



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

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1-8-96

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 8, 1996  
PAGE 1

MEMBERS PRESENT: Bill Cox, Jim Cummings, Stacey Foss, Mark Gustafson, Anton Hastad, Carol A. Ladwig, and Bruce R. Anderson.

MEMBERS ABSENT: None

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

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

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

ORGANIZATION OF THE SCHOOL BOARD: Cummings moved, seconded by Hastad, to reaffirm the officers elected in July 1995 to hold office through December 1996 as follows: Chairman - Mark Gustafson, Vice-Chairwoman - Carol Ladwig, Treasurer - Stacey Foss, Clerk - James Hewitt; and, reaffirm all the organizational/business-related action items taken for the 1995-96 school year. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS

Ladwig requested that a note expressing concern and sympathy be sent to Twin Valley Public Schools after their high school burned down.

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

Gifts - Accept the gift of \$75 from the Thomas Edison PTAC, for computer software; \$100 from Orville Ellingson to the Adult Basic Education program of Community Education for the Orville Ellingson Scholarship Fund that assists students paying for GED testing fees; a computer and printer from Barry Bach, with an estimated value of \$730, for use at Robert Asp School; and, a 1981 Plymouth Reliant from Dan Herman, with an estimated value of \$900, to the Senior High Automotive Department.

Student Services Agreement - Approve the agreement with Clay County Diversified Services, Inc., not to exceed \$696.80.

Townsite Lease Agreement - Approve the rental of Suite 142 to Interactive TV for \$8,173.20 the first year, \$8,492.40 the second, and \$8,744.40 the third year.

Life Safety Renovations Change Order - Approve change order #4, in the amount of \$626, for life safety renovations at Washington School, to be part of the health and safety revenue.

Life Safety Renovations Change Order - Approve change order #5, in a deduct amount of \$12,816, for life safety renovations at Edison, Washington, Riverside and Voyager schools.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 8, 1996  
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MOSHA Renovations Change Order - Approve the change order, in the amount of \$8,132, for MOSH requirements at Riverside, Robert Asp Probstfield, and Moorhead Junior High schools.

New Employees

Sheila Vang - EBD Teacher, Probstfield, BA (0-6) \$13,426.05 (23721), effective January 4, 1996 for the remainder of the 1995-96 school year.

Early Retirements

David Gilchrist - French Teacher, Senior High, effective May 31, 1996.

Shirley Grindberg - Principal's Secretary, Probstfield, effective February 16, 1996.

Resignations

Kay Batterman - Paraprofessional, Senior High, effective January 1, 1996.

Jody Borgen - Paraprofessional, Senior High, effective January 5, 1996.

Family/Medical Leave

Donna Dunlap-Bitz - Collaborative Teacher, Edison, to begin January 2, 1996 until further notice from doctor.

Approval of Minutes - Approve the minutes of December 11, 13 & 19, 1995 as presented.

Claims - Approve the January claims, subject to audit, in the amount of \$775,677.79.

General Fund:	\$513,024.38
Food Service:	36,033.33
Transportation:	145,676.72
Community Service:	6,547.70
Capital Expenditure:	69,276.23
Townsite Centre:	5,119.43
TOTAL	\$775,677.79

Motion carried 7-0.

COMMITTEE REPORTS: Reports were heard regarding the Interagency Early Intervention Committee and PER Committee meetings.

NORTH CENTRAL ASSOCIATION REPORT: Dr. Richard E. Skewes, Visitation Chairperson, presented an overview of the North Central Association visit to review the Social Studies and Music curriculums. Dr. Skewes acknowledged the honesty, openness and assistance of all staff during the the visit. Jernberg stated that Improvement Plans will be developed and presented to the PER Committee.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 8, 1996  
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ADDITION OF ELECTIVE CLASSES AT MOORHEAD SENIOR HIGH: Staff members Krystal Lee, Wendell Whitford, Anne Larson and Rod Thompson presented proposals for their respective course offerings to the Board.

Cummings moved, seconded by Gustafson, to divide the item into three parts, American Sign Language, Community Involvement and Small Engines II, before action is taken. Motion carried 7-0.

Ladwig moved, seconded by Hastad, to approve the addition of a Small Engines II course for one-half (1/2) credit, as presented. Motion carried 7-0.

Hastad moved, seconded by Cox, to approve the addition of a Community Involvement course for one-half (1/2) credit, as presented. Motion failed 3-4 by majority roll call vote; Ladwig, Gustafson, Cummings, Foss dissenting.

Concern was expressed that this course would be a duplication of efforts with regard to the Mentorship course currently offered. Additional study should be conducted to collaborate with the Mentorship course.

Hastad moved, seconded by Cox, to approve the addition of an American Sign Language course for one-half (1/2) credit as presented. Motion carried 5-2 by majority roll call vote; Cummings, Foss dissenting.

Concern was expressed that there is not a feeder program for younger students.

1995-96 FINAL BUDGETS: Cox moved, seconded by Foss, to approve the 1995-96 final budgets for the Food Service, Community Service, Capital Expenditure, Debt Service and Townsite funds as follows:

	<u>Revenues</u>	<u>Expenditures</u>
Food Service:	\$1,079,583	\$1,161,905
Community Service:	851,015	999,039
Capital Expenditure:	2,667,651	3,010,342
Debt Service:	864,320	909,044
Townsite:	290,180	251,940

Motion carried 7-0.

MCAP STAFFING ADDITION: Cox moved, seconded by Ladwig, to approve the addition of one (1) FTE teaching staff and one (1) FTE paraprofessional staff at the Moorhead Community Alternative Program (MCAP), as presented. Motion carried 7-0.



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 8, 1996  
PAGE 4

POLICY APPROVAL: Foss moved, seconded by Cummings, to approve the policy, Religion (IGAC), as presented. Motion carried 7-0.

POLICY APPROVAL: Ladwig moved, seconded by Hewitt, approve the policy, School Attendance Governing Enrollment of Handicapped Children/Adults (JEAA), as presented. Motion carried 7-0.

TAX ANTICIPATION CERTIFICATES: Cummings moved, seconded by Cox, to set February 12, 1996 as the date to sell approximately \$3,000,000 of tax anticipation certificates. Motion carried 7-0.

Gustafson called a 10 minute recess at 9:25 p.m.; the meeting reconvened at 9:40 p.m.

FACILITIES WORK-SESSION: Superintendent Anderson opened the discussion by requesting everyone express their thinking/feelings towards the options presented at the December 19 meeting.

Discussion was held related to creating an additional option to create an Early Childhood Center that would house all early childhood and kindergarten students. This option would be long-term, may require leasing property, and time would be necessary to planning.

Concern was expressed that the options presented December 19 need to address short, intermediate and long term needs, and that more time is needed to decide what is best. Alternative education needs of students should be addressed, whether there is going to be adequate space in the future for the growing program, and whether the program meets the needs of all of its students.

The ADA Executive Report states certain requirements must be addressed at some buildings. This must be considered when making a decision. Also, regardless of the options presented in December and in the absence of a Board facilities decision, state and city code requirements must be met for the Voyager kitchen facility before the 1996-97 school year if the district intends to use that facility.

This item will be brought back to the February 12 meeting to allow time for more discussion related to a facilities and sites recommendation.

ADJOURNMENT: Cummings moved, seconded by Hastad, to adjourn the meeting at 11:01 p.m. Motion carried 7-0.

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James Hewitt, Clerk

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

January 8, 1996  
7:00 p.m.

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

ATTENDANCE:

Bill Cox _____	Anton "Butch" Hastad _____
Jim Cummings _____	James Hewitt _____
Stacey Foss _____	Carol A. Ladwig _____
Mark Gustafson _____	Bruce R. Anderson _____

A G E N D A

1. CALL TO ORDER

A. Pledge of Allegiance

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

C. Approval of Meeting Agenda

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

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

2. ORGANIZATION OF THE SCHOOL BOARD - Gustafson  
Page 6

Suggested Resolution: Move to reaffirm the officers elected in July 1995 to hold office through December 1996 as follows: Chairman - Mark Gustafson, Vice-Chairwoman - Carol Ladwig, Treasurer - Stacey Foss, Clerk - James Hewitt; and, reaffirm all the organizational/business-related action items taken for the 1995-96 school year.

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

3. \*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 - Jernberg

- (1) Acceptance of Gifts - Page 7
- (2) Approval of Student Services Agreement - Pages 8-9

B. BUSINESS AFFAIRS - Lacher

- (1) Approval of Townsite Lease Agreement - Page 10
- (2) Approval of Life Safety Renovations Change Order #4  
- Page 11
- (3) Approval of Life Safety Renovations Change Order #5  
- Page 12
- (4) Approval of MOSHA Renovations Change Order  
- Pages 13-16

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of New Employees - Page 17
- (2) Acceptance of Early Retirements - Page 18
- (3) Acceptance of Resignations - Page 19
- (4) Approval of Family/Medical Leave - Page 20

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of December 11, 13 & 19, 1995 Minutes  
- Pages 21-30
- (2) Approval of January Claims

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

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

3. COMMITTEE REPORTS

4. NORTH CENTRAL ASSOCIATION REPORT - Jernberg  
Page 31

Overview of the North Central Association visit December 3-6, 1995 by Dr. Richard E. Skewes, Visitation Chairperson.

5. ADDITION OF ELECTIVE CLASSES AT MOORHEAD SENIOR HIGH -  
Jernberg Pages 32-48

Suggested Resolution: Move to approve the course offerings for Moorhead Senior High School as presented.

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

6. 1995-96 FINAL BUDGETS - Lacher  
Pages 49-60

Suggested Resolution: Move to approve the 1995-96 final budgets for the Food Service, Community Service, Capital Expenditure, Debt Service and Townsite funds as presented.

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

7. MCAP STAFFING ADDITION - Swedberg  
Pages 61-65

Suggested Resolution: Move to approve the request for additional staff as presented.

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

8. POLICY APPROVAL - Anderson  
Pages 66-69

Suggested Resolution: Move to approve the policy, Religion (IGAC), as presented.

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

9. POLICY APPROVAL - Anderson  
Pages 70-71

Suggested Resolution: Move to approve the policy, School Attendance Governing Enrollment of Handicapped Children/Adults (JEAA), as presented.

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

10. TAX ANTICIPATION CERTIFICATES - Lacher  
Page 72

Suggested Resolution: Move to set February 12, 1996 as the date to sell approximately \$3,000,000 of tax anticipation certificates.

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

11. FACILITIES WORK-SESSION - Anderson

A work-session will be held with building and district administration to discuss future facility and site options of the district.

12. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

13. ADJOURNMENT

SCHOOL BOARD AGENDA - January 8, 1996  
PAGE 5

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
School Board	Mon., Jan. 8	7 p.m.	Townsite
Global Exchange Committee	Tues., Jan. 9	3:45 p.m.	Townsite
LRP Committee	Thurs., Jan. 11	3:45 p.m.	Sr. High
Supt. Incentive Grant Deadline	Fri, Jan. 12	4 p.m.	Townsite
Policy Review	Mon., Jan. 15	7 p.m.	Townsite
Community Ed. Advisory Council	Tues., Jan. 16	7 p.m.	Townsite
MSBA Leadership Conference	Wed., Jan. 17 - Fri., Jan. 19		Mpls.
PER Committee	Thurs., Jan. 18	7 a.m.	Townsite
Community Ed. Classes Begin	Mon., Jan. 22		
School Board	Mon., Jan. 22	7 p.m.	Townsite
Supt. Advisory Council	Thurs., Jan. 25	7 p.m.	Townsite
End of 2nd Qtr.	Thurs., Jan. 25		
K-12 Workshops (No Classes)	Fri., Jan. 26		
Intergovt. Retreat (Chamber)	Fri., Jan. 26 - Sat., Jan. 27		Detroit Lakes
Joint Powers	Thurs., Feb. 1	7 a.m.	Courthouse
GXC Committee	Tues., Feb. 6	3:45 p.m.	Townsite
LRP Committee	Thurs., Feb. 8	3:45 p.m.	Townsite
School Board	Mon., Feb. 12	7 p.m.	Townsite
Storm Make-Up Day (Classes Held)	Mon., Feb. 19		



MEMO #: S-96-126

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Reorganization of the School Board  
DATE: January 4, 1996

Now that the school board elections are held in November, the Board must reorganize or "reaffirm" the officers and any fiscal year business that was acted upon last July. This action will need to be done each January unless the Board decides to elect its officers on a calendar-year versus fiscal-year basis.

However, there will continue to be fiscal-year business items that will require action each July, such as milk/dairy bids, establishing tuition fees, etc.

Suggested Resolution: Move to reaffirm the officers elected in July 1995 to hold office through December 1996 as follows:  
Chairman - Mark Gustafson, Vice-Chairwoman - Carol Ladwig,  
Treasurer - Stacey Foss, Clerk - James Hewitt; and, reaffirm all the organizational/business-related action items taken for the 1995-96 school year.

*cbp*

MEMO #: I-96-164  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BG*  
SUBJECT: Acceptance of Gifts  
DATE: January 2, 1996

The district has received the following gifts:

1. Kevin Anderson, Occupational Therapist, has received \$75 from the Edison PTAC for computer software.
2. Community Education - Adult Basic Education program has received \$100 from Orville Ellingson, former GED student, to assist students in paying the GED testing fee. Since 1993, Mr. Ellingson has donated a total of \$300.
3. Barry Bach has donated a computer and printer to be utilized at Robert Asp School. The estimated cost is \$730. Mr. Bach's son, Brian, attends Robert Asp School.
4. In December, Dan Herman donated a 1981 Plymouth Reliant to the Moorhead Senior High School Automotive Department. The estimated value of this car is \$900 and will be utilized for instructional purposes only.

Suggested Resolution: Move to accept the gifts as presented.

RMJ/mdm

MEMO #: I-96-163

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Agreement for Assessment of Shelter/  
Supportive Employment for a Student

DATE: January 2, 1996

The administration requests approval of the attached agreement with Clay County Diversified Services for the completion of an assessment of a student for supported/sheltered employment services.

The total cost will not exceed \$696.80 of which state special education aids will amount to \$362.33 and the remaining \$334.47 will be billed to the Minnesota Department of Rehabilitation Services.

Suggested Resolution: Move to approve the agreement with Clay County Diversified Services Inc. as presented.

RMJ/mdm  
Attachment

MOORHEAD INDEPENDENT SCHOOL DISTRICT  
AND  
CLAY COUNTY DIVERSIFIED SERVICES INC.  
CONTRACTUAL AGREEMENT FOR THE 1995-1996 SCHOOL YEAR

This contract entered into this 8th day of January, 1996 by and between Moorhead Independent School District #152 and Clay County Diversified Services Inc., a nonprofit corporation witnesses that:

1. The term of this contractual agreement shall be for a period of twelve months commencing on the 10th day of January 1996, to and including March 31, 1996, for an agreed cost during the full term of the contract agreement as follows:
  - \$34.84 per day for on-site vocational assessment, not to exceed 20 days per assessment not to exceed \$696.80.
  - Transportation of the student to the DSI assessment site is included in the stated per day cost and will be provided by DSI staff.
  - Technical assistance can be provided upon request from Independent School District No. 152.
  - Total cost of the contract will not exceed \$696.80 for the period of time of January 10, 1996 through March 31, 1996.
2. Clay County Diversified Services, Inc. agrees to bill Independent School District No. 152 at the end of the vocational assessment and provided Independent School District No. 152 a written copy of the assessment.
3. This agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties hereto.

\_\_\_\_\_  
NAME

\_\_\_\_\_  
NAME

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

JAN 3 1996

MEMO #: B96.221

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER 

DATE: January 2, 1996

SUBJECT: TOWNSITE RENTAL - INTERACTIVE TV (12/1/95 - 11/30/98)

SUITE	SQ. FT.	RATE	ANNUAL RENT
142	840	\$ 9.73	\$8,173.20
142	840	\$10.11	\$8,492.40
142	840	\$10.41	\$8,744.40

Suggested Resolution: Move to approve the rental of Suite 142 to Interactive TV for \$8,173.20 the first year, \$8,492.40 the second year, and \$8,744.40 the third year.

MEMO #: B96.200

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER 

DATE: DECEMBER 6, 1995

SUBJECT: LIFE SAFETY RENOVATIONS - CHANGE ORDER #4

Add at Washington:

One horn/strobe Music Room - Room #139	\$330.00
One smoke detector - Room 204	<u>296.00</u>
Total	\$626.00

Suggested Resolution: Move to approve change order #4 for Life Safety renovations at Washington School for \$626.00. Cost is part of the Health and Safety Revenue.



JAN 2 1996

MEMO #: B96.220

MEMO TO: DR. ANDERSON

FROM: R. LACHER *R. Lacher*

DATE: DECEMBER 19, 1995

SUBJECT: LIFE SAFETY RENOVATIONS - CHANGE ORDER #5

Edison, Washington, Riverside and Voyager,  
to caulk pipe tunnel penetration of piping  
or filling holes in tunnels to retard  
spread of fire.

Add: \$ 4,971.00

Omit plaster work at tunnel access openings Deduct: 17,787.00

Total Deduct: \$12,816.00

Suggested Resolution: Move to approve change order #5 for Life  
Safety Renovations for a total deduct of \$12,816.00.

MEMO #: B96.203

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: DECEMBER 6, 1995

SUBJECT: MOSHA RENOVATIONS

Additional work is required by regulations to extend railing on shipp ladders to 46", and remove access doors.

Riverside	\$1,046
Probstfield	2,540
Jr. High	2,273
Asp	<u>2,273</u>
Total	\$8,132

Suggested Resolution: Move to approve change order for \$8,132 for MOSHA requirements.

cc: Orv Kaste

Attachment: Letter from Minko Construction

# MinKo Construction Inc.

— GENERAL CONTRACTORS —

RECEIVED NOV 27 1995

November 20, 1995

*on. Kaste  
Bob Lacher*

Vic Pellereno  
Foss Associates  
P.O. Box 306  
Moorhead, MN 56561-0306

RE: OSHA Renovations  
Moorhead, Schools  
Moorhead, Minnesota

Dear Vic,

As requested we submit the following proposal for a possible change order at the above referenced project. Please notify us if this is acceptable to the owner.

## Riverside School-

1. Extend existing top rails to 42" height at north stage storage area and at south stage storage area east of the ladder, i.e., all of the upper stage pipe railings still at the 36" height will have approximately 6" welded to the top.
2. Painting of new pipe railings, only.

Material	\$ 480.00
Labor	\$ 250.00
Subcontractor - Painting	\$ 180.00
	\$ 910.00
Plus 15% P & O	\$ 136.00

Total \$1,046.00

## Probstfield School-

1. Extend existing top rail to 42" height at the upper landing of the Shipps ladder located in the east mechanical room. (Approximately 10LF)
2. New steel vertical ladder at north penthouse roof access.

3. In custodial room 218, remove existing floor access door at the penthouse floor level; Provide new 1 1/2" diameter pipe railing at 42" above penthouse floor around 30" x 30" opening left in floor after access door was removed. Leave 20" opening for swing chain; Extend existing ladder in room 218 to 42" height above penthouse floor.

4. Painting of new steel railings, ladder, etc.

Material	\$1,194.00
Labor	\$ 640.00
Subcontract - Painting	<u>\$ 375.00</u>
	\$2,209.00
Plus 15% P & O	<u>\$ 331.00</u>

Total	\$2,540.00
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Junior High-

1. Provided new 1 1/2" diameter pipe railing at 42" height around 30" x 40" opening in west mezzanine floor where hatch opening door was removed. Leave 20" opening for swing chain.

2. Remove existing pipe rail in east and west mezzanine area adjacent to existing folding door pocket and replace with new 1 1/2" diameter pipe rail system at 42" from finished floor with middle rail and 4" toe guard.

3. Painting of new steel railings.

Material	\$1,102.00
Labor	\$ 600.00
Subcontractor - Painting	<u>\$ 275.00</u>
	\$1,977.00
Plus 15% P & O	<u>\$ 296.00</u>

Total	\$2,273.00
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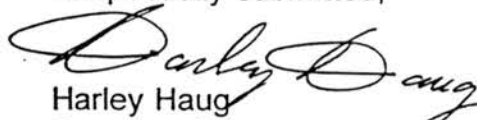
Robert Asp-

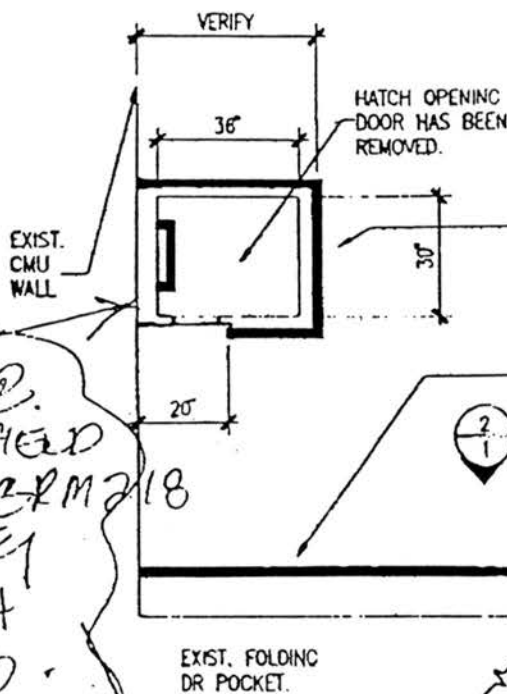
Same as Junior High.

Total	<u>\$2,273.00</u>
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TOTAL ADD FOR THIS CHANGE ORDER REQUEST	\$8,132.00
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Respectfully submitted,

  
Harley Haug  
Secretary-Treasurer



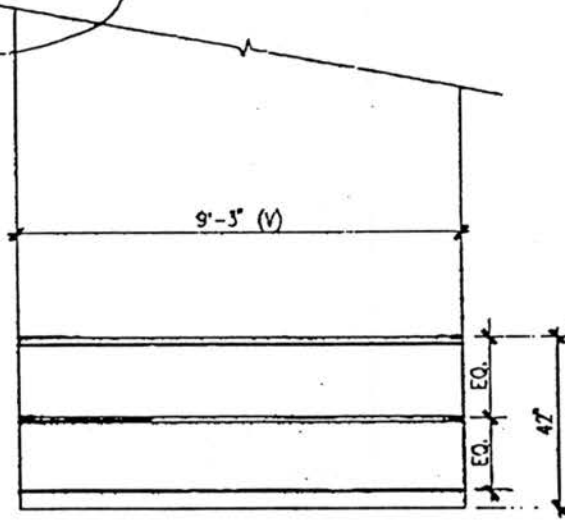
PROVIDE 1 1/2" DIA. PIPE RAIL @ 42" FROM FIN. FLR. AT STEP OVER LEAVE 20" OPENING FOR SWING CHAIN.

REMOVE EXIST. PIPE RAIL  
PROVIDE 1 1/2" DIA. PIPE RAIL @ 42" FROM FIN. FLOOR WITH MIDDLE RAIL AND 4" TOE GUARD. INSTALL @ SAME LOCATION

ADD @ PROPOSED ALSO GRM 218 VERIFY HATCH OPEN'D.

ALSO @ PROPOSED ADD VERT. STL LADDER @ NORTH PENHOUSE REOF ACCESS.

1 PARTIAL MEZZ PLAN  
1 1/4" = 1'-0" ( 2 THUS)



2 GUARDRAIL ELEV.  
1 1/4" = 1'-0"

EXIST. HATCH OPEN'G @ MEZZ. FLR AND GUARDRAIL (ASP & JR. HIGH) ( 2 THUS)

# RIVERSIDE SCHOOL

NOTE:  
NORTH STAGE STORAGE AREA.  
WELD NEW TOP PIPE RAIL (1 1/2") @ 42". FIELD (V) LENGTH REQ.

Date	12/26/93	# of pages	1
From	ALP		
Co.	FUSS		
Phone #			
Fax #			

Post-It Fax Note 7671

To: History

Co./Dept: MML

Phone #

Fax #

1. WE'RE ALL PAUSE \$2  
LADDER'S MEET OSHA REG.

MEMORANDUM

P 96.001

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JSS*  
DATE: January 3, 1996  
SUBJECT: New Employees

The administration requests approval of the employment of the following persons (some salaries based on 1994-1995 salary schedule), subject to satisfactory completion of federal, state and school district statutes and requirements:

Sheila Vang - EBD Teacher, Probstfield Elementary, BA (0-6)  
\$13,426.05 (23721), effective January 4, 1996 for  
the remainder of the 1995-96 school year.  
(Long term substitute for Emily Nerland)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh



MEMORANDUM P 96.002

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: January 3, 1996  
SUBJECT: Early Retirement of District Employee.

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

David Gilchrist - French Teacher, Senior High, effective May 31, 1996.

Shirley Grindberg - Principal's Secretary, Probstfield Elementary, effective February 16, 1996.

Suggested Resolution: Move to accept the early retirement as presented.

JDS:sdh

MEMORANDUM

P 96.003

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JS*  
DATE: January 3, 1996  
SUBJECT: Resignation of District Employees

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

Kay Batterman - Paraprofessional, Senior High, effective January 1, 1996.

Jody Borgen - Paraprofessional, Senior High, effective January 5, 1996.

Suggested Resolution: Move to accept the resignations as presented.

JDS:sdh

MEMORANDUM      P 96.004

TO:            Dr. Bruce Anderson  
FROM:          Dr. John Skinkle *JDS*  
DATE:          January 3, 1996  
SUBJECT:      Family/Medical Leave

The administration requests a family/medical leave for the following person:

Donna Dunlap-Bitz - Collaborative Teacher, Thomas Edison Elementary, to begin January 2, 1996 until further notice from doctor.

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

JDS:sdh

MEMO #: I-96-168  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg  
SUBJECT: North Central Association Visitation Report  
DATE: January 2, 1995

The Board has received a copy of the Report of the North Central Association Visitation Committee in the areas of social studies and music from Dr. Richard Skewes, Chairperson of the Visitation Committee.

Dr. Skewes will review the report with the Board of Education. Staff and administration will review the district's strengths and limitations and will prepare a response to each recommendation. Responses will be reviewed by the PER Committee and copies will be available for the Board.

The staff will also do one- and two-year followup reports to the Improvement Plans developed in response to each recommendation. These reports will also be shared with the PER Committee and available for Board members.

RMJ/mdm

MEMO #: I-96-165

TO: Dr. Bruce Anderson

FROM: Bob Jernberg, *BJ*

SUBJECT: Additional Elective Classes at  
Moorhead Senior High School

DATE: January 2, 1996

The following course additions have been submitted as senior high electives beginning the 1996-97 school year:

American Sign Language - 1/2 credit  
Community Involvement - 1/2 credit  
Small Engines II - 1/2 credit

The course proposals are attached. They are recommended by Senior High Principal, Doug Price, and have been reviewed by the Planning, Evaluating and Reporting Committee which recommends that the Board approve the courses.

There is no added financial cost as the materials, supplies and textbooks will be purchased from existing budgets and staff will be employed based on FTEs as authorized in the Annual Operational Plan.

Staff member Krystal Lee will address the American Sign Language and respond to any questions or concerns from Board members. Anne Larson and Rod Thompson will address the Community Involvement proposal and Industrial Arts Department Chair Darvin Miller will address the Small Engines II proposal.

Suggested Resolution: Move to approve the course offerings for Moorhead Senior High School as presented.

RMJ/mdm  
Attachments

## COMMUNITY INVOLVEMENT CLASS

### I. Statement of Proposal

This proposal is to add a course for 11-12 grade students to earn 1/2 elective credit. Students will explore community issues through hands-on experiences in the community. The class will follow the Service-Learning model of training, action and reflection.

### II. Rational & Need

Moorhead High School has a very diverse and changing population. It is imperative that the school finds ways to meet the needs of all it's students. This class will offer students an opportunity to research, develop and use many academic skills as they address school and community issues. It will give relevance to and enhance their education. At the same time, it will address school and community issues, creating an avenue for school ownership and pride.

The Districts five year plan adopted by the School Board in August of 1994 includes a plan to use the Service-Learning model as a means to connect learning with real life applications, giving them opportunities to develop problem solving skills, communication expertise, and creative thinking adeptness.

The community is also in the process of launching the "Moorhead Healthy Community Initiative". This initiative is a result of the research done by the Search Institute of Minneapolis, which shows a strong correlation between the number of healthy assets in children's lives and their ability to avoid negative or high risk behavior. The community has selected 7 goal areas to focus on. One of these areas is providing and encouraging youth to be involved in service. There is a great deal of community, parent, and student support for this initiative and especially for this particular goal area. This class would not only provide students with hands-on service opportunities, but a structured framework to **extract learning** from the experience and apply it to other parts of their lives.

### III. Objectives

The objectives listed are not merely hoped-for outcomes, but ones that have been shown through **systematic research** in similar classes across the state and nation. Each of the objectives will be examined for each student through pre and post testing, teacher's evaluations of performance and classwork, self assessment, as well as input from site supervisor's.

#### Personal development

- Self esteem, sense of competence and confidence
- Sense of usefulness, of doing something worthwhile
- Self-direction, internal motivation, personal responsibility



- Productivity and perseverance, in difficult, even routine tasks
- Willingness to learn and improve (particularly in skills required in placement)
- Self understanding, clearer sense of own abilities and interest
- Satisfaction in making a difference to others

#### Social development

- More positive attitude toward others, especially those previously outside their realm of experience
- Greater likelihood of further involvement in civic affairs
- Heightened social responsibility - concern for and acceptance of responsibility for the welfare of others and sense of the efficacy of group and individual action in a democratic society
- Heightened personal responsibility, accept consequences of actions
- Skill in communicating with others (client, agency staff, peers)
- Ability to work cooperatively with others
- Active exploration of human service careers

#### Intellectual and Academic Development

- Develop and apply intellectual skills required to learn from experience including observing, questioning and synthesizing (getting and analyzing information from one's own experiences and those of others)
- Master and apply social science knowledge and skills to real life situations
- Demonstrate skill in articulating ideas both in speech and writing
- Demonstrate heightened curiosity about their world, ability to always find something interesting to do, look at, ask about
- Gain skill in problem-solving, be more imaginative and resourceful in identifying and defining problems and demonstrate more complex analysis of the issues underlying problems
- Demonstrate increased knowledge and understanding of people, particularly those previously outside their realm of experience
- Demonstrate heightened awareness of community problems and efforts and resources being brought to bear on them (e.g., operation of political and social service system, particular organizations, etc.)

#### **IV. Procedures for Class Development**

This course will be offered seventh period. Community Education, school counselors, community agencies and school administration will all be resources in the development of this class.

#### **V. Implementation**

Staff have already been trained in the Service-Learning model. A site visit has been made to Hopkins Senior High School.

## **VI. Evaluation**

The grade for the course will be based on actual performance and completion of required classwork. Required classwork will include daily journals, weekly application essays and a final paper. Each of the objectives listed will also be examined for each student through pre and post testing, teacher's evaluations, self assessment, as well as input from site supervisors.

**Note:** Please refer to attached MN Standard 7.8.1.

## **VII. Learner Outcomes**

See objectives.

## **VIII. Course Description**

### Structure of Course

The Community Involvement Course is an elective offering, meeting 1 period per day, five days a week, for a semester.

The first 2-3 weeks will be designed as a workshop on "Leadership and Human service". During this time, we will work to develop skills in working with people, gaining insight into self, building group cohesion, and investigating and selecting individual service assignments.

For the rest of the semester, students are in their placements Monday through Thursday and attend a seminar on Friday. In addition to the individual service assignments, we will try to have one project each semester which involves the entire group.

The fundamental expectation of students is for reliable attendance and exemplary performance in their service assignment. In conjunction with this, each student will be expected to:

- Keep a daily journal
- Write a weekly "application essay" based on the week's seminar topic
- Write a final "Expert Paper" in which they analyze a critical issue of their choosing, which has arisen out of their service work. They will be the expert on their topic, with ideas drawn from their observations and experience, an interview, and written source(s).

### Content and Concepts

The curriculum for the classroom seminars is uniform for each student. Listed below are the topics from which the formal curriculum for each semester is drawn. Our hope is to cover twelve major topics with the ones chosen depending on the experiences and perceived needs of the class. These are presented in class and become the framework within which experiences are analyzed for the next week and form the topic of the weeks "application essay".

A. Skills

- Journal keeping
- Resume writing
- Experiential learning skills
- Observing human behavior - techniques of ethnography
- Observing human behavior - critical incident technique
- Problem solving
- Conflict resolution
- Listening and communicating
- Assertiveness
- Identifying and affirming personal assets
- Needs assessment techniques
- Ways to assess and articulate personal contribution and personal gain

B. Content

- Human needs (Maslow)
- The therapeutic relationship (Rogers)
- Cognitive development (Piaget)
- Moral development (Kohlberg)
- Personality styles and strengths (Myers-Briggs)
- Emotional development (Erickson)
- Love, service, and responsibility (Mother Theresa, Buscaglia)
- Self esteem and self destruction
- Defense mechanisms
- Family systems and birth order
- The brain and implication of recent research
- Learning disabilities
- Aging and aging process
- Human service organizations, structure and function of institutions
- Human service careers
- Importance of volunteer efforts in America
- Outsiders, outcasts and pariahs

Note: Please refer to attached MN Standard 7.8.1.

**Element SEVEN:** Understanding how principles of interaction and interdependence operate in societies and cultures.

**Standard 7.8.1**

Understands the interaction and interdependence between community organizations and the populations they serve through direct service or experience.

**Declarative:**

1. Understands the ramification of selected community or environmental issues, events, or services on target populations
2. Knows the purpose and function of public and private organizations and agencies that focus on a selected issue, event, or service
3. Understands how agencies determine level of service

**Procedural:**

1. Assesses and evaluates the impact of an issue, event, or service on a target population
2. Through direct service or other authentic experience, suggests, applies, and evaluates strategies designed to improve the community

**Specifications:**

Be prepared to adjust instruction or modify assignments in regard to individual students' abilities, background, and values

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota  
1996-97 School Year

CURRICULUM PROPOSAL FORM

SIGN LANGUAGE

Section I. Statement of Proposal

This class would be an elective course in the World Language department. It would be an 18-week course and all inclusive. The student to teacher ratio would be 1:20.

Section II. Rational and Need

A. History of present curriculum

The present curriculum does not include a class in American Sign Language (ASL).

B. Reasons for proposed changes in present program

American Sign Language has been recognized as having its own linguistic structure and culture and is therefore recognized as a world language. In addition to the fact that MHS has students that use ASL, there is a growing interest among other students to study and learn more about this language and culture. If offered as a language, it would improve the skills of the Deaf/Hard of Hearing students and would increase the awareness and level of acceptance among their hearing peers.

Section III. Objectives of Proposal

A. Summary of objectives of proposal

Class objectives would parallel those of other World Languages at MHS.

B. Specific objectives

Specific objectives would be designed by the instructor with collaboration from the teacher of the Deaf/HH, administration and other resource personnel.

Section IV. Procedures for Program Development and Coordination

List the steps used in planning the proposal.

Note: Please refer to attached MN Standard 10.13.1.

### 1. Study group participation

The Community Education classes or class offered at MSU could be considered as study groups. These classes are offered sequentially from ASL I - ASL IV. One of the present Deaf/HH students at MHS is interested in attending one of the Community Education classes to improve her skills. Also to be considered are other ASL courses offered in other high schools around the state.

### 2. Evaluation of research data

The evaluation process would be the interest level and success of the present classes around the state. Is there an interest among MHS students and do they meet the criterion for success which is directed by the class objectives.

### 3. Resources utilized in preparation of proposal

Communication Services for the Deaf (CSD) in Fargo and RSC in Fergus Falls.

### 4. Resource people used in planning steps

Brian Barwise, Director at CSD  
Pete Bilideau, RSC  
Jean Moe, MSH World Language Department  
Krystal Lee, Teacher of the Deaf/Hard of Hearing  
Certified Interpreter  
Bob Jernberg

## Section V. Implementation

### A. Inservice training necessary to implement program

No inservice training would be necessary, however, planning time to meet and discuss the class with the instructor, teacher of the Deaf/HH and administrators would be helpful.

### B. Indicate special training required for instructional staff to implement program

It would be very beneficial for this class to have a Deaf instructor. Our Deaf/Hard of Hearing students see very few Deaf adults as role models and this could be an opportunity for that vital exposure. The instructor would have to be hired by MHS for only one class period a day.

### C. Equipment and materials

Accessibility to a copy machine, VCR and possibly an overhead machine.

Note: Please refer to attached MN Standard 10.13.1.

#### D. Space requirements

One classroom.

#### E. Class selection

Class would be open to males and females in grades 9-12 on an open enrollment basis. \* This class may be required for Deaf/Hard of Hearing students.

#### F. Time periods

Eighteen weeks or one semester. Class could be offered as ASL I both semesters or ASL I and ASL II respectively.

### Section VI. Evaluation

#### A. Methods of evaluating program

##### 1. Questionnaires and surveys

Could be used to monitor interest or self evaluation for class success.

##### 2. Achievement scores

This could be offered as a graded course or offered on a Pass/Fail basis.

##### 3. Other methods of evaluation

The principal could also evaluate the class and instructor via a certified interpreter. Students would also be given regular quizzes and exams based on their expressive and receptive abilities.

#### B. Plans for regular feedback

Feedback could come from surveys and observations.

### Section VII. Learner Outcomes

Minnesota Standard 10.13.1 - Comprehends and communicates in a language other than English on a broad range of topics.

The student will gain a basic understanding of the linguistic structure of ASL and will be exposed to the culture of the Deaf. Students will also have a basic ability to communicate and understand ASL.

Note: Please refer to attached MN Standard 10.13.1.



#### Section VIII. Course Description

The course is American Sign Language (ASL). It is designed to introduce students to the native language and culture of the Deaf. The class will focus on basic vocabulary and linguistic structure of ASL and will be asked to use that vocabulary in its proper structure. The students will also be required to receptively read ASL at a basic level. They will also learn about the different culture of the Deaf and will be able to compare and contrast their language and culture with that of the Deaf.

Note: Please refer to attached MN Standard 10.13.1.



**Element TEN:** Communicating in a language other than English.

**Standard 10.13.1**

Comprehends and communicates in a language other than English on a broad range of topics.

**Declarative:**

1. Identifies traditions, products or places which a culture recognizes as descriptive of itself
2. Understands how past and present events have contributed to the development of language and culture

**Procedural:**

1. In a language other than English:
  - a. comprehends complex information in areas such as current events, historical events, literature or art
  - b. writes detailed, in-depth essays or reports
  - c. participates in extended discussions
  - d. analyzes information and synthesizes information based on criteria used by members of the culture itself

**Specifications:**

1. Assessment tasks should be in the intermediate range on the ACTFL Proficiency Guidelines scale.
2. Students will use all modalities (listening, reading, writing and speaking) appropriate to the language to meet standard.

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

1996-97 School Year

CURRICULUM PROPOSAL  
SMALL ENGINES 2

SECTION I. Statement of Proposal

This curriculum proposal will broaden the small engines program by adding a course called SMALL ENGINES 2.

It is proposed that Small Engines 2 be a 1/2 credit course that will meet one hour per day for one semester. It will be open to all students who have successfully completed Small Engines 1.

Small Engines 2 will be an advanced class for those students who desire a more in-depth study of small engines than was possible in Small Engines 1. These students will have the opportunity to learn the basics in the areas not covered in Small Engines 1. Students will also have the time necessary to complete sufficient lab work on engines to reinforce the basic material learned earlier.

SECTION II. Rationale and Need

A. History of the Present Curriculum

The present small engines course has been a part of the Industrial Arts curriculum for many years. This class has been very popular with ninth graders who make up the majority of the students who elect Small Engines 1. Students polled in the last six classes have indicated that less than 10% have ever had any experience with small engine theory or mechanic work. This level of inexperience has molded Small Engines 1 into an introductory course with emphasis on the most basic concepts and simpler tune-up and repair work. The time is divided equally between basic instruction and "hands on" laboratory work on engines.

The present small engines course creates a number of frustrations that both students and teachers experience. Students are interested in engine theory, tune-up work, disassembly, repair work, reassembly, and finally seeing their engine run again! However, limiting lab work to only shop engines is not practical. In addition, most students have their highest motivation when working on an engine project that they bring from home. Usually these engines need both tune-up and repair work before they will be able to run again. Because

NOTE: Please refer to attached MN Standard 1.12.1

only basic material has been taught in class, most repair work must be "directed" by the teacher on an individual project basis. Since students in Small Engines 1 cannot repeat the course, they must finish their work by the end of the semester. This creates unusual stress for both students and teacher as each term comes to a close.

#### B. Reasons for Proposed Changes in Present Program

Many students have indicated an interest in an advanced small engines class. Some students complain that so much material is covered and they have trouble keeping up. They also become frustrated when they run short of lab time to complete their engine work. Students completing Small Engines 1 have completed engine disassembly, tune-up work, some repair work, reassembly, and usually get their engine running. Some students reserve their assessment of small engine mechanics until after they see how successful their engine project is. I hear the most comments from students desiring an advanced class at this time. Small Engines 2 would provide these advanced students a chance to learn more in-depth theory of operation as well as offer sufficient time to complete their engine work.

An advanced small engines course would allow for revision of Small Engines 1. This revision would provide more flexibility to students taking Small Engines 1: the focus can remain on basics, tune-up work, engine maintenance, and light repair; major repair and overhaul projects can be deferred to the advanced class; students having trouble keeping up with the material will have an easier time and be more likely to succeed; less stress for everyone on project completion by the end of the term.

Additional challenges will be offered in the advanced course. Students considering the transition from small engines to automotive classes should find it easier after completing Small Engines 2.

An advanced class will help provide the time for students to learn about and keep up with the changes facing the small engine industry. Last year the E.P.A. announced that it will be targeting the small engine manufacturers to clean up exhaust emissions. Small engines will quickly become more technical, expensive and more difficult to own and repair.

### SECTION III. Objectives

#### A. Summary of Objectives

Small Engines 2 will provide a class for students who want a more in-depth study of small engine technology with sufficient

NOTE: Please refer to attached MN Standard 1.12.1

lab time to complete engine projects. This advanced course will help ease the time constraints for Small Engines 1 and provide the students with more flexibility and opportunity for success.

#### B. Specific Objectives

1. Complete the course of study begun in Small Engines 1
  - a. Review small engine fundamentals of operation
  - b. Review basics form Small Engines 1
  - c. Learn more about fuel and ignition service
  - d. Learn about compression service and repair
  - e. Learn to troubleshoot, service and complete maintenance work
  - f. Focus on career opportunities in the mechanical fields
2. Complete maintenance and repair work on small engine projects
3. Help students to apply their math, science, language, and other basic skills in a practical and dynamic way
4. Provide students a means for developing self-esteem by supporting their frustration and failure as they work at solving their own problems
5. Assist students who enjoy and want to learn more about using hand tools in the mechanic, metals/machine tool, and maintenance fields

#### SECTION IV. Procedures for Program Development and Coordination

List the steps used in planning the proposal.

1. Study group participation - Small Engines 1 students have been informally surveyed in the last six classes and strong interest has been shown for an advanced small engines class. The most frequently asked question is "How soon will one be offered?". The most frequent request is "We need more lab time!".
2. Evaluation of research data
3. Resources utilized in preparation of proposal - This is my 29th year teaching Industrial Arts and Industrial Technology courses. I have been instrumental in developing and implementing many courses during that time.

NOTE: Please refer to attached MN Standard 1.12.1

4. Resource people used in planning steps - Discussions were held with other Industrial Arts Department members. All were in favor of a Small Engines 2 elective. The possibility of an advanced small engines class was also discussed with both principals. Conversations with other colleagues have been helpful.

## SECTION V. Implementation

### A. Inservice Training Necessary

The present staff has the necessary training to implement the program.

### B. Special Training Required for Instructional Staff

No special training would be required of an Industrial Arts teacher with teaching experience at the secondary level. However, attending factory schools or industry sponsored training sessions would be very helpful.

### C. Equipment and Materials

The present metals/small engines lab at the high school has been well equipped for small engine work, especially with Briggs and Stratton brand engines. It will be necessary to purchase some special repair tools and repair manuals to service other engine brands.

### D. Class Selection

Students who have successfully completed Small Engines 1 are eligible.

### E. Time Periods

To be offered for one semester, one hour per day as it fits into the master schedule.

## SECTION VI. Procedures for Program Development and Coordination

### A. Methods of Evaluation Program

1. Questionnaires and Surveys - These will be written and given to students who have completed Small Engines 1, students in the Exploratory Industrial Technology class, students in automotive classes, and those in Welding/Metalworking.

NOTE: Please refer to attached MN Standard 1.12.1

2. Achievement Scores - Students in Small Engines 2 will continue using the achievement score system used in Small Engines 1:

- written chapter assignments from text
- worksheets
- quizzes and exams given
- extra credit work completed
- graded lab work on "shop" engines
- graded lab work on student engine projects
- attendance, attitude, work habits

3. Other methods of evaluation - Conferences with parents of students taking small engines: regular student conferences, phone conversations and written surveys.

#### B. Plans for Regular Feedback

Some class time has always been used to informally discuss the nature of Small Engines 1. The need for this proposal came largely from those discussions with students. This is an effective channel for regular feedback and will be continued.

Continued discussion and articulation with the Automotive instructor and other staff in the Industrial Arts department, counselors and administrators.

#### SECTION VII. Learner Outcomes

Minnesota Standard 1.12.1 - Reads and applies technical information from documents or electronic media.

NOTE: Please refer to attached MN Standard 1.12.1



**Element ONE** Comprehending, interpreting, and evaluating information received in the English language through reading, listening and viewing.

**Standard 1.12.1**

Reads and applies technical information from documents or electronic media.


**Procedural:**

1. Uses specialized vocabulary
2. Identifies and selects relevant information for the given need
3. Applies step-by-step procedures
4. Uses/reads charts, graphs, tables, and other visual/graphic representations of data
5. Interprets and transfers information from technical reading, viewing or listening selection to an application situation.  
Must perform two of the following:
  - a. build or assemble from a plan
  - b. operate, maintain, or repair from a technical manual
  - c. analyze a situation based on technical information
  - d. create a design based on technical reading

**Specifications:**

1. Instructor will provide technical documents such as:
  - a. code books
  - b. plat books
  - c. manuals
  - d. maps
  - e. government regulations
  - f. nutrition standards
  - g. product plans
  - h. environmental impact statement

4

**Memo #:** B96.224  
**Memo To:** Dr. Anderson  
**Memo From:** R. Lacher   
B. Astrup  
**Subject:** 1995.96 Final Budgets  
**Date:** January 3, 1996

The final budgets for 1995.96 are as follows:

<b>FUND</b>	<b>BEGINNING FUND BALANCE</b>	<b>REVENUES</b>	<b>EXPENDITURES</b>	<b>ENDING FUND BALANCE</b>
II Food Service	202,655	1,079,583	1,161,905	120,333
IV Community Service	411,486	851,015	999,039	263,462
V Capital Expenditure	268,999	2,667,651	3,010,342	(73,692)
VII Debt Service	334,754	864,320	909,044	290,030
VIII Townsite	(694,636)	290,180	251,940	(656,396)

General Fund and Transportation will be submitted separately

Attached are the Fund summaries. Complete detail is available in the Business Office.

**Suggested Resolution:** Move to approve the Final 1995.96 Budgets listed above and attached



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B96224.1

# II FOOD SERVICE FUND

Line #	1991.92 ACTUAL	1992.93 ACTUAL	1993.94 ACTUAL	1994.95 ACTUAL	1995.96 PRELIM BUDGET	1995.96 FINAL BUDGET
REVENUES:						
Other local and county sources:						
1 Interest	4,280	2,873	6,645	9,366	5,000	6,000
2 Miscellaneous local revenues	44	4	1,998		0	0
3	4,324	2,877	8,643	9,366	5,000	6,000
State sources:						
4 Lunch program aid	43,507	38,597	42,194	47,361	38,154	39,008
Federal sources:						
5 Lunch program aid	380,927	423,325	431,928	476,515	473,500	484,560
6 Food distribution program	98,855	95,703	95,627	108,222	93,279	88,760
7	479,782	519,028	527,555	584,737	566,779	573,320
8 Sale of food	434,326	434,580	453,693	457,969	445,368	451,255
9 Transfers (Equipment)	6,261	0	0	108,500	10,000	10,000
10 Total revenues	968,200	995,082	1,032,085	1,207,933	1,065,301	1,079,583
+++++						
EXPENDITURES:						
Pupil support services:						
11 Salaries and wages	291,294	297,217	306,017	313,909	325,884	336,450
12 Employee benefits	44,421	45,150	47,408	49,512	65,278	54,155
13 Purchased services	37761		39,522	36,943	89,957	44,040
14 Food costs-USDA commodities	98,855	95,703	95,627	108,222	93,279	88,760
15 Food costs, milk and supplies	438,482	429,956	469,891	502,383	473,295	543,000
16 Equipment/Construction	6,261	12,342	2,349	164,939	49,752	80,000
17 Other expenditures	14,211	85,006	9,387	10,446	13,390	15,500
18 Total operating expenses	931,285	965,374	970,201	1,186,354	1,110,835	1,161,905
Fiscal and Other fixed cost programs:						
19 Employee benefits	0					
20 Total expenditures	931,285	965,374	970,201	1,186,354	1,110,835	1,161,905
+++++						
Revenues and other financing sources over (under)						
21 expenditures	36,915	29,708	61,884	21,579	(45,534)	(82,322)
FUND BALANCE (DEFICIT),						
22 BEGINNING OF YEAR	52,569	89,484	119,192	181,076	145,534	202,655
FUND BALANCE (DEFICIT),						
23 END OF YEAR	89,484	119,192	181,076	202,655	100,000	120,333
24 Fund Balance as a % of Expenditures	9.61%	12.35%	18.66%	17.08%	9.00%	10.36%

Print date

03-Jan-96

IV COMMUNITY SERVICE FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGET

	1990.91 ACTUAL	1991.92 ACTUAL	1992.93 ACTUAL	1993.94 ACTUAL	1994.95 ACTUAL	1995.96 FINAL BUDGET
<b>REVENUES:</b>						
Local property taxes:						
Property tax levy	170,318	131,403	115,745	150,052	150,177	283,166
Property tax shift	(22,468)	3,628	32,215	(19,732)	14,829	
	147,850	135,031	147,960	130,320	165,006	283,166
Other local sources:						
Tuition and fees:	28,783	49,561	73,029	97,399	127,471	94,000
Interest	10,357	12,039	8,092	15,520	37,345	6,000
Other local revenue	21,249	25,241	33,191	24,800	79,869	65,316
	60,389	86,841	114,312	137,719	244,685	165,316
State sources:						
Community ed. aid	148,776	173,268	180,978	100,245	98,918	180,101
HACA	34,274	79,055	135,662	89,895	85,204	0
Other appropriations	219,156	249,502	305,589	375,493	403,795	181,755
State aid adjustment	22,468	(3,628)	(32,215)	19,732	(14,829)	
	424,674	498,197	590,014	585,365	573,088	361,856
Federal sources	35,621	40,860	46,186	54,653	41,514	40,677
<b>TOTAL REVENUES</b>	<b>668,534</b>	<b>760,929</b>	<b>898,472</b>	<b>908,057</b>	<b>1,024,293</b>	<b>851,015</b>
<b>EXPENDITURES:</b>						
Community education and services:						
Salaries and wages	385,092	426,658	512,052	535,478	566,451	568,156
Employee benefits	54,360	65,397	80,875	80,549	85,811	84,894
Purchased services	86,899	86,479	120,447	128,269	168,533	201,262
Supplies & materials	38,508	38,434	47,730	48,779	49,487	52,810
Equipment	6,758	8,003	9,575	5,594	156,300	47,802
Other expenditures	31,698	42,838	41,725	35,195	40,746	44,115
	603,315	667,809	812,404	833,864	1,067,328	999,039
Instructional support services:						
Salaries and wages	1,710	2,358				
Employee benefits	191	312				
Other expenditures	1,225	1,503				
	3,126	4,173	0	0	0	0
Fiscal and other fixed cost programs:						
Employee benefits	1,561					
Total operating expenses	608,002	671,982	812,404	833,864	1,067,328	999,039
Revenues over (under) expenditures:	60,532	88,947	86,068	74,193	(43,035)	(148,024)
<b>FUND BALANCE BEGINNING OF YEAR</b>	<b>144,781</b>	<b>205,313</b>	<b>294,260</b>	<b>380,328</b>	<b>454,521</b>	<b>411,486</b>
<b>FUND BALANCE END OF YEAR</b>	<b>205,313</b>	<b>294,260</b>	<b>380,328</b>	<b>454,521</b>	<b>411,486</b>	<b>263,462</b>
BUDGET 1993.94 PRELIM, PROGRAM "93COMMSRV"						

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MEMO #: B96.196 (REVISED)

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: NOVEMBER 29, 1995

SUBJECT: CAPITAL OUTLAY BUDGET FINAL - 1995.96

The major changes from the preliminary budget to the final budget are:

LINE #

Facilities Revenue: Decrease of -	\$ 18,028
5.0 Revised enrollment: Decrease of -	\$ 14,239
Facilities Expenditures: Increase of -	\$1,214,257
16.1 Sr. High Seating/Fire Code	\$ 34,560
19.1 Bleachers - Facility Study	\$ 25,000
19.5 Washington - Roof	\$ 60,000
21.2 Air Conditioning	\$ 885,000
Sr. High	
Jr. High	
Asp	
Probstfield	
21.3 Security Equipment	\$ 134,340
21.4 Reading Recovery Room	\$ 30,000
22.0 Lease Levy (Levy lags expenditure by 1 year) ECSU pass thru costs	\$ 55,316
Equipment Expenditures: Increase of -	\$ 33,930
39.1 District ID Badge System	\$ 10,000
44.0 District Wide Instructional - Equipment (Support for Grants)	\$ 21,025
Health & Safety Revenues: Decrease of -	\$ 239,854
14.0 Delay in expenditures	
Health & Safety Expenditures: Decrease of -	\$ 468,023
59.2 Life Safety Repairs (Actual cost less than estimated)	\$ (468,023)

Suggested Resolution: Move to approve the 1995.96 Final Capital Outlay Budget.

Beginning Fund Balance		Revenues	Expenditures	Ending Fund Balance
Facility	\$409,067	\$1,300,075	\$2,072,765	(\$363,623)
Equipment ( 65,501)		569,797	464,977	39,319
Health & Safety ( 74,567)		797,779	472,600	250,612

Attached: Fund Summary

cc: Beth Astrup  
Bob Jernberg

03-Jan-96

Line #		1993.94 ACTUALS	1994.95 ACTUALS	1995.96 PRELIMINARY Budget	1995.96 Final Budget
	BEGINNING FUND BALANCE				
1	Facility	(516,300)	\$280,246	\$443,839	\$443,839
	Disabled Accessibility		(2,553)	(34,772)	(34,772)
2	Equipment	(272,107)	(\$243,574)	(\$65,501)	(\$65,501)
3	Health and Safety	44,527	\$587,160	(\$74,567)	(\$74,567)
4	Total Beginning Fund Balance	(743,880)	\$621,279	\$268,999	\$268,999
	REVENUES				
5	Facility	1,008,500	935,560	910,103	895,864
6	Lease	255,101	257,821	298,000	298,631
7	Interest Income (Townsite Loan)	56,682	62,180	50,000	45,580
8	Disabled Access	60,000	60,000	60,000	60,000
9	TOTAL FACILITIES	1,380,283	1,315,561	1,318,103	1,300,075
10	Interactiave Television			58,231	49,411
11	Interest Income			0	0
11.1	Misc./Donations/Grants	11,551	90,296		3,831
12	Equipment	422,576	452,763	426,773	516,555
13	TOTAL EQUIPMENT	434,127	543,059	485,004	569,797
13.1	Super Fund Reimb.		8,297		
14	Health and Safety	1,022,791	(216,106)	1,037,633	797,779
	Total Health & Safety	1,022,791	(207,809)	1,037,633	797,779
	Sales and other conversions of assets:				
14.1	Sale of land	583			
14.2	Insurance recoveries				
14.3		583		0	0
15	Total Revenues	2,837,784	1,650,811	2,840,740	2,667,651
		+++++	+++++	+++++	+++++

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03-Jan-96

Line #		1993.94 ACTUALS	1994.95 ACTUALS	1995.96 PRELIMINARY Budget	1995.96 Final Budget
	EXPENDITURES				
	FACILITY				
16	Food Service	15,423	118,124	10,000	10,000
16.1	Sr. High Dish Washer, seatng and codes				34,560
16.2	Jr. High Dishwaster, Freezer +				
16.3	Asp Cooler & Freezer +				
16.4	Insured Recoveries-Capital	23,503			
17	Region I ESV/Region 8				
18	Special Assessments	12,341	30,898	0	
19	Maintenance	67,524	73,491	128,710	122,710
19.01	Bleachers\Facility Study				25,000
19.1	Loan Payback	3,076			
19.2	Sr. High Parking lot		91,260	95,000	145,800
19.3	Jr. High Water lines			95,000	51,031
19.4	Asp Parking lot		16,800	25,000	20,000
19.5	Washinton Roof		49,449		60,000
20	Telephone/Telecommunications	75,304	66,210	77,790	70,000
21	Building Construction				
21.1	District Office Renovations			100,000	100,000
21.2	Air Conditioning		2,002		885,000
21.3	Security Equipment				134,340
21.4	Reading Recovery Room				30,000
22	Lease Levy	243,635	292,578	180,000	235,316
23	Handicap Access	63,326	92,219	60,000	60,000
24	Building Allocation				
25	Edison	4,824	4,798	4,480	4,480
25.1	Relocatae poles bus lane				2,000
26	Probstfield		5,454	6,104	6,104
27	Riverside	2,455	3,447	3,280	3,280
28	Washington		7,968	5,840	5,840
29	Robert Asp	4,432	13,753	6,000	6,000
30	Voyager	1,960	10,508	1,920	1,920
31	Jr. High	4,117	52,184	10,494	10,494
32	Sr. High	7,142	32,143	16,890	16,890
33	Transfer to cover fund 06 expenditures		213,257		
34	Interest	57,812	7,643	32,000	32,000
35	Total Facility	\$586,873	\$1,184,186	\$858,508	\$2,072,765

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03-Jan-96

Line #		1993.94 ACTUALS	1994.95 ACTUALS	1995.96 PRELIMINARY Budget	1995.96 Final Budget
	EQUIPMENT				
36	Technology	23,000	24,662	23,000	23,000
37	Technology Long-Term	50,813	31,490	30,000	30,000
38	Interactive Television			70,408	70,408
39	Replacement of Equip.	10,023		5,000	5,000
39.1	I. D. Badge System				10,000
40	Maint./Transportation	13,003	22,099	32,000	32,000
41	Vehicles	11,994	7,600	7,500	7,500
42	Media/A.V.	31,998	25,572	27,000	27,000
43	Media Library	26,245	27,156	26,000	26,000
44	District-Wide Equip.	81,455	71,008	95,000	116,025
45	Music	14,615	12,010	12,000	12,000
46	Building Allocation				0
47	Edison	9,365	8,406	8,400	8,400
48	Probstfield	8,319	7,805	11,445	11,445
49	Riverside	6,540	9,158	6,150	6,150
50	Washington	9,359	9,568	10,950	10,950
51	Robert Asp	11,154	12,050	11,250	11,250
52	Voyager	3,360	3,593	3,600	3,600
53	Jr. High	19,820	14,207	16,676	16,676
	Athletics	1,632	1,497	3,000	3,000
54	Sr. High	22,477	37,451	25,668	25,668
	Athletics	6,147	15,438	6,000	6,000
55	Text Book Adoptions			0	0
56	Misc./Donations/Grants	44,276	24,217		2,905
57	Total Equipment	\$405,594	\$364,987	\$431,047	\$464,977
	HEALTH AND SAFETY				
58	Tank Replacement	97,231	29,813		
58.1	Well Monitoring		49,790	65,000	65,000
59	Electrical Retrofit				
59.1	Fire Code Compliance	224,593	25,812		
59.2	Life Safety Repairs	1,879	264,360	768,023	300,000
60	Asbestos Removal\Hazardous Wast	65,068	4,893	0	
61	Asbestos Loan Payback	76,343	76,343	75,600	75,600
62	Hazardous Substance Consult	15,044	2,907	32,000	32,000
63	Hepatitis Vaccination				
64	Health and Safety	\$480,158	\$453,918	\$940,623	\$472,600
65	Total Expenditures	\$1,472,625	\$2,003,091	\$2,230,178	\$3,010,342
		+++++	+++++	+++++	+++++
66	Total Revenue Over Expenditure	\$1,365,159	(\$352,280)	\$610,563	(\$342,691)
	(Total Expenditure Over Revenue)				
67	Total Ending Fund Balance	\$621,279	\$268,999	\$879,562	(\$73,692)
		=====	=====	=====	=====

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03-Jan-96

Line #		1993.94 ACTUALS Enrollment	1994.95 ACTUALS	1995.96 PRELIMINARY Budget	1995.96 Final Budget
67	GRADE				
68	K	490	481	482	492
69	1-4	2008	1,960	1953	1931
70	5 & 6	984	987	1024	989
71	7 & 8	960	1,009	1023	975
72	9-12	1592	1,624	1792	1764
		6034	6061	6274	6151
	WADM				
73	K	0.50	241	241.00	246.00
74	1-4	1.06	2,078	2070.18	2046.86
75	5 & 6	1.06	1,046	1084.38	1033.50
76	7 & 8	1.30	1,312	1329.90	1267.50
77	9-12	1.30	2,111	2329.60	2293.20
78			6787.22	7055.06	6887.06
		95.96	96.97		
79	Facilities Fund	129	126	910,103	888,431
80	Equipment	75	72	529,130	516,530

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VII DEBT REDEMPTION FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

03-Jan-96 PRINT DATE

Line No.	1990.91 ACTUAL	1991.92 ACTUAL	1992.93 ACTUAL	1993.94 ACTUAL	1994.95 ACTUAL	1995-96 PRELIM	1995-96 FINAL BUDG
REVENUES:							
1	270,179	254,480	134,281	520,642	589,718	474,884	474,884
				759	7		
2	Sept. 15, 1992 Referndum						
	270,179	254,480	134,281	521,401	589,725	474,884	474,884
3	Sub Total						
4	28,540	14,377	6,837	10,764	31,620	13,000	13,000
	Other local sources:						
	Interest income						
	State sources:						
5	54,624	151,613	152,907	309,551	337,497	280,936	280,936
6	46,168	34,344	19,060	97,424	119,424	95,000	95,000
7	339	338	180	540	557	500	500
				(759)	(7)		
8	Vocational aid						
9	101,131	186,295	172,147	406,756	457,471	376,436	376,436
10	399,850	455,152	313,265	938,921	1,078,816	864,320	864,320
EXPENDITURES:							
	Fiscal and other fixed costs:						
11	224,750	220,000	235,000	400,000	482,524	435,000	437,524
12	174,310	128,688	116,877	584,822	496,209	470,019	470,520
13	1,158	1,255	1,283	1,003	400	1,000	1,000
14	400,218	349,943	353,160	985,825	979,133	906,019	909,044
15	(368)	105,209	(39,895)	(46,904)	99,683	(41,699)	(44,724)
	Revenues over (under) expenditures						
	Other financing sources (uses):						
16	1,783,593						
17	(1,783,593)						
18	0	0	0	0	0	0	0
19	(368)	105,209	(39,895)	(46,904)	99,683	(41,699)	(44,724)
	Revenues and other financing sources and uses over expenditures						
20	217,029	216,661	321,870	281,975	235,071	297,895	334,754
	FUND BALANCE, (DEFICIT), BEGINNING OF YEAR						
21	216,661	321,870	281,975	235,071	334,754	256,196	290,030
	RETAINED EARNINGS (DEFICIT)/ FUND BALANCE, END OF YEAR						

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03-Jan-96 VIII TOWNSITE CENTRE LEASING  
ENTERPRISE FUND

INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

	1990-91 ACTUAL	1991-92 ACTUAL	1992-93 Actual	1993-94 ACTUAL	1994-95 BUDGET	1994-95 ACTUAL	1995-96 PRELIM BUDGET	1995-96 FINAL BUDGET
					1.02		1.02	1.02
OPERATING REVENUES:								
Rents	234,899	256,025	247,863	235,674	240,388	163,649	245,196	166,922
Rents from School District	31,394	30,729	34,853	35,550	36,261	69,493	36,986	70,883
	266,293	286,754	282,716	271,224	276,649	233,142	282,182	237,805
Sq Feet	44,970.8	\$5.92	\$6.38	\$6.29	\$6.03	\$6.15	\$5.18	\$6.27
								\$5.29
								1.03
OPERATING EXPENSES:								
Salaries and benefits	61,362	67,693	71,499	73,439	74,388	75,620	75,876	77,889
Utilities and fuel	48,960	48,236	41,387	44,471	43,059	47,237	43,920	48,654
Insurance	5,633	4,153	6,170	7,300	6,419	6,952	6,547	7,091
Bldg. Improvement			0					
Other operating expense	11,037	12,487	24,562	34,808	37,660	38,799	38,413	39,963
Total operating expenses	126,992	132,569	143,618	160,018	161,526	168,608	164,757	173,597
Per square foot	\$2.82	\$2.95	\$3.19	\$3.56	\$3.59	\$3.75	\$3.66	\$3.86
OPERATING INCOME BEFORE DEPRECIATION	139,301	154,185	139,098	111,206	115,123	64,534	117,425	64,208
DEPRECIATION	107,240	108,362	108,451	80,178	37,937	37,937	37,937	37,937
Per square foot	\$2.38	\$2.41	\$2.41	\$1.78	\$0.84	\$0.84	\$0.84	\$0.84
OPERATING INCOME	32,061	45,823	30,647	31,028	77,186	26,597	79,488	26,271
NONOPERATING REVENUES (EXPENSES):								
Interest revenue	6,106	2,770	1,384	1,932	4,500	2,952	5,000	3,000
Interest expense	(66,412)	(61,066)	(56,364)	(52,082)	(49,066)	(48,535)	(45,066)	(45,535)
Other	2,143	3,576	4,393	2,227	3,000	2,262	3,000	2,500
Net Nonoperating expense	(58,163)	(54,720)	(50,587)	(47,923)	(41,566)	(43,321)	(37,066)	(40,035)
Per square foot	(\$1.29)	(\$1.22)	(\$1.12)	(\$1.07)	(\$0.92)	(\$0.96)	(\$0.82)	(\$0.89)
OPERATING EXPENSES	176,069	186,211	201,482	192,273	157,897	163,224	165,628	171,499
NET LOSS	(26,102)	(8,897)	(19,940)	(16,895)	35,620	(16,724)	42,422	(13,764)
RETAINED EARNINGS (DEFICIT)/ FUND BALANCE, BEGINNING OF YEAR	(591,355)	(627,457)	(636,354)	(656,294)	(673,189)	(677,912)	(637,569)	(694,636)
RETAINED EARNINGS (DEFICIT)/ FUND BALANCE, END OF YEAR	(617,457)	(636,354)	(656,294)	(673,189)	(637,569)	(694,636)	(595,147)	(708,400)

DISK: BUDGET 93.94, Prelim: PROGRAM "93TOWNSITE"

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MEMO #: I-96-166

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Addition of Staff for Moorhead  
Community Alternative Program

DATE: January 2, 1996

Attached is a proposal requesting the addition of one FTE teaching staff and one FTE paraprofessional at the Moorhead Community Alternative Program (MCAP).

The current capacity for junior high students is 10. These additions will allow us to serve up to 20 junior high students. The proposed staffing increase will result in an additional net cost of \$20,698.45 to the general budget, in that only one-third of the students to be served are handicapped.

This will reduce the General Fund estimated ending Fund Balance as follows:

Current Estimated General Fund Balance	\$3,306,516.00
Less this Action	<u>20,698.45</u>

New Ending General Fund Balance	\$3,285,817.55
---------------------------------	----------------

Suggested Resolution: Move to approve the request for additional staff as requested.

RMJ/mdm  
Attachment

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

1995-96 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: Moorhead Community Alternative Program

TOPICS OF PROPOSAL: Addition of 1.0 FTE Instructor and 1.0 FTE Para

SUBMITTED BY: Debra M. Pender DATE: 12/19/95

Alan K. Swedberg DATE TO BE IMPLEMENTED:

01/15/96

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: \_\_\_\_\_

PERSON RESPONSIBLE TO  
RECOMMEND TO SUPERINTENDENT: Robert M. Jervisey

Recommendation (by person responsible):

Approve X Disapprove \_\_\_\_\_ Hold \_\_\_\_\_ Refer to Cabinet \_\_\_\_\_

Date 12/19/95

District Mission Statement: To develop the maximum potential of every learner to thrive in a changing world.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

This proposal includes the addition of one classroom to the Junior Alternative, grades 5-8, of the Moorhead Community Alternative Program. According to information from building principals, especially at the Junior High School, there are a number of students currently enrolled and/or transitioning to Moorhead Public Schools, in need of these services. This proposal meets district philosophy in that it expands services to learners with identified needs for off-site programming, as well as supporting the district's zero-tolerance policy for aggression in the buildings. The proposal would increase the number of slots from ten to twenty.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.

The purpose of this proposal is to expand the availability of alternative education in a structured, secure environment to more middle school/junior high age students. Currently, capacity is ten students. The proposal would double this. Referrals from the Junior High School support this proposal. There is a current waiting list of six students from the Junior High School and one from Robert Asp School. This trend has been evidenced throughout the first quarter of 1995.

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

If the proposal is not approved, the safety and security of staff and students in the regular buildings may be at-risk. Further, the district may be in violation of the identified students' civil rights, according to Section 504. It is impossible to manage the increased population at the middle-junior high level at the MCAP without the additional classroom.

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

One possibility is to create a program/system at the Junior High School to manage these students. Another is to maintain a waiting list for existing slots and to require buildings to program for identified students. Another is to pursue an expansion at Y.E.S. or another alternative site to manage these numbers. Last, is to create an after school/evening program for junior high students. This would also require a staffing redistribution or increase.

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

PROPOSAL FORM:

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

Administrators:

Teachers: 1.0 FTE 13,440.00 01.200.495.740.00140 \$2,742.00 \$10,698

Clerical:

Paraprofessional: 1.0 FTE 5,221.00 01.200.495.740.00141 \$1,740.00 \$ 3,481

No. & Hrs./day: 6.5

Teacher Para:

Noon Para:

	Total Salaries	X 30%	
FRINGE BENEFITS:	Worker's Compensation	X Salary	X .005 = \$6,519.45
SUPPLIES:			0.00

#2 CAPITAL OUTLAY: all from MJH and MSH 0.00

OTHER EXPENSES: 0.00

#3 TOTAL COST \$ 25,180.45 NET DISTRICT COST \$20,698.45

Comments on budgetary items:

The special education reimbursement is figured based on salaries. Since only one-third of the students to be served at present are handicapped only one-third of possible aid is figured. At the end of the year, average daily membership will determine what portion of the staffs salary can be claimed for reimbursement.

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

6. Space implications (short/long range).

Current space at the Townsite Centre, with accommodations such as security cameras on the mezzanine or P.L.U.S. area(s) would suffice in the short-term. This classroom would increase the square footage necessary for MCAP in the long-range, ie. five classrooms and related needs (gym, lunch, etc.) for the population, time out areas.

7. Equity implications.

Gender equity is not a concern. 504 and Special Education requirements are a consideration.

8. Technology implications.

Technology is not a major factor. Expansion in line with the overall goals of the program, ie. Computer Based Learning System, cable, etc.

9. Suggested timelines for implementation.

January 1996

10. Who has been involved in this decision?

Building principals, special education coordinator, special education director and the assistant superintendent of Curriculum and Instruction.

11. Other comments:

The addition of this classroom will increase the capacity by 20%. There may be expenses related to instructional supplies, curriculum, and capital outlay, as well as staff increases involved in this expansion. Administrative management and supervision of the site must also be considered.



MEMO #: S-96-124

TO: School Board

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

RE: Approval of Policy

DATE: January 4, 1996

Attached please find the policy, Religion (IGAC), as revised per the December 11 board meeting.

Suggested Resolution: Move to approve the policy, Religion (IGAC), as presented.

*(cbp)*  
Attachment

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IGAC DATE ADOPTED: 01-09-79 REVIEWED/REVISED: 09-90
------------------------------------------------------	--------------------------------------------------------------------------

(DRAFT 11/95)

### RELIGION

The proper role that religion plays in the Moorhead Public Schools is in its educational value rather than its observance or celebration. This value is based upon its important cultural element whose effects have been felt throughout history.

One of the purposes of the Moorhead Public Schools is to teach about the world in history, and the world that is. The role that religion has played in the historical, ~~and~~ social, cultural, and political development of all humanity is essential to the curriculum.

The Moorhead Schools should play a vital role in bringing about an understanding among people of different backgrounds. Teaching about religions as literature, and the role of religion in the history of the United States and other countries can help achieve this understanding.

The choice of what to believe is, and should be, left solely to the individual. Each person is free to choose or reject any belief without interference from either government or other members of the community. The choice made by each person and family is entitled to the greatest respect. The Moorhead Public Schools shall marshal its forces to maintain the dignity of each religious preference or absence of the same, and the sanctity of that belief for each individual home. No person should be put in an embarrassing position because of personal or family choice.

Our policy regarding the relationship of religion and public education should provide freedom, protection, ~~and~~ sensitivity, tolerance and appreciation for students, teachers, administration, parents, and community as a whole.

The Moorhead Schools ~~should~~ shall implement the rules and regulations identified in this policy that speak toward the teaching of religious symbols, musical programs, concerts, advertising religious activities, and the school calendar.

- over -

## RESPONSIBILITY

1. It shall be the responsibility of the superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:
  - a. The proposed activity must have a secular purpose.
  - b. The primary objective of the activity must be one that neither advances nor inhibits religion, and
  - c. The activity must not foster excessive governmental relationships with religion.

## RULES AND REGULATIONS:

1. Non-Promotion or Disparagement of Religions - The school district shall neither promote nor disparage any religious belief or non-belief. Instead, the school district encourages all students and employees to have appreciation and tolerance of each other's views.
11. Academic Study About Religions / Academic study about religions is a systematic, open, non-doctrinal, but empathetic examination of all religions. This study should encompass both past and present religions. This open approach seeks to avoid condemnation and destructive judgments and to produce understanding and respect.
12. Academic Study About Religions - The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
23. The Use of Religious Symbols - Religious symbols are sacred to particular faiths and have their place in the church, synagogue, or home. The use of religious symbols in the school should shall be encouraged only in the academic study of religions; that is for temporary periods when appropriate for in connection with educational purposes.
24. Musical Programs and Concerts - Musical programs prepared for or presented during school hours should shall not be religious or religiously oriented. Such programs, however, whether containing seasonal themes or not, may include religious music. However, the school district recognizes that one of its educational objectives is to increase its student's knowledge and appreciation of music which may have had a religious basis or origin as well as secular importance. Consequently, such programs may include religious music to the extent presentation of the music advances an educational objective and is presented in an objective manner without religious indoctrination.

A volunteer group practicing outside the school day, school day defined as 30 minutes prior to or 30 minutes immediately following the regularly scheduled student day, may present a program of religious music in the school outside of school hours/ However, these groups would be limited by the, subject to, and in conformance with, the school policies and rules governing the use of school facilities.

At all levels of education, the study of religious music as a part of a music appreciation course, musical experience, or as part of a study of various lands and cultures is appropriate as is the study of secular music.

- 4/ Advertising Religious Activities / Schools shall not permit the advertising of religious activities/

Religious literature shall not be distributed in or through the schools except as part of the religious academic study about religions/

45. Advertising Religious Activities - The advertising of religious activities and distribution of religious literature shall be on the same terms and conditions as permitted for other advertising or literature that is unrelated to school curriculum or activities.

- §6. School Calendar - The school calendar should be drawn up so as designed to minimize conflict with the encourage sensitivity for religious holidays, Sabbaths and holy days of all faiths.

Where if conflicts are unavoidable occur, care should be taken to avoid tests/ special projects/ introduction of new concepts/ and modify lesson activities or other activities which would will be difficult to make up.

7. Religious Excusals - In the event a student and/or student's parent or guardian finds a lesson objectionable based on the student's or student's parent or guardian's religious beliefs or other conscientious grounds, the student and/or student's parent or guardian may seek excusals therefrom through the building principal. The building principal shall work with the student and/or student's parent or guardian to arrange for such excusals unless there are clear issues of overriding concern that would prevent it.

Legal References: U.S. Constitution, First Amendment  
Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105,  
29 L.Ed. 2d 745 (1971)  
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d  
1311 (8th Cir.) cert. denied, 449 US. 987, 101  
S.Ct. 409, 66 L.Ed.2d 251 (1980)

MEMO #: S-96-125

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Approval of Policy  
DATE: January 4, 1996

Attached please find the policy, School Attendance Governing Enrollment of Handicapped Children/Adults (JEAA), as revised per the December 11 board meeting.

Suggested Resolution: Move to approve the policy, School Attendance Governing Enrollment of Handicapped Children/Adults (JEAA), as presented.

*cbp*  
Attachment

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JEAA  
DATE ADOPTED: 01-11-77  
REVIEWED/REVISED: 12-90

(DRAFT 11/95)

SCHOOL ATTENDANCE  
GOVERNING ENROLLMENT OF HANDICAPPED CHILDREN/"ADULTS"

It shall be the policy of Independent School District No. 152 to provide special instruction and services, either within the district or in another district, for all handicapped children/adults of school age who are residents of the school district and who are handicapped as set forth in M.S. 120.03.

*School age means the ages of three years to twenty-one years until July 1, 1988, and ages birth to twenty-one years after June 30, 1988, for children who are handicapped as defined in M.S. 120.03 and shall not extend beyond secondary school or its equivalent.*

School age means the ages of birth to twenty-two years for children/"adults" who are handicapped as defined in M.S. 120.03 and shall not extend beyond secondary school or its equivalent.

Independent School District No. 152 defines a child/"adult"'s date of birth for enrollment purposes as the age of the child/"adult" on September 1.

JAN 4 1996

MEMO #: B96.222  
MEMO TO: DR. ANDERSON  
FROM: ROBERT LACHER  
DATE: JANUARY 3, 1996

SUBJECT: 1996 TAX ANTICIPATION CERTIFICATES

We are planning to finance approximately \$3,000,000 with bond proceeds. The sale will be February 12, 1996. The costs are projected at \$7,875.00.

Suggested Resolution: Move to set February 12, 1996 as the date to sell approximately \$3,000,000 of tax anticipation certificates.

cc: Beth Astrup



5-M9-Bos  
min  
1-22-96

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 22, 1996  
PAGE 1

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

MEMBERS ABSENT: None

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

PREVIEW OF AGENDA: Superintendent Anderson previewed the agenda noting to remove item #6., Addition of MSMI Paraprofessional Position, due to the reallocation of FTE from a vacated position.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS

Superintendent Anderson announced the storm make-up days for students and staff will be January 26, February 19 and April 8. The end of the semester will be extended to January 30.

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

Gifts - Accept the gift of \$2,516.58 from an anonymous donor to purchase computer technology for Washington School.

Student Services Agreement - Approve the agreement with Production Alternatives, Inc. for supported/sheltered employment services from December 11, 1995 through May 31, 1996, in an amount not to exceed \$2,160.

Grants

- Accept the Goals 2000 Arts Leadership grant, in the amount of \$1,250, for developing interdisciplinary models using music, math and science, and expanding visual arts, industrial and business education.

- Accept the Frameworks in Arts Curriculums Strategies (FACS) grant, in the amount of \$30,000, for the development of performance standards in the arts.

- Accept the School-based Learn & Serve America grant, in the amount of \$125, for general supplies needed to carryout service learning activities.



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 22, 1996  
PAGE 2

- Accept the Comprehensive Drug & Violence Prevention award, in the amount of \$47,436.36 for safe and drug-free schools, and \$11,017.29 for violence prevention.

- Accept the First-year Teacher Research & Development Planning grant, in the amount of \$5,000 for 1995-96 and \$25,000 for 1996-97, for the mentoring of new staff to the teaching profession.

New Employees

Pat Thoreson - Home Economics Teacher, Senior High, second semester, BA (7) .143 \$1673.01.

Peggy Tri - Kindergarten Home School Liaison Teacher, Edison, BA (6) .50 \$5343.94, effective January 29, 1996.

Resignations

Janelle Halverson - A.O.M. Paraprofessional, Washington, effective immediately.

Pam Rinderknecht - Food Service Computer Operator, Edison, effective February 23, 1996.

Change in Contract

Diane Zitzow - Head Start Paraprofessional, additional 3.25 hours, effective January 23, 1996.

Tammy Ressler - MMMI Teacher, Senior High, from .714 to full time for second semester, BA (7) \$3346.02.

Steve Connelly - Physical Education Teacher, Senior High, additional .071 for second semester, MA+15 (7) \$1048.35.

Heather Hindt - Physical Education Teacher, Senior High, additional .071 for second semester, BA+15 (7) \$874.35

Charles Watson - Social Studies Teacher, Senior High, second semester, BA+75 (19).143 \$2873.61.

Jeff Ekre - Math Teacher, Junior and Senior High, second semester, BA (6) .786 \$8912.28.

Family/Medical Leave

Cheri Puetz - 5th Grade Teacher, Robert Asp, to begin on or about April 5, 1996 for 6 weeks.

Catherine Russell - 5th Grade Teacher, Robert Asp, to begin on approximately March 19, 1996 for 6 weeks.

Tammy Schatz - AOM Paraprofessional, Probstfield, to begin on or about February 12, 1996 until March 4, 1996.

Beth Astrup - Accountant, Townsite Centre, to begin approximately March 11, 1996 and continue for six to eight weeks.

Renee Smith - EBD Paraprofessional, Washington, to begin January 4, 1996 for 8 weeks.

Motion carried 7-0.

COMMITTEE REPORTS: A report was given regarding the Community Education Advisory Council and District Student/Staff Assistance Steering Committee meetings.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 22, 1996  
PAGE 3

STUDENT/STAFF ASSISTANCE STEERING COMMITTEE: Staff members Lynn Sipe, DSSASC Chair, and Jan Childs, Washington School Care Team member, presented the history and function of the District Student/ Staff Assistance Steering Committee (DSSASC) and building Care Teams.

Sipe reported that a committee of staff and community people was formed in 1986-87 to develop a suicide prevention/intervention policy, and over the years this committee has evolved into the the current committee. Committee membership includes each building's Care Team chairperson, representation from St. Joseph's School, and rotates to allow for new representation. The committee has developed and distributed a Crisis Response Manual for use by all Care Teams.

Care Teams have been developed in every building to assist students and staff deal with crisis situations within the building. The teams have built a comfort level within the buildings so staff are prepared to deal with all types of crisis situations.

Assistant Superintendent Skinkle reported research is being done to update the current Employee Assistance Program.

MOORHEAD PUBLIC SCHOOLS LOGO REDESIGN: Brenda Buzick-Ostlie, Public Relations Coordinator, presented an overview of the proposed project's mission and process for redesigning the district's logo. The goal of the project is to develop a contemporary graphic look that will provide a strong identity for the district. Teacher Jay Raymond's art/design class will act as an advertising/design agency to develop a design as directed by the "client" or school district. Input will be sought by staff and administration in the beginning and at various points until completion.

ADDITION OF MSMI PARAPROFESSIONAL POSITION: This item was removed from the agenda due to the reallocation of the FTE from a vacated position.

1995-96 FINAL BUDGETS: Cox moved, seconded by Foss, to approve the 1995-96 final budgets for the General and Transportation funds as follows:

	<u>Revenues</u>	<u>Expenditures</u>
General	\$32,102,906	\$31,776,437
Transportation	1,815,595	2,132,730

Motion carried 7-0.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 22, 1996  
PAGE 4

Gustafson recessed the meeting at 8:10 p.m. for 10 minutes; the meeting reconvened at 8:20 p.m.

CLOSE PUBLIC MEETING: Hastad moved, seconded by Cummings, to close the public meeting, pursuant to M.S. 471.05, at 8:21 p.m. for the purpose of discussing negotiations strategies. Motion carried 7-0.

Skinkle and Lacher updated the Board regarding the contract negotiations with the custodial, secretarial and paraprofessional units.

REOPEN PUBLIC MEETING: Ladwig moved, seconded by Hastad, to reopen the public meeting at 8:58 p.m. Motion carried 7-0.

ADJOURNMENT: Cummings moved, seconded by Cox, to adjourn the meeting at 8:59 p.m. Motion carried 7-0.

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James Hewitt, Clerk

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

January 22, 1996  
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. 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.

SCHOOL BOARD AGENDA - January 22, 1996  
PAGE 2

- A. INSTRUCTIONAL MATTERS - Jernberg
- (1) Acceptance of Gifts - Pages 5-6
  - (2) Approval of Student Services Agreement - Pages 7-12
  - (3) Acceptance of Grants - Pages 13-15
    - Goals 200 Arts Leadership
    - Frameworks in Arts Curriculums Strategies
    - School-based Learn & Serve America
    - Comprehensive Drug & Violence Prevention Award
    - First-year Teacher Research & Development Planning
- B. BUSINESS AFFAIRS - Lacher
- C. PERSONNEL MATTERS - Skinkle
- (1) Approval of New Employees - Page 16
  - (2) Acceptance of Resignations - Page 17
  - (3) Approval of Change in Contract - Page 18
  - (4) Approval of Family/Medical Leave - Page 19

D. ADMINISTRATIVE MATTERS - Anderson

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

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

3. COMMITTEE REPORTS

4. STUDENT/STAFF ASSISTANCE STEERING COMMITTEE - Anderson  
Page 20

Overview of the history and function of the District's Student/Staff Assistance Steering Committee (DSSASC) and building Care Teams by Lynn Sipe, DSSASC Chair, and Jan Childs, Washington School Care Team member.

5. MOORHEAD PUBLIC SCHOOLS LOGO REDESIGN - Anderson  
Pages 21-22

Public Relations Coordinator, Brenda Buzick-Ostlie will present the proposed project's mission and process.

6. ADDITION OF MSMI PARAPROFESSIONAL POSITION - Swedberg  
Pages 23-27

Suggested Resolution: Move to accept the employment of a 1.0 FTE paraprofessional as presented.

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

7. 1995-96 FINAL BUDGETS - Anderson  
Pages 28-35

Suggested Resolution: Move to approve the 1995-96 final budgets for the General and Transportation funds as presented.

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

8. CLOSE PUBLIC MEETING - Gustafson

Suggested Resolution: Move to close the public meeting, pursuant to M.S. 471.05, at \_\_\_\_\_ p.m. for the purpose of discussing negotiations strategies.

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

9. REOPEN PUBLIC MEETING - Gustafson

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

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

10. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

11. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Community Ed. Classes Begin	Mon., Jan. 22		
School Board	Mon., Jan. 22	7 p.m.	Townsite
Supt. Advisory Council	Thurs., Jan. 25	7 p.m.	Townsite
End of 2nd Qtr.	Thurs., Jan. 25		
K-12 Workshops (No Classes)	Fri., Jan. 26		
Intergovt. Retreat (Chamber)	Fri., Jan. 26 - Sat., Jan. 27		Detroit Lakes
Joint Powers	Thurs., Feb. 1	7 a.m.	Courthouse
GXC Committee	Tues., Feb. 6	3:45 p.m.	Townsite
LRP Committee	Thurs., Feb. 8	3:45 p.m.	Townsite
School Board	Mon., Feb. 12	7 p.m.	Townsite
PER Committee	Thurs., Feb. 15	7 a.m.	Townsite
Storm Make-Up Day	Mon., Feb. 19	K-12 classes held	
School Board	Mon., Feb. 26	7 p.m.	Townsite
K - P/T Conferences	Mon., Mar. 4	day	
Precinct Caucus Day (no school-sponsored activities after 6 pm)	Tues., Mar. 5		District- wide
K-12 P/T Conferences	Wed., Mar. 6	3-6 p.m.	
K-12 P/T Conferences	Thurs., Mar. 7	day & evening	
Joint Powers	Thurs., Mar. 7	7 a.m.	Courthouse
K-12 No School	Fri., Mar. 8		
School Board	Mon., Mar. 11	7 p.m.	Townsite
GXC Committee	Tues., Mar. 12	3:45 p.m.	Townsite
LRP Committee	Thurs., Mar. 14	3:45 p.m.	Townsite
Policy Review	Mon., Mar. 18	7 p.m.	Townsite
PER Committee	Thurs., Mar. 21	7 a.m.	Townsite
School Board	Mon., Mar. 25	7 p.m.	Townsite

MEMO #: I-96-193

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Acceptance of Gifts

DATE: January 16, 1996

The district has received \$2,516.58 from an anonymous donor to purchase computer technology for George Washington School students.

See budget implications found on page 15 of this agenda.

Suggested Resolution: Move to accept the gift as presented.

RMJ/mdm



George  
Washington

ALL-STARs

George Washington Elementary School  
901 14th Street North  
Moorhead, MN 56560  
299-6266 or 299-6267

1-15-96

Washington requests the Board's acceptance of an anonymous donation of \$2,516.58. The donor requested the funds be used for computer technology for Washington students.

*M. Schmid*  
Mary Jo Schmid  
Principal

01.194...70096

Code - 01.194.203.000.00855



Norwest Bank Minnesota West, N.A.  
Moorhead, Minnesota 56560

Cashier's  
Check

132640

Location ID 00095

Remitter ACTIVITIES ACCOUNT 0950044038

Date JANUARY 10, 1996 75-130/912

Pay \*\*\*\*\*\$2,516AND58CTS

\*\*\*\*\*2,516.58

To the  
Order of \* GEORGE WASHINGTON SCHOOL

*Charles E. For...*

Authorized Representative

⑈132640⑈ ⑆091201300⑆ 0950903154⑈

MEMO #: I-96-187

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *[Signature]*

SUBJECT: Agreement for Sheltered/Supported  
Employment Services for a Student

DATE: January 11, 1996

The administration requests approval of the attached agreement with Production Alternatives Inc., for supported/sheltered employment services from December 11, 1995 through May 31, 1996.

Total cost will not exceed \$2,160 of which state special education aids will amount to \$1,123.20 and the remaining \$1,036.80 will be billed to the student's resident school district.

See budget implications found on page 15 of this agenda.

Suggested Resolution: Move to approve the agreement with Production Alternatives Inc. as presented.

AKS:dr  
Attachment

MOORHEAD INDEPENDENT SCHOOL DISTRICT  
AND  
PRODUCTIVE ALTERNATIVES, INC.  
CONTRACTUAL AGREEMENT FOR THE 1995-1996 SCHOOL YEAR

This contract entered into this 11th day of December, 1995 by and between Moorhead Independent School District #152 (hereinafter referred to as the SCHOOL DISTRICT) and Productive Alternatives, Inc., a nonprofit corporation witnesses that:

1. The term of this contractual agreement shall be for a period commencing on the 11th day of December 1995, to and including May 31, 1996, for an agreed cost during the full term of the contract agreement as follows:

- Total cost of the contract will not exceed \$2160.00 for the period of time December 11, 1995 through May 31, 1996 - Productive Alternatives, Inc. intends to provide 120 days of service throughout this time period. The established per diem rate will be \$18.00 per day.

2. Productive Alternatives, Inc. agrees to provide vocational services to a SCHOOL DISTRICT MMI-MSMI student.

3. Productive Alternatives, Inc., agrees to provide vocational services included in the student's Individualized Education/Transition Plan.

4. Productive Alternatives, Inc., agrees to bill the SCHOOL DISTRICT with a description of:

- Name of the student.
- Days and hours of service.
- Amount per student.

5. Productive Alternatives, Inc., agrees to assist in coordinating an on-site visit for school personnel and the student's family if requested.

6. The SCHOOL DISTRICT agrees to provide a copy of the student's Individualized Education/Transition Plan to Productive Alternatives, Inc.

7. The SCHOOL DISTRICT agrees to pay for vocational services.

\_\_\_\_\_  
NAME  
\_\_\_\_\_  
Authorized Signature  
\_\_\_\_\_  
Title  
\_\_\_\_\_  
DATE

Larry Merxbauer  
NAME  
Larry Merxbauer  
Authorized Signature  
President  
Title  
1-3-96  
DATE

**1996 Purchase of Service Proposal  
To  
Moorhead School District  
From  
Productive Alternatives, Inc.**

**1. Description of Program and Services**

**A. Vocational Evaluation, Work Adjustment Training**

*These services are provided to persons entering our programs primarily through the Department of Rehabilitation Services. The purpose of these programs will be provision of short term assessment and evaluation to assist in the development of a Vocational Plan to address employment needs. These programs will include both interest and aptitude testing along with other pertinent history to help in the plan development. We also will work to incorporate the expressed interests and vocational objectives of the consumer in the final recommendations. These programs may be offered in community or facility based situations responsive to the requests of individuals and referral sources.*

**B. Sheltered Work**

*The sheltered work program provides employment opportunities to consumers who are unable to maintain consistent productivity that would enable them to function in the competitive labor market. Employment provided is commensurate with the consumers' needs and abilities. Supervision and support are provided for the consumer to maintain employment and to learn work habits which will enable them to progress in their vocational development. The ultimate goal of this program is for the consumer to increase their skill to such a point that they can be placed in competitive employment. However, for some, maintenance of employment skills at a sheltered level is an acceptable outcome and they may remain in our program as long as they choose or the need exists.*

*Work provided by the facility may include various subcontract assembly and collating, depending on the availability of work and current production demands. This work is used as a therapeutic medium to develop work skills and behavior which will ultimately lead to attainment of the desired vocational objectives. Compensation for work performed is based upon productivity measured by standardized techniques in compliance with Federal Wage and Hour law.*

*Individual written vocational plans are developed for each consumer which include vocational related goals reviewed quarterly and modified as is appropriate to the consumers progress and expressed vocational objectives. Staffings are held at least annually with representatives from the Clay County Social Services, the Division of Rehabilitation Services, other involved service providers, parents, and significant others in the consumers life. The consumer shall be present and provide input in the development and implementation of new goals and objectives.*

### **C. Supported Employment**

*This program is provided away from the facility on regular work sites in the community. Consumers who participate in this program receive support until such time as they are capable of maintaining their jobs independent of our support services. Earnings in this program are again based on productivity and consumers will earn pay based on the established standards set by the facility. Models in this program include enclaves (groups of consumers working together), work crews (groups of consumers working in crews and traveling to different sites) and individual placements (individual consumers working alone).*

*The goals and services provided by this program are the same as those of the sheltered employment program. Individual written vocational plans are developed, reviewed, and modified as appropriate. Counseling and work adjustment training services are provided according to each consumer's need. Job coaches provide the necessary supports in the work sites to maintain employment. The job coach will train the worker and assist in the performance of the job duties as needed by the consumer. In some instances, the job coach can gradually fade out support until such time as the consumer is capable of maintaining the job independently and no longer require support services. In other instances, the supervision and support is provided continuously. Every effort will be made in the case of individual placements, to fade the job coach and allow the employer to assume the supervision. Productive Alternatives staff will continue with follow-up for as long as the need exists. Integration of the consumer in the work place will be stressed to assure that individuals become a significant part of the employers work force.*

*Supported employment is the preferred method of delivering service. However, the availability of this program is restricted by the cost of providing continuous supervision and support services that many consumers need. The cut off point in this service will be made through a team decision process which will include input from the rehabilitation team members and the individual.*

### **D. Development and Placement**

*When there is a need to develop a specific site for a consumer, PAI will assign staff to develop an individual placement site which is appropriate to the consumers expressed vocational interests. This will include making calls on employers and arranging the placement, hours of work, support services and follow-up according to the vocational plan. Follow-up is essential to maintaining the consumers employment and will be provided according to individual need as outlined in the vocational plan. This service will be provided by a staff member of PAI and will also include employer contact and education, targeted to identify work problems and stabilize the employment situation.*



## **2. Description of Consumers to be Served**

The eligibility criteria for the programs are intentionally broad so as to not arbitrarily screen out any disabled individual who might benefit from our services.

Because we emphasize work, consumers must be at least 16 years of age and be capable of physically and emotionally working at some productive level. The safety of the consumers and others is a major concern and will be addressed in the vocational plan. Productive Alternatives will work with employers and in house programs to address any safety issues which might arise. Since many of our consumers may have borderline productivity and more than one disability, these consumers will require special assistance in entering the labor market.

We will continue to serve the population currently being served . This includes all disabilities but the primary populations in our programs are persons with Mental Illness, Developmental Disabilities, and Traumatic Brain Injury.

## **3. Location and Description of Where Services Will be Provided**

A. Sheltered work services will be provided at 3505 8th St. South, Suite 5, in Moorhead. This is a professional office building which contains space leased by Productive Alternatives.

B. Supported employment services will be provided at various job sites in the community. Presently, we have enclaves at Vanity, Lutheran Social Services, Centennial Shipping, Dakota Boys Ranch and the Madison Hotel. Additional individual work sites will be developed as the need arises and consumers are available to fill additional slots.

## **4. Description of the Staffing**

### *Position Descriptions and Qualifications*

#### **1. Title:** Community Services Coordinator

**Responsibilities:** Provides supervision and direction to the branch operation, including case management, production, community relations, maintenance of the building and grounds, and community development activities. Utilizes the expertise and consultation of other management staff and reports to the Director of Rehabilitation.

**Qualifications:** Bachelor's degree in human services related field, plus three to five years experience in vocational oriented organization with at least one year of supervisory experience. Ability to manage people, provide case management services, coordinate with outside agencies and oversee production operations.

2. Title: Placement Specialist

Responsibilities: Develop and secure competitive job opportunities for consumers. Provide job seeking skills training as needed to prepare consumers for employment and provide follow-up and supportive services to consumers placed in competitive jobs to insure job retention. Reports to the Work Services Specialist.

Qualifications: Bachelor's degree in human services field. Some experience in job development or placement services related to persons with disabilities.

3. Title: Site Supervisor

Responsibilities: Supervise the job coaches in community settings, coordinate schedules for both community and in house programs, liaison with employers, conduct time studies and task analysis and provide feedback to the WSC on consumer objectives and job performance. Reports to the Community Services Coordinator.

Qualifications: Bachelor's degree in human services field or experience equivalent to educational requirements and 2 years of college.

4. Title: Employment Training Specialist

Responsibility: Provides follow services and support services to consumers in the community and sheltered settings. Provides training and direct services to consumers in the assessment and work adjustment portions of the program. Documents consumer progress and reports findings to the case manager for inclusion in the individual plan.

Qualifications: High School Graduate and experience in the delivery of vocational services to persons with disabilities. Work experience in industry desirable.

5. Title: Job Coach

Responsibilities: Provides on-site training, support and supervision to consumers working in supported employment sites. Records hours worked and productivity. May provide transportation to and/or from the work site. Monitors quality of work to insure compliance with employer needs. Observes and reports work behavior and communicates training needs to the case manager for program progress and goal development. Insures consumer safety and provides opportunity for integration at the work site. Reports to the Site Supervisor.

Qualifications: High school diploma or equivalent. Advanced training in human services desirable. Experience with disabled adults desirable.

MEMO #: I-96-196

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Acceptance of Grants

DATE: January 16, 1996

The district has received the following grants:

1. Goals 2000 Arts Leadership Grant in the amount of \$1,250 to be utilized in developing interdisciplinary models using music, math and science and expanding a visual arts, industrial education and business education interdisciplinary project which is already in progress.
2. Frameworks in Arts Curriculum Strategies (FACS) Grant - The district has received information from the state department allowing us to continue our participation in FACS. The grant, in the amount of \$30,000, will be utilized for the development of performance standards in the arts.
3. School-Based Learn and Serve America Grant - The district has received a youth service program grant through the Lakes Country Service Cooperative from the MN Department of Corrections. The grant provides for up to \$125 for general supplies needed to carryout service learning activities with no set amount allocated to each site. There are three Moorhead sites participating which include Moorhead Community Alternative Program (MCAP), Moorhead Outreach and West Central Regional Juvenile Detention Center. Service Learning Coordinator Anne Larson will provide consultant assistance.
4. Comprehensive Drug and Violence Prevention Award - After filing an amended application to receive additional funds awarded to selected districts, the district has now received final funding approval for the 1995-96 school year. The grant amounts are \$47,436.36 for safe and drug-free schools and \$11,017.29 for violence prevention.

This grant was previously presented to the Board for application authorization but has just recently received final funding notification.



January 16, 1996

Funding will be utilized for continuation of outreach workers through the Touch Love Center, inservice for district Student/Staff Assistance Steering Committee members and building care teams, conflict resolution, and acquainting parents, staff and community utilizing a consultant through the Healthy Community Initiative.

5. First-Year Teacher Research and Development Planning Grant - The district has been selected as a First-Year Teacher Research and Development Planning Grant Site. The district will receive \$5,000 for the 1995-96 school year and \$25,000 for the 1996-97 school year. The grant involves collaboration with Moorhead State University providing mentoring of staff new to the teaching profession. The mentoring team will include Moorhead School District staff as well as MSU faculty members.

See budget implications found on page 15 of this agenda.

Suggested Resolution: Move to accept the grants as presented.

RMJ/mdm

# BUDGET IMPLICATIONS OF 1/22/96 BOARD ACTION

	<u>Revenue</u>	<u>Expenditures</u>	<u>Fund Balance</u>
General Fund budget subject to approval in Item 7	\$32,906,421	\$31,562,437	\$3,306,516
Goals 2000 Arts Leadership Grant	\$1,250	\$1,250	
FACS Grant	\$30,000	\$30,000	
* School-Based Learn and Serve America Grant	\$375	\$375	
Comprehensive Drug and Violence Prevention Grant - This amount is in the budget as presented.			
First-Year Teacher Research & Dev. Grant	\$5,000	\$5,000	
Donation	\$2,516.58	\$2,516.58	
Production Alternatives Inc. Agreement	\$2,160	\$2,160	
MSMI Paraprofessional	\$3,550	\$6,132.44	(\$2,582.44)
New Budget	\$32,951,272.58	\$31,609,871.02	\$3,303,933.56

\* In that this grant does not provide for a specific number of activities at each site, any additional expenditures beyond \$375 will be offset with corresponding revenues.

MEMORANDUM

P 96.008

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle 

DATE: January 15, 1996

SUBJECT: New Employees

The administration requests approval of the employment of the following persons (some salaries based on 1994-1995 salary schedule), subject to satisfactory completion of federal, state and school district statutes and requirements:

Pat Thoreson - Home Economics Teacher, Senior High, second semester, BA (7) .143 \$1673.01.  
(Replace Mark Jensen's overload of first semester)

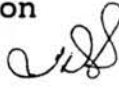
Peggy Tri - Kindergarten Home School Liaison Teacher, Edison Elementary, BA (6) .50 \$5343.94, effective January 29, 1996.  
(Additional person, Chapter I budget)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM

P 96.006

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle   
DATE: January 15, 1996  
SUBJECT: Resignation of District Employees

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

Janelle Halverson - A.O.M. Paraprofessional, Washington Elementary, effective immediately.

Pam Rinderknecht - Food Service Computer Operator, Edison Elementary, effective February 23, 1996.

Suggested Resolution: Move to accept the resignations as presented.

JDS:sdh

MEMORANDUM P 96.007

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle 

DATE: January 15, 1996

SUBJECT: Change in Contract

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

Diane Zitzow - Head Start Paraprofessional, additional 3.25 hours, effective January 23, 1996.

Tammy Ressler - MMMI Teacher, Senior High, from .714 to full time for second semester, BA (7) \$3346.02.

Steve Connelly - Physical Education Teacher, Senior High, additional .071 for second semester, MA+15 (7) \$1048.35.

Heather Hindt - Physical Education Teacher, Senior High, additional .071 for second semester, BA+15 (7) \$874.35

Charles Watson - Social Studies Teacher, Senior High, second semester, BA+75 (19).143 \$2873.61.

Jeff Ekre - Math Teacher, Junior and Senior High, second semester, BA (6) .786 \$8912.28.

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

sdh

MEMORANDUM

P 96.005

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JS*  
DATE: January 15, 1996  
SUBJECT: Family/Medical Leave

The administration requests a family/medical leave for the following persons:

Cheri Puetz - 5th Grade Teacher, Robert Asp Elementary, to begin on or about April 5th for 6 weeks.

Catherine Russell - 5th Grade Teacher, Robert Asp Elementary, to begin on approximately March 19, for 6 weeks.

Tammy Schatz - AOM Paraprofessional, Probstfield Elementary, to begin on or about February 12 until March 4.

Beth Astrup - Accountant, Townsite Centre, to begin approximately March 11 and continue for six to eight weeks.

Renee Smith - EBD Paraprofessional, Washington Elementary, to begin January 4 for 8 weeks.

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

JDS:sdh

MEMO #: I-96-194

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Student/Staff Assistance and Building Care Teams

DATE: January 16, 1996

Lynn Sipe, Chair of Student/Staff Assistance Steering Committee and Jan Childs, member of Washington School's Care Team, will briefly review the history and function of the district's Student/Staff Assistance Steering Committee and building care teams.

Suggested Resolution: This item is for informational purposes only.

RMJ/mdm

# **Moorhead Public Schools**

## **Logo Redesign**

### **First Draft 1/16/96**

#### **Introduction**

Public confusion about the name and identity of Moorhead Public Schools is a concern that was identified in the 1993-94 district market analysis. Updating the Moorhead Public Schools logo will:

- be the first step in creating a strong organizational identity for our district. That identity ties into an overall strategy of stronger public relations for the district.
- facilitate unification of communications at all levels of the district.

Following is an outline with some ideas and suggestions to successfully design and implement a new logo. Your ideas and suggestions will also be important in shaping this project.

#### **Our Identity**

The 1993-94 district market analysis suggested the need to clearly communicate what the district is called. Is it District 152? Is it Moorhead Public Schools? Is it Moorhead Area Schools? Our customers want to know.

Before we try to tell the public who we are, we need to establish a name so that everyone within the school system communicates the same message.

#### **Goals and Objectives of Project**

The primary goal of the project is to develop a contemporary graphic look that will provide a strong identity for the district. Ultimately, when any person sees the logo they will immediately identify it with our school system. The new logo should also have the longevity to carry us into the 21st century.

Once fully implemented, the logo will be used by all schools, departments, or programs that fall under the district umbrella. It will be used on stationary, internal and external communications, sign systems, vehicle identification, recruitment, etc.

A secondary objective of the project is to lay down clear guidelines for use of the logo. Think of the positive public perception we'll receive when we have exhibit a unified, contemporary look across the district.

#### **Guidelines/Specifications:**

##### **Message**

Without using the words, the logo should convey the message stated in our current mission: The mission of Independent School District 152 is to develop the maximum potential of every learner to thrive in a changing world.



### **Specifications**

The new logo should also:

- include the words "Independent School District 152" (or whatever the district decides).
- be primarily used in one color, but should have a two-color application as well.
- be easily used on stationary, internal and external communications (newsletters, brochures, ads, etc.), sign systems, vehicle identification, recruitment materials, etc.
- convey one central theme/message but should accommodate many different program names and address locations. For example one tag line would be "Edison Elementary School," another would be "Adult Basic Education," etc.
- be contemporary.
- be immediately identifiable.

### **Approach**

The most exciting part about the project is that the new logo design will be executed as a class project by our own high school students. Watching the development of the logo could become a community-wide event.

### **Execution**

Jay Raymond's high school art/design class will act as an advertising or design agency, taking direction from the client, which is the district. Beyond working on the design, the class will practice the business principles of working with a client to bring a design from conception through execution.

Input will be sought by district staff, faculty, and board members at the beginning of the project, and again at various points until the project's completion.

### **Next Steps**

Along with the new logo, clear guidelines for its use will be set down through the creation of a basic identity standards manual. It would be distributed district-wide and made available to vendors such as printers, etc.

To help direct staff and faculty on usage of the new logo, a carefully designed communication effort will be put forth.

The new logo will be used for any printing or communication going forward. Materials will be replaced as supplies deplete. Logo slicks will be available right away. Signs and vehicle identification will be updated as budget allows.

MEMO #: I-96-195  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *[Signature]*  
SUBJECT: Addition of 1.0 FTE MSMI Paraprofessional  
DATE: January 16, 1996

There is a need to employ a 1.0 FTE paraprofessional to serve a student who recently moved to Moorhead from Illinois. This student has severe multiple disabilities requiring one-on-one services.

See budget implications found on page 15 of this agenda.

Suggested Resolution: Move to accept employment of 1.0 FTE paraprofessional as presented.

RMJ/mdm  
Attachment

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

1995-96 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: Moorhead Senior High School

TOPICS OF PROPOSAL: Addition of 1.0 FTE MSMI Paraprofessional

SUBMITTED BY: Doug Price DATE: 12/19/95

Alan Swedberg DATE TO BE IMPLEMENTED:

Robert Jernberg ASAP January 23, 1996

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED: \_\_\_\_\_

PERSON RESPONSIBLE TO  
RECOMMEND TO SUPERINTENDENT: \_\_\_\_\_

Recommendation (by person responsible):

Approve \_\_\_\_\_ Disapprove \_\_\_\_\_ Hold \_\_\_\_\_ Refer to Cabinet \_\_\_\_\_

Date \_\_\_\_\_

District Mission Statement: To develop the maximum potential of every learner to thrive in a changing world.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

To employ 1.0 FTE paraprofessional to serve a student who move to Moorhead from Illinois. This student is nineteen years of age and has severe multiple disabilities requiring one-on-one services.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.

The student requires the services of a one-on-one paraprofessional for all activities including feeding, utilizing a touch switcher, various range of motion activities, and in positioning. This student also requires assistance of other paraprofessional when toileting.

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

If this proposal is not approved, the students needs cannot be met in the areas mentioned above which are required.

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

Given the severity of this students needs which require one-on-one assistance, other staff (OT's, PT's, Speech/Language Therapists) more expensive may need to be rescheduled throughout the district and attempt to dismiss other students receiving services in other buildings who have less severe needs.

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

PROPOSAL FORM:

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

Administrators:  
Teachers:  
Clerical:

Paraprofessional: 1.0 FTE      5,221.00    01.200.450.740.00141    \$3,550.00    \$1,671.  
No. & Hrs./day: 6.5  
Teacher Para:  
Noon Para:

	Total Salaries	911.44
FRINGE BENEFITS:	Worker's Compensation X 30% X .005 =	

SUPPLIES: 0.00

#2 CAPITAL OUTLAY: 0.00

OTHER EXPENSES: 0.00

#3 TOTAL COST \$ 6,132.44 NET DISTRICT COST \$ 2,582.44

Comments on budgetary items:

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

6. Space implications (short/long range).

None.

7. Equity implications.

None.

8. Technology implications.

None.

9. Suggested timelines for implementation.

Immediately after school board approval - January 23, 1996.

10. Who has been involved in this decision?

Doug Price, Jackie Migler, Carol Feir, and Al Swedberg

11. Other comments:

None.

MEMO #: B96.225  
MEMO TO: DR. ANDERSON  
FROM: ROBERT LACHER *R Lacher*  
BETH ASTRUP  
DATE: JANUARY 4, 1996  
SUBJECT: 1995.96 Final Budgets

The final budgets 1995.96 are as follows:

FUND	BEGINNING FUND BALANCE	REVENUES	EXPENDITURES	ENDING FUND BALANCE
I General Funds	2,980,047	32,906,421	31,562,437	3,306,516
III Transportation	233,138	1,815,595	2,132,730	130,003

Attached are the Fund summaries. Complete details are available in the Business Office.

Suggested Resolution: Move to approve the final 1995.96 Budgets listed above and attached.

MEMO#: B96.227  
MEMO TO: DR. ANDERSON  
FROM: R. LACHER  
DATE: JANUARY 4, 1996  
SUBJECT: 1995.96 Final Budget for General Funds.

Major Changes:

Revenues-

Increase of \$1,196,485

Increase in pupil units (ILDA Continued)  
Increase in Basic Education revenue  
Special Ed. Revenues for increased staff

Expenditures-

Increase of \$413,739

Salaries for Spec. Ed. staff revised \$305,145

Other category increase of \$237,719

Fringe benefit increase less than (\$ 98,722)  
anticipated

Add Transfer to eliminate transportation deficit \$214,000

ATTACHED: General Fund Summary



I GENERAL FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

03-Jan-96 PRINT DATE

LINE #		1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 Preliminary Budget	1995-96 Final Budget
	Basic Education Revenue	3,050	3,050	3,050	3,150	3,150	3,205
	UNAPPROPRIATED REVENUES						
1	Taxes & cnty apprtmmt	3,623,807	3,982,369	4,567,270	5,137,987	5,617,491	5,821,450
2	Interest	50,957	19,897	178,796	277,683	173,400	170,000
3	Tax shift	344,316	781,496	(299,948)	366,912	0	0
4	Other local	215,041	368,879	234,010	258,824	190,897	322,438
5	Tax credits	964,402	1,161,042	1,350,875	1,419,496	1,266,490	1,396,913
6	Foundation aid	16,897,419	17,547,409	18,024,190	18,992,963	18,699,348	19,275,000
7	Special ed aid	1,963,134	2,251,623	2,565,967	2,959,172	2,679,726	2,679,726
8	Other state aids	328,986	423,433	456,277	727,223	493,034	576,897
9	Tax shift	(344,316)	(781,496)	299,948	(366,912)	0	0
10	Federal aids	946,706	918,006	1,248,271	1,482,486	1,454,573	1,596,782
11	Conversion of assets	8,627	5,209	15,771	5,841	10,700	10,700
12	Tuition	232,007	240,435	179,898	249,740	320,762	253,000
13	State reduction						
14	TOTAL REVENUES	25,231,086	26,918,302	28,821,325	31,511,415	30,906,421	32,102,906
15	% CHANGE	5.64%	6.69%	7.07%	9.33%	-1.92%	1.88%
16	\$ CHANGE	1,345,968	1,687,216	1,903,023	2,690,090	(604,994)	591,491

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I GENERAL FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

03-Jan-96 PRINT DATE

LINE #		1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 Preliminary Budget	1995-96 Final Budget
17	Admin salaries	1,573,361	1,674,166	1,679,586	1,624,992	1,706,638	1,680,026
18	Admin supplies	47,666	26,053	85,043	28,219	24,730	17,190
19	Admin fringe benefits	289,079	287,813	296,121	285,553	294,944	295,220
20	Admin other	156,776	314,145	164,167	246,957	276,750	290,592
21	Instruct salaries(reg & voc)	9,579,106	9,865,784	10,119,433	10,692,274	10,893,689	11,002,108
22	Allowance for new staff:					(66,422)	
23	Instruct supplies	442,261	472,729	580,366	643,308	677,809	670,506
24	Allowance for new students:					1,241	
25	Instruct fringe benefits	2,225,682	2,295,789	2,338,116	2,450,751	2,602,340	2,474,598
26	Instruct other	534,394	565,472	680,068	761,706	772,344	805,206
27	Spec ed salaries	4,909,801	5,374,223	5,493,884	6,036,106	6,235,840	6,365,936
28	Spec ed supplies	103,308	97,034	121,153	134,354	101,994	113,868
29	Spec ed fringe benefits	1,053,591	1,155,378	1,195,829	1,317,953	1,351,699	1,411,602
30	Spec ed other	587,558	873,102	684,005	1,023,309	996,519	1,143,818
31	Instruct support salaries	746,062	850,601	935,218	989,854	1,011,661	964,796
32	Instruct support supplies	82,121	77,306	140,633	135,865	106,568	101,818
33	Instruct support fringe benefits	137,103	150,745	174,606	190,996	166,644	160,880
34	Instruct support other	285,087	271,390	209,264	412,217	454,969	502,105
35	Pupil support salaries	526,937	544,552	609,357	609,924	632,721	632,680
36	Pupil support supplies	9,136	8,135	10,157	13,518	17,968	20,650
37	Pupil support fringe benefits	114,604	117,597	127,635	127,544	141,100	134,614
38	Pupil support other	29,082	37,295	53,949	83,850	98,100	90,436
39	Bldgs & grounds salaries	701,103	687,491	708,121	704,661	739,622	738,348

I GENERAL FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

03-Jan-96 PRINT DATE

LINE #		1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 Preliminary Budget	1995-96 Final Budget
40	Bldgs & grounds energy exp	396,823	443,473	457,378	439,425	489,904	489,300
41	Bldgs & grounds supplies	96,928	103,611	116,134	197,313	130,271	106,480
42	Bldgs & grounds fringe benefits	121,675	118,585	121,639	120,921	142,109	142,120
43	Bldgs & grounds other	223,912	169,917	168,859	306,114	224,057	219,670
44	Early retirement pay	219,462	390,630	234,555	399,803	275,000	350,000
45	Fringe benefits	302,608	370,440	336,364	414,988	411,125	392,205
46	Other fixed costs	75,504	77,218	233,957	239,952	237,034	245,665
47	TOTAL EXPENDITURES	25,570,730	27,420,674	28,075,597	30,632,427	31,148,968	31,562,437
48	% CHANGE	7.49%	7.23%	2.39%	9.11%	1.69%	2.99%
49	\$ CHANGE	1,781,045	1,849,944	654,923	2,556,830	516,541	930,010
	+++++	+++++	+++++	+++++	+++++	+++++	+++++
50	REV OVER EXP (EXP OVER REV)	(339,644)	(502,372)	745,728	878,988	(242,547)	540,469
	Trf to eliminate oper def in transp. fund				(273,476)		(214,000)
51	F. T. E. Reduction needed to balance budget					-5.4435	
52	BEGINNING FUND BALANCE *	2,461,944	2,122,300	1,628,807	2,374,535	2,617,084	2,980,047
53	ENDING FUND BALANCE *	2,122,300	1,619,928	2,374,535	2,980,047	2,374,537	3,306,516
54	As a % of Expenditures	8.30%	5.91%	8.46%	9.73%	7.62%	10.48%
55	CHANGE FACTORS						
56	SALARIES	N/A	18,255,832	19,387,447	19,780,154	21,057,614	21,428,749
57	SUPPLIES	N/A	781,420	784,868	1,053,486	1,152,577	1,060,581

I GENERAL FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

03-Jan-96 PRINT DATE

LINE #			1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 Preliminary Budget	1995-96 Final Budget
58	ENERGY ITEMS	N/A	396,823	443,473	457,378	439,425	489,904	489,300
59	OTHER	N/A	1,892,313	2,308,539	2,194,269	3,074,105	3,059,773	3,297,492
60	FRINGE BENEFITS	N/A	4,244,342	4,496,347	4,590,310	4,908,706	5,109,961	5,011,239
61	REVENUES	N/A	25,231,086	26,918,302	28,821,325	31,511,415	30,906,421	32,102,906
62	PUPIL UNITS LEVY		6,180	6,428	6,822	7,000	7,152.00	7,152.00
63	Increase in Weighted Pupil Units				343	0	15	15

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MEMO#: B96.226

MEMO TO: DR. ANDERSON

FROM: R. LACHER

DATE: JANUARY 4, 1996

SUBJECT: 1995.96 Transportation Fund Budget

Major changes:

Revenues:

Decrease of - \$222,631

Pupil counts adjusted based on  
94.95 actuals

Operating transfer from the \$214,000  
General Fund

Expenditures:

Increase of - \$238,312

\*Bus Purchase of \$215.000

\*Bus purchases come from dedicated revenues set aside from the  
Transportation Revenues specifically for buses.

ATTACHED: TRANSPORTATION FUND SUMMARY

PRINT DATE

III PUPIL TRANSPORTATION FUND  
03-Jan-96 INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

	1990-91 ACTUAL	1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 PRELIM BUDGET	1995-96 FINAL BUDGET
<b>REVENUES</b>							
Local property Taxes							
Transportation levy	445,289	485,765	358,415	429,651	489,157	852,216	561,863
Bus purchase levy	(11,603)	(18,974)	79,813	(30,604)	39,252	0	
Property tax shift							
	433,686	466,791	438,228	399,047	528,409	852,216	561,863
Other local and county sources:							
Interest		7,532	6,463	0		0	
Miscellaneous local revenues	20,425	29,324	25,284	146			
	20,425	36,856	31,747	146		0	
State Sources:							
Transportation aid	957,304	768,140	881,750	980,101	864,354	1,101,670	950,000
Bus Depreciation Aid	68,563	68,564	68,564	67,838	78,377	84,340	96,152
Tax Credits (HACA) **	89,970	162,442	144,859	108,886	121,720		112,580
Other appropriations	79,856	64,524	46,616	76,310	95,188		95,000
State aid adjustment	11,603	18,974	(79,813)	30,604	(39,252)	0	
	1,207,296	1,082,644	1,061,976	1,263,739	1,120,387	1,186,010	1,253,732
Sales and other conversions of assets:							
Insurance recoveries		4,218		317			
Total revenues	1,661,407	1,590,509	1,531,951	1,663,249	1,648,796	2,038,226	1,815,595
<b>EXPENDITURES:</b>						1.03	
Pupil support services:							
Salaries and wages	282,424	277,265	343,649	312,829	368,169	398,095	387,820
Employee benefits	35,547	47,756	55,776	53,059	62,941	50,357	66,410
Contracted bus services	811,278	797,330	851,407	1,071,607	1,114,908	1,176,260	1,213,210
Other purchased services	66,249	29,129	10,802	52,301	97,398	56,650	10,600
Supplies and materials	234,422	179,839	196,962	194,478	194,145	261,157	216,090
Equipment		7,288	15,545	143,825	2,182		215,000
Other expenditures	27,977	19,285	14,948	21,424	22,549	10,300	23,600
Chargebacks						(58,401)	
Total operating expenses	1,457,897	1,357,892	1,489,089	1,849,523	1,862,292	1,894,418	2,132,730
Fiscal and Other fixed cost programs:							
Employee benefits	19,517						
Total expenditures	1,477,414	1,357,892	1,489,089	1,849,523	1,862,292	1,894,418	2,132,730
Revenues over (under) expenditures:	183,993	232,617	42,862	(186,274)	(213,496)	143,808	(317,135)
Operating transfer from the General Fund					273,476		214,000
FUND BALANCE, (DEFICIT), BEGINNING OF YEAR **	(100,040)	83,953	316,570	359,432	173,158	(124,008)	233,138
RETAINED EARNINGS (DEFICIT)							
FUND BALANCE, END OF YEAR	83,953	316,570	359,432	173,158	233,138	19,800	130,003
Fund Balance reserved for bus purchase	136,419	197,695	251,296	177,458	254,047	118,682	135,199
Fund Balance reserved for student transportation safety					(20,909)		(5,196)
Operating Fund Balance	(52,466)	118,875	108,136	(4,300)	0	(98,882)	0

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