Engage elementary students in one environmental study each year and elementary teachers will begin to integrate environmental learning in all subject areas.</p>	May, 1994 and ongonig	Asst. Supt. for Instruc., Classroom Teachers Science Teachers at Voyager	Curriculum Materials and Field Study	Student assessment will verify understanding of environmental issues appropriate to students' age level.

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Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. Elementary and secondary teacher inservice will be offered.	Summer 1993 and ongoing	Env. Grant Coord., Asst. Supt. for Instruc., Env. Com. Reps.	Environmental Grant Funds are designated	Teachers participate and are prepared to integrate environmental studies across the curriculum.
c. Environmental education will be integrated throughout the existing elementary and secondary curriculum emphasizing environmental issues in science, health and social studies.	1995 and ongoing	Teachers	Curriculum Materials and Field Study	Student assessment will verify an understanding of environmental issues.
6. The district will support and facilitate the development of global perspectives in the school curriculum and environment.				
a. Promote languages at all levels and strive to closely align the languages to social science.	Ongoing	All Dept. Members	Substitute Time for Dept. Planning	Enrollment in language programs will increase.
7. Engage Voyager Students in Environmental Education.				

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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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<ul style="list-style-type: none">a. Develop thematic units for each year of Voyager 2 year cycle.b. Science Field Trip each Spring.c. Participate in district inservice.d. Science teachers will update staff as to the status of the program. <p>8. Voyager staff and students will recycle, reuse, and reduce school wide</p> <p>9. Voyager will support the instruction of Global Education.</p> <ul style="list-style-type: none">a. Develop a Global Studies thematic unit which involves multi-culturalism.c. Involve community multi-cultural speakers into the thematic unit.d. Social studies teachers will update staff to the status of the thematic unit.				

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1. Each school's Annual Building Improvement Plan shall include the development and implementation of a Five Year Educational Plan which assesses and addresses the Minnesota Educational Effectiveness Program using the characteristics listed below:</p> <p>2. Annually each school will determine if they need continued work on any characteristic chosen that year in addition to the plan for the forthcoming year.</p> <p><u>MEEP CHARACTERISTICS</u> Organizational:</p> <p>1) <u>Common sense of purpose</u> with clearly defined goals. Year 1.</p> <p>a. Goal setting sessions to determine specific goals for 93-94</p> <p>b. Review Voyager Mission statement.</p> <p>c. Post Voyager Mission statement.</p> <p>d. Make parents aware of Voyager mission statement and goals.</p> <p>2) <u>Building-level leadership</u> which encourages and monitors progress towards purposes and goals. Year 5.</p>	<p>May 1, 1993 and March 1 thereafter.</p> <p>March of each year of this plan.</p> <p>Fall, 1993</p> <p>Fall, 1993</p> <p>Fall, 1993</p>	<p>Building Leadership Teams</p>		<p>Each building will include areas in their improvement plan.</p> <p>Each school will report the results to the Long Range Planning Committee to be reported in each appropriate Annual Report and Update.</p>

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>3) <u>Collaborative planning</u> and collegial relationships among staff and administration in addressing the purposes and goals of the school.</p> <p>4) <u>School-site decision making</u> with which the purpose and goals are to be met. Year 1.</p> <p>a. Development of school wide thematic units.</p> <p>b. Provide a reporting time in staff meeting.</p> <p>c. Post units and plans on a community bulletin board in lounge.</p> <p>d. Have a recorder to take notes of each staff meeting and then distribute to staff.</p> <p>4. <u>School site decision making</u> with autonomy in determining the means by which the purpose and goals are to be met. Year 1.</p> <p>a. Site decisions will be with the assistance of the VLT. Rotate members of the Leadership Team.</p>				

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<ul style="list-style-type: none">b. Maintain staff involvement in the development and maintenance of the Voyager program.c. Support district level decisions to incorporate site based management.d. Voyager staff will have control over distribution of budget. <p>5) <u>District level support</u> for school-site decision making concerning improvement efforts. Year 4.</p> <p>6) A building-level staff and <u>professional development program</u> directed toward school purposes and goals and closely related to the instructional program of the school.</p> <p>7) <u>Family involvement</u> in a child's education and family support of the purposes and goals of the school.</p> <p>8) <u>School climate</u> which supports the purposes and goals. Year 4.</p> <p>9) <u>Curriculum</u> organization focusing on attaining planned outcomes. Year 2.</p>				Site decisions will be made with input from the Staff.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>Instructional:</p> <ol style="list-style-type: none">1) <u>Effective management strategies</u> that communicate the seriousness and purposefulness with which the school takes its task are demonstrated in the classroom and school. Year 3.2) <u>High expectations and positive interpersonal relationships</u> for all students are exhibited and communicated. Year 3.3) <u>Flexible grouping patterns</u> based upon student needs are exhibited in the classroom and school. Year 5.4) <u>Instructional preparation</u> takes into account student needs, learning styles and available resources. Year 2.5) <u>Effective models of teaching</u> are employed to increase academic learning time and student achievement. Year 3.6) <u>Assessment</u>, monitoring and appropriate feedback is provided. Year 2.				

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT

Strategic Area: HUMAN RESOURCES

Priority: STAFF DEVELOPMENT

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Demonstrate a strong commitment to <u>equity</u> and the value of all people.				All staff and students treat each other in a respectful and equitable manner. Staff receives recognition on a personal level from their supervisors by visits and receiving compliments on their work.
a. Provide <u>awareness training</u> in tolerance and equity issues.	Sept. 1994 and ongoing	MEEP	Dist Staff Dev Funds	All staff and students become aware of these issues.
b. <u>Assess</u> all staff to determine their level of understanding and their demonstrated use of their understanding. (Do we walk our talk?)	June 1995 and ongoing	Assessment	Dist Staff Dev Funds	The assessment analysis (self assessment, random student interviews, etc.) shows areas where we can improve.
c. <u>Implement</u> a plan of on-going staff development based on identified needs.	1994-1995 and ongoing	Bldg Meep Team	Dist & Bldg Staff Dev	The evaluation of staff development efforts show that the program is meeting our needs.
d. Participate in staff development which promotes a positive, <u>inclusive, learning environment.</u>	Ongoing	Dir Spec Ser Office of Instruction & OBE Facilitator		All staff understands the theme "Together We're Better" and has taken steps to support and implement inclusive learning environments.

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT

Strategic Area: HUMAN RESOURCES

Priority: STAFF DEVELOPMENT

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
2. Learn to appreciate and understand cultural diversity. a. Include one Voyager staff member on SEED. b. Participate (students) in IMS c. Attend district inservice on cultural diversity.	Yearly Yearly			

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT

Strategic Area: HUMAN RESOURCES

Priority: PERFORMANCE REVIEW

Performance review process will be implemented for all employees.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Provide a performance review process for all employees in Moorhead Public Schools.	October 1993	Director of Employee Resources		A performance review form is developed for all employee groups.
2. Provide training for supervisors in performance review and growth plan.	October 1993	Director of Employee Resources		All supervisors receive training.
3. Implement performance review and growth plan process which requires annual review of all employees.	Ongoing	Supervisors, Principals, and Administrators		Employees receive annual reviews.
1. Conduct self evaluation annually to identify effectiveness of team and growth/development needs.	Annually	Board of Education		Self evaluation is conducted.
2. Develop a plan of development/training to address needs of individuals and full Board.	Annually	Board of Education		Development/training plan is developed.
3. Implement a development/training plan.	Annually	Board of Education		Training is provided.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1. Site based teams will assess and determine utilization of building space and site plans:</p> <p>a. The review will take into consideration the space needs of students and all people who serve students in the building, i.e. regular and special education programs including itinerate staff.</p> <p>b. Assessment shall include site plans and suggested site improvements with emphasis on safety issues.</p> <p>c. The plan will reflect priorities for curriculum and instruction in the building.</p>	<p>May 1, 1994 and Annually May 1, 1995 May 1, 1996 May 1, 1997</p>	<p>Building Leadership Teams</p>		<p>Plan including findings, implementations and request for district wide support will be included in the buildings Annual Improvement Report.</p>

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>d. The review will specifically evaluate the assigned space and functional usage for providing service and office needs of itinerant staff including equipment and material needs such as furniture, storage, lighting, etc.</p> <p>e. The building plan will relate to overall percent of capacity as well as program issues.</p> <p>f. A building schedule including space utilization and schedule for staff assigned to building as well as itinerate staff members will be completed and posted.</p> <p>2. Voyager team will assess utilization of building space and site.</p> <p>a. Determine necessary changes needed for Voyager library and make all possible changes.</p>		Building Principal		Schedule is posted.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
3. Adequate library facilities will be provided at Voyager School, including equipment and materials. a. Secure and use block grant to purchase library materials b. Review Satellite Center Space &	July 1994 Summer 1993	Supt. and Asst. Supt. for Instruc.		Adequate facilities will be available.
a. Building accessibility evaluation reports will be reviewed and information regarding current ADA, Section 504, and IDEA accessibility standards will be obtained.	November 15, 1993	Building Principal/Administrator	Evaluation reports exist in each building.	A report will be developed regarding action needed.
b. Accessibility teams will re-evaluate each building using current standards (with emphasis being placed on functional environments for students and adults with disabilities) and considering information regarding types of services and activities involved in the building, including community use.	March 31, 1994	Accessibility Teams	Staff release time; copies of accessibility review forms.	Review completed; minutes available.
c. Accessibility teams will write proposed accommodation building "change" plans based on needs identified through the evaluation reports and prioritize the recommended proposals for building change.	May 15, 1994	Team members, Administrators	Staff time	Recommendation made to the Board.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>d. Members of accessibility teams will work with administration on seeking cost effective materials/equipment to meet the needs identified in the building change proposals and will develop a calendar/plan for purchase/installation of equipment/changes made to buildings based on prioritized recommendations.</p> <p>4. Provide safe playgrounds with age and accessibility appropriate at each site. Review Voyager Playground to determine safety and specific needs.</p> <p>a. Continue to use staff/student Playground Committee to determine rules, procedures, and equipment use.</p> <p>b. Add additional playground equipment as need is determined.</p>	September 1, 1994	Team members, Administrators	Possible consultant fees	Plan will be included in Capital Outlay portion of Annual Operational Plan.

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
f. Accessibility teams will evaluate equipment installed/changes made to buildings and update the prioritized plan for recommended changes on an on-going basis.	April 1, 1995, April 1, 1996; April 1, 1997	Team members with administration.	Staff time.	
7. The District will adopt a policy that supports the use of community facilities which are identified as most appropriate for meeting curriculum learning outcomes (i.e, Sports Center, MSU Regional Science Center, Heritage Hjemkomst Center, etc.)	September 1993	Asst. Supt. for Instruc.		Policy adopted.
a. The District will identify community facilities appropriate for use as instructional sites, to best meet certain learning outcomes.	December 1993			Report issued.
b. The District will meet with the directors of identified sites to review use, scheduling, accessibility, and safety issues.	January 1994	Principals, Asst. Supt. for Instruc.		Meeting held, report of each site issued.
c. The District will support the use of appropriate community sites for regular instruction by supporting teacher inservice to fully develop unit and lesson plans.	September 1994			Inservice held, unit and lesson plans adopted.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
d. District will pursue support for transportation costs for regularly used community facilities from the State of Minnesota.	June 1993	Asst. Supt. for Instruc., Dir. of Transp.		Approvals obtained.
9. Traffic Study and Off-Street Parking:				
a. Request City of Moorhead to have the Metropolitan Council of Govts. study off-street parking and traffic for all district buildings.	Request by July 1993	Dir. of Bldg. and Grounds, Asst. Supt. of Instruc.	Time	Completion of study.
b. Review findings of Metro COG study.	January 1995	Principals, Asst. Supt. of Instruc., Asst. Supt. of Business, Dir. of Bldg. and Grounds	Time	
c. Develop plans based on their results.	March 1995	Principals, Asst. Supt. of Instruc., Asst. Supt. of Business, Dir. of Bldg. and Grounds	Time	Plans developed.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
6. District accessibility teams, including staff and parents with representatives from a variety of disability areas, will be established to review the evaluation report and familiarize themselves with current standards (from Activities 1 and 2) and will review District accessibility needs.	October 1993	Director of Bldg. & Grounds Bldg. Princ.	Staff release time (subs) to serve on teams.	Teams will have been formed and charge given.

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNICATIONS

Priority: PUBLIC RELATIONS/COMMUNICATIONS PLAN

Develop a public relations/communications plan to reach staff and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. The Board of Education will adopt a policy on public relations and allocate resources to carry out the policy.				
a. A communications budget will be established.	July 1993	Supt., Board of Education	Explore funding through general fund, bi-lingual sources, parent involvement and Comm. Education	Money allocated.
b. Job description for public relations/communications officer will be approved and a person hired for the position.	Sept. 1993	Supt., Board of Education, Personnel	Funding	Person hired.
c. Budget to be reviewed and revised.	December 1993 and annually	Communications Officer Supt., and Asst. Supt. of Instruc.		Revised budget.

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNICATIONS

Priority: PUBLIC RELATIONS/COMMUNICATIONS PLAN

Develop a public relations/communications plan to reach staff and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>d. Program, position and budget will be completely reviewed to determine future direction.</p> <p>2. Communications staff will develop a plan which <u>may</u> include but is not limited to the following:</p> <p>a. Building newsletters.</p> <p>b. Inservice to all staff on how to market schools.</p> <p>c. Materials in languages other than English.</p> <p>d. Use of radio and television.</p> <p>e. Informational campaigns on district policies important to parents.</p> <p>f. Promoting staff committees by funding more planning time.</p>	<p>January 1995</p> <p>November 1993</p>	<p>Asst. Supt. of Instruc., Supt.</p> <p>Communica-tions Officer</p>	<p>Time</p>	<p>Program review.</p> <p>Plan completed.</p>

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNICATIONS

Priority: PUBLIC RELATIONS/COMMUNICATIONS PLAN

Develop a public relations/communications plan to reach staff and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<ul style="list-style-type: none">g. Compiling staff biographies to make staff expertise available to community.h. Making people feel welcome in the schools by using interpreters for hearing impaired, elevators.i. Work on ways to communicate information to staff in a timely manner.j. Use answering machines and voice mail systems to keep residents informed.k. Holding annual tour of schools for business people.l. Disseminating information to parents on school programs and policies. <p>3. The first year's communications activities will be evaluated.</p>	June 1994	Communications Officer	Time	Progress report submitted to Superintendent and Board of Education.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNICATIONS

Priority: PUBLIC RELATIONS/COMMUNICATIONS PLAN

Develop a public relations/communications plan to reach staff and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>4. Staff will develop a plan and process for gathering community input.</p> <p>5. The Voyager School will develop communications tools to keep parents and the community informed.</p> <ul style="list-style-type: none">a. Building newsletter.b. Materials in languages other than English.c. Staff biographies in newsletter.d. Welcoming new students with student greeters.e. Voice mail message.f. Orientation.g. Open House.h. Pledge leaders - Community members lead pledge.i. Videoj. Parent survey	January 1995	Communications Officer	Funding, Time	Plan in place.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Develop and implement a mentor program. a. Develop plan of action. b. Present to PER Committee. c. School Board approval. d. Implement plan. e. Evaluate plan.	September 1994 Dec. 1993 Jan. 1994 Feb. 1994 Sept. 1994 May 1995	District Administration Leadership Team and Principal	Moorhead 2000 Goal 3 Com., Community Resource Coord., MN Dept. of Education, Parent Volunteer Coordinators, Community Members, STEP Coordinators, Staff Development Coord., Parents	Plan completed and implemented.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
2. Facilitate participation in Service-Learning programs.	June 1995	Asst. Supt. for Instruc., Community Educ. Dir., Service Learning Coord., ISD 152 Staff	Staff Time, State Funding	Number of teachers involved, curriculum in place, students involved.
3. The learning environment at Voyager will have fewer issues regarding drugs and violence, offering a disciplined environment conducive to learning.	June 1997	Voyager staff Parents, D.A.R.E. Officer	Law Enforcement, individual Schools, Parents, Community Members, Students, Budget	Monitoring will indicate a reduced number of incidences related to drugs and violence.
a. Review and revise plan of action and programs related to chemical abuse, attendance, discipline and peer mediation.	June 1994	District Crisis Committee	Principals, Counselors	Plan of action completed.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. Each building will develop a plan to clearly communicate the following district and building policies and procedures. 1) Discipline 2) Drug-violence free 3) Attendance 4) Peer mediation	June 1994, annually	Individual Schools, Leadership Team, Principal, PTACs	DARE Program, Principals, SD Guidance and Counseling Staff, Crisis Management Teams	Plan completed.
4. Involve the family in each student's education. a. Follow the district policy for family involvement.	November 1993	Community Educ. Coord., Board of Education	Time	Board adoption.
b. Site-based parent involvement teams will be in place in each building (PTACs or separate team).		PTACs	Individual Schools, MEEP Task Force, Staff Dev. Funds	

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1) The site-based teams will look at barriers to family involvement existing in their buildings.	January 1994	Team Members	Time	Report complete.
2) The site-based teams will develop specific goals and activities for family involvement.	March 1994	Team Members	Time	Report complete.
3) Each building through its site-based team will request district funds for the following year's activities.	May 1 each year	Team Members, Com. Educ. Coordinator	Time	Requests made.
c. A district-wide parent involvement advisory committee will determine over-all direction of the programs.	Fall 1991 and ongoing	Committee Members, Com. Educ. Coor.	Cont. State Funding	Reports completed.
5. Voyager will develop a plan to clearly communicate the roles of the student, family and district staff in the following ISD programs: a. Outcome Based Education b. Program Course Selection c. Individualized Learning Plans d. Inclusive Education	June 1994 and Annually	Individual Schools, Leadership Team, Principal, Asst. Supt. for Instruc., Community Educ. Staff, OBE Facil.		Plan completed.

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNINGS

Promote lifelong learning opportunities for community members to become involve in the eucation process.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>6. Involve the Voyager families in their children's education.</p> <ul style="list-style-type: none">a. Develop parent's library and let parents know of its availability.b. Work cooperatively with Parents Advisory Committee.c. Parents will be a part of the Advisor/Advisee Team. <p>7. Develop a plan to communicate the role.</p> <ul style="list-style-type: none">a. Identify and define specific roles parents & students play in each area.b. Explain each program in newsletter and indicate roles. Present at orientation.c. Present to PTAC.d. Present to students in assembly and Advisor/Advisee setting.e. Survey parents as to their understanding of each program.f. Evaluate and adjust and continue to inform.				

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: COMMUNITY INVOLVEMENT

Priority: CLEARLY COMMUNICATED DISCIPLINE PLAN

A well developed and consistently followed discipline plan will be clearly communicated to staff, students and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Develop and implement strategies for strengthening student, parent and staff understanding of the ISD #152 Student Discipline Handbook (Policy).				
a. Principals conduct inservice for staff.	Annual	Asst. Supt. for Instruc., Principals	Inservice Time	Inservice conducted.
b. Principals develop and implement plan to explain Student Discipline Handbook to students and parents.	Annual	Principals	Class Time	Plan developed and sessions held.
c. Copy of Student Discipline Handbook sent home to parents.	Annual	Asst. Supt. for Instruc., Board/Community Services and Principals		Copies mailed or evidence that they have been received.
2. Expand district/building level efforts in area of student discipline.				
a. Provide training to staff in the areas of:	Begin 1993-94 and on-going	Principals	Funds for Staff Dev.	Increase staff development in areas outlined in order to reach all staff each year in at least one of the four areas beginning 1993-94.
<ul style="list-style-type: none"> - Discipline management - Dealing with assaultive/violent students - Gang awareness 				

INDEPENDENT SCHOOL DISTRICT #152

MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: **COMMUNITY INVOLVEMENT**Priority: **CLEARLY COMMUNICATED DISCIPLINE PLAN**

A well developed and consistently followed discipline plan will be clearly communicated to staff, students and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. Develop, monitor, assess and revise discipline reporting system to ensure accuracy and consistency. Investigate and implement alternate methods for reporting discipline offenses to parents.	August 1994 and ongoing	Asst. Supt. for Instruc., Principals, Committee of Administrators or Parents	Data for Each Year	Revisions completed, methods for reporting to parents recommended are part of revised discipline management plan.
c. Involve students in discipline management practices through peer conflict mediation.	1993-94 and ongoing	Principals, Teachers, and Students	Time, Crisis Intervention Team	Report of progress.
d. Monitor the percentage of students committing one offense and those committing multiple offenses at each building.	March 1994	Principals	Data	Monitoring completed. Reduction in number of offenses.
e. Review effectiveness of in-school suspension efforts.	March 1994	Principals: Asp, Voyager Junior High, Senior High		Recommendations regarding continuation/revisions.

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA

VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FINANCE

Priority: SITE BASED DECISION MAKING

Parameters will be determined to clearly indicate decision making responsibilities at the district and site levels.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. The Site Based Decision Making Task Force will develop an information base.	November 30, 1994	SBDM Task Force with help from Administration, Principals, MEEP Teams	Secretarial Support	Avenues of information will have been researched to enable the SBDM Task Force to develop an action plan.
2. Initiate changes resulting from action by the Board of Education.	Begin July 1, 1994	All Stakeholders	Budget Reorganization and Resources	Site Based Decision Making Plan or model implemented.
3. Evaluation of Site Based Decision Making Plan.	March 1, 1995	SBDM Task Force, Admin., Bldg. Admin., MEEP Teams, all other stakeholders	Secretarial Support	Report to the School Board. Superintendent's Recommendations

INDEPENDENT SCHOOL DISTRICT #152
MOORHEAD, MINNESOTA
VOYAGER ELEMENTARY SCHOOL IMPROVEMENT PLAN

Strategic Area: FINANCE

Priority: CONSERVATION OF RESOURCES

District finances will reflect efforts to reduce, reuse, and recycle resources.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
Awareness of efforts to reduce, reuse, and recycle district resources.	September 1993 and annually	Director of Building and Grounds, Principals, Custodians, Students	Time	Reduce compensation, graphs will be produced to chart usage patterns.

Robert Asp School 5-yr Plan

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1. Disseminate and ensure the understanding of the OBE philosophy throughout Asp at:</p> <ul style="list-style-type: none"> - Bldg. Level Bldg. Principal Bldg. Leadership Team <p>Asp School will support the implementation of Outcome Based Education as a pupil-centered, results-oriented system premised on the belief that all individuals can learn in this system:</p> <ul style="list-style-type: none"> -what a pupil is to learn is clearly identified; -each pupil's progress is based on the pupil's demonstrated achievement; -each pupils's needs are accommodated through multiple instructional strategies and assessment tools; and -each pupil is provided time and assistance to realize her or his potential. 	ongoing	Bldg. Princ., Bldg. Ldrshp. Team, Dist. OBE Facil. Teachers, PAC	PAC mtg , letters, conferences newsletters & other communica- tion effort	Newsletters, Asp handbook, bulletins, articles that give evidence of accomplishment.

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: OUTCOME BASED EDUCATION**

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>We are committed to the following beliefs:</p> <ul style="list-style-type: none">-All individuals can learn successfully.-Success results in further success.-Schools create and control the conditions under which learners succeed.-Community, parents, learners and educators share in the responsibility for learning.			Time	
2. Provide challenging and enriching learning experiences that maximize the potential of all students.	Ongoing	Teachers, Curr. Teams, Principals, Supplemental Teaching Enrichment Program (S.T.E.P.), OBE Facil.	Inservice	All students are provided with learning experiences matches to their abilities, needs and interests as evidenced through products and surveys.
3. Implement outcome-based practices that accommodate learners needs through diverse instructional strategies and multiple assessment tools.				
a. Develop a process to define and ensure successful outcome achievement at 5th & 6th grade levels (e.g. success checkpoints and benchmarks at grades 3,5,7,10) targeting mathematics and communication.	Sept 1995	Math Com., Communication Com., Asst. Supt. for Instruc., OBE Facil., Principals	Curriculum research & writing time	Assessments will be developed at the checkpoint grade levels.

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. Design and review performance assessments that define criteria for meeting learner outcomes in all areas.	Annually as part of Curr Review Cycle	Curr. Com., Asst. Supt. for Instruc., OBE Facil., Principals	Curriculum Writing Time	Multiple performance assessments available.
4. Implement Individual Learning Plans (ILP's) for K-6 elementary students.	June 1995 Subject to Funding	Asst. Supt., Principals, OBE Facil.	OBE/Staff Dev & Inst Budgets	Individual Learning Plans will be in place for all elementary students.
a. Provide training for teachers and parents new to the learning plan process.	Annually by Oct 15	OBE Facil., Principals	Release Time	All teachers will receive training prior to implementation.
b. Implement ILP's for students in grade 5.	Nov 1, 1994 Subject to Funding	Asst. Supt., 5-6 Princ., OBE Facil.	(We assume that ILDA funding will continue)	All elementary students will have Individual Learning Plans.
c. Implement ILP's for students in grade 6.	Nov 1, 1995 Subject to Funding	Asst. Supt., 5-6 Princ., OBE Facil.	(We assume that ILDA funding will continue)	All elementary students will have Individual Learning Plans.
5. Determine the philosophy of inclusion, develop a shared vision, and build support for it throughout the district.	Oct 1, 1993	Bldg. Ldrshp. Teams, Princ., Teachers	Surveys provided by Core Plan Team for Inclusion	Status report completed at each building.
a. Assess the current status (baseline data) of inclusion at Asp.				

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: OUTCOME BASED EDUCATION**

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. Utilize the Education Systems Planning (ESP) process to implement goals for inclusion education.	Feb 1994 & Ongoing	Bldg. Ldrshp. Teams, Princ., Dist. Core Planning Team for Grant	"Together We're Better" Grant	Annual status is compared with baseline data and inclusion operational plans reported by building leadership teams.
c. Incorporate inclusion in staff development activities at Asp.	Feb 1994 & Ongoing	Staff Dev. Coordinator, Principals, Dist. Core Planning Team for Inclusion	Dist. and Bldg. Staff Dev. Funds	Reports of staff development activities.
d. Implement the inclusion plan at Asp.	Sept 1995 & Ongoing	Dist. Core Planning Team for Inclusion Principals, Teachers	Dist. and Bldg. Staff Dev. Funds	Reports of staff development activities.
e. Help teachers to interconnect IEPs (Individualized Educational Plan for special service students) and ILPs.	Sept 1995 & Ongoing	Dist. Core Planning Team for Inclusion Principals, Teachers	Dist. and Bldg. Staff Dev. Funds	Reports of staff development activities.
6. Improve the process of helping learners move through the transition phases in their learning process.				
a. Continue the planning for improving transition of students moving grades 4 to 5, 5 to 6, 6 to 7.	March 1994	Principals, Counselors, Parents, Teachers		Transition plan, including sample materials, available for utilization.
b. Investigate issues that deal with the transition of new students into Asp.	May 1994	Principal, Selected Staff at each Building		A plan for new student orientation and transition will be completed and implemented.

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard/Criteria for Accomplishment
c. Provide training for all elementary teachers (special and regular education) in the use of a networked computer management system which allows teachers to link outcomes and assessments to reporting.	July 1996	OBE Facil., Building Pilot Teams Technology Coordinator	Time Budget Grant Money	25% of staff trained by Jul. 1993 50% of staff trained by Jul. 1994 75% of staff trained by Jul. 1995 100% of staff trained by Jul. 1996

Independent School District No. 152
Townsite Centre - 810 South 4th Avenue
Moorhead, Minnesota 56560

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1. Improve the curriculum through the curriculum review process which includes: outcome and assessment development, staff development, and evaluation.</p> <p><u>Curriculum Cycle Activities:</u> (Refer to chart for areas in each phase by year on page 12.)</p> <p>a. <u>PHASE I: WHAT SHOULD BE</u></p> <p>1) Review/revise mission statement. 2) Conduct review of literature/trends. 3) Review/revise program learner outcomes. 4) Develop action plan for Phase II.</p>	<p>June 1996</p> <p><u>Annually by:</u></p> <p>March April May May</p>	<p>Assistant Supt. for Instruction, Principals, Guidance Counselors, Teachers, District Testing Com.</p> <p><u>OBE Facilitator</u></p> <p>Committee Committee Committee Adm. Liaison</p>	<p>OBE Curriculum and Staff Development funds</p> <p>Dist. OBE/Staff Dev. funds</p>	<p>Asp staff will set and report targets for test score improvement. Standardized test scores will show consistent improvement in each curricular area as a result of improved curriculum and instruction. Alternate testing will be used as determined by the District Testing Committee, PER Committee and School Board. Outcome mastery will indicate high performance standards for programs and schools.</p> <p>Staff will adopt the mission statement and program learner outcomes.</p>

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
b. <u>PHASE II: WHAT IS</u> 1) Review MN Assessment Results and standardized test results. 2) Conduct self-study within District. 3) Develop/revise course learner outcomes and performance criteria including K-12 scope and sequence. 4) May review materials for pilot. 5) Develop action plan for Phase III.	<u>Annually by:</u> Fall March By the end of Summer May	<u>OBE Facilitator</u> Adm. Liaison Committee Committee and Others Committee	Building OBE funds	Test results are reported and considered when making curricular improvements. Self study results are published. Learner outcomes and performance criteria are reviewed and published through the Office of Instruction.
c. <u>PHASE III: WHAT IS NEEDED</u> 1) Prepare for NCA visit. 2) Begin materials selection process. 3) NCA Visit and Report. 4) Develop NCA Improvement Plan. 5) Begin in-service. 6) Order materials (using next year's text/materials budget). 7) Develop learner expectations related to outcomes and materials; complete the curriculum guide; distribute materials. 8) Develop action plan for Phase IV.	 November November December December January June 30 By end of summer May	<u>Asst. Supt. for Instruc.</u> Chair and Committee Committee Visiting Com. Chair and Committee Chair and Subcommittee Chair and Liaison OBE Facil. and Subcommittee Committee	Dist. OBE/ Staff Dev. funds	North Central Report and Improvement Plan are completed. Print and media/technology materials are aligned with outcomes. Curriculum guides and materials are distributed to teachers.

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>d. <u>PHASE IV: LET'S DO IT!</u></p> <ol style="list-style-type: none"> 1) Inservice Staff. 2) Implementation and on-going staff development. 3) Develop one year follow-up response to Improvement Plan. 4) Develop action plan for Phase V. 	<p><u>Annually by:</u></p> <p>September On-going</p> <p>December</p> <p>May</p>	<p><u>Staff Dev. Coordinator</u></p> <p>Adm. Liaison Staff</p> <p>Chairs and Liaison Committee</p>	<p>Dist. Staff Development</p>	<p>Staff receives inservice and support for implementation. Action plan is based on one year follow-up response.</p>
<p>e. <u>PHASE V: HOW IS IT GOING?</u></p> <ol style="list-style-type: none"> 1) Review strengths and weaknesses after initial implementation. 2) Determine additional inservice needs. 3) Develop action plan for Phase VI. 	<p><u>Annually by:</u></p> <p>November</p> <p>May</p>	<p><u>Staff Dev. Coordinator</u></p> <p>Committee</p> <p>Committee</p> <p>Committee</p>	<p>Dist. Staff Development</p>	<p>Action plan is based on feedback from teachers.</p>
<p>f. <u>PHASE VI: KEEP IT UP!</u></p> <ol style="list-style-type: none"> 1) On-going evaluation. 2) Develop three year response to NCA Improvement Plan. 3) Develop action plan for Phase I, including selection of committee members. 	<p><u>Annually by:</u></p> <p>December</p> <p>May</p>	<p><u>Asst. Supt. for Instruc.</u></p> <p>Committee Chair and Liaison</p> <p>Asst. Supt. and Committee</p>	<p>Dist. Staff Development</p>	<p>Action plan is based on the three year response.</p>

CURRICULUM REVIEW CYCLE

ACTION TO UTILIZED	1993-1994 School Year	1994-1995 School Year	1995-1996 School Year	1996-1997 School Year	1997-98 School Year
Phase 1 - What should be	Social Studies Music	Math World Languages Student Activities	Language Arts Library/Media	Science Physical Ed./Health Facilities	Vocational Education Art Educational Programs Work Exp. Disadvantage and Handicapped
Phase 2 - What is	Reading Special Education (AQN-Chapter 1) Student Services S.T.E.P.	Social Studies Music	Math World Languages Student Activities	Language Arts Library/Media	Science Physical Ed./Health Facilities
Phase 3 - What is Needed	Vocational Education (including Bus. Ed., Indus. Arts, Home Ec.) Art Educational Programs Work Exp. Disadvantage and Handicapped	Reading Special Education (AQN-Chapter 1) Student Services S.T.E.P.	Social Studies Music	Math World Languages Student Activities	Language Arts Library/Media
Phase 4 - Let's do it	Science Physical Ed./Health Facilities	Vocational Education Art Educational Programs Work Exp. Disadvantage and Handicapped	Reading Special Education (AQN-Chapter 1) Student Services S.T.E.P.	Social Studies Music	Math World Languages Student Activities
Phase 5 - How is it going	Language Arts Library/Media	Science Physical Ed./Health Facilities	Vocational Education Art Educational Programs Work Exp. Disadvantage and Handicapped	Reading Special Education (AQN-Chapter 1) Student Services S.T.E.P.	Social Studies Music
Phase 6 - Keep it up	Math World Languages Student Activities	Language Arts Library/Media	Science Physical Ed./Health Facilities	Vocational Education Art Education Programs (Work Exp. Disadvantage and Handicapped)	Reading Special Education (AQN-Chapter 1) Student Services S.T.E.P.

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
2. Support the efforts of programs that help us understand and appreciate cultural diversity such as S.E.E.D. (Seeking Educational Equity and Diversity) and L.M.S. (Life Management Skills), and foster groups that address this area at Asp, both within and outside the school setting.	Ongoing	Human Rights Committee and Facilitator, Teachers	Staff Collaboration time, advisorships	Curriculum enhanced to reach multicultural needs; all students see the richness of diversity as being positive. Minority students feel welcomed and challenged, and they and their parents participate in more activities and school functions.
3. Review and develop alternatives based on outcomes not achieved (e.g, extended day/year).	May 1995	Long Range Plan Comm., Teachers	Time and Budget	Completed study and alternatives reported.
4. Support the integration of curriculum and instruction in order to link the disciplines with real life applications.	Ongoing through Curriculum Cycle	Curriculum Writing Teams	Curriculum Writing Time	Materials and delivery systems will be reviewed through the curriculum cycle and students will recognize the "connectedness".
a. Specific outcomes will be integrated in all disciplines, including environmental education, careers, communications (social and academic), human relations, conflict resolution, media/technology, and inclusive education.	Ongoing	Coordinators and Liaisons for each area	Curriculum Writing Time	Essential learner outcomes are incorporated in all curricular areas.
5. All Asp learners and staff will have information technology skills and opportunities to use them for accessing, communicating and decision making integrated across the curricular areas.	Ongoing (Refer to individual bldg. tech plans)	Technology Committee, Media Spec., Classroom Teachers	Inservice, ongoing capital outlay expenditure	

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
a. Provide continuing support so staff can utilize word processing, spread sheet and database applications and use multi-media to enhance presentation skills and the delivery of instruction.	Ongoing (Refer to individual bldg. tech. plans)	Technology Committee, Media spec., Staff Dev. Coordinator	Inservice, ongoing capital outlay expenditure	Staff development feed-back will indicate that support needs are being met.
b. Instruct 5-6 students in word processing and/or specialized writing programs.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator, Classroom Teachers	Inservice, ongoing capital outlay expenditure	Sixth grade students will be able to create, modify, and print a document using word processing software.
c. Continue support of keyboarding skills.	Ongoing	Technology Committee, Staff	Software, Computers	Sixth grade students will be able to create, modify, and print a document using word processing software.
d. Instruct 5-6 students in the use of spreadsheets to analyze data and make decisions.	Ongoing	Technology Committee, Staff	Software, Computers	
e. Instruct grades 5-6 students in the use of local and remote databases, including computerized catalog system to access information.	Ongoing (Refer to individual bldg. tech. plans)	Technology Committee, Classroom Teachers, Librarian	Inservice, ongoing capital outlay expenditure	Sixth grade students will be able to understand and use search strategies to access information electronically.
f. Provide inservice for staff on technological resources and use of technology.	Ongoing (Refer to individual bldg. tech. plans)	Technology Committee, Classroom Teachers, Librarian	Inservice, ongoing capital outlay expenditure	

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
g. Students will have the opportunity to video production techniques to communicate information.	Ongoing (refer to individual bldg. tech. plans)	Technology Coordinator, Media Spec., Classroom Teachers, Video Club Coordinator	Inservice, ongoing capital outlay expenditure	Video production techniques will be used appropriately.
h. Students will have the opportunity to use telecommunication projects appropriate to grade level and curriculum available.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator, Media Spec., Classroom Teachers	Inservice, ongoing capital outlay expenditure	Telecommunications will be used appropriately.
i. Use new technologies appropriately to enhanced/expand curriculum, e.g., Desktop publishing, Quick Time, Hyper Media, Multi-media, CD-ROM.	Ongoing (Refer to individual bldg. tech. plans)	Technology Coordinator, Media Spec., Classroom Teachers, Asst. Supt. for Instruc.	Inservice, ongoing capital outlay expenditure	Curricula will be appropriately enhanced and expanded by the use of new technologies.
6. The environmental education curriculum will be expanded and enriched including the interrelationships of energy.				
a. Engage elementary students in one environmental study each year and elementary teachers will begin to integrate environmental learning in all subject areas.	May, 1994 and ongoing	Asst. Supt. for Instruc., Classroom Teachers, Environ. Ed Grant Writing Committee	Curriculum Materials and Field Study	Student assessment will verify understanding of environmental issues appropriate to students' age level.

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Each school's Annual Building Improvement Plan shall include the development and implementation of a Five Year Educational Plan which assesses and addresses the Minnesota Educational Effectiveness Program using the characteristics listed below:	May 1, 1993 and March 1 thereafter.	Building Leadership Teams		Each building will include areas in their improvement plan.
2. Annually each school will determine if they need continued work on any characteristic chosen that year in addition to the plan for the forthcoming year.	See separate prioritization plan.			Each school will report the results to the Long Range Planning Committee to be reported in each appropriate Annual Report and Update.

Strategic Area: FINANCE

Priority: CONSERVATION OF RESOURCES

District finances will reflect efforts to reduce, reuse, and recycle resources.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. A policy on conservation of district resources will be developed. Develop plan for conservation of Asp resources.	July 1, 1994 ongoing	Policy Review Committee Staff & students	Time, budget allocation	Plans developed and ready to implement.
2. Evaluation of efforts to reduce, reuse, and recycle bldg. resources.	May 1, 1994	Staff & students, Student Council	Time, Budget	Results reported to the BLT.

Strategic Area: FINANCE

Priority: SITE BASED DECISION MAKING

Parameters will be determined to clearly indicate decision making responsibilities at the district and site levels.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. After the district Site Based Decision Making Task Force develops an action plan including a definition of what a site based decision means in Moorhead, as well as recommended policies and parameters, the Asp staff will develop a correlating site based decision making plan.	Depends on progress of district SBDM Task Force	Asp staff, BLT	Secretarial Support Time Budget	Presentaion to the school Board. Superintendent's Recommendations.
2. Evaluation of Site Based Decision Making Plan.	Annually by March 1	SBDM Task Force, Admin., Bldg. Admin., MEEP Teams, all other stakeholders	Secretarial Support	Report to the School Board. Superintendent's Recommendations.
3. The bldg. leadership team will allocate bldg. resources.	Sept 1, 1998	BLT	Time budget	Staff survey results

Strategic Area: FACILITIES**Priority: INSTRUCTIONAL SPACE**

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1. Provide adequate instructional space to meet new and existing programs and projected enrollment:</p> <p>a. Update building capacities based on new construction and program revisions. In addition to capacity determination of cost per student and per square feet shall be utilized.</p>	June 1994 & Annually when New Remodeling or Construction occurs	BLT, Princ., Asst. Supt. of Instruc., Asst. Supt. of Bus., and Dir. BLDG. and Grounds	Time	Report submitted to Supt.
<p>2. The Asp BLT will assess and determine utilization of building space and and site plans:</p> <p>a. The review will take into consideration the space needs of students and all people who serve students in the building, i.e. regular and special education programs including itinerant staff.</p> <p>b. Assessment shall include site plans and suggested site improvements with emphasis on safety issues.</p> <p>c. The plan will reflect priorities for curriculum and instruction in the building.</p>	May 1, 1994 and Annually May 1, 1995 May 1, 1996 May 1, 1997 May 1, 1998	Building Leadership Team	Time budget	Plan including findings, implementations and request for district wide support will be included in the buildings Annual Improvement Report.

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>d. The review will specifically evaluate the assigned space and functional usage for providing service and office needs of itinerant staff including equipment and material needs such as furniture, storage, lighting, etc.</p> <p>e. The building plan will relate to overall percent of capacity as well as program issues.</p> <p>f. A building schedule including space utilization and schedule for staff assigned to building as well as itinerant staff members will be completed and posted.</p>		BLT/Principal		Schedule is posted.
<p>3. Provide safe playgrounds with age and accessibility appropriate for all.</p> <p>a. Task force will be appointed including parents and staff to review playground at Asp.</p>	June 1994	Bldg. Ldrshp. Team, Dir. of Bldg. and Grounds, Asp Task Force		Committee will be appointed.
<p>b. Asp Building and Grounds Task Force will review current facilities and equipment needs at each site and will make recommendations to the board for playgrounds.</p>	September 1994	Dir. of Bldg. and Grounds, Asp Task Force.		Task Force will present recommendations to the Board of Education.
<p>4. Improve communication systems, lines, and equipment through the continuous five year Technology Plan.</p>	1993-94 Review Annually		BLT, Dist. Tech. Comm.	Completion of systems.

Strategic Area: COMMUNICATIONS

Priority: PUBLIC RELATIONS/COMMUNICATIONS PLAN

Develop a public relations/communications plan to reach staff and community.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Communications at Asp may include but is not limited to the following: a. Building newsletters. b. Materials in languages other than English. c. Use of radio and television. d. Work on ways to communicate information to staff in a timely manner. e. Disseminating information to parents on school programs and policies.	May 1994	Princ., BLT, Staff	Time	Resources used.
2. The first year's communications activities will be evaluated.	June 1994	Communications Officer	Time	Progress report submitted to Superintendent and Board of Education.

Strategic Area: HUMAN RESOURCES

Priority: STAFF DEVELOPMENT

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
1. Asp will demonstrate a strong commitment to <u>equity</u> and the value of all people.				Staff and students treat each other in a respectful and equitable manner.
a. Provide <u>awareness training</u> in tolerance and equity issues based on identified bldg. needs.	Sept. 1994 and ongoing	BLT and Principal	Time budget	All staff and students have awareness training opportunity.
b. <u>Assess</u> all staff to determine their level of understanding and their demonstrated use of their understanding. (Do we walk our talk?)	Subject to district plan	BLT and Principal	Time budget	The assessment analysis (self assessment, random student interviews, etc.) shows areas where we can improve.
c. <u>Implement</u> a plan of on-going staff development based on identified needs.	1994-1995 and ongoing	Employ. Res., Staff Dev.Cmt Bldg MEEP Tm	Dist & Bldg Staff Dev	The evaluation of staff development efforts show that the program is meeting our needs.
d. Provide staff development which promote a positive, <u>inclusive learning environment</u> .	Ongoing	Princ., BLT Inclusion Comm. member, Teacher	Planning Time, Dist & Bldg Staff Dev	All staff understands the theme "Together We're Better" and has taken steps to support and implement inclusion learning environments.
2. Asp will <u>support</u> the Five Year Educational Plan priorities through Staff Development efforts and resources which reflect the diverse ways in which people learn.	Ongoing			The building leadership team delivers staff development activities identified in this Five Year Plan.

Strategic Area: HUMAN RESOURCES

Priority: STAFF DEVELOPMENT

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
a. <u>Develop a plan</u> which supports change efforts in meeting staff and student needs.	Reviewed annually	BLT and Principal	Budget, Time	Staff survey.
b. <u>Implement</u> the staff development plan based on current needs as well as on-going needs.	Annually	BLT and Principal	Budget, Time	
3. Asp will demonstrate a commitment to physical and emotional wellness for all employees which promotes healthy choices and healthy behaviors.	Ongoing	BLT and Principal	Budget	

MEMO #: I-94-056
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Hand in Hand Grant - Health Resource Network
DATE: September 8, 1993

Attached is information regarding the Hand in Hand Grant Program. Utilizing a \$5,000 Hand in Hand Planning Grant received by the MeritCare Foundation, a task force has been planning to create a supportive network of education and health providers to offer a full-service continuum of health promotion and disease and injury prevention activities for school-aged children. The focus of the task force has been to plan for activities targeted for Moorhead and Fargo junior high students and their families.

Members of the Health Resource Network Planning Task Force will review activities and findings through the planning grant process and will discuss the grant proposal for a two year Hand in Hand Grant to be submitted to the F-M Area Foundation.

Suggested Resolution: The Board may move to support the grant proposal as presented or may delay action until the September 28 meeting.

RMJ/mdm
Attachment

MEMORANDUM

P 93.080

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 8, 1993
SUBJECT: Part Time and Substitute Pay Schedule

The administration requests approval of the recommended 1993-94 salary schedule for part-time and substitute employees. The rates are attached.

Suggested Resolution: Move to approve the salary schedule as presented.

BMF:sdh

Part Time and Substitute Pay Schedule
1993 - 1994

ADULT ED

Vocational Licensed Teacher	18.17
Avocational Teacher	12.41

SUBSTITUTE TEACHERS

Daily	60.00
Long-Term	89.00

NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS

Part-time (non-contract)	5.15
	(or .15 over previous rate)
Substitute Kelly Service (schedule through Human Resource)	

INTERPRETERS

Part-time (non contract)	12.41
Freelance	20.00
(due to lack of trained interpreters labor pool, may need to meet competitive rates)	

SECRETARIES

Part-time (non-contract)	6.35
Substitute - Kelly Services (schedule through Human Resource)	

PARAPROFESSIONALS (TEACHERS ASSISTANTS)

Part-time (non-contract)	7.06
Substitute	7.06

CUSTODIANS

Part-time (non-contract)	5.50
--------------------------	------

WORK STUDY/STUDENT HELP

4.25

Revised September 1993

MEMORANDUM

P 93.081

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 8, 1993
SUBJECT: Non-Aligned Contract

Recommend movement of all employees under the non-aligned contract to receive a step increase for 1993-94.

Attached is a list of the employees under this contract, their titles and rates of pay for 1992-93 and proposed rate for 1993-94. The increase and benefits will be approximately 2.5%. No contract language changes are requested.

Suggested Resolution: Move to approve the 1993-94 Non-Aligned Contract as presented with all employees receiving a step adjustment for the 1993-94 School Year.

BMF:sdh

NON-ALIGNED EMPLOYEES
1993-94

NAME		1992-93	1993-94
Kay Batterman	C 41	14.10	14.46
Community Resource Coord			
Carol Blattenbauer	B 21	7.71	7.86
Attendance Clerk			
Donna Bosh	B 23	8.27	8.42
Substitute Caller			
Bea Castillo	C 41	11.91	12.27
Home School Liason			
Frank Cantu	B 21	7.56	7.71
Home School Liason			
Carole Kline	C 41	14.10	14.46
Community Arts Coord			
Anne Larson	C 41	14.10	14.46
Youth Coord			
Donna Longie	C 41	11.55	11.91
Title V/JOM Coord			
Jane Rawlings	C 41	14.10	14.46
Choices for Adults with Disabilities			
Delores Sandbeck	B 23	8.27	8.42
Substitute Caller			
Hartvig Strand	A 13	8.87	8.92
Detention			
Vern Strand	A 13	8.62	8.77
Detention			
Deb Trygstad	C 41	14.10	14.46
Senior Citizens Coord			

MEMO #: B94.144

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: SEPTEMBER 8, 1993

SUBJECT: TIME LINES FOR THE DEVELOPMENT OF THE ANNUAL
OPERATIONAL PLAN

Attached is memo OP93.65 dated February 4, 1993 which indicates the calendar of events for the planning process.

Suggested Resolution: For your information

MEMO #: OP93.65

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

Robert Lacher

DATE: FEBRUARY 4, 1993

SUBJECT: 1993-94 ANNUAL OPERATIONAL PLAN

INTRODUCTION

The Budget Planning Process for the 1993-94 school year will span the time from October, when the Annual Operation Planning begins, until the following October or when the following actions are completed:

1. The previous years audit is completed in November or December.
2. Major salary settlements are completed for the current year, possibly in January.
3. Legislative time lines for staff changes (April is the latest that action can to be taken.)
4. The final budget is approved.

The first step in the process is the Annual Operational Plan which follows. The plan is developed by fund and will be presented as follow.

A. Revenue Assumptions with:

1990.91 Audited Actual History
1991.92 Audited Actual History
1992.93 Budget
1993.94 Preliminary Budget
1994.97 Three Year Projections

B. Revenue Rationale that went into the preliminary and projected figures.

C. Expenditure Assumptions with:

1990.91 Audited Actual History
1991.92 Audited Actual History
1992.93 Budget
1993.94 Preliminary Budget
1994.97 Three Year Projections

D. Expenditure Rationale that went into the preliminary and projected figures.

Expenditures will be summarized by object. The object dimension identifies the service or commodity obtained as the result of the expenditure. Every expenditure has an applicable object.

The object dimension is subdivided into eight major divisions:

The nature of budgets and projections is to provide a guide of where the organization is going based on the assumptions used to develop the data. Each year, Assumptions will be received in light of up dated information plus experience and appropriate recommended changes will be made in the subsequent years 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

Series Codes

- 100 Salaries - Expenditures related to all full and part-time employees (not including independent contractors or self-employed) of the district.
- 200 Employee Benefits - Details of employer contributions of employee benefits.
- 300 Purchased Services - Expenditures related to personal services rendered by personnel not on the payroll and other services purchased.
- 400 Supplies and Materials - Expenditures related to tangible items of an expendable nature.
- 500 Capital Expenditures - Expenditures related to the acquisition of, or additions to, fixed assets. (Include replacement of equipment.) *Most equipment is purchased in the Capital Outlay Fund.
- 700 Debt Service - Expenditures related to principal, interest, and other charges to service or retire bonds, and long or short-term loans.
- 800 Other Expense - All expenditures not otherwise classified.
- 900 Transfer - Permanent transfers to and transfers from which represent adjustments to revenues and expenditures.

The decisions that the School Board makes in approving the Operational Plan will form the foundation for the 1993-94 budget proposal.

The second step in the Planning Process will be budget development. The assumptions approved in the Financial Plan will be the assumptions defined to each principal and department head for the development of their program's budget. The budget development process will occur in February and March.

The final step in the Planning Process will be approval of the final and preliminary budgets by the School Board.

Current Calendar Year

Next Calendar Year

October 1993.94 Assumptions
November Past Year Audit 91.92
February Final 1992.93 Budget
February Prelim. 1993.94 Budget

Approval of 93.94
Annual Operational Plan

February
March
April
May
June
July
August
September
October

End 1992.93 Fiscal Year

1994.95 Assumptions (22 months
prior to the end of the fiscal
year)

MEMO #: B94.140

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: SEPTEMBER 7, 1993

SUBJECT: 1993 LEVY PAYABLE 1994

The school board must set this levy by September 15, 1993. Once the levy is set it cannot be increased, only decreased. There are a few exceptions like a referendum.

The preliminary maximum levy appears to be \$7,980,137.

This is a \$695,712, 9.55% increase over the 1992 levy payable 1993. One half of this levy is for the 93/94 school year and one half is for the 94.95 school year.

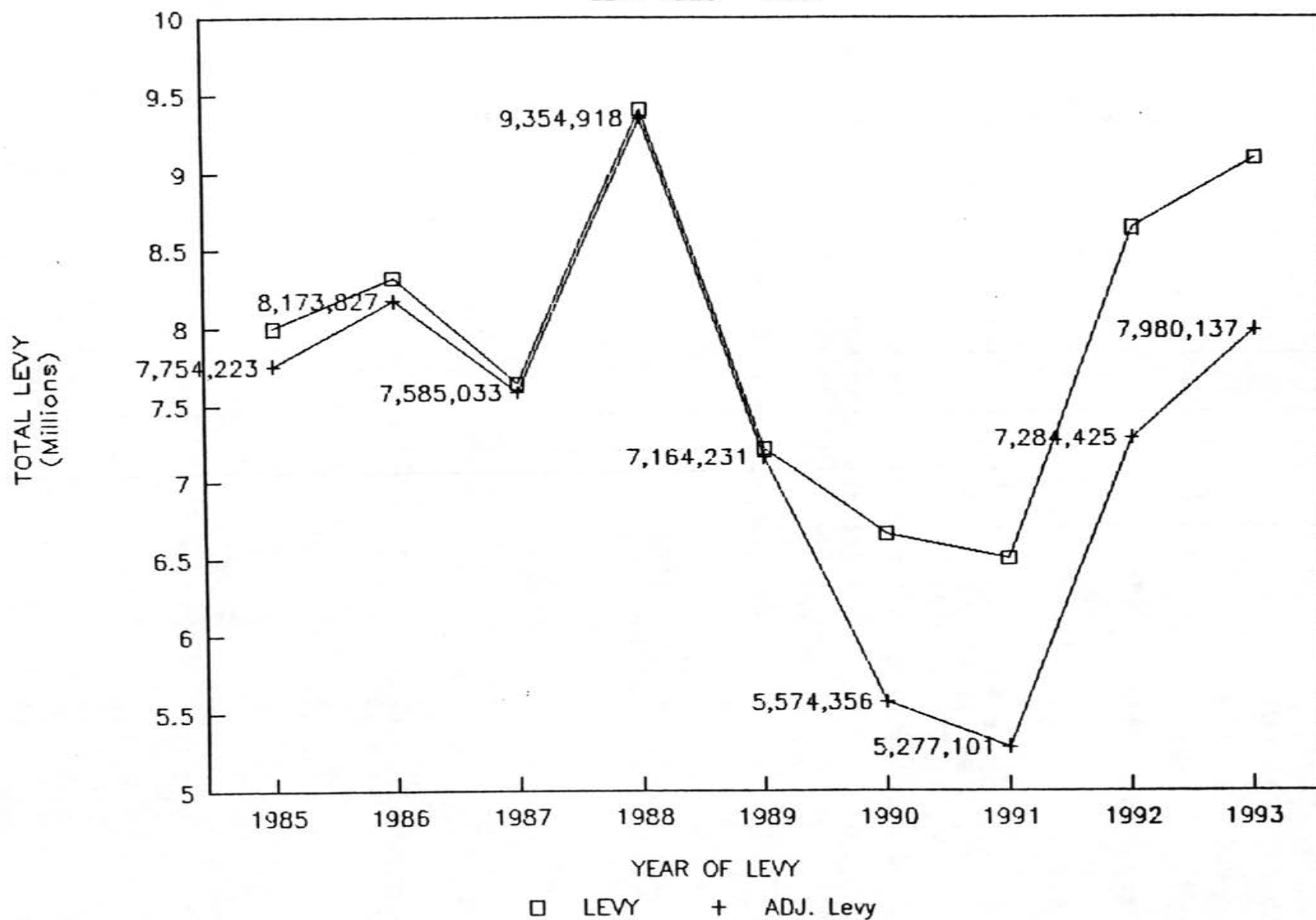
We will probably not levy the maximum in December. The increase will be about 7%.

Attached: Levy History 1985 to 1993
Graph of Levy History

Suggested Resolution: Approve the preliminary levy of \$7,980,137 for the 1993 levy payable 1994.

LEVY LIMITATION AND CERTIFICATION

LEVY 1985 - 1993



07-Sep-93

MOORHEAD PUBLIC SCHOOLS

LEVY LIMITATION AND CERTIFICATION

LEVY PAYABLE	1985 1986	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992	1992 1993	1993 1994	\$ Difference	% Difference
MAINTENANCE	5528828	5907549	5357094	6389240	4840548	4594825	5035515	5931686.45	6339559.78	407873.33	6.88%
TRANSPORTATION	464670	458461	868731	699203	606676	710426	538651	612479.80	691047.16	78567.36	12.83%
COMMUNITY SERV	143918	174527	171416	229130	232455	226303	264841	264103.28	286152.54	22049.26	8.35%
CAP EXP	789294	906524	556168	1335929	1170339	665979	269295	794884.76	739118.49	-55766.27	-7.02%
GEN DEBT SERV	911583	613608	485997	481372	367110	437776	371149	1035077.73	1030805.79	-4271.94	-0.41%
TC DEBT SERV	159625	232293	179778	170810				0		0.00	ERR
TC OTHER		28560	22104	102703		22000	18125	0		0.00	ERR
TOTAL	7997918	8321522	7641288	9408387	7217129	6657308	6497575	8638232	9086684	448452	5.19%
\$ CHANGE		323604	-680234	1767099	-2191258	-559820	-159734	2140657			
% CHANGE		4.05%	-8.17%	23.13%	-23.29%	-7.76%	-2.40%	32.95%			

CERTIFIED EXCESS											
GEN DEBT SERV	193800	75000					70800	110630	0	-110630.00	-100.00%
TC DEBT SERV	49893	72693	56256	53469	52898						
Deduct	243695	147695	56256	53469	52898	0	70800	110630	0	-110630	-100.00%
Deduct HACA						1082952	1149674	1243177.00	1106547.00	-136630	-10.99%
LEVY	7,754,223	8,173,827	7,585,033	9,354,918	7,164,231	5,574,356	5,277,101	7,284,425	7,980,137	695,712	9.55%
\$ CHANGE		419605	-588795	1769885	-2190687	-1589874	-297256	2007324	695712		
% CHANGE		5.41%	-7.20%	23.33%	-23.42%	-22.19%	-5.33%	38.04%	9.35%		

The following items were not levied as initially proposed:

Community Service	29344						12729				
Gen Debt. Service	51898					0	70800	110630	0		
T C Debt Service	161660										
	242902						70800	123359	0		

39

MEMO #: S-94-042

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: Harassment and Violence Policy
DATE: September 9, 1993

Attached please find the revised policy dealing with religious, racial or sexual harassment and violence. The new revision is the sample sent from Minnesota School Boards Association and Minnesota Association of School Administrators. Recent legislation requires that school districts adopt a written sexual, religious, and racial harassment and violence policy by August, 1993.

We are waiting clarification from our counsel regarding the draft. Possible changes will be reviewed at the meeting.

Suggested Resolution: Move to approve the revised policy Prohibition of Harassment and Violence (JFCFA) as presented.

BRA:cbp

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JFCFA DATE ADOPTED: 05/27/86 REVISED: 09/14/93
------------------------------------------------------	---------------------------------------------------------------------

PROHIBITION OF HARASSMENT AND VIOLENCE

I. General Statement of Policy

It is the policy of Independent School District No. 152 (the "School District") to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School District to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.)

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School District to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

The School District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

II. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

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

Sexual harassment may include but is not limited to:

- (1) unwelcome verbal harassment or abuse;
- (2) unwelcome pressure for sexual activity;
- (3) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- (4) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- (5) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- (6) unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment: Definition. Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment: Definition. Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence: Definition. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practicable. The School District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violation of this policy.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.

B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

The School District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under M.S. 626.556 may be applicable.

IV. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff.
- B. This policy shall appear in the student handbook.
- C. The School District will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

* * * ATTENTION * * *

DISTRICT 152 POLICY AGAINST RELIGIOUS,
RACIAL AND SEXUAL HARASSMENT AND VIOLENCE

1. Everyone at District 152 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.

2. A harasser may be a student or and adult. Harassment may include the following when related to religion, race, sex or gender:

- a. name calling, jokes, or rumors;
- b. pulling on clothing;
- c. graffiti;
- d. notes or cartoons;
- e. unwelcome touching of a person or clothing;
- f. offensive or graphic posters or book covers; or
- g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. If any words or action make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer, _____.

4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.

5. Your right to privacy will be respected as much as possible.

6. We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report.

7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

8. This is a summary of the School District policy against religious, racial and sexual harassment and violence. Complete policies are available in the Superintendent's office upon request.

RELIGIOUS, RACIAL AND SEXUAL HARASSMENT
AND VIOLENCE ARE AGAINST THE LAW.

DISCRIMINATION IS AGAINST THE LAW.

CONTACT:

Human Rights Officer

Phone: _____

INDEPENDENT SCHOOL DISTRICT NO. 152
RELIGIOUS, RACIAL OR SEXUAL HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Religious, Racial or Sexual Harassment

Independent School District No. 152 maintains a firm policy prohibiting all forms of discrimination. Religious, racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant _____
Home Address _____
Work Address _____
Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Circle as appropriate sexual \ racial \ religious.

Name of person you believe harassed or was violent toward you or another person. _____

If the alleged harassment or violence was toward another person, identify that person. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses who were present _____

This complaint is filed on my honest belief that _____
has harassed or has been violent to me or to another person. I
hereby certify that the information I have provided in this
complaint is true, correct and complete to the best of my knowledge
and belief.

(Complainant Signature) (Date)

Received by (Date)

MEMO #: S-94-043

TO: School Board
FROM: Bruce Anderson, Supt. *BRA*
RE: School/Community Relations Policy
DATE: September 9, 1993

Attached please find the final draft of the School/Community Relations policy as recommended for approval.

Suggested Resolution: Move to approve the policy School/Community Relations (KB) as presented.

BRA:cbp

<p>POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.</p>	<p>DISTRICT CODE: KB DATE ADOPTED: REVIEWED/REVISED:</p>
---------------------------------------------------------------	------------------------------------------------------------------

SCHOOL/COMMUNITY RELATIONS

The Board of Education is committed to establishing and supporting planned and systematic two-way communications between the Moorhead School District and its internal and external publics. Such communications will further student achievement by building confidence, morale, goodwill, cooperation and support between and among staff, school board, students, and community.

The Board affirms the following objectives for the communications program:

1. To build goodwill for District 152.
2. To explain district policies, activities and programs to staff and community.
3. To cooperate in every reasonable way with the news media.
4. To communicate student and staff achievement to the stakeholders.
5. To build understanding, morale and support among staff.
6. To train and support all staff in carrying out positive, effective public relations as an integral part of their activities.
7. To identify trends and concerns of the community.

The Superintendent of Schools will present to the Board of Education an annual communications plan as part of the long-range plan. The communications plan and activities will be evaluated annually.

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

September 28, 1993
7:00 p.m.

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

ATTENDANCE:

Bill Cox _____
James Cummings _____
Stacey Foss _____
Mark Gustafson _____

Anton Hastad _____
James Hewitt _____
Carol Ladwig _____
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"

*** Belated congratulations to the 1993 boys' track team for winning its seventh state championship. The 400 meter relay team of Bryce Korbel, Peter Benson, Jeremy Blake, and Scott Beadle placed first. Scott Beadle also placed second in the 400 meter run, third in the 200 meter run and third in the long jump. Peter Benson placed second in the 300 meter hurdles; Dan Pemble placed second in the 1600 meter run, and other team members Corey Johnson, Ryan Stalboerger, Troy Brekke, Mike Cook and Jason Bishop qualified for participation and contributed to the team's success. Head coach, Russ Henegar and assistant coaches, Greg Grooters, Shocky Strand and Dan Kostich led the team to the 1993 State Championship.

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

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, Board Member inquiries on 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

- (1) Approve Lease Settlement - Page 5

C. PERSONNEL MATTERS - Brenda Franklin

- (1) Approve New Employees - Page 6
(2) Approve Leaves of Absence - Page 7

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Nonresident Agreement - Page 8
(2) Accept Donation - Page 9

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. ISD 152 FIVE YEAR EDUCATIONAL PLAN: Facilities - Anderson

Overview of the construction projects will be shared at the meeting.

5. ISD 152 FIVE YEAR EDUCATIONAL PLAN: School Improvement Plans - Anderson/Jernberg Page 10

Overview of the 1993-94 School Improvement Plans for Probstfield by principal, Mr. Howard Murray and, Thomas Edison by principal, Mr. Kevin Kopperud.

6. HAND IN HAND GRANT: Project Cornerstone - Anderson/Jernberg Pages 11-15

Overview of possible grant proposal.

7. HAND IN HAND GRANT: Family Base - Anderson/Jernberg
Pages 16-26

Overview of possible grant proposal.

8. CHANGE ORDER - SENIOR HIGH - Lacher
Page 27

Suggested Resolution: Move to approve change order #6 as noted for a total deduct of \$2628.00.

Moved by _____ Seconded by _____
Comments _____

9. CHANGE ORDERS - Probstfield - Lacher
Page 28

Suggested Resolution: Move to approve change order #5 and #7 as noted for a total cost of \$2834.00.

Moved by _____ Seconded by _____
Comments _____

10. CHANGE ORDER - Junior High - Lacher
Page 29

Suggested Resolution: Move to approve change order #4 and #9 as noted for a total deduct of \$2851.00.

Moved by _____ Seconded by _____
Comments _____

11. CHANGE ORDER - Robert Asp - Lacher
Page 30

Suggested Resolution: Move to approve change order #3 and #8 as noted for a total cost of \$16,292.00.

Moved by _____ Seconded by _____
Comments _____

12. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

13. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Policy Review	Mon., Sept. 27	7:00 p.m.	Townsite
Community Education Classes Begin	Mon., Sept. 27		District- wide
Back-to-School Night	Mon., Sept. 27	6:30 - 8:00 p.m.	Probstfield
School Board Meeting	Tues., Sept. 28	7:00 p.m.	Townsite
Homecoming Coronation	Mon., Oct. 4	2:15 p.m.	Sr. High
"Welcome" for Mr. Price	Wed., Oct. 6	3:05 p.m.	Sr. High Library
Joint Powers	Thurs., Oct. 7	7:00 a.m.	Dilworth
Back-to-School Night	Thurs., Oct. 7	6:30 p.m.	Robert Asp
Homecoming	Fri., Oct. 8		
School Board Meeting	Tues., Oct. 12	7:00 p.m.	Townsite
Community Ed. Advisory Council	Mon., Oct. 18	7:00 p.m.	Townsite
PER	Tues., Oct. 19	7:00 a.m.	Townsite
Long Range Planning	Tues., Oct. 19	3:45 p.m.	Townsite
MEA	Thurs., Oct. 21 - Fri., Oct. 22		

MEMO #: B94.154

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: SEPTEMBER 20, 1993

SUBJECT: SETTLEMENT OF LEASE DISPUTE WITH CLAY WILKIN
OPPORTUNITY COUNCIL - HEAD START LEASE AT TOWNSITE
CENTRE

The issues that needed to be resolved:

Dispute #1: Had they overpaid or underpaid their rent?

Resolution: They owed the school district \$3,412.16 in back rent.

Dispute #2: What was the current rental rate? \$875.50 or \$1,194.83 per month.

Resolution: \$1,194.83.

Dispute #3: What was the square footage rented?

Resolution: 1,901 sq. ft.

Dispute #4: What is the term of the lease?

Resolution: Month to month.

Suggested Resolution: Approve the attached agreement to settle the dispute for \$3,412.96 for back rent.

MEMORANDUM P 93.084

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 22, 1993
SUBJECT: New Employees

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

Michael Benson - In-School Suspension, Junior High,
\$7.71 per hour, effective September 16, 1993.
(replace Jana Jess)

Becky Lass - TMH Paraprofessional, Junior High,
B21 (0) \$7.91 per hour.

Pam Togstad - TMH Paraprofessional, Junior High,
B21 (0) \$7.91 per hour.

Rolando Flores - TMH Paraprofessional, Junior High,
B21 (0) \$7.91 per hour.

Suggested Resolution: Move to approve the employments as presented.

BMF:sdh

MEMORANDUM P 93.085

TO: Dr. Bruce Anderson
FROM: Brenda Franklin
DATE: September 22, 1993
SUBJECT: Family Leave

The administration requests family leave for the following persons:

Joan Degerness - Music Teacher, Voyager School, effective from
September 17, 1993 until about March 21, 1994.

Leah Burke - English Teacher, Junior High, effective on or about
November 1, 1993 until January 25, 1994.

Lynn Day - Computer and Library Secretary, Senior High, to begin
on or about October 14, 1993 until about January 17,
1994.

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

BMF:sdh

MEMO #: S-94-047

TO: School Board
FROM: Bruce Anderson, Supt.
RE: Nonresident Student Agreement
DATE: September 22, 1993

The following nonresident agreement has been received:

To Attend Moorhead Public Schools
Lisa L. Price - Rt. 1 Box 116, Felton, MN, Grade 10

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

BRA:cbp

MEMO #: S-94-048

TO: School Board
FROM: Bruce Anderson, Supt.
RE: Donation to School District
DATE: September 22, 1993

A donation of a HAM radio station has been made to the electronics department of Moorhead Senior High from Mary "Dew Drop" Dosland of Moorhead. The estimated value of the equipment is \$1,000.

Suggested Resolution: Move to accept the donation of equipment from Mary Dosland and direct a letter of thanks to be sent.

:cbp

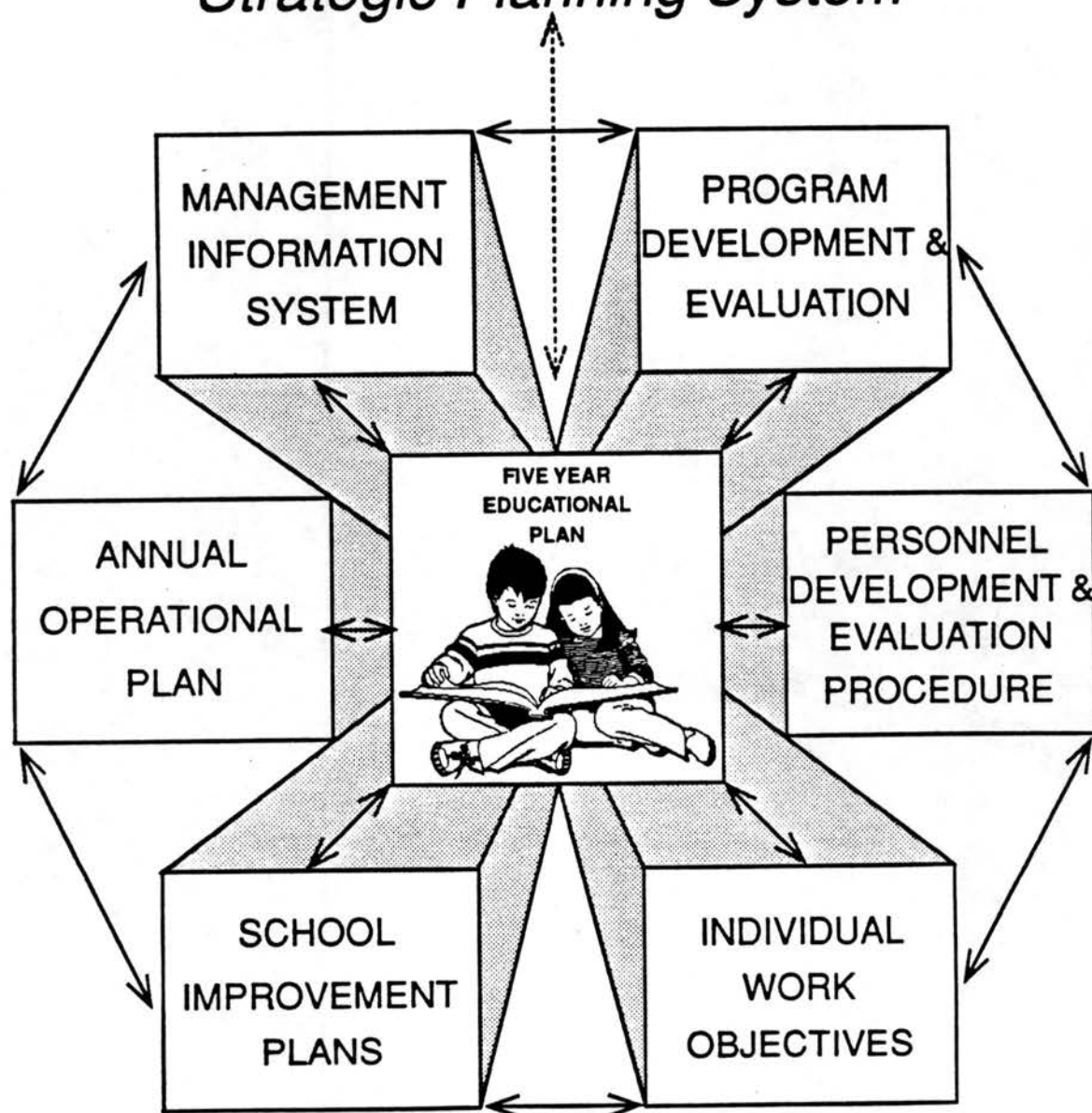
MEMO #: I-94-090
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Building Improvement Plans
DATE: September 23, 1993

The Board has received draft copies of Building Improvement Plans for Probstfield and Edison Schools. The plans will be reviewed briefly with the Board as to how they complement the District's Five Year Educational Plan and as to the unique aspects of each Building's Improvement Plan. Buildings will present their final plans for Board approval in December.

RMJ/mdm
Attachments

PROBSTFIELD ELEMENTARY SCHOOL
MOORHEAD, MINNESOTA
School Improvement Plan
1993 - 1998

*Quality Management
and
Strategic Planning System*



September 1993
DRAFT

FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

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PROBSTFIELD FIVE YEAR PLAN

Curriculum and Instruction

Enhanced Curriculum and Instruction Team

Task Force:

- Equity and Diversity Programs

Committees:

- Technology
- District Environmental

Assessment and Continuous Progress Team

Task Forces:

- Math/Grant
 - Fourth Grade ILP
- #### Interest Groups:
- Non-graded Primary
 - Transition

Educational Effectiveness Team

Committees:

- Discipline
- Crisis Management

Outcome Based Education Team

Inclusion Team

Community Involvement

Probstfield Community Involvement Team

Task Force:

- Barriers for Family Involvement

Facilities

Probstfield Facilities Team

Task Forces:

- Playgrounds
- Drop-off and Parking

M
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TEAMS

Probstfield Five Year Plan

1. OBE Information Team: (Green)

- gather information to ensure that the OBE philosophy and changes are understood by staff and parents
- make recommendations regarding related inservice needs to the MEEP Team
- give gathered information to the Community Involvement Team for dissemination

2. Assessment and Continuous Progress Team: (Orange)

- develop a process to ensure that diverse instructional strategies and multiple assessment tools are applied as indicators of outcome success and continuous progress in all curriculum areas
- make recommendations regarding inservice needs to the MEEP Team
- present example assessments and strategies to staff
- encourage the use of assessments from the District Curriculum Committee
- establish an interest group to identify and research successful non-graded primary classrooms

3. Inclusion Team: (Blue)

- assess the current status of inclusion in our building after the "Together We're Better" workshops have been completed
- support the District's inclusion plan
- establish, initially, six "Challenges to Implementing Inclusion Education" as determined by staff survey
- coordinate the building effort to implement and enhance the direction of the six challenges in our building

4. Probstfield Facility Team: (Violet)

- consists of staff, parents, and administration
- review the Five Year Plan, creating an action plan to deal with:
 - instructional facilities
 - playground facilities
 - student drop-off and parking issues

5. Enhanced Curriculum Team: (Red)

- provide opportunities for cultural growth
- enhance and integrate the existing multi-cultural curriculum
- promote the environmental curriculum
- Probstfield Technology Committee, a component of this Team, will promote student skills in existing and new technology
- monitor service projects

6. Educational Effectiveness Team: (Yellow)

- define and implement the three Characteristics of MEEP as selected by staff
- review the Characteristics yearly
- implement collaboration of grade level, cross-grade level, and cross-discipline activities
- formulate themes (emphasis for collaboration days), surveys, and instructional outcomes needed to complete goals (work with the Enhanced Curriculum Team)
- review and implement "Probstfield Pride"
- support Peer Mediation Committee

7. Probstfield Community Involvement Team: (Indigo)

- develop and implement a community volunteer program
- facilitate participation in service-learning programs
such as technology (children teaching senior citizens),
Inventors' Fair, Adopt-A-Highway, etc.
- develop a plan to clearly communicate the following
District and building policies and procedures:
Discipline, Drug-Violence Free Schools, Attendance,
and Peer Mediation
- develop a plan to clearly communicate student, family,
and district staff roles in these programs: OBE,
Reporting Systems, ILPs, and Inclusive Education
- establish a task force to look at barriers to family
involvement at Probstfield
- develop specific goals and activities for family
involvement

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT PLAN: 1. Disseminate and ensure the understanding of the OBE philosophy throughout District #152 at Bldg., Dist., Parent & Community levels				
PROBSTFIELD PLAN: 1a. Establish an OBE Information team to gather information regarding OBE changes, ensuring that OBE philosophy and changes are understood by staff, parents and all important players.	10/93	MEEP Team	Other Staff	An OBE Information Team has been established.
1b. Identify a procedure for accessing information regarding the OBE philosophy and changes originating from district-wide curriculum committees and the district's curriculum and OBE offices.	11/93	OBE Information Team	Dist.Curr. Com. members, Dist. Curr. Office, Dist. OBE Office	A procedure for accessing OBE philosophy and change is in place.
1c. Identify a procedure for preparing and disseminating OBE information to the Building Community Involvement Team.	11/93	OBE Information Team	Time	Procedure for preparing and disseminating OBE philosophy and change is in place

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>1d. As a result of the information gathered about OBE philosophy and changes, make recommendations regarding related inservice needs to the MEEP Team.</p> <p>Implement the inservice as directed.</p> <p>DISTRICT PLAN:</p> <p>2. Provide challenging and enriching learning experiences that maximize the potential of all students.</p> <p>PROBSTFIELD PLAN:</p> <p>2a. Gather, prepare and disseminate information to ensure the application of OBE philosophy and changes in the review cycle as they pertain to gifted and talented learners.</p> <p>2d. Develop a plan to organize and implement services for learners who need enrichment (both curriculum based services such as temporary and flexible grouping and student-based services like community service and ILP's).</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>OBE Information Team</p> <p>OBE Information Team</p> <p>OBE Information Team</p> <p>Individual teachers, Building Principal, MEEP Team</p>	<p>District Curr. Comm. members, Curr. Office, OBE Office</p> <p>MEEP Team</p> <p>Dist. Curr. Com. members, (revisions in outcomes, assessments and instruction)</p> <p>Inservice sessions, Information regarding curriculum suggested enrichments</p>	<p>Inservice recommendations made to the MEEP Team.</p> <p>MEEP approved inservice sessions are implemented.</p> <p>Information pertaining to these changes has been delivered to all staff who deal with gifted and talented learners.</p> <p>Curriculum-based and student-based services are implemented as part of instruction for talented learners.</p>

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT PLAN:</p> <p>3. Implement outcome-based practices that accomodate learners' needs through diverse instructional strategies and multiple assessment tools.</p> <p>PROBSTFIELD PLAN:</p> <p>3. Establish a building team (called the Assessment and Continous Progress Team) to develop a process to ensure that diverse instructional, strategies and multiple assessment tools are applied as indicators of outcome success and continous progress in mathematics and communications. The process must include an effective reporting system that shows alignment of instruction, assessment and outcomes with the graduation rule requirements.</p> <p>Currently, several members of our district & building staff are involved in a statewide assessment grant in the areas of communications and environmental education in the content outcomes and also work with the comprehensive outcomes.</p> <p>An example activity is the application for a grant in collaboration with the Concordia College Mathematics Dept. The grant proposal included a staff survey to determine staff needs in mathematics.</p> <p>Grant approval</p> <p>Grant implementation</p>	<p>10/93</p> <p>Ongoing</p> <p>5/28/93</p> <p>8/10/93</p> <p>1/94 - 7/95</p>	<p>MEEP Team</p> <p>District & Building Staff Reps</p> <p>Probstfield Math/Grant Task Force</p>	<p>Other Staff</p> <p>Grant Resources</p>	<p>Assessment and Continuous Progress Team is in place.</p> <p>Probstfield will use the inclusion of performance assessments-tasks as well as portfolios-as the emphasis of assessment to move from the conceptual to the concrete. We need actual examples of student work that exemplify the outcomes and originate from instruction.</p> <p>Inservice, Assessment selection & piloting/modeling assessment items</p> <p>Grant application completed 5/28/93</p> <p>Survey of staff completed 5/20/93</p> <p>Grant approved</p> <p>Inservices are implemented</p>

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>3a. As a result of the information gathered on multiple assessments and diverse instructional strategies, make recommendations regarding inservice and study needs to the MEEP team. This would include training in the use of networked computer management system.</p> <p>Implement the inservice plan as directed.</p>	Ongoing	Assessment and Continuous Progress Team	Information from a variety of sources	<p>Inservice and study recommendations made to the MEEP Team.</p> <p>Inservice completed.</p>
<p>3c. Establish an interest group to identify and research successful non-graded primary classrooms.</p>	10/93	MEEP Team	Interested Staff, School visits	Non-graded Primary Interest Group
<p>Report this information to the staff.</p>	1/94	Non-graded Primary Interest Group	Time, other school visits	Report presented to staff.
<p>3c. Based on staff input the Non-graded Primary Interest Group would make recommendations regarding the piloting of a non-graded primary at Probstfield School.</p>	2/94	Non-graded Primary Interest Group	<p>Time, References, Research</p> <p>OBE Facilitator, K-4 Principal, Assist. Supt. for Instruction, Other Staff</p>	Recommendation is made to staff, MEEP Team and Administration.

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT PLAN: 4. Implement Individual Learning Plans (ILP's) for K-6 elementary students.				
PROBSTFIELD PLAN: 4a. Develop a plan for educating, informing and obtaining feed-back from parents regarding the new fourth grade ILP.	11/1/93	District fourth grade staff reps	ILP Process	Process is in place.
4b. Subject to funding, develop a plan for communicating and implementing ILP's for students in grade four. - Develop the fourth grade ILP. --Develop a plan for educating, informing and obtaining feed-back from parents regarding the new fourth grade ILP. -Implement the ILP.	11/1/93	District fourth grade staff reps	OBE Facilitator, K-4 Principal, Assist. Supt. for Instruction, Other Staff	Fourth grade ILP's ready to implement

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT PLAN:</p> <p>5. Determine the philosophy of inclusion, develop a shared vision, and build support for it throughout the district.</p> <p>PROBSTFIELD PLAN:</p> <p>5 & 5c Establish an Inclusion Team to carry out the "Together We're Better" grant in order to understand the philosophy and build support for inclusion in our building.</p> <p>5a. Assess current status of inclusion in buildings as part of "Together We're Better" Grant</p> <p>Periodic assessment of inclusion in our building</p> <p>5d. Inclusion is implemented in the building</p>	<p>10/93</p> <p>Ongoing</p> <p>Ongoing</p>	<p>MEEP Team</p> <p>Inclusion Team</p> <p>Inclusion Team</p> <p>Building staff, Principal</p>	<p>"Together We're Better" Grant and time</p> <p>Info. from parents, teachers & interested parties</p> <p>See above</p> <p>Para, "Together We're Better" grant, assessment tools</p>	<p>Inclusion Team established, "Together We're Better" Workshop completed</p> <p>Results of "Together We're Better" assessment distributed</p> <p>Results of assessment distributed</p> <p>Inclusion plan is in place.</p>

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: OUTCOME BASED EDUCATION

Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT PLAN: 6. Improve the process of helping learners move through the transition phases in their learning process.				
PROBSTFIELD PLAN: 6. Establish a group of <u>interested staff</u> to improve the process of helping learners move through the transition phase in their learning process.	11/93	MEEP Team	Other staff	Task Force established
The Transition Task Force will study, report and recommend to the MEEP Team existing plans for improving transition of all students.	1/94	Transition Task Force	Existing plan	Report and recommendation completed
Transition Task Force implements the plan for transition as approved.	3/94	Transition Task Force		Transition plan followed

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT PLAN:</p> <p>1. Improve the curriculum through the curriculum review process which includes : outcome and assessment development, staff development, and evaluation.</p> <p>PROBSTFIELD PLAN:</p> <p>1. Find or design alternative methods of assessment to more adequately reflect student growth</p> <p>DISTRICT PLAN:</p> <p>2. Support the efforts of programs that help us understand and appreciate cultural diversity such as S.E.E.D. (Seeking Educational Equity and Diversity) and L.M.S. (Life Management Skills), and foster groups that address this area at junior and senior high levels, both within and outside the school setting.</p> <p>PROBSTFIELD PLAN:</p> <p>2. Form Enhanced Curriculum Team to develop awareness of cultural diversity:</p> <p>1. Library books</p> <p>2. Multicultural displays</p> <p>3. Celebrate country each year</p>		Refer to Probstfield OBE Plan #3		
	Fall 1993	MEEP Team	Staff Resource People	Ongoing awareness and appreciation of other cultures

Strategic Area: CURRICULUM AND INSTRUCTION
Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
2. Enhance and integrate existing multicultural curriculum.	Curriculum Review Cycle	District Curriculum Committees	District Curriculum Review Members, Curriculum Materials	Curriculum that includes other cultures
2. Provide programs to promote educational equity and diversity.	Continuous	Enhanced Curr. Team, Specific task forces	Community Resource person, Parents, Staff	Completion of cultural celebrations (e.g. Cinco de Mayo, Windows on the World)
DISTRICT PLAN: 5. All district learners and staff will have information technology skills and opportunities to use them for accessing, communicating and decision making integrated across the curricular areas.				
PROBSTFIELD PLAN: 5. Learners and staff will have information technology skills and opportunities to use them.	1993-1994	Building Technology Committee	Computers	Management computer in every classroom
Inservice on technology skills	1993-1996	Building Technology Committee	Time, Inservice Specialist Staff	Completion of necessary inservice
5b. All K-4 students have word processing and specialized writing programs.	1993-1994	Building Technology Committee	Computer staff	In place by 11/1993

Strategic Area: CURRICULUM AND INSTRUCTION**Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
5c. Instruct grades 2-4 in use of local and remote data bases.	Ongoing	Individual classroom teacher, Technology Coordinator	Computer inservice	Students are able to use technology to access information in a variety of ways.
5d. Instruct grades 3&4 students in the use of spreadsheets to analyze data and make decisions.	Ongoing	Staff	Inservice (computer) Tech. Coord.	Students will be able to access and analyze data for decision making.
5e. Instruct students in the use of video production techniques (appropriate to grade level) to communicate information.	Ongoing	Staff	Inservice (video), Tech. Comm.	Students will be able to use video production to communicate information.
5f. Use telecommunication projects appropriate to grade level and curriculum available.	Ongoing	Staff	Inservice (appropriate equipment), Tech. Comm.	Students will be able to use telecommunications appropriately.
5g. Use new technologies appropriate to enhanced/expanded curriculum, desktop publishing, Quick-Time, hypermedia, multimedia, CD-Rom.	Ongoing	Staff	Inservice, Tech. Comm.	Students will be able to enhance and expand curriculum by new technologies.

Priority: 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

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT PLAN:</p> <p>6. The environmental education curriculum will be expanded and enriched including the interrelationships of energy.</p>				
<p>PROBSTFIELD PLAN:</p> <p>6a. Engage elementary students in one environmental study each year and elem. teachers will begin to integrate environmental learning in all subject areas.</p>	May 1994, ongoing, in place by fall 1993	District Environmental Committee, Staff	Curriculum material, Field study, science units	Student assessment will verify understanding of environmental issues appropriate to student's age level (part of science review).
6b. Inservice of new environmental programs.	Fall 1993, ongoing	Dist. Environ. Comm.	Curriculum material, Field study	Complete inservice, Fall of 1993
6c. Integrate environmental education throughout the existing K-4 curriculum.	Ongoing	Individual Teachers, Grade Level teachers, Classroom	Curriculum Review, Environ. Curric.	Student assessment will verify an understanding of environmental issues.

Strategic Area: CURRICULUM AND INSTRUCTION
Priority: 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.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT PLAN:</p> <p>7. The district will support and facilitate the development of global perspectives in the school curriculum and environment.</p>				
<p>PROBSTFIELD PLAN:</p> <p>7. Introduction to French</p> <p>Study possibility of Spanish at grade three</p>	<p>Ongoing</p> <p>1993-94</p>	<p>French Instructor</p> <p>Enhanced Curriculum Team</p>	<p>4th Grade</p> <p>District Language Dept.</p>	<p>Completion of French class each year</p> <p>Survey completed</p> <p>Research completed</p>
<p>DISTRICT PLAN:</p> <p>8. Curriculum /Instruction Enhanced Resource Task force will be formed for the following purpose: Develop service-learning opportunities for grades K-12 in order to provide a way for learners to connect the classroom experience with the real world.</p>				
<p>PROBSTFIELD PLAN:</p> <p>8e. Students will be involved in a service learning project (such as Book Gift project, Grandparents, Nursing Home).</p>	<p>Ongoing</p> <p>grade to grade</p>	<p>Individual teacher</p>	<p>Class, Environ. Curr.</p>	<p>Students have had opportunity to connect the classroom experience with the real world.</p>

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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 student.

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT PLAN: 1. Each school's Annual Building Improvement Plan shall include the development and implementation of a Five Year Educational Plan which assesses and addresses the Minnesota Educational Effectiveness program characteristics.				
PROBSTFIELD PLAN: 1. Implement the Five Year Plan.	1993-1998	MEEP Team and staff	Five Year Teams	Review of action steps and objectives.
1a. Team formed for Educational Effectiveness	10/93	MEEP Team	Staff	Educational Effectiveness Team formed.
Focus on three MEEP Characteristics each year as determined by staff. All other Characteristics will be ongoing and interested.	Characteristics 93/94-1,11,13 94/95-2,14,15 95/96-6,7,12 96/97-5,8,9 97/98-3,4,10	Educational Effectiveness Team	Staff	Ongoing focus of Characteristics achieved.
Review 93-94 characteristics implementation plan for 94-95	March 94	Educational Effectiveness Team	Staff Characteristics plan	Completed Characteristics.

Strategic Area: CURRICULUM AND INSTRUCTION

Priority: 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 student.

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT PLAN:</p> <p>2. Annually each school will determine if they need continued work on any characteristic chosen that year in addition to the plan for the forthcoming year.</p> <p>PROBSTFIELD PLAN:</p> <p>2a. In school year 1993-94:</p> <ul style="list-style-type: none"> * Collaborative planning- <ul style="list-style-type: none"> Grade level Cross grade level Cross discipline * Goal setting- instructional outcomes survey, meetings. * High Expectations 	<p>1993-94</p> <p>1993-94</p> <p>1993-94</p> <p>1993-94</p> <p>Ongoing 1993-94</p>	<p>Educational Effectiveness Team</p> <p>Educational Effectiveness Team</p> <p>Enhanced Curriculum Team, Educational Effectiveness Team</p>	<p>Staff, Community resource person</p> <p>Staff, parents</p> <p>Enhanced Curriculum Team, Students, Staff</p>	<p>Dates set Theme-related</p> <p>Survey in to determine what is needed to meet goals</p> <p>Evaluation - survey stakeholders</p>

Priority: EDUCATIONAL EFFECTIVENESS

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 student.

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PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: FINANCE

Priority: SITE-BASED DECISION MAKING

Parameters will be determined to clearly indicate decision making responsibilities at the district and site levels

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources	Performance Standard: Criteria
<p>DISTRICT PLAN:</p> <p>3. The Site Based Decision Making Task Force will develop an information base.</p> <p>PROBSTFIELD PLAN:</p> <p>3. The MEEP Team will be available to give input to the District Site Based Decision Making Task Force</p>	Ongoing	Site Based Decision Making Task Force, MEEP Team, Bldg. Admin.	Time	Input provided based on researched information
<p>Priority: CONSERVATION OF RESOURCES</p> <p>District Finances will reflect efforts to reduce, reuse, and recycle resources</p>				
<p>DISTRICT AND PROBSTFIELD PLAN:</p> <p>3. Evaluation of efforts to reduce, reuse, and recycle district resources.</p>	Annually	Bldg. Admin. and Staff	Time	Results reported to the Board of Education
<p>4f. Awareness of efforts to reduce, reuse, and recycle district resources.</p>	Annually	Bldg. Admin. and Staff	Time	A list of activities and results will be reported to the Board of Education

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT PLAN: 2. Site based teams will assess and determine utilization of building space and site plans	Ongoing			
PROBSTFIELD PLAN: 2a. Establish a Probstfield Facility Team	10/1993	MEEP Team	Other staff	Probstfield Facility Team established
Survey staff about instructional space: a) The review will take into consideration the space needs of students and all people who serve students in the building, i.e. regular and special education programs including itinerate staff. b) Assessment shall include site plans and suggested site improvements with emphasis on safety issues. c) The plan will reflect priorities for curriculum and instruction in the building.	11/1993	Building Facility Team	Staff input	Survey is tallied and results communicated to staff

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>d) The review will specifically evaluate the assigned space and functional usage for providing service and office needs of itinerant staff including equipment and material needs such as furniture, storage, lighting, etc.</p> <p>e) The building plan will relate to overall percent of capacity as well as program issues.</p> <p>f) A building schedule including space utilization and schedule for staff assigned to building as well as itinerant staff members will be completed and posted.</p>				
<p>2b. Probstfield Facility Team will evaluate current facilities according to items A-F listed above.</p>	<p>5/1994 5/1995 5/1996 5/1997</p>	<p>Probstfield Facility Comm.</p>	<p>Building Principal, Research state regulations, Funds to tour sites</p>	<p>A plan including: findings, implementation and request for district wide support will be included in the building's annual report</p>

Strategic Area: FACILITIES

Priority: INSTRUCTIONAL SPACE

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

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>2b. The Probstfield Building Facility Team will establish a task force to address and make recommendations regarding the safety of student drop-off and parking issues</p> <p>DISTRICT PLAN:</p> <p>4. Provide safe playgrounds with age and accessibility appropriate at each site.</p> <p>PROBSTFIELD PLAN:</p>	10/1993	Building Facility Team	Parents & staff	Safety Task Force is established
<p>4b. Task force will be appointed including parents and staff to review playgrounds at all K-6 buildings</p>	June 1994	Building Facilities Team	Staff and parents	Playground Task Force is established
<p>4c. Evaluate and make recommendations to provide age appropriate, safe and accessible playgrounds for all students at Probstfield</p>	Sept. 1994	Playground Task Force	Funds for summer work and site visitation	Playground Task Force will present recommendations to Board of Education.

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: COMMUNICATIONS

Priority: PUBLIC RELATIONS/COMMUNICATIONS

Develop a public relations/communications plan to reach staff and community

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT and PROBSTFIELD PLAN:</p> <p>1. Each Probstfield team will contact District Public Relations Officer with public relation needs.</p> <p>2. Continue current method of public relations and communications such as:</p> <ul style="list-style-type: none">- Kids Source- Monthly newsletter from office- PTAC newsletter- Use of radio & television- School building sign- Back-to-School Night- Probstfield Elementary School Handbook- Interpreters provided for parents and students- Pursue weekly newspaper coverage of Moorhead School activities- "Free to Play" night	9/1993	All staff	All staff	Communication between home and school continues as in the past

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: HUMAN RESOURCES

Priority: STAFF DEVELOPMENT

Provide training and development programming which will promote personal and professional growth and wellness for all staff

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources	Performance Standard: Criteria
<p>DISTRICT AND PROBSTFIELD PLAN:</p> <p>2. Support the five year plan priorities through staff development efforts and resources which reflect the diverse ways people learn</p> <p>2c. Develop a plan which supports change efforts in meeting needs</p> <p>2d. Implement a staff development plan based on the fifteen characteristics of MEEP such as: Coop Learning, Peer Coaching/Mentoring, TESA, Flexible Grouping, Learning Styles, etc.</p> <p>Priority: PERFORMANCE REVIEW Performance review process will be implemented for all employees.</p> <p>DISTRICT AND PROBSTFIELD PLAN:</p> <p>3. Implement performance review and growth plan process which requires annual review of all employees.</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p>	<p>Building MEEP Team, District Staff Dev. Comm.</p> <p>Building MEEP Team, District Staff Dev. Comm.</p> <p>Supervisors, Principals, Administrators</p>	<p>Dist. & Bldg. staff, Development funds</p> <p>Dist. & Bldg. staff, Development funds</p>	<p>The District Staff Dev. committee and each building leadership team plans and delivers staff dev. activities identified in the Five Year Plan</p> <p>Employees receive annual reviews</p>

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT PLAN: 2. Learning opportunities will be extended to residents of all ages and abilities				
PROBSTFIELD PLAN: 2. Establish a Probstfield Community Involvement Team.	Oct. 1993	MEEP Team	Staff/Parents	Team established
2a. Develop and implement a community volunteer program.	June 1994	Probstfield Community Involvement Team	1-Thief River Falls School Dist. 2-Fargo Centennial, Lincoln 3-Other sites & research articles 4-ECSU Resources 5-Jr. League, Judy Cox of Fargo 6-Carol Kline	Phase 1 completed
2c. Facilitate participation in Service-Learning Programs such as: 1. Technology (children teaching senior citizens)	Nov. 1994	Probstfield Community Involvement Team	Various Community Groups	Seniors will be involved with children learning technology in the school setting

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
2. Inventors Fair	Feb. 1995	Probstfield Community Involvement Team, Individual Teachers	Various Community Groups	Seniors involved with kids to help design and create prototype and invention board and listen to oral reports
3. Service Learning Projects		Probstfield Community Involvement Team, Individual Teachers	Various Community Groups	Service Learning projects completed.
DISTRICT PLAN: 3. The learning environment in Moorhead will have fewer drugs and violence, offering a disciplined environment conducive to learning	June 1997	Chemical Use Comm., All residents of ISD 152, MN 2000 Task Force	Law enforcement, Individual Schools, Parents, Community members, Students, Budget	Monitoring will indicate a reduced number of incidents related to drugs and violence
PROBSTFIELD PLAN: 3b. Probstfield will develop a plan to clearly communicate the following district and building policies and procedures to students and community. 1) Discipline 2) Drug-violence free 3) Attendance 4) Peer mediation	June 1994, Annually	Probstfield Community Involvement Team	Principal, SD Guidance & Counseling staff, Crisis Management Team, Probstfield Pride Committee	Plans completed and implemented

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

Promote lifelong learning opportunities for community members to become involved in the education process

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
DISTRICT AND PROBSTFIELD PLAN:				
4. Involve the family in each student's education b. Establish a task force consisting of parents and the Probstfield Community Involvement Team	Oct. 1993	Probstfield Community Involvement Team, PTAC	Staff, Parents, and Staff Development Funds	Site-based Task Force established
1) The Site-based Task Force will look at barriers to family involvement existing in their buildings.	Jan. 1994	Site-based Task Force	Time	Report complete
2) The Site-based Task Force will develop specific goals and activities for family involvement (Already in place: Sparky program, Jr. Great Books, Grandparent Day, Fun Day, Kids Source, Child Care during conferences.)	March 1994	Site-based Task Force	Time	Report complete
3) Probstfield Community Involvement Team will request district funds for the following year's activities.	May 1 each year	Site-based Task Force, Community Ed. Coordinator	Time	Requests made
4) Probstfield Community Involvement Team will implement Task Force recommendations.	Ongoing	Probstfield Community Involvement Team	Staff, Community Resource People	Community will be involved in school programs

Strategic Area: COMMUNITY INVOLVEMENT

Priority: LIFELONG LEARNING

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

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
<p>DISTRICT AND PROBSTFIELD PLAN:</p> <p>5. District will develop a plan to clearly communicate the roles of the student, family and district staff in the following programs:</p> <ul style="list-style-type: none"> a. Outcome Based Ed. b. Individualized Learning Plans c. Inclusive Education 	<p>June 1994, Annually</p>	<p>Probstfield Community Involvement Team, Principal</p>	<p>OBE Information Team, Inclusion Team</p>	<p>Plan completed</p>

PROBSTFIELD ELEMENTARY

MOORHEAD, MINNESOTA

Five Year Educational Activity Plan

Strategic Area: COMMUNITY INVOLVEMENT

Priority: CLEARLY COMMUNICATED DISCIPLINE PLAN

A well developed and consistently followed discipline plan will be clearly communicated to staff, students and community

Activity: Major action steps to achieve objectives	Completion Date	Person(s) Responsible	Resources Required	Performance Standard: Criteria for Accomplishment
District and Probstfield Plan:				
1. Develop and implement strategies for strengthening student, parent and staff understanding of the ISD #152 Student Disc. Handbook (Policy)				
a. Inservice for staff	Ongoing	MEEP Team	Inservice Time, District Discipline Committee Representative	Inservice conducted
b. Develop and implement a plan to explain Student Disc. Handbook to students and parents	Ongoing	MEEP Team	Class time	Plan will be developed then sessions will be held for students and parents
c. Copy of Student Disc. Handbook sent home to parents	Ongoing	MEEP Team		Copies will be provided to all Probstfield parents.

Strategic Area: COMMUNITY INVOLVEMENT

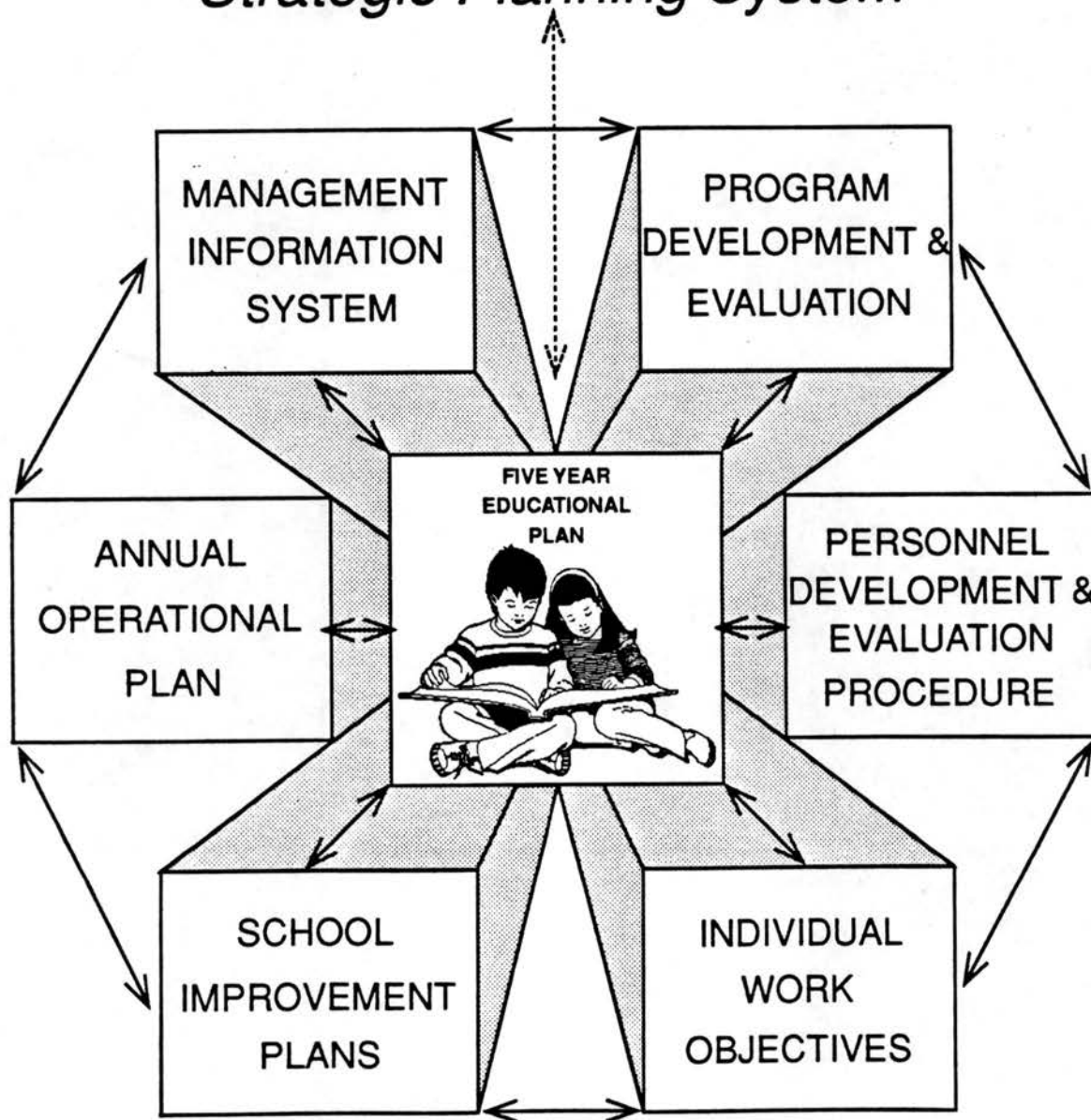
Priority: CLEARLY COMMUNICATED DISCIPLINE PLAN

A well developed and consistently followed discipline plan will be clearly communicated to staff, students and community

Activity: Major action steps to achieve objectives	Completion Date:	Person(s) Required	Resources Required	Performance Standard: Criteria for Accomplishment
PROBSTFIELD PLAN (Incorporating District Discipline Plan): 3. Expand Probstfield efforts in area of student discipline a. Provide training to staff in areas of a.1 - Probstfield Pride - Discipline management - Positive Environment a.2 More complex discipline issues (eg. gang awareness, assaultive/violent students) b. Develop and monitor, assess and revise discipline reporting system to ensure accuracy and consistency. Investigate and implement alternate methods for reporting positive and problem behavior to parents c. Involve students in discipline management practices through peer conflict mediation d. Monitor the effectiveness of Probstfield Pride Plan.	 1993-94 and ongoing 1993-94 and ongoing August 1994 and ongoing Implemented and ongoing March 1994	 Principal, Probstfield Pride Committee Counselors, Crisis Management Committee Principal, Probstfield Pride Committee, Staff Principal, Teachers, Students, Peer Mediation Manager Principal, Probstfield Pride Committee	 Time Time Data for each year Time, Peer Mediation Committee Data	 Increased staff awareness Appropriate made staff referrals Revisions completed, methods for reporting to parents recommended are part of revised discipline management plan Progress report Plan evaluated

EDISON ELEMENTARY SCHOOL
MOORHEAD, MINNESOTA
School Improvement Plan
1993 - 1998

*Quality Management
and
Strategic Planning System*



September 1993
DRAFT

FIVE YEAR EDUCATIONAL PLAN

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Thomas Edison Elementary
Building Improvement Planning Process
5-12-93

- I. Three components to Edison's Building Improvement Plan
 - A. Activities from the district five year plan which have been designated as individual building responsibilities.
 - 1. The Edison Building Advisory Team (BAT) reviewed the district five year plan and delegated these to either our BAT, advisory teams, teachers, and/or principal, according to what the team felt was the most appropriate.
 - 2. The district activities will be compiled and disseminated to the appropriate people/teams in the fall of the 1993-94 school year.
 - 3. Whoever is responsible will plan how these activities will be addressed within our building (through action plans).
 - 4. Completion dates for the district activities have already been established over a five-year period. Our building will address the 1993-94 activities first.
 - B. Effective schools' characteristics identified by our building
 - 1. 1993-94 characteristics (prioritized)
 - a. Clearly defined goals and objectives
 - b. Curriculum articulation
 - c. High expectations
 - 2. All characteristics will be addressed in our plan on a year-to-year basis.
 - 3. Advisory teams will be responsible in planning for the characteristics (e.g. Clearly defined goals and objectives will be a BAT focus)
 - C. Other identified building areas
 - 1. Conduct a survey of the staff during the spring of 1993 for input.
 - 2. The surveys would be reviewed by the BAT. Areas identified as other building needs would then be disseminated to appropriate people/groups to be addressed in the plan.
 - 3. These would be prioritized over a five year period and reviewed from year to year.

II. Edison Building Advisory Team Network

- A. Building Advisory Team (BAT)
- B. Advisory Team for Curriculum and Instruction
- C. Advisory Team for Technology, Budget, and Facilities
- D. Advisory Team for Staff Development
- E. Advisory Team for Student Management and Parental Involvement

Thomas Edison Elementary

Effective Schools Characteristics - Priorities

<u>Priority</u>	<u>Characteristics</u>
1	Clearly Defined Goals and Expectations (Building Advisory Team)
2	Curriculum Articulation (Advisory Team for Curriculum & Instruction)
3	High Expectations (Advisory Team for Curriculum & Instruction)
4	Instructional Preparation (Advisory Team for Curriculum & Instruction)
5	Collaborative Planning (Building Advisory Team)
6	Assessment, Monitoring, and Feedback (Advisory Team for Curriculum & Instruction)
7	Purposeful Staff Development (Advisory Team for Staff Development)
8	School and Classroom Management (Advisory Team for Student Management and Parental Involvement)
9	District - Level Support (Building Advisory Team)
10	School Climate (Building Advisory Team)
11	Instructional Delivery (Advisory Team for Curriculum & Instruction)
12	School - Site Management (Building Advisory Team)
13	Flexible Grouping (Advisory Team for Curriculum & Instruction)
14	Parental Involvement (Advisory Team for Student Management and Parental Involvement)
15	Building Level Leadership (Building Advisory Team)

Thomas Edison Elementary Advisory Team Network

A. Purpose

1. To provide a network for open and consistent communication among the staff within Edison Elementary
2. To allow staff the opportunity to offer ideas, suggestions, and input for making improvement at Edison Elementary which will help students, staff, and parents.
3. To involve staff in the decision making process.

B. Teams

Building Advisory Team

1. Is the core team of the building; oversees and communicates with the other advisory teams
2. Focuses on overall building improvement through leadership

Advisory Team for Staff Development

1. Makes recommendations regarding the use of building staff development funds
2. Helps communicate and promote staff development opportunities
3. Provides input for planning MEEP days and inservice opportunities

Advisory Team for Technology, Budget, and Facilities

1. Makes recommendations regarding the purchasing of technology equipment and making capital outlay improvements
2. Makes recommendations regarding the distribution and utilization of computer hardware and software
3. Makes recommendations regarding the building budget

Advisory Team for Curriculum and Instruction

1. Provides direction for Outcome Based Education
2. Makes recommendations regarding the purchasing of instructional materials and supplies
3. Provides direction for curriculum work/writing
4. Provides direction for curriculum and instructional improvement

Advisory Team for Student Management and Parental Involvement

1. Offers suggestions and ideas for improving building discipline
2. Offers suggestions and ideas for increasing parental involvement
3. Provides direction for monitoring student progress/achievement

Thomas Edison Elementary
Advisory Teams
1993-94

Building Advisory Team

Carole Westra
Paula Frazee-Sperling
Arlene Mickley
Connie Fredrick
Karen Fjellanger
Vicky Anderson
Loren Bjerke
Scott Matheson

Advisory Team for Staff Development

Pat Westby
Diane Johnson
Sue Arneson
Donna Dunlap-Bitz
Judy Kostreba
Marlys Long
Carol Ford

Advisory Team for Technology, Budget, and Facilities

Diane Lee-Falk
Ron Rustad
Jeanne Ingersoll
Mary Trowbridge
Jim Nigg
Kent Karch
Deb Eidsmoe
Robert Garcia

Advisory Team for Curriculum and Instruction

Linn Lidahl
Deb Larson
Dorothy Schmidt
Kristi Ammerman
Julian Sullivan
Jon Babler
Sharon Temanson

Advisory Team for Student Management and Parental Involvement

Judy Leitheiser
Amy Biller
Scott Matheson
Harris Shellito
Linda Landgraf
Bob Gerke
Becky Wolford

Groups

1. Sharon Temanson, Carol Ford, Vicky Anderson, Deb Eidsmoe,
Linda Landgraf
2. Linn Lidahl, Pat Westby, Carole Westra, Judy Leitheiser,
Diane Lee-Falk
3. Ron Rustad, Paula Frazee-Sperling, Deb Larson, Diane Johnson,
Amy Biller
4. Loren Bjerke, Jim Nigg, Jon Babler, Marlys Long, Bob Gerke
5. Sue Arneson, Arlene Mickley, Jeanne Ingersoll, Scott
Matheson, Dorothy Schmidt
6. Connie Fredrick, Harris Shellito, Mary Trowbridge, Kristi
Ammerman, Donna Dunlap-Bitz
7. Kent Karch, Karen Fjellanger, Becky Wolford, Judy Kostreba,
Julia Sullivan

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Outcome Based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

ACTIVITY: 1. Disseminate and ensure the understanding of the OBE philosophy through District 152 at:

- Bldg. Level Bldg. Principal
 Bldg. Leadership Team
- Parents Teachers
 PTAC's
 Etc.

COMPLETION DATE: Spring Conf. March 1993 and Annually thereafter for new staff

PERSON(S) RESPONSIBLE: Building Principal
Teachers
Advisory Team for Curriculum and Instruction

RESOURCES REQUIRED: PTAC mtg, letters, conferences, newsletters and other communication effort

PERFORMANCE STANDARD: Newsletters, bulletins, articles that give evidence of accomplishment

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Outcome Based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

ACTIVITY: 2. Provide challenging and enriching learning experiences that maximize the potential of all students.

COMPLETION DATE: Ongoing

PERSON(S) RESPONSIBLE: Teachers
Building Principal

RESOURCES REQUIRED: Inservice

PERFORMANCE STANDARD: All students are provided with learning experiences matched to their abilities, needs and interests as evidenced through products and surveys.

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA Curriculum and Instruction

PRIORITY Outcome Based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

ACTIVITY: 5. Determine the philosophy of inclusion, develop a shared vision, and build support for it throughout the district.
a. Assess the current status (baseline data) of inclusion in buildings

COMPLETION DATE: Oct. 1, 1993

PERSON(S) RESPONSIBLE: BAT
Building Principal

RESOURCES REQUIRED: Surveys provided by Core Plan Team for Inclusion

PERFORMANCE STANDARD: Status report completed at each building

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Outcome Based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assesment will be developed in all curricular areas.

ACTIVITY: 5. Determine the philosophy of inclusion, develop a shared vision, and build support for it throughout the district.
b. Utilize the Education Systems Planning (ESP) process to implement goals for inclusive education

COMPLETION DATE: February 1994 & Ongoing

PERSON(S) RESPONSIBLE: BAT
Building Principal

RESOURCES REQUIRED: "Together We're Better" Grand

PERFORMANCE STANDARD: Annual status is compared with baseline data and inclusion operational plans reported ty building leadership teams

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Outcome Based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular areas.

ACTIVITY: 5. Determine the philosophy of inclusion, develop a shared vision, and build support for it throughout the district.
c. Incorporate inclusion in staff development activities at district and building level.

COMPLETION DATE: February 1994 and Ongoing

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development
Building Principal

RESOURCES REQUIRED: Dist. and Bldg. Staff Development Funds

PERFORMANCE STANDARD: Reports of staff development activities

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Outcome Based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment; to be developed in all curricular areas.

ACTIVITY: 5. Determine the philosophy of inclusion, develop a shared vision, and build support for it throughout the district.

d. Implement the inclusion plan in each building.

COMPLETION DATE: Sept. 1995 & Ongoing

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development
Building Principal

RESOURCES REQUIRED: Dist. and Bldg. Staff Dev. Funds

PERFORMANCE STANDARD: Reports of staff development activities.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Outcome based Education
Outcome based instruction supported by diverse methods of instruction, challenging and stimulating enrichments, and assessment will be developed in all curricular needs.

ACTIVITY: 6. Improve the process of helping learners move through the transition phases in their learning process.
b. Investigate issues that deal with the transition of new students into the district.

COMPLETION DATE: May 1994

PERSON(S) RESPONSIBLE: Advisory Team for Student Management and Parental Involvement
Building Principal

RESOURCES REQUIRED:

PERFORMANCE STANDARD: A Plan for new student orientation and transition will be completed and implemented.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: 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.

ACTIVITY: 1. Improve the curriculum through the curriculum review process which includes: outcome and assessment development, staff development, and evaluation.

COMPLETION DATE: June 1996

PERSON(S) RESPONSIBLE: Advisory Team for Curriculum and Instruction
Counselor
Building Principal

RESOURCES REQUIRED: OBE Curriculum and Staff Development Funds

PERFORMANCE STANDARD: Each building staff will set and report targets for test score improvement. Standardized test scores will show consistent improvement in each curricular area as a result of improved curriculum and instruction. Alternate testing will be used as determined by the District Testing Committee, PER Committee and School Board. Outcome mastery will indicate high performance standards for programs and schools.

DISTRICE #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: 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.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD:

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

a. Provide continuing support so staff can utilize word processing, spread sheet and database applications and use multi-media to enhance presentation skills and the delivery of instruction.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Staff development feed-back will indicate that support needs are being met.

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

b. Instruct K-12 students in word processing and/or specialized writing programs.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Sixth grade students will be able to create, modify, and print a document using word processing software.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

c. Instruct grades 2-12 in the use of local and remote databases, including computerized catalog system to access information.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Sixth grade students will be able to understand, and use search strategies to access information electronically.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

d. Instruct grades 3-12 students in the use of spread-sheets to analyze data and make decisions.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Sixth grade students will be able to use a spread-sheet to analyze data and make decisions.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

e. Instruct students in the use of video production techniques to communicate information.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Tenth grade students will be able to use video production techniques to communicate information.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

f. Use telecommunication projects appropriate to grade level and curriculum available.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Telecommunications will be used appropriately.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: Enhanced Curriculum and Instruction
Alternative, enhanced and/or new curriculum and instruction for learners will be developed addressing learner needs in problem solving, communications, creative thinking, real life application, cultural diversity, and global perspectives as part of the curriculum review cycle responsibilities.

ACTIVITY: 5. All district learners and staff will have information technology skills and opportunities to use them for access-accessing, communicating and decision making integrated across the curricular areas.

g. Use new technologies appropriately to enhance/expand curriculum, e.g., Desktop publishing, Quick Time, Hyper Media, Multi-media, CD-ROM.

COMPLETION DATE: Ongoing (Refer to individual bldg. tech. plans)

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development
Teachers

RESOURCES REQUIRED: Inservice, ongoing capital outlay expenditure

PERFORMANCE STANDARD: Curricula will be appropriately enhanced and expanded by the use of new technologies.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: 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.

ACTIVITY: 6. The environmental education curriculum will be expanded and enriched including the interrelationships of energy.
a. Engage elementary students in one environmental study each year and elementary teachers will begin to integrate environmental learning in all subject areas.

COMPLETION DATE: May, 1994 and ongoing

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Curriculum Materials and Field Study

PERFORMANCE STANDARD: Student assessment will verify understanding of environmental issues appropriate to students' age level.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: 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.

ACTIVITY:

- 6. The environmental education curriculum will be expanded and enriched including the interrelationships of energy.
- c. Environmental education will be integrated throughout the existing elementary and secondary curriculum emphasizing environmental issues in science, health and social studies.

COMPLETION DATE: 1995 and ongoing

PERSON(S) RESPONSIBLE: Teachers

RESOURCES REQUIRED: Curriculum Materials and Field Study

PERFORMANCE STANDARD: Student assessment will verify an understanding of environmental issues.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: 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.

ACTIVITY: 1. Each schools' Annual Building Improvement Plan shall include the development and implementation of a Five Year Educational Plan which assesses and addresses the Minnesota Educational Effectiveness Program using the characteristics listed.

COMPLETION DATE: May 1, 1993 and March 1 thereafter

PERSON(S) RESPONSIBLE: Building Advisory Teams

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Each building will include areas in their improvement plan.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Curriculum and Instruction

PRIORITY: 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.

ACTIVITY: 2. Annually each school will determine if they need continued work on any characteristic chosen that year in addition to the plan for the forthcoming year.

COMPLETION DATE: March of each year of this plan

PERSON(S) RESPONSIBLE: Building Advisory Teams

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Each school will report the results to the Long Range Planning Committee to be reported in each appropriate Annual Report and Update.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Finance

PRIORITY: Conservation of Resources
District finances will reflect efforts to reduce, reuse,
and recycle resources.

ACTIVITY: 4. District will develop and implement an Energy
Conservation plan including, but not limited to:

f. Awareness of efforts to reduce, reuse, and recycle
district resources.

COMPLETION DATE: September 1993 and annually

PERSON(S) RESPONSIBLE: Principal
Custodians
Staff
Students

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD: Reduce compensation, graphs will be produced
to chart usage patterns

DJSTRICK #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN

STRATEGIC AREA: Finance

PRIORITY: Site Based Decision Making
Parameters will be determined to clearly indicate decision making responsibilities at the district and site levels.

ACTIVITY: 3. The Site Based Decision Making Task Force will develop an information base.

COMPLETION DATE: November 30, 1994

PERSON(S) RESPONSIBLE: BAT
Principal

RESOURCES REQUIRED: Secretarial Support

PERFORMANCE STANDARD: Avenues of information will have been researched to enable the SBDM Task Force to develop an action plan.

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN

STRATEGIC AREA: Finance

PRIORITY: Site Based Decision Making
Parameters will be determined to clearly indicate
decision making responsibilities at the district and
site levels.

ACTIVITY: 5. Initiate changes resulting from action by the Board
of Education.

COMPLETION DATE: Begin July 1, 1994

PERSON(S) RESPONSIBLE: Principal
Staff

RESOURCES REQUIRED: Budget Reorganization and Resources

PERFORMANCE STANDARD: Site Based Decision Making Plan or model
implemented.

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN

STRATEGIC AREA: Finance

PRIORITY: Site Based Decision Making
Parameters will be determined to clearly indicate
decision making responsibilities at the district and
site levels.

ACTIVITY: 6. Evaluation of Site Based Decision Making Plan

COMPLETION DATE: March 1, 1995

PERSON(S) RESPONSIBLE: BAT
Principal

RESOURCES REQUIRED: Secretarial Support

PERFORMANCE STANDARD: Report to the School Board. Superintendent's
Recommendations.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 1. Provide adequate instructional space to meet new and existing programs and projected enrollment:

d. Evaluate student populations in terms of boundary adjustments for numbers of students and ethnic balance.

COMPLETION DATE: Annual

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED:

PERFORMANCE STANDARD:

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 2. Site based teams will assess and determine utilization of building space and site plans.

a. The review will take into consideration the space needs of students and all people who serve students in the building, i.e. regular and special education programs including itinerate staff.

COMPLETION DATE: May 1, 1994 and Annually
May 1, 1995
May 1, 1996
May 1, 1997

PERSON(S) RESPONSIBLE: Advisory Team for Technology, Budget & Facilities

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Plan including findings, implementations and request for district wide support will be included in the building Annual Improvement Report.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 2. Site based teams will assess and determine utilization of building space and site plans.

b. Assessment shall include site plans and suggested site improvements with emphasis on safety issues.

COMPLETION DATE: May 1, 1994 and Annually
May 1, 1995
May 1, 1996
May 1, 1997

PERSON(S) RESPONSIBLE: Advisory Team for Technology, Budget & Facilities

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Plan including findings, implementations and request for district wide support will be included in the building Annual Improvement Report.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 2. Site based teams will assess and determine utilization of building space and site plans.

c. The plan will reflect priorities for curriculum and instruction in the building.

COMPLETION DATE: May 1, 1994 and Annually
May 1, 1995
May 1, 1996
May 1, 1997

PERSON(S) RESPONSIBLE: Advisory Team for Technology, Budget & Facilities

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Plan including findings, implementations and request for district wide support will be included in the building Annual Improvement Report.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 2. Site based teams will assess and determine utilization of building space and site plans.

d. The review will specifically evaluate the assigned space and functional usage for providing service and office needs of itinerant staff including equipment and material needs such as furniture, storage, lighting, etc.

COMPLETION DATE: May 1, 1994 and Annually
May 1, 1995
May 1, 1996
May 1, 1997

PERSON(S) RESPONSIBLE: Advisory Team for Technology, Budget & Facilities

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Plan including findings, implementations and request for district wide support will be included in the building Annual Improvement Report.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 2. Site based teams will assess and determine utilization of building space and site plans.

e. The building plan will relate to overall percent of capacity as well as program issues.

COMPLETION DATE: May 1, 1994 and Annually
May 1, 1995
May 1, 1996
May 1, 1997

PERSON(S) RESPONSIBLE: Advisory Team for Technology, Budget & Facilities

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Plan including findings, implementations and request for district wide support will be included in the building Annual Improvement Report.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 2. Site based teams will assess and determine utilization of building space and site plans.

f. A building schedule including space utilization and schedule for staff assigned to building as well as itinerate staff members will be completed and posted.

COMPLETION DATE: May 1, 1994 and Annually
May 1, 1995
May 1, 1996
May 1, 1997

PERSON(S) RESPONSIBLE: Building Principal

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Schedule is posted.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 4. Provide safe playgrounds with age and accessibility appropriate at each site.

b. Task force will be appointed including parents and staff to review playgrounds at all K-6 buildings.

COMPLETION DATE: June 1994

PERSON(S) RESPONSIBLE: Advisory Team for Technology, Budget & Facilities

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Committee will be appointed.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 6. District accessibility teams, including staff and parents with representatives from a variety of disability areas, will be established to review the evaluation report and familiarize themselves with current standards (from Activities 1 and 2) and will review District accessibility needs.

COMPLETION DATE: October 1993

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Staff release time (subs) to serve on teams

PERFORMANCE STANDARD: Teams will have been formed and charge given.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY:

6. District accessibility teams, including staff and parents with representatives from a variety of disability areas, will be established to review the evaluation report and familiarize themselves with current standards (from Activities 1 and 2) and will review District accessibility needs.
 - a. Building accessibility evaluation reports will be reviewed and information regarding current ADA, Section 504, and IDEA accessibility standards will be obtained.

COMPLETION DATE: November 15, 1993

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Evaluation reports exist in each building.

PERFORMANCE STANDARD: A report will be developed regarding action needed.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

- ACTIVITY:
6. District accessibility teams, including staff and parents with representatives from a variety of disability areas, will be established to review the evaluation report and familiarize themselves with current standards (from Activities 1 and 2) and will review District accessibility needs.
 - e. Building changes/equipment installation will be implemented based on prioritized recommendations, funding and state approval.

COMPLETION DATE: October 1, 1994 - Ongoing

PERSON(S) RESPONSIBLE: Principal
Custodians

RESOURCES REQUIRED: Funding for equipment/materials and labor.

PERFORMANCE STANDARD:

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY:

7. The District will adopt a policy that supports the use of community facilities which are identified as most appropriate for meeting curriculum learning outcomes (i.e., Sports Center, MSU Regional Science Center, Heritage Hjemkomst Center, etc.
 - b. The District will meet with the directors of identified sites to review use, scheduling, accessibility, and safety issues.

COMPLETION DATE: January, 1994

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Meeting held, report of each site issued.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as
related to educational program needs.

ACTIVITY: 9. Traffic Study and Off-Street Parking:
b. Review findings of Metro GOG Study.

COMPLETION DATE: January, 1995

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD:

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Facilities

PRIORITY: Instructional Space
The District will provide sites and facilities as related to educational program needs.

ACTIVITY: 9. Traffic Study and Off-Street Parking:
c. Develop plans based on their results.

COMPLETION DATE: March, 1995

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD: Plans developed

DISTRICT #152/EDISON ELEMENTARY

FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Communications

PRIORITY: Public Relations/Communications Plan
Develop a public relations/communications plan to reach staff and community.

ACTIVITY: 2. Communications staff will develop a plan which may include but is not limited to the following:

- b. Building newsletters
- c. Inservice to all staff on how to market schools.
- e. Materials in languages other than English.
- i. Effective use of school building signs.
- n. Promoting greater use of electronic mail.
- p. Making people feel welcome in the schools by using interpreters for hearing impaired, elevators.
- q. Work on ways to communicate information to staff in a timely manner.
- r. Use answering machines and voice mail systems to keep residents informed.
- v. Disseminating information to parents on school programs and policies.

COMPLETION DATE: November 1993

PERSON(S) RESPONSIBLE: Staff

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD: Plan completed

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Staff Development

ACTIVITY: 1. Demonstrate a strong commitment to equity and the value of all people.

COMPLETION DATE:

PERSON(S) RESPONSIBLE: Staff

RESOURCES REQUIRED:

PERFORMANCE STANDARD: All staff and students treat each other in a respectful and equitable manner. Staff receives recognition on a personal level from their supervisors by visits and receiving compliments on their work.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Staff Development

ACTIVITY:

1. Demonstrate a strong commitment to equity and the value of all people.
- c. Implement a plan of on-going staff development based on identified needs.

COMPLETION DATE: 1994-1995 and ongoing

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development

RESOURCES REQUIRED: Dist. & Bldg. Staff Development

PERFORMANCE STANDARD: The evaluation of staff development efforts show that the program is meeting our needs.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Staff Development

ACTIVITY:

1. Demonstrate a strong commitment to equity and the value of all people.
- d. Provide staff development which promotes a positive, inclusive learning environment.

COMPLETION DATE: Ongoing

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development

RESOURCES REQUIRED: Planning Time, Dist. & Bldg. Staff Dev.

PERFORMANCE STANDARD: All staff understands the theme "Together We're Better" and has taken steps to support and implement inclusive learning environments.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Staff Development

ACTIVITY: 2. Support the Five Year Educational Plan priorities through Staff Development efforts and resources which reflect the diverse ways in which people learn.

COMPLETION DATE:

PERSON(S) RESPONSIBLE:

RESOURCES REQUIRED:

PERFORMANCE STANDARD: The District Staff Development Committee and each building leadership team plans and delivers staff development activities identified in this Five Year Plan.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Staff Development

ACTIVITY:

- 2. Support the Five Year Educational Plan priorities through Staff Development efforts and resources which reflect the diverse ways in which people learn.
- c. Develop a plan which supports change efforts in meeting those needs.

COMPLETION DATE: Annually

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development
BAT

RESOURCES REQUIRED: Dist. & Bldg. Staff Development Funds

PERFORMANCE STANDARD: The District Staff Development Committee and each building leadership team plans and delivers staff development activities identified in this Five Year Plan.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Staff Development

ACTIVITY: 2. Support the Five Year Educational Plan priorities through Staff Development efforts and resources which reflect the diverse ways in which people learn.

d. Implement a staff development plan based on current needs as well as on-going needs.

COMPLETION DATE: Annually

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development
BAT

RESOURCES REQUIRED: Dist. & Bldg. Staff Development Funds

PERFORMANCE STANDARD: The District Staff Development Committee and each building leadership team plans and delivers staff development activities identified in this Five Year Plan.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Human Resources

PRIORITY: Performance Review

ACTIVITY: 3. Implement performance review and growth plan process which requires annual review of all employees.

COMPLETION DATE: Ongoing

PERSON(S) RESPONSIBLE: Principal
Supervisors

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Employees receive annual reviews.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY: 1. Develop and implement a mentor program.

COMPLETION DATE: September 1994

PERSON(S) RESPONSIBLE: District Administration

RESOURCES REQUIRED: Moorhead 2000 Goal 3 Com., Community Resource
Coor., MN Dept. of Education, Parent Volunteer
Coordinators, Community Members, STEP
Coordinators, Staff Development Coor., Parents

PERFORMANCE STANDARD: Plan completed and implemented.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY:

1. Develop and implement a mentor program.
 - a. Develop plan of action
 - b. Present to PER Committee
 - c. School Board approval
 - d. Implement plan
 - e. Evaluate plan

COMPLETION DATE:

- Dec. 1993
- Jan. 1994
- Feb. 1994
- Sept. 1994
- May 1995

PERSON(S) RESPONSIBLE: BAT
Principal

RESOURCES REQUIRED: Moorhead 2000 Goal 3 Com., Community Resource
Coor., MN Dept. of Education, Parent Volunteer
Coordinators, Community Members, STEP
Coordinators, Staff Development Coor., Parents

PERFORMANCE STANDARD: Plan completed and implemented.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY:

- 3. The learning environment in Moorhead will have fewer issues regarding drugs and violence, offering a disciplined environment conducive to learning.
- b. Each building will develop a plan to clearly communicate the following district and building policies and procedures.
 - 1) Discipline
 - 2) Drug-violence free
 - 3) Attendance
 - 4) Peer mediation

COMPLETION DATE: June 1994, annually

PERSON(S) RESPONSIBLE: Advisory Team for Student Mgt. and Parental Involvement
Principal

RESOURCES REQUIRED: DARE Program, Principals, SD Guidance and Counseling Staff, Crisis Management Teams

PERFORMANCE STANDARD: Plan completed.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY: 4. Involve the family in each student's education.
b. Site-based parent involvement teams will be in place in each building (PTACs or separate team).

COMPLETION DATE:

PERSON(S) RESPONSIBLE: PTACs

RESOURCES REQUIRED: Individual Schools
MEEP Task Force
Staff Dev. Funds

PERFORMANCE STANDARD:

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY: 4. Involve the family in each student's education.
b. Site-based parent involvement teams will be in place in each building (PTACs or separate team).
1) The Site-based teams will look at barriers to family involvement existing in their buildings.

COMPLETION DATE: January 1994

PERSON(S) RESPONSIBLE: Advisory Team for Student Management
Parental Involvement

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD: Report complete

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY:

- 4. Involve the family in each student's education.
- b. Site-based parent involvement teams will be in place in each building (PTACs or separate team).
- 2) The Site-based teams will develop specific goals and activities for family involvement.

COMPLETION DATE: March 1994

PERSON(S) RESPONSIBLE: Advisory Team for Student Management
Parental Involvement

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD: Report complete

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY:

- 4. Involve the family in each student's education.
 - b. Site-based parent involvement teams will be in place in each building (PTACs or separate team).
- 3) Each building through its site-based team will request district fund for the following year's activities.

COMPLETION DATE: May 1 each year

PERSON(S) RESPONSIBLE: Advisory Team for Student Management
Parental Involvement

RESOURCES REQUIRED: Time

PERFORMANCE STANDARD: Requests made

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Lifelong Learning
Promote lifelong learning opportunities for community members to become involved in the education process.

ACTIVITY: 5. The district will develop a plan to clearly communicate the roles of the student, family and district staff in the following ISD programs:

- a. Outcome Based Education
- b. Program Course Selection
- c. Individualized Learning Plans
- d. Inclusive Education

COMPLETION DATE: June 1994 and Annually

PERSON(S) RESPONSIBLE: Principal
Advisory Teams

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Plan completed

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY: 1. Develop and implement strategies for strengthening student, parent and staff understanding of the ISD #152 Student Discipline Handbook (Policy).
a. Principals conduct inservice for staff

COMPLETION DATE: Annual

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Inservice Time

PERFORMANCE STANDARD: Inservice conducted

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY:

1. Develop and implement strategies for strengthening student, parent and staff understanding of the ISD #152 Student Discipline Handbook (Policy).
- b. Principals develop and implement plan to explain Student Discipline Handbook to students and parents.

COMPLETION DATE: Annual

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Class Time

PERFORMANCE STANDARD: Plan developed and sessions held.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY:

1. Develop and implement strategies for strengthening student, parent and staff understanding of the ISD #152 Student Discipline Handbook (Policy).
- c. Copy of Student Discipline Handbook sent home to parents.

COMPLETION DATE: Annual

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED:

PERFORMANCE STANDARD: Copies mailed or evidence that they have been received.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY: 3. Expand district/building level efforts in area of student discipline.

a. Provide training to staff in the areas of:

- Discipline management
- Dealing with assaultive/violent students
- Gang awareness

COMPLETION DATE: Begin 1993-94 and ongoing

PERSON(S) RESPONSIBLE: Advisory Team for Staff Development

RESOURCES REQUIRED: Funds for Staff Development

PERFORMANCE STANDARD: Increase staff development in areas outlined in order to reach all staff each year in at least one of the four areas beginning 1992-94

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY: 3. Expand district/building level efforts in area of student discipline.

b. Develop, monitor, assess and revise discipline reporting system to ensure accuracy and consistency. Investigate and implement alternate methods for reporting discipline offenses to parents.

COMPLETION DATE: August 1994 and ongoing

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Data for Each Year

PERFORMANCE STANDARD: Revisions completed, methods for reporting to Parents recommended are part of revised discipline management plan.

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY: 3. Expand district/building level efforts in area of student discipline.

c. Involve students in discipline management practices through peer conflict mediation.

COMPLETION DATE: 1993-94 and ongoing

PERSON(S) RESPONSIBLE: Advisory Team for Student Management and Parental Involvement

RESOURCES REQUIRED: Time
Crisis Intervention team

PERFORMANCE STANDARD: Report of progress

DISTRICT #152/EDISON ELEMENTARY
FIVE YEAR EDUCATIONAL PLAN ACTIVITY PLAN

STRATEGIC AREA: Community Involvement

PRIORITY: Clearly Communicated Discipline Plan
A well developed and consistently followed discipline plan will be clearly communicated to staff, students, and community.

ACTIVITY: 3. Expand district/building level efforts in area of student discipline.

d. Monitor the percentage of students committing one offense and those committing multiple offenses at each building.

COMPLETION DATE: March 1994

PERSON(S) RESPONSIBLE: Principal

RESOURCES REQUIRED: Data

PERFORMANCE STANDARD: Monitoring completed. Reduction in number of offenses.

MEMO #: I-94-079

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Hand in Hand Grant - Project Cornerstone

DATE: September 21, 1993

In cooperation with several agencies including Moorhead Schools, the Clay-Wilkin Opportunity Council has utilized a \$5,000 planning grant to plan for submission of a two-year Hand in Hand Grant in the amount of \$50,000 for each year. Project Cornerstone is an effort to create a collaborative model for agencies to better serve families.

Attached is a summary of the grant proposal which will be reviewed with the Board. Clay-Wilkin Opportunity Council is requesting that the Board to submit a letter of support for this grant. A recommendation regarding action may be presented at the October 12 meeting.

RMJ/mdm
Attachment

**SUMMARY
OF
PROJECT CORNERSTONE
a Hand in Hand Grant Application to the Fargo-Moorhead Foundation**

PROJECT DESCRIPTION:

The overall purpose of PROJECT CORNERSTONE is to enhance children's self-esteem and ability to lead productive, healthy lives by strengthening families. The primary goal is to establish a comprehensive Family Service Center(s) delivery system in Clay County, utilizing new and existing education, family development and human/social service programs in a collaborative format. The project will provide services to all Clay County families seeking assistance, while targeting resources to families under the most stress. The CORNERSTONE Project seeks to improve the lives of children by increasing family access to resource and support services, and activities and programs for area children.

THE PARTNERS:

The CORNERSTONE Collaborative is a group of public and nonprofit organizations, parents and clients, working to develop this comprehensive Family Service Center delivery system for the families of Clay County. The Collaborative members include: Clay County Local Coordinating Council-LAC, Center for Parents and Children, Clay County Social Services, Moorhead School District 152, Early Childhood Family Education, Youth Educational Services, Moorhead Adult Basic Education, Minnesota Lutheran Social Services-Intensive In Home Treatment, Clay County Health Department, MN Clay County Extension Home Economics Services and the Clay-Wilkin Opportunity Council, Inc.-the fiscal agent for Project CORNERSTONE.

The Collaborative partners view the family as the "cornerstone" of society and see the stresses on families as inter-related issues. The CORNERSTONE Collaborative takes a holistic approach to the delivery of educational,

recreational/leisure, health, social and mental health services and programs affecting and influencing children and families.

THE EMPHASIS:

The emphasis of Project CORNERSTONE is on prevention. Families will be considered as the unit of prevention/intervention. The CORNERSTONE Family Service Center(s) will utilize the case management approach in providing services and support to families. Families will work in partnership with the case manager(s) to identify needs, develop individualized family development plans with goals, time frames, responsibilities and limits.

The CORNERSTONE Collaborative partners will work as "core service teams" to provide families and children with a continuum of family education and development services, provided in a collaborative format. At all times, the goal of service delivery will be to empower families through family education and development activities. The Family Service Center(s) will promote the acquisition of resources that allow parents the time and tools to improve the well-being and development of their children.

THE REQUEST FOR FUNDING:

The Hand in Hand grant application seeks \$100,000.00 in funding over the next two years for continued planning and implementation activities, leading to the start-up and development of CORNERSTONE Family Service Center(s). The CORNERSTONE Family Service Center(s) will provide a physical focal point for the family service delivery system. The Family Service Center of Clay County will open in early 1994, and will be a model for "core services collaboration". The CORNERSTONE Collaborative is discussing additional center locations and satellite operations as part of its planning process.

BUDGET AND REVENUES SUMMARY:

Clay-Wilkin Opportunity Council, Inc., the fiscal agent for the

CORNERSTONE Collaborative, has received a State-Head Start Collaboration Project grant for project planning. The Clay-Wilkin Opportunity Council, Inc., has dedicated those funds to the CORNERSTONE Project to hire a Project Coordinator to assist the Collaborative in development of the "infrastructure" necessary to operate the family service center delivery system, including but not limited to policies and procedures, standard intake, assessment, release and referral mechanisms, cross-training programs, development of formal inter-agency agreements, etc.

Funding from the Fargo-Moorhead Foundation would be used to hire a receptionist and case manager to work with core services teams at the Clay County Family Service Center facility. This use of funding will make it possible to begin "modeling" the collaborative service delivery system on a small scale, while working with the CORNERSTONE Collaborative to design the broader Family Service System network.

Project CORNERSTONE partners are committed to seeking on-going funding for the Family Service Center(s) delivery system. Potential sources of funding include: State-Head Start Innovative Funding for implementation strategies, Family Resource and Support Program grants from the Administration on Children and Families, provided in Minnesota through the Department of Jobs and Training, planning and implementation grants from the Family Services/Community Based Collaborative grants through the MN Children's Cabinet, and private sector and foundation funding. Partners are being asked to consider strategies for redirecting revenues to the collaborative to create a more comprehensive and coordinated array of family resources and support services.

SPECIAL NOTE:

Project CORNERSTONE, and all its partners, seek the involvement of the entire community. The highest organizational priority is on the involvement of parents in the design, development, and operation of the Family Service Center(s) delivery system.

THE "CORNERSTONE" COLLABORATIVE

The Cornerstone Collaborative is a group of public and non-profit organizations dedicated to enhancing children's self-esteem and ability to lead productive, healthy lives by strengthening families. We are doing this by establishing a comprehensive family service system in Clay County which combines existing and new services in ways that are respectful, flexible and helpful to families now being served and for those who may seek assistance in the future.

OUR VISION

We believe that families can best grow and develop in communities where people know each other, care for each other, and where children have a strong sense of safety.

We are fostering communities where people of diverse backgrounds embrace and celebrate their interdependence while acknowledging and valuing their individual differences.

We are working together to help communities provide employment paying wages that can support families in a decent manner.

We want schools where all children love to learn because it allows them to successfully pursue options and opportunities of their own choosing.

We support parents who wish to be involved in the education of their children, not only at school but also in their homes.

We believe in social services that support families in self-healing and that empower families to meet their own needs without sacrificing their dignity.

We are committed to changing larger systems whenever they present barriers which make positive change in families difficult or unlikely. To reduce and eliminate such barriers, we are bringing together family-serving agencies and organizations to help them change the rules, regulations, and practices that needlessly create problems for those whom they serve.

We are asking large and small family-serving agencies and organizations to work together in community settings and locations where families can feel comfortable and find as much assistance as possible.

We are also asking families who seek our help to help us. We know that, even with our combined knowledge and resources, we cannot know or do enough to bring substantial positive change to our communities without the help of many people with a wide diversity of backgrounds and interests.

We hope that you will join us and expand this vision for healthy families and communities in Clay County.

Our mission statement:

The mission of the Cornerstone Collaboration is to enhance children's self-esteem and ability to lead productive, healthy lives by strengthening families in Clay County.

MEMO #: I-93-078

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Hand in Hand Grant - F-M Family Base Proposal

DATE: September 21, 1993

Attached is a copy of the grant proposal to the F-M Area Foundation as a part of the Hand in Hand Grant Program.

The District received a \$5,000 planning grant and has been planning with a variety of collaborative agencies. The District is now applying for an additional Hand in Hand Grant of \$50,000 a year for a two-year period.

The proposal will be reviewed with the Board. A recommendation may be made at the October 12 meeting regarding Board action.

RMJ/mdm
Attachment

Fargo-Moorhead Area Foundation Hand in Hand Questionnaire Response

F-M FAMILY B.A.S.E. GRANT PROPOSAL

1. Discuss the overall purpose of your Hand in Hand proposal and its primary goal. Include a description of how the project improves or changes existing systems. Be specific as possible so as to facilitate the design of a project evaluation.

The F-M Family B.A.S.E. (Building All members Self Esteem) is a collaboration of neighborhood-based activities, events and resources whose primary purpose is to build self-esteem, increase protective factors and develop resilience in families.

Resilience can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social competence despite exposure to severe stressors. When children and families adapt and function better than would be expected, given the stressful situations or events that have happened in their lives, they are regarded as resilient.

Children and families are considered to be resilient when they have incorporated protective factors within their family system. These protective factors include high expectations, caring and support, involvement and participation in a nurturing activity, and a positive orientation for the future. Research indicates that the single most important protective factor for resiliency is a strong relationship with a significant caring adult (Benard, March 1987).

A major goal of the F-M Family B.A.S.E. is to give children an opportunity to establish a strong relationship with a caring, concerned mentor within the framework of a safe, nurturing environment. These significant mentor relationships are drawn from nuclear and extended family, as well as community members. Other protective factors will be concomitantly encouraged and developed within the safe environment of the B.A.S.E.

Currently, area systems operate independently of each other. Each system targets a particular issue or need and institutes separate programs to remediate a perceived problem. This approach often fragments families, limits their involvement and creates communication barriers between systems and existing agencies. It also creates a threat or stigma inhibiting families from seeking assistance or becoming more resilient.

The F-M Family B.A.S.E. removes this threat or stigma by offering a prevention-centered approach that integrates agency, community and school services under one umbrella. The project provides a model for coordinating existing systems. It also sets up a non-threatening environment that encourages children and families to attend, participate and apply what they learn.

Through this involvement, the following objectives will be achieved:

- ←*The attachment relationship between a child and a significant caring adult will be strengthened, increasing that child's self-esteem and resilience when faced with future stressors.
- ←*Children mentors and families will learn alternative methods of resolving conflict, and practice mediation skills at home and in the community.
- ←*Families will learn how to have fun and playfully interact with each other. This process will begin to heal relationships that have been damaged from past hurtful interaction.
- ←*Families will be equipped to deal more effectively with discipline and related problems at home.
- ←*Families will become more resilient through participation in the Family B.A.S.E. and have access to helping agencies that previously were unavailable or too threatening.
- ←*Children, mentors and families will become more sensitive, knowledgeable and accepting of diversity in cultures and peoples.

2. Describe the neighborhood or community served by your partnership. Include its geographic boundaries as well as the characteristics of the population served.

The F-M Family B.A.S.E. will serve neighborhoods in north Moorhead, specifically from First Avenue North extending to highway 18, including some families in the northern section of rural Dilworth. George Washington school will serve as a "hub" for families to access variety of services offered by the project. This section of Moorhead is a representative sample of the community at large. It includes a mixture of low, middle, and upper level wage earners, family and single parent homes, and the population is approximately 89% Caucasian and 11% people of color.

Regardless of ethnic background, socio-economic status, or type of family, all families need to become more resilient. At one end of the spectrum, they will or have experienced change, grief, loss, and other stressors that strain the parent / guardian relationship. On a continuum, such stressors threaten the well-being of the family system, and can lead to destructive practices that put them at risk for serious difficulties. In light of today's societal pressures and demands, many people in the Washington neighborhood want to become more proactive and strengthen their home for the future. Whatever end of the spectrum families may find themselves, the F-M Family B.A.S.E. is designed to address the needs and characteristics of this population.

3. Discuss how your project will address the needs of the people described in item two.

The F-M Family B.A.S.E. provides families the opportunity to become more resilient in a safe, non-threatening environment. Such an environment is currently unavailable. By combining agency, community and school resources, the B.A.S.E. project will provide opportunities for participants that promote a positive self-image through involvement in small groups, recreational activities, and direct one-on-one contact with a caring, concerned mentor. These growth experiences are designed to reduce their risk factors and increase the protective factors that a family can apply, utilize, and practice, thereby improving that families' resilience to current and future stressors.

As it is being initially being conceptualized, the F-M Family B.A.S.E. will utilize late afternoon and early evening weekday hours throughout the year for participants to attend and participate in the school-based activities, events and the center.

THE PROJECT WILL INCORPORATE THESE FIVE ELEMENTS:

1. *Participation in "Free-to-Play" non-competitive games and activities designed to teach families how to have fun and promote playful interaction between / among children, parents, and mentors.*
2. *Small group participation designed to help.....*
 - *children, mentors and families participate in a "Family Meeting" led by a facilitator, to identify problem areas and learn new methods for handling discipline at home.*
 - *children, mentors and families learn about conflict and conflict resolution skills that may promote peace within the family and can be generalized from one setting to another.*
 - *children, mentors and families develop a positive perception of themselves and practice appropriate social skills.*
3. *Participation with a significant caring adult, in one-on-one activities and projects that give back to the community utilizing a Service Learning / Community Service approach.*
4. *The school acting as a "hub" or "center" for families to access a variety of services including health screenings, parent library, equipment check-out and information on how agencies affiliated with the project work with families.*
5. *An "incentive program" encouraging and motivating families to attend, participate and carry out service learning projects that give back to the community. In turn, community, school and business associates affiliated with the project will "give back" to families by offering a compendium of special rewards. An appendix is included listing the reward program.*

4. What other community groups (i.e. families, churches, government, businesses) have goals similiar to your project? Have you invited them to work with you?

All of the community groups collaborating on the F-M Family B. A.S.E. project are committed to helping children and families become more resilient. The agencies include Community Education, Clay County Social Services, Clay County Health Department, Clay Couunty University of Minnesota Extension Service, Hospice of Red River Valley, Lakeland Mental Health, Moorhead Parks and Recreation, Moorhead Police Department, Moorhead Schools, Our Saviors Luthern Church, Parent Involvement Committee, and the Seeking Educational Equity and Diversity (SEED) Project.

The F-M Family B.A.S.E. will incorporate periodic " Theme Nights and Weekends" throughout the year addressing issues and topics of concern relevant to all families. All activities will be presented in a non-threatening, fun-filled atmosphere utilizing new games, hands-on seminars, and small groups.

Various agencies listed and associated with the project will design and present programs/skits during Theme Days hoping to reach out, teach and help families incorporate protective factors with presentations on stress, health and safety, risk factors, grief and loss, parenting, volunteerism, careers and multicultural understanding and acceptance.

5. Have local, county and / or regional government entities been considered as current or futrue resources for you project? Please explain.

In addition to the entities previously listed, the F-M Family B.A.S.E. is continuing to seek other collaborating partners. The Chamber of Commerce executive director has been contacted to help recruit local business merchants in providing incentives for the reward program. The city government of Moorhead, including the Mayor, Directors of Parks and Recreation and Community Development, have agreed to participate and help in implementing the core elements of the proposal.

All of these local, county or government agencies are willing to consider providing future funding for the project using a joint powers format. Briefly stated, all agencies will fund a portion of the on-going cost of the project after grant monies are used and the project proves to have a positive impact on the community. Future funding needed for the F-M Family B.A.S.E. should be minimal, once the program is institutionalized. The chairman of the Joint Powers committee of Moorhead and Dilworth has been contacted to help determine a plan for funding the cost of an on-going coordinator once grant monies are expended

6. Are there additional partners involved in your collaboration who were added after the \$5,000 planning grant award? Please explain.

The West Central Educational Cooperative Service Unit (E.C.S.U.) in Fergus Falls has been added to our collaboration effort since the planning grant was received. This service unit acts as a state department liason in meeting the educational needs of K-12 students in the west-central region of Minnesota. West Central E.C.S.U. will provide additional resources and assistance in the areas of advertisement, reference materials (audio & visual) for check-out from the Family B.A.S.E. center, consultation and possible monies for the continuance of the project.

7. Provide general financial information including an estimated two year budget. List potential sources and amount of future funding.

The grant award will be used for a coordinator's salary, advertisement and media campaign, programming, resources, supplies, mobile resource center, transportation and child care. Additional and future funds will be sought from area businesses, city and county governments, granting agencies, school district #152 as well as area service clubs.

Provision of in-kind and volunteer services will be from our school staff, the neighborhood (parents, grandparents, and other stakeholders), and school district staff. These in-kind and volunteer services will significantly contribute to this project.

Estimated Expendures

*Coordinator's Salary (\$15,000 a year for two years-half time).....	\$30,000
*Programming, Resources, Supplies.....	\$30,000
*Mobile Resource Center.....	\$20,000
*Transportation and Child Care.....	\$10,000
*Advertisement and Media Campaign.....	\$10,000

8. List proposed staff positions (paid, in-kind or volunteer) and a brief job description for each person who may be contributing work time to the successof the project.

Staff Postions for the F-M Family B.A.S.E. will include:

Project Coordinator: The main staff position for a person to be employed half-time. He/she will be responsible for organizing a broad base of community resources, city and county governments, public, private, and non-profit organizations for the purpose of promoting and maintaining the project goals and objectives. The Project Coordinator will service as a liason and educational / informational resource to individual community members and partner organizations.

Parents, Volunteers and Participants: Will provide help with planning, promoting, and implementing the program as well as participating in the activities.

Counselors / Social Workers from the Community: Will provide consultation ot the program, presentations to the participants, and follow-up services through their respective agencies.

City and County Staff: Will provide consultation, presentations and follow-up services.

Ministers: Will provide consultation and support to the program and participants as well as space in their churches for F-M Family B.A.S.E. related activities.

Area Business People: Will provide consultation, services, and reward program incentives for motivation and follow-up activities.

Licensed Child Care Providers: Will provide child care as needed to enable parents to participate in the activities.

Washington and ISD # 152 Staff: Will provide consultation, support and encouragement for participation. They will also provide in-kind services to facilitate the five core programs.

Volunteer Advisory Committee: Will provide assistance, support, and direction to the Project Coordinator in all aspects of program implementation.

9. Provide a proposed timeline for development of your project for the two year grant period.

The timeline for developing the Family B.A.S.E. project will coincide with the semi-annual progress reports mandated by the Fargo-Moorhead Area Foundation. The brief synopsis below highlights major tasks to be accomplished during the proposed grant periods:

January 1st - June 30, 1994:

- * Continuation and expansion of pilot program at Washington
- * Forming Advisory Board / Delineating responsibilities for board members
- * Recruiting and hiring of Program Coordinator
- * Liason work with collaborating partners / Involvement and role in the project
- * Developing resource center in Washington / Ordering materials
- * Finalizing participation reward program / Service Learning Projects
- * Selecting advertisement consultant / Preparing media campaign
- * Develop needs assessment and evaluation instruments for the project

July 1st - December 31, 1995:

- * Organization, preparation and coordination of Family B.A.S.E. special events and "Theme Nights" for upcoming year
- * Initiate advertisement campaign for the project
- * Open and staff Family B.A.S.E. center in Washington School
- * "Kick-off" for the Family B.A.S.E. project including a special event and listing of upcoming special events throughout the year
- * Continuation of affiliated components including "Free-to-Play", "Theme nights / events and small groups for parents and children.
- * Sign-up for special reward program / begin service learning projects
- * Obtain evaluation data including number of participants, mentor relationships and service learning projects on-going or completed

January 1st - June 30, 1995:

- * Meet and negotiate with representatives from community, business and school district future funding of the Family B.A.S.E. project using a joint powers approach
- * Prepare, recruit and organize special events for next year
- * Expand "vision" of the project to include other Moorhead schools and neighborhoods. Invite and institute program into another pilot neighborhood.
- * Initiate new components of the Family B.A.S.E. including career development adult literacy
- * Order new materials for resource center / Work in conjunction with Public Library
- * Review and evaluate objective measurements of the project. Make necessary to meet expected outcomes.

July 1st - December 31, 1995:

- * Prepare statistical evaluation of the project. Share with collaborating partners and community
- * Obtain funding from joint powers partners for the cost of continuing project. (including coordinator's salary, resource allocation and advertisement)
- * Continue the Family B.A.S.E. project in the Washington neighborhood and the project to include all interested schools and surrounding neighborhoods in the city of Moorhead
- * Institutionalize the projects theme nights and special events. Obtain yearly commitments and dates from collaborating partners on a yearly basis.
- * Prepare an informational brochure that may be used each year of the project.

10. If an award is made to your project, what plans do have for continuing this work after the two year grant period?

All collaborating partners involved with the F-M Family B.A.S.E. share a common vision ^{to} build self-esteem, instill protective factors and develop resilience in each family member participating in the program. This process takes time and will be continued long after the two year grant period. Our project is a prevention-centered delivery system designed to become institutionalized within the Clay County community.

*coordinating
different partners.*

The projects delivery system model places all related education, resources and services under one "umbrella". This umbrella will become readily identified and embraced by families within the community as a means to keep their family strong, healthy and resilient. The F-M Family B.A.S.E. removes barriers preventing families from accessing needed services through utilizing a non-traditional, non-threatening approach that appeals to all family members, regardless of age.

By building the parent / mentor child relationship, fostering mutual respect and improving a child's self-worth, the F-M Family B.A.S.E. will have a life-changing impact on a familys' self-esteem and their ability to cope positively and resiliently with future stressors that home, community or society may force upon them.

MEMO #: B94.146

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: SEPTEMBER 13, 1993

SUBJECT: CHANGE ORDER #6, #10 & #20 - SR. HIGH SCHOOL

	Bldg. Const.	Bldg. Disc.
Deduct for interior sign allowance	-\$ 800.00	
Add base at computer carrels	94.00	
Add duct modifications due to low clearance	2914.00	
Relocate TV Jack to LD Teaching Room & add 1-110V duplex outlet		\$120.00
Provide 12" semi flush clock in hearing impaired room		300.00
Total	\$2208.00	\$420.00

We will send for quotes on interior signs in all buildings. We need to comply with APA requirements.

Future costs may be charged to our Handicapped Levy.

Suggested Resolution: Approve change order #6 as noted above for a total deduct of \$2628.00.

MEMO #: B94.148

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: CHANGE ORDER #5 & #7 - PROBSTFIELD

	<u>Bldg.</u> <u>Const.</u>	<u>Bldg.</u> <u>Disc.</u>	<u>Health</u> <u>& Safety</u>
Mechanical revisions	\$ 888.00		
Upgrade fire alarm system			\$1650.00
Change location of unit ventilation due to code requirements			1830.00
Kitchen floor drain to sink	285.00		
Change door frames to standard	- 16.00		
Changes to Food Service Equip.	- 825.00		
Change water lines	57.00		
Additional wiring for kitchen exhaust fans	165.00		
Deduct for interior signage allowance	-1200.00		
Total	<u>- \$ 646.00</u>	<u> </u>	<u>\$3480.00</u>

Suggested Resolution: Approve change orders #5 & #7 as noted
above for a total cost of \$2834.00.

MEMO #: B94.147

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: SEPTEMBER 13, 1993

SUBJECT: CHANGE ORDER #4 & #9 - JR. HIGH SCHOOL CONSTRUCTION

	<u>Bldg. Const.</u>	<u>Bldg. Disc.</u>	<u>Health & Safety</u>
Response to code revenues			\$2963.00
Eliminate new lockers (Repaint existing)		\$1519.00	
Revisions to color schedule		99.00	
Cancelling sprinkler pipes			3447.00
Replace fire alarm circuits			1832.00
Deduction due to accepting alternate for technology space	-\$8866.00		
Omit work to existing frames, change Jams depth	- 545.00		
Deduct removal of signage requirement	- 3300.00		
Total	-\$12711.00	\$1618.00	\$8242.00

Signage will be purchased at a later date.

Suggested Resolution: Approve change order #4 & #9 as noted
above for a total deduct of \$2851.00.

MEMO #: B94.149

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: SEPTEMBER 15, 1994

SUBJECT: CHANGE ORDER #3 & #8 TO CONSTRUCTION PROJECT AT ASP

	BLDG. CONST.	BLDG. DISC.	HEALTH & SAFETY
Fire Extinguisher			\$ 141.00
Omit new lockers & paint existing lockers		\$ 198.00	
Relocate sinks & doors		1200.00	
Additional work due old foundation discovered during excavation	\$ 368.00		
Carpet changed to vct & carpet color change		121.00	
6" water service for sprinkler			6446.00
4 new type B fixtures	580.00		
Modify Spec. Ed. 1019/1020 storage 1021, & passage 1017 (Include mech. & elect. charges)		7029.00	
New wall mount toilets 1072/1073	2426.00		
Due to drainage problems telephone rough in 2009A		215.00	
Change jamb depths to stock size	- 32.00		
Deduct for interior signage	<u>-2400.00</u>		
Total	\$ 942.00	\$8763.00	\$6587.00

Suggested Resolution: Approve change order #3 & #8 as noted
above for a total cost of \$16,292.00.

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MEMBERS PRESENT: Bill Cox, James Cummings, Stacey Foss, Mark Gustafson, Anton Hastad, James Hewitt, Carol Ladwig, and Bruce R. Anderson.

MEMBERS ABSENT: None

CALL TO ORDER: Chairperson Cox called the meeting to order at 7:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Anderson previewed the agenda.

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

"We Are Proud"

*** Belated congratulations were extended to the 1993 boys' track team for winning its seventh state championship. The 400 meter relay team of Bryce Korb, Peter Benson, Jeremy Blake, and Scott Beadle placed first. Scott Beadle also placed second in the 400 meter run, third in the 200 meter run and third in the long jump. Peter Benson placed second in the 300 meter hurdles; Dan Pemble placed second in the 1600 meter run, and other team members Corey Johnson, Ryan Stalboerger, Troy Brekke, Mike Cook and Jason Bishop qualified for participation and contributed to the team's success. Head coach, Russ Henegar and assistant coaches, Greg Grooters, Shockey Strand and Dan Kostich led the team to the 1993 State Championship.

CONSENT AGENDA: Ladwig moved, seconded by Hewitt, to approve the following items on the consent agenda:

Lease Settlement - Approved the lease settlement with Clay-Wilkin Opportunity Council-HeadStart, in the amount of \$3,412.96, for back rent owed ISD 152.

New Employees

Michael Benson - In-School Suspension, Junior High, \$7.71/hr., effective September 16, 1993

Becky Lass - TMH Paraprofessional, Junior High, B21 (0) \$7.91/hr.

Pam Togstad - TMH Paraprofessional, Junior High, B21 (0) \$7.91/hr.

Rolando Flores - TMH Paraprofessional, Junior High, B21 (0) \$7.91/hr.

Leaves of Absence

Joan Degerness - Music Teacher, Voyager School, effective from September 17, 1993 until about March 21, 1994.

Leah Burke - English Teacher, Junior High, effective on or about November 1, 1993 until January 25, 1994.

Lynn Day - Computer and Library Secretary, Senior High, to begin on or about October 14, 1993 until about January 17, 1994.

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Nonresident Agreement - Approved the following nonresident agreement, subject to Board action of the appropriate district:

To Attend Moorhead Public Schools

Lisa L. Price - Rt. 1 Box 116, Felton, MN, Grade 10

Donation - Accepted the donation of HAM radio equipment from Mary Dosland, valued at \$1,000, and directed a letter of thanks be sent.

Motion carried 7-0.

COMMITTEE REPORTS: Committee reports were presented for the Policy Review, PER, Police Liaison Advisory, and Continuing Education committee meetings.

ISD 152 FIVE YEAR EDUCATIONAL PLAN: Facilities: The Board received a memo detailing the progress of construction projects at Robert Asp, Probstfield and Moorhead Junior High schools.

ISD 152 FIVE YEAR EDUCATIONAL PLAN: School Improvement Plans: The Board was presented the 1993-94 School Improvement Plans for Probstfield by principal, Mr. Howard Murray and, Thomas Edison by principal, Mr. Kevin Kopperud.

HAND IN HAND GRANT: Project Cornerstone: The Board was presented information by Mr. Dennis Lein, Clay-Wilkin Opportunity Council administrator, regarding the proposal for the Project Cornerstone grant available through the Fargo-Moorhead Area Foundation. This \$100,000 two-year grant would facilitate coordination of services between the county, city social services agencies and the school district. The Board may or may not take action to support this grant proposal at the October 12th meeting.

HAND IN HAND GRANT: Family B.A.S.E.: The Board was presented information regarding the possible grant proposal for the Family B.A.S.E. grant available through the Fargo-Moorhead Area Foundation. This \$100,000 two-year grant would collaborate neighborhood-based activities, events and resources whose primary purpose would be to build self-esteem, increase protective factors and develop resilience in families. The Board may or may not take action to support this grant proposal at the October 12th meeting.

CHANGE ORDER - SENIOR HIGH: Gustafson moved, seconded by Hewitt, to approve change order #6, in the deduct amount of \$2628.00. Motion carried 7-0.

CHANGE ORDERS - Probstfield: Ladwig moved, seconded by Gustafson, to approve change order #5 and #7, in the amount of \$2834.00. Motion carried 7-0.

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CHANGE ORDER - Junior High: Gustafson moved, seconded by Foss, to approve change order #4 and #9, in the deduct amount of \$2851.00. Motion carried 7-0.

CHANGE ORDER - Robert Asp: Foss moved, seconded by Cummings, to approve change order #3 and #8, in the amount of \$16,292.00. Motion carried 7-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Cummings commented how well the meeting went with Governor Carlson and Commissioner Powell. Results-oriented education (OBE) was discussed with students, staff, parents and administration.

ADJOURNMENT: Cummings moved, seconded by Gustafson, to adjourn the meeting at 9:00 p.m. Motion carried 7-0.

Carol Ladwig, Clerk