



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

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

October 14, 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. "We Are Proud"

\*\*\* Congratulations to board member Jim Cummings for being selected as a Minnesota School Boards Association Delegate Assembly representative.

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

2. **\*CONSENT AGENDA**

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

S-MT-BOS  
MIN  
10-14-96

- A. INSTRUCTIONAL MATTERS - Jernberg
  - (1) Approval of Major-magnitude Field Trips - Pages 5-6
    - Wind Ensemble to Heritage Music Festival
    - French Class/Student to France
  - (2) Approval of Special Education Tuition Agreement - Pages 7-9
  - (3) Approval of Special Education Services Agreement - Pages 10-13
  - (4) Acceptance of Gifts - Page 14
  - (5) Acceptance of Grant - Page 15
- B. BUSINESS AFFAIRS - Lacher
  - (1) Approval of School Bus Driver Certifications - Pages 16-18
- C. PERSONNEL MATTERS - Skinkle
  - (1) Approval of Change in Contract - Page 19
- D. ADMINISTRATIVE MATTERS - Anderson
  - (1) Approval of September 9 & 23, 1996 Minutes - Pages 20-27
  - (2) Approval of October 1996 Claims

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

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

3. COMMITTEE REPORTS

4. SCHOOL BOARD/STAFF/COMMUNITY DIALOGUE: Anderson  
(This section is an effort on the part of the Board to communicate more informally at the first meeting of each month with the staff and community representatives on a wide variety of programs and issues.)

Supplemental Teaching Enrichment Program (STEP) UPDATE -  
Brown/Green/Johnson  
Pages 28-31

5. COMPREHENSIVE TECHNOLOGY PLAN UPDATE: Anderson  
Pages 32-44

A presentation of the Comprehensive Technology Plan summary will be given by Jim Traynor of Norstan, Inc. No action is anticipated.

6. OCTOBER ENROLLMENT & DATA PROJECTIONS: Jernberg  
Pages 45-53

A review of the current enrollment data, makeup of student population and cohort projections through 2002.

7. TECHNOLOGY BID (Cabling): Lacher  
Pages 54-55

A review of bid information related to cabling work at Robert Asp. Action is anticipated at the October 28 meeting.

8. BID AWARD - FOOD SERVICE EQUIPMENT: Lacher  
Pages 56-57

Suggested Resolution: Move to reject all bids due to the change in plans for the addition to Robert Asp.

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

9. MOORHEAD HIGH HEAD PRINCIPAL POSITION: Skinkle  
Page 58

Update of the search process for the Head Principal position at Moorhead High School.

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>
ICAC (PER) Committee	Thurs., Oct. 10	7 am	Townsite
LRP Committee	Tues., Oct. 15	3:45 pm	Sr. High
Human Rights Committee	Wed., Oct. 16	6:45 am	Townsite
SAC	Thurs., Oct. 17	7 pm	Townsite
MEA Conference (no classes)	Thurs., Oct. 17 - Fri., Oct. 18		
Policy Review	Mon., Oct. 21	7 pm	Townsite
CE Advisory Council	Tues., Oct. 22	7 pm	Townsite
School Board Retreat	Wed., Oct. 23	11am - 6pm	Townsite
School Board	Mon., Oct. 28	7 pm	Townsite
End 1st Qtr.	Fri., Nov. 1		
Election Day	Tues., Nov. 5		
School Board	Mon., Nov. 11	7 pm	Townsite
LRP Committee	Tues., Nov. 12	3:45 pm	Sr. High
Human Rights Committee	Wed., Nov. 13	6:45 am	Townsite
ICAC (PER) Committee	Thurs., Nov. 21	7 am	Townsite
American Education Wk.	Nov. 18 - 24		
Policy Review	Mon., Nov. 18	7 pm	Townsite
CE Advisory Council	Tues., Nov. 19	7 pm	Townsite
SAC	Thurs., Nov. 21	7 pm	Townsite
K-P/T Conferences	Fri., Nov. 22- Mon., Nov. 25	Daytime	
K-12 P/T Conferences	Mon., Nov. 25	6-9 pm	
K-12 P/T Conferences	Tues., Nov. 26	8 am - 9 pm	
K-12 No School	Wed., Nov. 27		
Thanksgiving Holiday (no classes)	Thurs., Nov. 28 - Fri., Nov. 29		
Winter Break Begins	Mon., Dec. 23		
K-12 Classes Resume	Mon., Jan. 6, 1997		

MEMO #: I-97-076  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *RJ*  
SUBJECT: Major Magnitude Field Trip  
DATE: October 8, 1996

As a result of application and audition procedures, the Moorhead High school Wind Ensemble has been accepted for admission into the Heritage Music Festival. The festival, held in Chicago, Illinois, is one of the largest band competitions in the United States, with an annual participation exceeding 2,800 students in each festival city. This will be the Moorhead High School Wind Ensemble's fifth appearance at the national level, with previous participation in 1986, 1989, 1994, and 1995.

Performance and travel of this nature has, in the past, proven to be enriching and broadening for the students, both musically and culturally. At the same time, multiple competitions and performances enhance the band's musical standards, unit, and spirit. Through all of this, both the Wind Ensemble and the participating students honorably represent the Moorhead High School, the community of Moorhead, and the region at a national level.

Since all expenses are paid by the individual participants, the students will be actively involved with various fund raising projects. This allows them to cover some of the costs incurred through participation in the competition and tour.

While in Chicago, the Wind Ensemble will visit the Field Museum of Natural History; the John Hancock Center; the John G. Shedd Aquarium; the Botanical Garden; and will be escorted on an illuminated tour of the city of Chicago.

The Moorhead High School Wind Ensemble, under the direction of Douglas C. Engstrom, will be departing on Wednesday, April 23 and returning on Monday, April 28.

Information related to this trip is available in the Office of Instruction.

Suggested Resolution: Move to approve the major magnitude field trip as presented.

RMJ/mdm

MEMO #: I-97-075  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *RJ*  
SUBJECT: Major Magnitude Field Trip  
DATE: October 8, 1996

The Senior High School World Languages Department is requesting approval for 6-19 students of French to travel to France in June 1997. They will be traveling with other students from high schools in the nation. The travel program is being organized through Intercultural Student Experiences (ISE) of Hopkins, Minnesota. Five Moorhead Senior High School students and Mrs. Marilyn Proulx joined groups from Alaska, Michigan, Wisconsin, and Montana in 1996. It was a great success. It will be offered for this year and then not again until 1999.

The purpose of this trip is to provide a highly motivating language experience for students in French. The uniqueness of this style of program is that it is not a tourist-oriented program, but an immersion program where the students of the language actually get to stay in homes and experience first-hand daily life in France, including attending school.

This trip is a student-funded trip with the majority of monies provided by the respective students and their families. Some money will also be raised through fund-raising consisting of the sale of candy and/or other products.

Information regarding this field trip is available in the Office of Instruction.

Suggested Resolution: Move to approve the major magnitude field trip as presented.

RMJ/mdm

MEMO #: I-97-078  
TO: Dr. Bruce Anderson  
FROM: Robert Jernberg *RJ*  
SUBJECT: Special Education Contract  
DATE: October 9, 1996

The administration requests the approval of the attached tuition contract with Moorhead State University Early Childhood Center to serve three (3) early childhood special education students. The amount of this contract, \$5,710, is within existing budgets and the Annual Operational Plan.

Suggested Resolution: Move to accept the special education tuition contract with Moorhead State University Early Childhood Center to serve three (3) students at a cost not to exceed \$5,710.

RMJ:dr  
Attachment

MOORHEAD INDEPENDENT SCHOOL DISTRICT  
AND  
MOORHEAD STATE UNIVERSITY EARLY CHILDHOOD CENTER  
CONTRACTUAL AGREEMENT FOR THE 1996-1997 SCHOOL YEAR

This contract entered into this 14th day of October, 1996 by and between Moorhead Independent School District #152 (hereinafter referred to as the SCHOOL DISTRICT) and Moorhead State University Early Childhood Center (hereinafter referred to as the AGENCY) witnesses that:

WHEREAS, the SCHOOL DISTRICT has determined that it is necessary to retain the services of a Licensed Child Care Center with licensed teachers to attain the following objectives for the handicapped children of Moorhead Independent School District #152

- To provide learning activities to enhance language skills, play skills and readiness skills to prepare children for Kindergarten.
- To provide opportunities to aid children in acquiring inner control. To encourage independence, self help skills and fine motor skills, to listening skills and a positive self concept and self esteem.

NOW THEREFORE, the parties agree as follows:

1. The terms of this contractual agreement shall be for a period up to one hundred sixty (160) days, for one (1) student and up to one hundred fifty-five (155) days for two (2) students at a rate of \$12.00 per day per child plus \$70.00 registration fee for a total costs not exceed \$5,710.00 for the 1996-1997 school year for all three (3) children.

The terms of the contract will be from August, 26, 1996, through May, 1997.

2. Transportation will be provided by the Moorhead Schools on the stated Moorhead School District days of attendance.
3. Technical assistance/consultation will be provided to the AGENCY'S Staff by the SCHOOL DISTRICT'S Early Childhood Special Education (EC:SE) staff as stated in each child's Individual Education Program Plan.
4. The AGENCY will provide space where the O.T., P.T., Speech/Language Clinician and/or EC:SE staff can meet with the children to provide services and observe the child in the regular preschool program.

5. The AGENCY agrees to bill the SCHOOL DISTRICT monthly.

\_\_\_\_\_  
NAME

\_\_\_\_\_  
NAME

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

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

MEMO #: I-97-079  
TO: Dr. Bruce Anderson  
FROM: Robert Jernberg *RJ*  
SUBJECT: Special Education Contract  
DATE: October 9, 1996

Attached is a contract between Moorhead Public School District #152 and Frazee-Vergas School District #23 for Moorhead ISD #152 to purchase the services of a part-time teacher of the Deaf/Hard of Hearing. The part-time teacher will serve a four year old deaf student in an early childhood program in Moorhead.

The amount of the contract is \$16,512.26 which will generate \$9,210.60 of state special education aid and levy dollars leaving the amount of \$7,301.66 as a net cost to Moorhead Schools. This item was approved in the 1996-1997 Annual Operational Plan.

Suggested Resolution: Move to accept the contract between Moorhead ISD #152 and Frazee-Vergas ISD #23 in the amount of \$16,512.26 as presented.

RMJ:dr  
Attachment

## MEMORANDUM OF AGREEMENT DEAF/HARD OF HEARING SERVICES

This Memorandum of Agreement, entered into this 14th day of October, 1996, by and between Moorhead School District #152 (hereinafter referred to as the DISTRICT and Frazee-Vergas Independent School District #23 (hereinafter referred to as the AGENCY) witnesses that:

WHEREAS, the DISTRICT, has determined that it is necessary to retain the services of a certified teacher for Deaf/Hard of Hearing to attain the following objectives for children who are Deaf/Hard of Hearing of Moorhead Public Schools.

1. In order to determine the educational needs of certain students, a teacher for Deaf/Hard of Hearing will be secured to assist with the assessment of public school children.
2. In order for the school to educationally plan for handicapped children, a teacher of Deaf/Hard of Hearing will be secured to participate as a team member in case conferences for the purpose of assisting with establishing a level of educational needs determination.
3. In order to provide aides, teachers, administrators and others with insights, understandings and skills for working with Deaf/Hard of Hearing children a teacher of Deaf/Hard of Hearing will be secured to provide structured inservice and consultation to the above mentioned public school employee.
4. In order for the public schools to articulate the educational program needs of the individual Deaf/Hard of Hearing children to their parents, and to articulate the total special education system to the public in general, a teacher for Deaf/Hard of Hearing will be secured to assist the schools in carrying out the above mentioned functions on the request of the building administrators or their designated representatives.

WHEREAS, the AGENCY is duly qualified to perform these services.

NOW THEREFORE, the parties agree as follows:

Deaf/Hard of Hearing Services from a Minnesota Licensed Deaf/Hard of Hearing Teacher - Amy Kloster (License #360125) including the following activities:

- A. Assessment and Planning
  1. Student observation
  2. Teacher consultation
  3. Testing
  4. Administrator consultation
  5. Individual counseling
  6. Parent consultation
  7. Other



- B. Planning and Programming
  - 1. Team member with case conferences
  - 2. Design, assist in implementing and monitor behavior management programs
  - 3. Other
- C. Ancillary and Support Functions
  - 1. Travel to and from school
  - 2. Report Writing
  - 3. In-service training

The Deaf/Hard of Hearing services will be provided to the school for a total of five half-days per week for a total of 179 days at an estimated cost of \$92.25 per half day and round trip mileage to Moorhead Public Schools at the current rate of .31 cents per mile.

- 2. The AGENCY shall provide the described services to:

The above mentioned services will be available to all children, K-12 in the Moorhead Public Schools.

- 3. The AGENCY shall perform these services at:

One hundred seventy eight (179) half days of service will be provided in the above mentioned public school.

- 4. The approximate date the service will begin is August 27, 1996 and shall not extend beyond May 30, 1997, the contract not to exceed a total of 716 hours of service and a total cost \$16,512.26 plus mileage. Any costs incurred for necessary unemployment benefits will be shared on a pro-rata cost. This amount is the total unreimbursed salary, fringe, and travel and will be adjusted to reflect actual expenditure incurred. Moorhead Public Schools will be responsible for the state aid and levy for their portion of this program.

- 5. The Moorhead Public Schools shall make payments for the services rendered by the AGENCY in four installments on/or about:

November 15, 1996  
December 29, 1996

March 29, 1997  
July 1, 1997

- 6. The Moorhead Public School District shall monitor the services of the AGENCY provided as follows:

- A. The Moorhead Public Schools shall designate a Coordinator of Deaf/Hard of Hearing Services.

- B. The Coordinator shall be available within the Moorhead Public Schools to receive referrals, schedule the Deaf/Hard of Hearing teacher's time, and to assist in implementing recommendations.
- C. The Director of Special Education will participate in the placement of handicapped children in special education programs.
- D. The Moorhead Public Schools shall maintain a file of any Deaf/Hard of Hearing reports and a record of the daily activities of the Deaf/Hard of Hearing teacher. These reports shall be stored and made available to other persons subject to the current Guidelines for the Collection, Maintenance and release of the Pupil's records established by the Minnesota State Department of Education and other relevant federal, state and local guidelines.
- E. The program of Deaf/Hard of Hearing services will be developed by the Deaf/Hard of Hearing teacher, coordinator of Deaf/Hard of Hearing services, and other staff members designated by the school. This group shall meet periodically to review the program and to assess goals and activities.

7. Either party may terminate this agreement as follows:

It is understood and agreed that if either party chooses to withdraw from this contract for Deaf/Hard of Hearing Services, they will give a least 60 days written notice to the other contract members.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 1996

By: \_\_\_\_\_ Independent School District #23  
Superintendent Frazee, Minnesota 56554

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 1996

By: \_\_\_\_\_ Moorhead Public Schools  
810 4<sup>th</sup> Ave S  
Moorhead, MN 56560-2892

MEMO #: I-97-074  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *RJ*  
SUBJECT: Acceptance of Gifts  
DATE: October 8, 1996

The district has received the following gifts:

- 1) \$100 from American Legion Post 21 for George Washington School to purchase school supplies as needed.
- 2) \$337 from Riverside School PTAC to purchase welcoming signs.
- 3) \$1,500 from the Moorhead Healthy Community Initiative for Youth of Color Student Scholarships to be used for after school activity participation.
- 4) \$100 from Thomas Edison School PTAC for the "Ouch!" Climb Theatre performance.
- 5) \$50 from George Washington School PTAC for the "Ouch!" Climb Theatre performance.

Suggested Resolution: Move to accept the gifts as presented.

RMJ/mdm

MEMO #: I-97-077  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *RJ*  
SUBJECT: Grant Acceptance  
DATE: October 8, 1996

The district has received a \$600 grant from the Youth Service Learning Foundation to be used for service-learning activities by MCAP teacher Jane Butler. Funds will be used for field trips, film, speakers, and related activities.

Suggested Resolution: Move to accept the grant as presented.

RMJ/mdm

INTEROFFICE MEMO

AUG 9 1996

Date: August 8, 1996  
To: Dr. Anderson  
From: Dan Bacon  
Subject: Annual certification of School Bus Drivers

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AUG 13 1996

Enclosed is a list of all drivers who were employed and licensed at the end of the 1995-96 school year. All have demonstrated the required competencies to meet state of Minnesota requirements to driver a school bus.

The State requires that the school board approve the certification. See the enclosed article in "Pupil Transportation News" the newsletter published by the Minnesota Department of Public Safety.

Suggested Resolution: Move to approve annual certification of the following list of school bus drivers as required by Minnesota Statute 171.03.

CERTIFICATION OF SCHOOL BUS DRIVER COMPETENCY

1995-96 SCHOOL YEAR

SCHOOL DISTRICT NAME Moorhead Public Schools DISTRICT NUMBER 152

SCHOOL BUS CONTRACTOR (District Fleet Drivers)

I hereby certify to the Commissioner of Public Safety that the drivers listed below have demonstrated their competency in the following areas as required under Minnesota Statute section 171.03 Subd. 4, and have received      hours of in-service training including basic first aid.

- (1) Safely operate the type of school bus the driver will be operating;
- (2) Understand student behavior, including issues relating to students with disabilities;
- (3) Ensure orderly conduct of students on the bus and handle incidents of misconduct appropriately;
- (4) Know and understand relevant laws, rules of the road, and local school bus safety policies;
- (5) Handle emergency situations;
- (6) Safely load and unload students.

Driver's Name

Driver's License Number

Dean McHenry 15 hours

M 256 - 139 - 189 - 007

SEE ATTACHED SHEET

(attach additional signed pages as necessary)

[Signature]  
Signature of employer

Transportation Director  
Title

7-25-96  
Date

BUS DRIVER NAME & LICENSE STATE/NUMBER LOG

April 17, 1996 at 11:46 a.m.

Page 1

NAME	ST	LICENCE
DARLA AGENES	MN	A252134385934 15 <i>DATA</i>
JAMES AAS	MN	A200367843861 10 <i>DATA</i>
TERRY ARNTSON	MN	A653789497584 15 <i>DATA</i>
DANIEL BACON	MN	B250135302517 15 <i>DATA</i>
HOLLY BEIMDIEK	MN	B532313067990 10 <i>DATA</i>
<del>PATRICK S BRADLEY</del>	<del>MN</del>	<del>B634676765919</del>
CONNIE CUSEY	MN	C200122244328 8 hrs <i>DATA</i>
BARBARA GERLACH <i>No Bus</i>	MN	G642081385749
GARY HUCK	ND	501-76-3262 15 hrs <i>DATA</i>
MIKE HUSEL	MN	H240778210361 15 hrs <i>DATA</i>
AARON KRINGLER	MN	K652028135962 30 hrs <i>DATA</i>
LLOYD MANLEY	MN	M540525792323 30 hrs <i>DATA</i>
VICTORIA MOSLOFF	MN	F636847112714 15 hrs <i>DATA</i>
LYNN MUELLER	MN	M460564237050 15 hrs
TOMMY NELSON	MN	N425799660153 10 <i>DATA</i>
<del>TOMMY</del> NELSON <i>Andy</i>	MN	N425067429153 8 hrs <i>DATA</i>
SHILA NORDICK <i>No Bus</i>	MN	N632765603528
MICHAEL RASMUSSEN	ND	390-52-2691 30 <i>DATA</i> <i>Not Done</i>
PETER ROUFS	MN	R120680792162 15 <i>DATA</i>
CRAIG RUECKERT	MN	R263126061699 15 <i>DATA</i>
CAROL SELLENT <i>No Bus</i>	MN	S453108067470
RUTH SMITH	MN	S530751585197 15 <i>DATA</i>
LUTHER STRIKER	ND	ND-504702460 15 <i>DATA</i>
JUDY TEIKEN <i>No Bus</i>	MN	T250454139822
BRIAN WITTMAN	MN	W355098469932 50 <i>DATA</i>
MARK YOUNGBLOOD	ND	470-86-4496 15 <i>DATA</i>

MEMORANDUM P 96.093

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JSS*

DATE: October 8, 1996

SUBJECT: Change in Contract

The administration requests approval of the change in contract for the following person for the school year 1996-1997:

Sharon Klinkhammer - Grad Rule Secretary, Townsite Centre, A13  
(0) \$8.22 per hour, for 4 hours, added to  
her 4 hour Library Secretary position at  
Washington Elementary.  
(New Position-Grant Money)

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

JDS:sdh



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 9, 1996  
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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.

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

Nursing Services Agreement - Accept the contract with Clay County Health to purchase nursing services, when necessary, at the rate of \$35 per hour not to exceed \$700 for 1996-97.

Improving America's Schools Grant - Accept the funding for the Improving America's School Act, in the amounts of \$652,503.69 for Title I, \$27,210 for Title II (Eisenhower Math & Science Planning), and \$34,096 for Title VI (Block Grant).

Gift - Accept the gift of \$500 from American Crystal Sugar Company for use by the Migrant Summer School Service-Learning Project.

New Employees (All effective the 96-97 school year unless noted otherwise.)

Linda Sheet - Social Worker, District-wide, BA (7) \$24,641.00

Kari Ewert - Speech Teacher, Senior High, BA (0-6), .45 FTE, \$10,683

Rachel Stotts - Speech Teacher, Voyager/Washington, BA+45 (0-6), .35 FTE, \$9637.25

Mary K. Johnson - Computer Operator Food Service, Junior High, \$5.30/hr, 2.75 hrs/day, effective September 3, 1996.

Karen Evanson - Food Server, Riverside, \$5.30/hr, 2 hrs/day, effective September 3, 1996.

Betty Storbakken - Food Server, Robert Asp, \$5.30/hr, 2.25 hrs/day, effective September 3, 1996.

Audrey Savageau - MSMI Paraprofessional, Junior High, B21 (0) \$8.51/hr, 6.5 hrs/day, effective immediately.

Paula Meyers - MMMI Paraprofessional, Probstfield, B21 (0) \$8.51/hr, 6.5 hrs/day, effective immediately.

Sandy Kupfer - MMMI Paraprofessional, Probstfield, B21 (0) \$8.51/hr, 6.5 hrs/day, effective immediately.

Timothy Truscinski - Mechanic Maintenance Garage, B23 (10) \$10.72, effective immediately.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 9, 1996  
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Resignations

Cheryl Edenborg - MSMI Paraprofessional, Moorhead Junior High, effective August 26, 1996.  
Kristen Lowry - In-School Suspension, Robert Asp, effective immediately.  
Nancy Warling - Food Service, Robert Asp, effective immediately.  
Ronald No Heart - MSMI Paraprofessional, Moorhead Junior High, effective September 3, 1996.

Family/Medical Leave

Michaela Ludwig - English Teacher, Junior High, to begin approximately December 9, 1996 until the beginning of March, 1997.

Approval of Minutes - Approve the minutes of August 12 & 26, 1996 as presented.

Claims - Approve the September claims, subject to audit, in the amount of \$1,267,691.29.

General Fund:	\$651,264.75
Food Service:	19,151.59
Transportation:	127,238.70
Community Service:	5,711.96
Capital Expenditure:	453,564.70
Townsite Centre:	<u>10,759.59</u>
TOTAL	\$1,267,691.29

Motion carried 7-0.

COMMITTEE REPORTS: There were no committee reports.

SCHOOL BOARD/STAFF/COMMUNITY DIALOGUE: (This section of the agenda is an effort on the part of the Board to communicate more informally at the first meeting of each month with the staff and community representatives on a wide variety of programs and issues.)

READING RECOVERY PROGRAM UPDATE - Principal Kerry Sewell introduced Reading Recovery teacher-trainer Marci Christenson.

Christenson introduced Julie Hayes, Shannon Rieder, Sue Giles, Pam Kiser, Mary Overmann, all trained Reading Recovery teachers, and first grade teacher Linda Landgraf, and Hearing Impaired teacher Dee Pretty. The program is for early intervention for students with reading difficulties. Reading Recovery is not a remediation program.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
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Student selection and assessment is preformed by kindergarten teachers district-wide and students are ranked according to need in the area of language arts. From there, Reading Recovery teachers further screen the lower portion of those students to participate in the program while in first grade.

A yearly site report is completed, which includes the success rate, parent and staff comments, ideas shared with other districts, and future plans and recommendations for the program. The program experienced a 96% success rate for 1995-96. Also, the program has helped eliminate some students from being placed in special education for the wrong reasons, while at the same time identified special education needs earlier in some students.

The 1996-97 budget is for \$226,000, of which \$200,000 is for salaries and \$26,000 is for supplies. There are seven teachers in the four elementary buildings. It was noted the program is short three trained teachers and substitutes for those trained.

K-12 GUIDANCE & COUNSELING SERVICES - Guidance Department Head Russ Henegar introduced guidance staff Maret Kashmark, Deb DeMinck, and Jim Thom. Henegar stated the purpose of the guidance department is two-fold, to help students and parents make the best decisions in academic matters and to help students in crisis situations. The ratio is approximately 60/40 guidance/counseling.

Elementary counseling has a preventative focus, while the junior high is a mix between elementary and adolescent issues, and the high school is focused on academics and future planning. Changes experienced over recent years for elementary counseling has been in the areas controlling anger and dealing with substance abuse in the home. The junior and senior high levels reported more dealings with substance abuse in general.

Gustafson recessed the meeting for 5 minutes; it resumed at 8:30 p.m.

OPENING OF 1996-97 SCHOOL YEAR: Superintendent Anderson reported many positive reports from the building principals regarding the start to the new school year. He attributed the great start to the dedicated staff who worked hard during workshop week to be prepared for classes to begin.

Superintendent Anderson reviewed historical enrollment data with the Board. The Preschool-12 opening day enrollment was 6126, down 116 students from 1995-96. Assistant Superintendent Jernberg noted this was only preliminary and anticipates October's data will be more informative. The kindergarten and minority student populations experienced a significant drop over last year and is unexplainable at this time.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 9, 1996  
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BUILDING PROFILES: Assistant Superintendent Jernberg reviewed the 1992-1996 Building Profiles with the Board. A few highlights noted were the absence of weapons in the schools for 1995-96, and the average experience of staff decreased in 5 of 7 buildings.

A recommendation to approve the document is expected at the next meeting.

1995-96 ANNUAL REPORT ON STUDENT PROGRESS: Assistant Superintendent Jernberg reviewed the Annual Report on Student Progress (formerly the Planning, Evaluating and Reporting Report). Action to approve the report is expected at the next meeting.

CLOSE PUBLIC MEETING: Foss moved, seconded by Ladwig, to close the public meeting at 9:02 p.m., pursuant to M.S. 471.705, for the purpose of discussing negotiations strategies. Motion carried 7-0.

The Board discussed negotiations strategies for the non-aligned employee group.

OPEN PUBLIC MEETING: Cox moved, seconded by Hewitt, to reopen the public meeting at 9:47 p.m. Motion carried 7-0.

NON-ALIGNED EMPLOYEES AGREEMENT: Cummings moved, seconded by Cox, to approve the language and total package costs for the 1996-99 school years, in the amounts of 3.5%, 4.0% and 3.0% respectively. Motion carried 7-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Carol Ladwig will be the Graduation Standards liaison to the MN Department of Children, Families and Learning.

The Board tentatively scheduled a retreat for October 23 from 1-6 p.m.

ADJOURNMENT: Chairman Gustafson adjourned the meeting at 9:58 p.m.

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James Hewitt, Clerk

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 23, 1996  
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MEMBERS PRESENT: Bill Cox, Jim Cummings, Stacey Foss, Mark Gustafson, Anton "Butch" Hastad, James Hewitt, Carol A. Ladwig, and Bruce R. Anderson.

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: Cox moved, seconded by Hewitt, to approve the agenda as presented. Motion carried 7-0.

"WE ARE PROUD"

\*\*\* Congratulations was expressed to Linda Legreid, Probstfield teacher and Moorhead's 1996 Teacher of the Year, for being selected as a Minnesota Teacher of Excellence. Legreid is one of 24 Teachers of Excellence selected out of the group vying for Minnesota Teacher of the Year.

\*\*\* Congratulations went to Jon Babler and Deb Larson, Edison teachers, for being selected to make a presentation titled "Improving Continuity and Consistency Through Looping" at the Successful School Restructuring fall conference. They will present the logistics, benefits and problems with the strategy of students in a Looping type of class setting. The conference is sponsored by the Minnesota Association for Supervision and Curriculum Development and the Central Minnesota Service Cooperative.

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

New Employees

Matthew Tangen - Program Monitor, MCAP Townsite Centre, A13 (0) \$7.52 per hour, Non-Aligned Policy, effective September 24, 1996.

Kristen Bakko - A.O.M. Paraprofessional, Probstfield, B21 (0) \$8.51 per hour, 3 hours daily, effective September 24, 1996.

Ronda Underwood - A.O.M. Paraprofessional, Probstfield, B21 (0) \$8.51 per hour, 3 hours daily, effective September 24, 1996.

Curtis Strom - MSMI Paraprofessional, Junior High, B21 (0) \$8.51 per hour, 6.5 hours daily, effective September 24, 1996.

Tesch - Band Teacher, Senior High, MA+45 (7) \$4536.63, for one hour daily for 171 days, effective September 3, 1996.

Catherine Tesch - Band Teacher, Senior High, MA+45 (7) \$4536.63, for one hour daily for 171 days, effective September 3, 1996.

Resignations

Wayne Werner - Kindergarten Physical Education Teacher, Riverside, one day per week, effective immediately.



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Mary Ann Nahon - L.D. Teacher, Robert Asp, effective November 30, 1996.

Tammy Schatz - A.O.M. Paraprofessional, Probstfield, effective immediately.

Betty Storbakken - Food Service, Robert Asp, effective immediately.

Karen Swaser - Lunchroom Supervisor, Probstfield, effective September 24, 1996.

Jose Trevino - Home School Liaison, Robert Asp, effective September 20, 1996.

Election Resolutions - Approve the resolution Calling the Combined General Election; the Notice of Combined General Election resolution; and, the resolution authorizing the use of an electronic voting system for the combined general election, all as presented.

Community Education Grant - Accept the donation of \$2,000 from the Cultural Diversity Project for the Hispanic dance group, Raices de Mexico.

Motion carried 7-0.

COMMITTEE REPORTS: Reports were heard regarding the Interagency Early Intervention (IEIC), PER, Youth Advisory, Community Education Advisory, and District Student Staff Assistance committee meetings.

1995-96 BUILDING PROFILES: Hewitt moved, seconded by Cox, to receive the 1995-96 Building Profiles and direct distribution to building principals and administration, and to review them with staff to utilize data in addressing issues as appropriate. Motion carried 7-0.

1995-96 ANNUAL REPORT ON CURRICULUM AND STUDENT PERFORMANCE: Ladwig moved, seconded by Cummings, to accept the 1995-96 Annual Report on Curriculum and Student Performance, and to direct distribution to district residents and the Minnesota Department of Children, Families and Learning. Motion carried 7-0.

ENROLLMENT UPDATE & FISCAL IMPLICATIONS: Superintendent Anderson reviewed the expected budget implications due to the decline in enrollment for the 1996-1997 school year. Opening enrollment was expected to be 6237 and it was at 6103 on September 17. That is down 177 students from projections or 192 pupil units as measured by the Department of Education. That results in a decrease of approximately \$600,000 in revenues for the district. The 1996-97 Annual Operational Plan called for a \$200,000 surplus. The preliminary levy reflected a reduction of AFDC monies for 1997-98, approximately \$770,000. Also for 1997-98, the Basic Aid may be reduced by \$850,000 due to a reduction of \$75 per pupil unit formula allowance change and the projected reduced enrollment.

REGULAR MEETING  
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The 1995-96 estimated fund balance was \$3.6 million. The projected actual (after the preliminary audit) is closer to \$4.8 million. Various reasons have caused the increases and decreases to end up with that amount, such as collection of special education tuition from previous years, textbook expenditures in 1997 for 1996, carry-over of Goals 2000 monies, lower costs for the Clay County Coordinated Preschool Program, and lower severance payouts than expected. After all is said and done, the district is still looking at a an estimated \$1.3 million shortfall for 1996-97. The picture may change as new information becomes available.

Gustafson stated his appreciation to the administration and previous boards for the commitment to maintaining an adequate fund balance that will help in this time of need.

Anderson stated the administration is working on reductions to the 1996-97 budgets. Cummings requested a board liaison be included in those discussions.

Jernberg noted the county's numbers for AFDC families is declining which also has an affect on district enrollment and revenues.

**BID AWARD - ROBERT ASP ADDITION:** Cox moved, seconded by Hewitt, to reject all bids, due to the reduction in enrollment and the increase in construction costs. Motion carried 7-0.

Anderson stated the district is continuing with its plan to close Voyager at the end of the 1996-97 school year. Hastad requested the administration present alternatives to placing Voyager students for the 1997-98 school year as soon as possible to allow parents to plan.

**BID AWARD - TENNIS COURTS/TRACK REPAIRS:** Hastad moved, seconded by Cox, to award the low bids meeting specifications to Accurate Surface Installation, Bid #2 in the amount of \$19,850, unit price #1 at \$24.00 per square yard; and, to Seal Kote Inc., Bid #3 in the amount of \$19,900, unit price \$3.75 per linear foot. Motion carried 7-0.

**REFERENDUM CONVERSION:** This item was delayed until publication requirements are met.

**1996 PRELIMINARY LEVY PAYABLE 1997:** Cox moved, seconded by Ladwig, to approve the maximum 1996 Preliminary Levy Payable 1997. Motion carried 7-0.

The meeting recessed at 7:45 p.m. for 10 minutes; the meeting resumed at 7:56 p.m.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
SEPTEMBER 23, 1996  
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CLOSE PUBLIC MEETING: Ladwig moved, seconded by Foss, to close the public meeting at 7:56 p.m., pursuant to M.S. 471.705, for the purpose of discussing negotiations strategies for the Supervisors and Principals employee units. Motion carried 7-0.

OPEN PUBLIC MEETING: Cox moved, seconded by Foss, to open the public meeting at 8:59 p.m. Motion carried 7-0.

1996-98 SUPERVISORS' MASTER AGREEMENT: Foss moved, seconded by Cox, to approve the language and total package costs as presented, in the amounts of 3.5% and 4.5% respectively. Motion carried 6-1 by majority roll-call vote; Hastad dissenting.

1996-98 PRINCIPALS' MASTER AGREEMENT: Hewitt moved, seconded by Ladwig, to approve the language and total package costs as presented, in the amounts of 3.5% and 4.5% respectively. Motion carried 5-2 by majority roll-call vote; Cummings, Hastad dissenting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

ADJOURNMENT: The meeting adjourned at 9:05 p.m.

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James Hewitt, Clerk



MEMO #: I-97-073

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *PJ*

SUBJECT: Supplemental Teaching Enrichment Program

DATE: October 8, 1996

Attached is information regarding the Supplemental Teaching Enrichment Program. Gifted/Talented Coordinators Linda Johnson, Marilyn Green and Lois Brown; Academic Advisors Deb Weber, Sara Aderhold, Diane Johnson, Angelique Gunderson, Lisa Brunsvold, and Lynne Kovash; and STEP teacher Mary Regelstad will briefly highlight the attached information. A discussion of this program will be held.

RMJ/mdm  
Attachment

## THE CONTINUUM OF SERVICES FOR TALENT DEVELOPMENT IN MOORHEAD SCHOOLS

*Our mission is to provide talent development opportunities for every learner. (p. 1-6)*

K- 4 Elementary	5 - 6 Elementary	Junior High	High School
General Classroom Enrichment and Development of Multiple Intelligences (p. 7-8) Prime Time			
Curriculum Modification: Compacting and Differentiation (p. 9)			
Individual and Small Group Counseling (p.9)			
Within and Across Grade Level Advanced or Accelerated Classes: (p. 11,13) Advanced Math      S.T.E.P. Classes      Advanced Class Sections			
Interest Groups SparkEEE (p.11)	S.T.E.P. Send-out Groups (p.11) Explore 3rd and Discovery 4-6	S.T.E.P. (p. 12) Interest Groups	Advanced Placement (p.13)
Flexible Grouping by Skill Level (p. 10)			Post-secondary Options (p.13)
Cluster Grouping (p. 10, 12)			Self-Designed Courses or Independent Study (p. 14)
Special Enrichment Programs: MAEF, Jr. Great Books, Odyssey of the Mind, Math/Science competitions, (p. 15-18)			
Individual Options: (p. 19)		Individual Learning Plans      Mentorships	
Acceleration Options: (p. 19) Early Admission - - - Subject Acceleration - - - Grade Skipping - - - College			

Adapted from Joseph S. Renzulli's "continuum of services model". 1994, *Schools for Talent Development: A Practical Plan for School Improvement*. p. 78, Creative Learning Press, Inc.

# **Talent Development in Moorhead Schools School Board Meeting October 14, 1996**

## **Continuum of Services for Talent Development**

The chart on the continuum of services for talent development in Moorhead schools provides a graphic representation of enrichment and acceleration options that are available to students in Moorhead Schools.

### **Mission**

**Moorhead School's Mission** is to provide talent development opportunities for every learner.

### **Goals**

**The goals of schoolwide enrichment and talent development in the Moorhead schools are the following:**

- \* to develop the talent potentials of young people by:
  - a. systematically assessing strengths
  - b. providing enrichment opportunities, resources, and services to develop the strengths of all students
  - c. using a flexible approach to curricular differentiation and the use of school time

\*to improve the academic performance of all students in all areas of the regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable learning.

**The goals of gifted and talented programming in the Moorhead schools are the following:**

- \* to provide a coordinated, continuous K-12 program for gifted and talented students which maximizes utilization of time, talents, and capabilities of personnel and promotes effective programming in meeting the needs of individual students identified as needing enrichment programs/services.
- \* to provide for the cognitive needs of gifted students by challenging instruction that differs in content, process, and rate from the traditional patterns of classroom instruction, and develop skills of problem solving, decision-making, and critical and creative thinking.
- \* to provide an open, intellectual, and emotionally supportive learning atmosphere which will enable the gifted students to develop their potential and exceptional abilities, particularly in the areas of decision making, planning, performing, reasoning, creating, and communicating.
- \* to provide assistance to the classroom teachers and parents, and to maintain a lending library of books and materials.
- \* To provide for the involvement of students in advanced learning experiences which originate from their interests and bring them in contact with community resources, such as people, equipment, and facilities.

# **Philosophy**

**We believe that**

**Moorhead Schools should**

**(in this time of educational change and budget cuts)...**

\*Stress the need for student-centered schools where talents are nurtured through affirmation of individual differences. This will indeed ensure success for every learner. Moorhead Schools need to continue to provide financial support for on-going programs for talent development.

\*Stress that all educational personnel, including classroom teachers, guidance personnel, media specialists, and administrators, should be involved as primary deliverers of curriculum-based services for gifted learners.

\*Stress that specially trained personnel, knowledgeable and skilled in working with gifted and talented learners, should develop, instruct, and/or facilitate the implementation of student-based services.

\*Promote level, pace, and complexity as key differentiation issues in classroom curriculum. Learning should be meaningful as well as challenging.

\*Stress that program options should be an appropriate match for the learning characteristics, interests and talents of the child.

\*Promote appropriate grouping strategies that take into account ability, interests, motivation, learning styles, and tasks.

\*Promote curriculum compacting and differentiation as a means of meeting learning needs of students, especially those that are gifted learners.

\*Stress that parent involvement is an essential component in each child's talent development.

\* Stress that excellence in education means rigorous content as well as challenging process; competition as well as cooperation; differentiated outcomes as well as equality of opportunity; a varied pace and level of instruction as well as high standards for all.

\*Promote, encourage and expand special enrichment programs (MAEF) and other opportunities for grades K-12.

\*Promote flexible identification using multiple sources of data, instead of formal identification of "Gifted".

\*Stress that we label and define the services, program options, or gifted behavior, and that we do not label the child.

\* Stress that continuous staff development is a key element in talent development of Moorhead pupils.

MEMO #: I-97-080

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Comprehensive Technology Plan Consultant

DATE: October 9, 1996

At the August 26 Board meeting Norstan, Inc. reviewed draft recommendations with the Board. The final recommendation document has been prepared and a summary is attached. The Board has received the detailed comprehensive technology planning document from Norstan.

Consultant Jim Traynor will review the final recommendations with the Board. Due to the fact that the Board may have questions and concerns it is recommended that the Board receive final recommendation at the October 28 meeting.

RMJ/mdm  
Attachment



**Moorhead Public School District**  
**Network Infrastructure**  
**Summary Planning Document**  
**October 9, 1996**

**By: Norstan Integration Services**  
**1131 Westrac Drive #206**  
**Fargo, ND 58103**



## Executive Summary

### *"Education Anytime, Anywhere"*

#### **Moorhead School District - Management Information Systems - Mission Statement:**

"The mission statement of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world."

Technology has been an ever increasing driver of change in society over the past decade. Education must analyze this change and weave the reality of the information age into the education system. Technology is key to the learner's achievement of high standards set by the Moorhead School District. First and foremost is the need for students to be able to access information, manipulate data, synthesize concepts and creatively express ideas to others using video, text and audio media. Technology can be the conduit, supplying information to the student and providing a depth of variety of instructional approaches to reach children of all learning modalities. In conjunction with the implementation of technology is training and staff development for faculty to be able to utilize this technology to its potential. Teachers need to learn how to use technology to serve as a vehicle to deliver a variety of learning opportunities to students in many disciplines or subject areas. In addition, students must gain necessary skills in the use of technology to enable them to be productive citizens of our community in the next century.

Technology as an administrative tool can bring efficiency to the management and assessment aspects of education. This can be highlighted by teachers beginning to use performance-based assessment to continuously improve students' learning. This technology allows easy tracking of student work, enabling teachers to develop and maintain individual learning profiles for all learners.

The ultimate goal of the Moorhead School District is to improve the educational process and provide their students the tools and skills required for learning in this information age.

### **Overview**

Norstan Integration Services, a division of Norstan Communications, Inc., has been under contract with the Moorhead School District since June 17 to provide a comprehensive voice, video and data technology plan. This portion of Moorhead's overall District strategic plan applies to the technology infrastructure necessary to provide the foundation for increased use of technology as a more efficient, effective educational and administrative tool. The scope of the project included the following:

- A comprehensive data, voice and video communication network recommendation and phased implementation strategy.
- Design specifications for local area networks at identified district locations, wide area network, and direct access to an Internet provider.
- Assistance on an ongoing basis over the lifecycle of the project may be provided by Norstan to provide revisions to the strategic plan, when necessary. The fees for such support have not been included in this proposal but may be included in the future.

Given the complexity of today's network infrastructure, the design of a network plan requires a team to focus on the various aspects of voice, video and data connectivity. The rapid development of technology as tools for educators, administrators and students has greatly increased the need to systematically integrate those

technologies into meeting the district's objectives and goals. A technology plan is a framework or foundation from which to build a consistent cost effective network. This network should be scaleable, flexible and manageable, given the diverse needs and limited resources of the Moorhead School district. The plan outlines a cohesive technical architecture that can provide access to information, regardless of its location. Minimum standards presented in this plan should be reviewed annually to apply changes in technology or district goals.

Technology, however, poses many challenge. Some are technical challenges—integration, migration, software development, architecture and design, network management, and usability. Others are management/human resource issues, such as staffing, training, service and support, outsourcing, and software licensing.

The Norstan team has approached this project with the following 10 deliverables in mind:

1. Audit of eleven (11) locations' existing voice and data infrastructure including cabling topology, computers and telephone systems.
2. Recommendations of LAN infrastructure for eleven (11) district locations.
3. Design Architecture Requirements to support a data, voice and video network.
4. Set standards for cabling/bandwidth requirements.
5. Assessment of networking options. Documented Wide Area Network (WAN) architecture including recommendations for networking requirements (e.g. hubs, routers, TSUs, etc.)
6. Internet access recommendation.
7. Network management recommendations.
8. Recommendation for phased in implementation strategy.
9. Document minimum requirements for workstations based on network infrastructure.
10. Estimated cost of recommended solutions for budgetary purposes.

A discovery process has taken place whereby district employees were interviewed and information gathered regarding the goals and objectives of the district. Additionally, information was collected with regard to the current voice system, various computer systems and other technology infrastructure. The Norstan team has been reviewing this information and discussing technology alternatives with engineers, vendors as well as local organizations such as the City of Moorhead and CableCom of Fargo. This information has been analyzed and matched to the Moorhead School District's goals, with current infrastructure and technology platforms available that will provide the district with an investment that will be protected in the future.

## Key Objectives for Moorhead School District

- Provide Flexible and Scaleable Solution
- District Wide Communications
- Distribution of Information
- Internet Access
- Voice Integration - sharing the same infrastructure with voice
- Requirements for Video/ITV
- Remote Connectivity
- Access to AS/400 from any workstation
- Provide Standardization of Software and Hardware
- TCP/IP - Standardized Protocol for AS/400, Macintosh and IBM pc's
- Minimize Cost



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## Recommendation Summary

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The recommendations outlined here are delivered in more detail in the detailed version of this document. Overall, the recommendations pertain to the network infrastructure for the district. While the majority of information pertains to data, the design is particularly scaleable for video and voice. There are industry standards for design, construction and implementation which have been considered in our recommendations. The enforcement of minimum standards for technology systems ensures long term operation, without obsolescence, for all applications that adhere to the standards. The physical infrastructure is the main cost as well as foundation for the network required to meet the objectives of the Moorhead School District. Cabling is the foundation of that physical layer. Once in place, the network may be implemented in phases by buildings. Cabling should be the first phase of the implementation. The rest of the local area and wide area network should be implemented concurrently with prioritization by building. Given limitations of capital budgets however, full implementation of everything may not be possible. The worksheet included in this document contains budgetary estimates of each phase of the network implementation plan by building. This may be used as a guidepost for the district to prioritize the implementation of each subproject.

The recommendations that follow call for point to point T1 channels to be installed in conjunction with the wide area network. A significant cost savings may be realized for the voice system, once this has been done. The Wide Area Network (WAN) equipment recommended, N.E.T. Multiservice Backbone Manager (see page 6), will allow the district to have all of their voice, video and data traffic be dynamically allocated between sites within the district as well as outside the district. This piece of equipment will allow the phone system to maintain its role carrying voice traffic, the AS/400 to carry its SNA traffic, Macintosh to carry Appletalk, IBM compatible pc's carry IPX traffic, and video conference equipment carry video. In other words, the new WAN equipment will let the systems do what they were designed to do and act as a translator and traffic cop to ensure efficient use. This product will convert the traffic accordingly and run it over the same point to point T1. An example of the monthly cost difference for the phone system being integrated with the Wide Area Network follows:

Current off-premise charges are \$44 per extension per month which equals \$528 annually  
Townsite has 41 off-premise extensions (\$21,648 annual US West charges)  
Point to point T1 (24 channels) is approximately \$200 per month which equals \$2,400 annually

This outlines a savings in network charges only. There will be an investment in the WAN equipment for each site, as well as a channel bank however. (see budgetary information on page 5). But the N.E.T. device may be shared with voice, video and data.

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## Budgetary Projections

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The fundamental objective of the Moorhead School District is to define a technological solution that will benefit students, faculty and the community by providing a conduit for more efficient and effective communications; aid the user community in the development of new applications and provide for future growth and development.

Based on the requirements of the Moorhead School District and the recommendations set forth by Norstan to meet those requirements, we estimate the costs of full implementation (including cabling, network components, labor, managed environment, Internet and remote access and Web development) for all sites to be approximately 2.7 Million dollars. This estimate is dependent on the final configuration. Final configuration of the network will be dependent on a detailed site audit of each location for cable requirements and network configuration. It is also dependent upon when each portion is implemented. As stated previously, this is a "rough" estimate based upon what is known in September 1996.

School	Classrooms	Cable	LAN Components	WAN Components	Servers	Remote Dial In	Voice	Video Rollabout	Totals
Edison	21	\$80,400.00	\$58,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$12,300.00	\$50,000.00	\$282,500.00
Mhd Jr. High	38	\$169,600.00	\$67,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$14,100.00	\$50,000.00	\$382,500.00
Probstfield	30	\$122,000.00	\$64,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$13,200.00	\$50,000.00	\$331,000.00
Washington	27	\$97,600.00	\$61,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$13,200.00	\$50,000.00	\$303,600.00
Riverside	20	\$78,000.00	\$57,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$10,500.00	\$50,000.00	\$277,300.00
Asp	38	\$136,400.00	\$65,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$14,100.00	\$50,000.00	\$347,300.00
MSH	63	\$237,000.00	\$79,400.00	\$50,000.00	\$10,000.00	\$11,600.00		\$75,000.00	\$463,000.00
Townsite		\$18,000.00	\$53,200.00	\$95,000.00	\$20,000.00	\$11,600.00	\$19,600.00	\$25,000.00	\$242,400.00
Transporation		\$5,200.00	\$10,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$6,900.00		\$103,900.00
<b>Totals:</b>		<b>\$944,200.00</b>	<b>\$516,000.00</b>	<b>\$495,000.00</b>	<b>\$170,000.00</b>	<b>\$104,400.00</b>	<b>\$103,900.00</b>	<b>\$400,000.00</b>	<b>\$2,733,500.00</b>
<b>Definitions:</b>									
Cabling to include Category 5+ cable, and fiber backbone where required due to distance									
LAN Components include Network HUBs, Network Switched Hubs, Enterprise Switching Hub and Workstation NICs (number of NICs based on assumption of 37 percent of PC's, including Macintoshes, requiring NIC)									
WAN Components including Routers, DSUs, bandwidth management and T1 installation costs									
Server: Compaq Proliant 1500 Rack Mounted w/Operating System									
Remote Dial-In - Shiva LANRover - Installed									
Operational costs not included - ongoing point to point T1 charges are approximately \$200 per month using the NET solution for managing bandwidth.									
<b>*Assumptions:</b> Percentage of Workstation running Multimedia Applications concurrently on the network will not exceed 35 percent the total number of workstations on the network.									
The ability to run full Multimedia applications to all workstations on the network concurrently will increase overall costs.									
ITV will be located on mobile cart(s) and moved to classroom(s)									

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## Technology Plan Recommendation Summary

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### Cable

- Category 5+ with fiber backbone installed where appropriate. Berk-Tek or Hitachi with Panduit or Mod Tap connectors.
- Conduit and raceway recommended throughout district for security and adherence to fire and EIA/TIA standards for plenum rated cable plant.
- Star configuration with a minimum of 9 cable runs to each full-sized classroom
- Minimum of 2 cable runs to every other room
- Installation by certified installers
- Installation shall be done one complete building at a time
- Cable shall be tested with a Wave Tek II scanner with documentation results delivered
- 15 year warranty shall be required in RFP

### LAN Components

- Ethernet 10 BaseT with 10 Mbps to the desktop and 100 Mbps over fiber in a high-speed Switched Ethernet backbone where multiple closets are located within a building
- Network Hubs; 3Com Stackable Hub, HP Workgroup Hub, Cisco Catalyst 3000 Workgroup Switch
- Network Switched Hubs where distance is greater than 100 meters from Communications Closet; Cisco Catalyst 3000 Workgroup Switch
- Enterprise Switching Hubs to consolidate hubs; Cisco Catalyst 5000 Enterprise Fast Ethernet Switch
- Workstation Network Interface Cards (NICs) approximately 37 percent needing one; 3Com 10/100
- Labor for installation
- Service/warranty

### WAN Components

- Cisco Routers with installation and warranty
- CSU/DSUs (Channel Service Unit/Data Service Unit) - separates channels of T1
- NET IDNX bandwidth management device - manages voice, video and data traffic over the same T1.
- T1 installation costs (ongoing charges are approx. \$200/month for point to point T1)
- Adtran TSU 600 channel bank for phone system

### Servers

- Compaq Proliant 1500 Rack Mounted with Operating System and adequate memory
- Novell 4.1 for file and print servers
- Microsoft NT for applications servers
- UPS (Uninterruptible Power Supply)
- Hardware based fault tolerance RAID 1 and 5 to be used on each server
- Installation and warranty

### **Remote Dial-in**

- Shiva LAN-Rover
- Installation and warranty

### **Internet**

- Macintosh Internet Server (est. \$4000) one needed for entire district
- Microsoft Internet Server (est. 5000) one needed for entire district
- Cisco Pix Firewall or Borderware Firewall (\$8,000) one needed for entire district
- Cisco 2500 series access router (same one may be used with WAN requirements for each site)
- Internet Service provider RFP

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## **Our Approach**

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The objectives above make up the core of this project proposal and define the technology strategy for the Moorhead School District. The systems outlined here provide the standards that will allow for the integration of existing systems and future growth.

System standards are defined for communications infrastructure, desktop productivity, and backoffice operations. Each of these systems comply to industry standards for design, construction and implementation. These minimum standards ensure long-term operation and support without obsolescence for all applications that adhere to the standards.

On-going support and recommendations for these systems are outlined in the detailed document. In addition, staffing recommendations and training requirements for the initial phases are also included.

The development of this strategy included the participation of several areas of the Moorhead School District: MIS Technical Coordinator, School Administrators and others.

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## **Review of Norstan's Deliverables**

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**Audit of eleven (11) locations' existing voice and data infrastructure including cabling topology, computers and telephone systems.**

- Site surveys were done in the majority of buildings. Information regarding all locations was presented to Norstan and evaluated by the team of consultants. Details of the findings are outlined in the Appendix of the detailed document.

**Recommendations of LAN infrastructure for eleven (11) district locations.**

- Cabling, topology, equipment and network hardware and software include:  
Category 5+ cable installed to EIA/TIA specification



Ethernet 10 BaseT to the desktop. 100 Base T potential to desktop with cable specification  
Cisco hubs and switches, Adtran CSU/DSU, N.E.T. multiservice backbone manager, Compaq servers and Novell and Microsoft networking software

**Design Architecture Requirements to support a data, voice and video network.**

- Switching backbone will allow bandwidth necessary for standards based video applications to operate over entire district network. Cable specifications coupled with Ethernet Switches and N.E.T. multiservice manager allow data, voice and video network to reside concurrently and optimize available bandwidth.

**Set standards for cabling/bandwidth requirements.**

- Specific attention was paid to this as it is the most critical piece of the network in terms of potential problems, future capabilities and overall cost of installation and ownership.
- Emphasis has been placed on the recommendation for high-end specifications and installation by qualified technicians. Over 80% of network problems historically are traced to cabling issues. Improper installation of even top grade cable can cost the district time, stress and money to correct. The cable standards outlined for category 5+ are actually higher than network equipment available today. While changes will occur with equipment associated with the network, the cable and installation standards outlined in this document should be viable for 10-15 years.

**Assessment of networking options. Documented Wide Area Network (WAN) architecture including recommendations for networking requirements (e.g. hubs, routers, TSUs, etc.)**

- There are many ways to design a network. Norstan has designed this one to be the most cost-effective, yet robust enough to handle the future needs of the district. Specific equipment has been identified and recommended which will provide a high quality scalable solution for the district. There are also diagrams available in the detailed document which depict the local and wide area network as presented. This information is intended to be used to create bid specification documents for Requests For Proposals (RFPs). This particular design is flexible for future developments. ISDN or Fiber networks may be implemented as they mature in Moorhead. The technology utilized in the Multiservice Backbone manager actually utilizes ISDN signaling as its method to transport network traffic over standard T1's.

**Internet access recommendation.**

- The state of Minnesota has a LYNX project which outlines the criteria for Internet Access Grant dollars. These guidelines should be followed as Moorhead goes to bid for an Internet Access provider.
- The recommendation is for Moorhead to work with a local Internet Service Provider (ISP) to negotiate the best rate for access to the internet. A web server may consist of either a Macintosh Web Server or Microsoft Internet Server along with Cisco Pix Firewall or Borderware Firewall, to protect the rest of the network. Internet access should be implemented early, due to the demand and vast amount of information available to teachers and students.
- The ISP should provide sufficient Internet addresses to administer a recommended DHCP server as outlined in the detailed document.

- Internet access may be gained from anywhere on the network or through dial-up means as outlined in the detailed document upon full implementation of the local and wide area network.

### **Network management recommendations.**

There are 3 ways to interpret network management in this document.

1. Network management as provided by personnel in the district to administer the network.  
The recommendation for personnel to administer the network should not be overlooked. Having an internal documented escalation support plan is critical to successful administration of the network.
2. Network management as a technical task having software and hardware to monitor the traffic over a data network.  
Technology utilized for network management include the recommendation for the most basic of network management protocol known as SNMP (Simple Network Management Protocol). This should reside on every device on the network. With that, there are a suite of tools to be utilized to monitor and manage the network from a central location. These sophisticated tools should be evaluated upon completion of the network implementation. This is very complex and requires thorough evaluation of all equipment and resources to define the criteria and level of management required.
3. Network management as it pertains to the network provided by US West.  
The N.E.T. multiservice bandwidth manager equipment as outlined in the recommendation provides extremely efficient use of the network provided by US West. It actually performs the service to the network that the District would ordinarily have to order and pay for from US West. In effect the district would order a standard point to point T1 with no services at approximately \$200 per month. The N.E.T. device will apply services necessary for voice, video and data to coexist and be allocated on demand. For these services to be added to these T1 lines ordered from US West it would cost additional monthly service as well as installation charges which could end up being thousands per month.

### **Recommendation for phased in implementation strategy.**

- The first phase is very clear cut and important; Cabling.
- Ideally, cabling should be implemented for every building as phase one. From here, each building may decide to build their local area network, then wide area network, but cabling will provide the foundation to prioritizing the next stages.
- The rest of the phases may be prioritized by the district. The Budgetary worksheet indicates how they may be implemented, either by category or by building or some combination.

### **Document minimum requirements for workstations based on network infrastructure.**

- This is listed in the detailed document and is the piece of technology that changes most rapidly. Attention should be paid to this area and updates made annually. Both Macintosh and IBM compatible (Compaq) computers are specified as standards.

**Estimated cost of recommended solutions for budgetary purposes.**

- This is presented both here and in the detailed document. It is to be used as a ballpark estimate for each subject presented.

---

**Review of Moorhead's Key Objectives**

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**Provide Flexible and Scaleable Solution**

- The network infrastructure outlined may be implemented as the District prioritizes its budget each phase. It is flexible to meet today's needs, yet powerful enough to take the District into the next century with the proliferation of internet, video and multimedia applications.

**District Wide Communications**

- The recommendation for an enhanced voicemail system along with future integration with electronic mail will provide a plethora of applications available to aid in the administration and education issues faced by teachers and educators today as well as in the future.
- The recommendation for a distributed phone system will provide redundancy in the event of a disaster similar to the flood this past summer. It will also provide increased access for teachers, students and parents through voice communications.

**Distribution of Information**

- The recommendations related to the Local and Wide Area Network along with internet access will provide tremendously enhanced information distribution capabilities. For example, once there are computers attached to the network in each room and a PC-based electronic mail system is implemented there will be a quick inexpensive way to send and receive messages anytime, anywhere for administrators, teachers, students and parents.
- With the access to the information being outlined in this plan, the District needs to address the human resource issues of staff development and support of the network. Norstan recommends a person be designated at each site to provide the first line of support for any day to day issues that arise. There should also be formal staff development workshops available like Apple Computer's General Technology Workshop, Technology and Curriculum Integration Workshop and Technology and Leadership Development Workshop.
- There is also a need for District MIS staff development to be better able to implement and manage this network. The number of people is dependent upon how quickly the district implements this plan. Two people at a minimum should have training with local and wide area networks.

**Internet Access**

- This should be an early phase of implementation due to the amount of information available through the internet. It may be implemented once the local area networks are in place at each building.
- A local Internet Service Provider is required to allow a gateway to the internet. There are several candidates in the Fargo-Moorhead area who could do this for the district.
- The recommendation calls for a direct gateway to the internet from Moorhead's data network. Dial up access may also be provided through implementation of the recommended method also outlined in the detailed document.
- Staff development resources should be applied so this powerful tool may be implemented efficiently and effectively. Care needs to be taken with regard to security and access to sites



not appropriate for school children. Proper training of staff along with application software limiting specific sites should be implemented along with the technology.

### **Voice Integration - sharing the same infrastructure with voice**

- Along with Wide Area Network implementation comes the first phase of voice integration. The equipment specified to manage the network traffic will allow voice traffic to be carried over the same T1 pipe between buildings. This will provide the opportunity to save money on network costs currently in place for off premise extensions.
- A later phase may include integration with an electronic mail system so that a district employee may view voice, fax and electronic mail messages on one screen. This requires a different voicemail platform than is in place today.
- There is a recommendation to further study the use of voicemail in the district. Features of the current system may be implemented. Training of these features could be presented. Business processes of how the system could be utilized should be evaluated.

### **Requirements for Video/ITV**

- With the cabling recommendation implemented, the potential exists to have ITV video in any room in the district. Room lighting and noise issues, and videoconference equipment would be the only limitations.
- The recommendation is for rollabout carts which would contain a video codec, camera, monitor with speakers and microphone equipment. This would allow the equipment to be moved into any room.
- Room requirements for "ideal" conditions are outlined in the document. Again, the biggest consideration would be lighting and noise. For video applications requiring interaction from the classroom, noise and light are of much greater concern and the guidelines for the "ideal" room should be followed where possible. For video applications where viewing is the majority of the conference, a room adequate for standard slide projector lighting would be fine.
- Staff development resources should be in place for those utilizing videoconference equipment. Effective use requires proper training regarding videoconference etiquette, room ambiance, presentation techniques, etc.

### **Remote Connectivity**

- This refers to dialup access in the document. The Shiva LanRover is the recommended product. This will work with access by Macintosh as well as IBM workstations. It is reliable, secure and requires minimal maintenance.
- Remote connectivity will allow levels of access controlled by the District. For Example, Administrators may have access at any level throughout the network. Teachers may be limited to accessing specific databases on the AS/400 and their own local area network. Students and parents may be allowed access to specific files located on a District server.

### **Access to AS/400 (SNA Connectivity)**

- The recommendation is to bring the AS/400 up to a level where it understands a common protocol as specified in the document. That protocol is TC/IP. It will need this in order to have smooth connectivity district-wide from any personal computer.

### **Provide Standardization of Software and Hardware**

- Standards for network operating system software and hardware minimum requirements known today are outlined in the document and should be reviewed annually. There is rapid

change in technology which will require updating these standards. This network plan is designed to handle all of the applications in place today with enough bandwidth to carry the video and data as outlined by future district direction. Where change is most rapid is at the workstation and application software level.

#### **TCP/IP - Standardized Protocol for AS/400, Macintosh and IBM pc's**

- The TCP/IP protocol is the language made popular by the internet. This will allow smooth connectivity between all the systems the District has in its enterprise; AS/400, Macintosh, IBM (compatible) personal computers. Implementing this will not limit or restrict access from the IBM terminals in place. It will just broaden that access to the AS/400 whether those workstations are connected to the network directly or remotely.

#### **Minimize Cost**

- Cost was taken into consideration in the design of this infrastructure. A special note was made as to the current expenditures going toward off premise extensions for the phone system. The initial recommendation for a T1 network will allow not only voice, but also data and video traffic to be transported over the same wire. Although there are equipment costs associated with this, it appears to be an area to seriously consider. ISDN and Fiber Optics as a network option may be further evaluated in the next few years. The current systems in place and lack of availability, however do not cost justify its implementation at this time. The design is flexible enough, however that either could be implemented in the future.
- Cost should also be viewed not just in terms of equipment acquisition cost. There will need to be an investment in the employees of the district to implement and manage the network. There will also need to be an investment in the educators and staff of the district to optimize the technology infrastructure being deployed by the district. This is not part of the scope of this project but is a critical key in a successful implementation of the technology plan.

MEMO #: I-97-070

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Enrollment Data and Projections

DATE: October 4, 1996

The attached information contains October 1996 enrollment data, a report of the ethnic makeup of the student population, cohort projections for the next five years, and graphs of enrollment data from 1995-96 through 2001-2002 as projected.

This information will be reviewed at the October 14 Board meeting.

RMJ/mdm  
Attachments

ENROLLMENT  
MOORHEAD PUBLIC SCHOOLS

Corrected 10/4/96

DATE: October 1, 1996

SCHOOL BLDGS	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	SELF-CONT SPECIAL EDUC.	TOTALS	Sept. 96 TOTALS	
	21-21 21-21 MSU-17	25-25 25-25 25	22-23 23-22 21	21-21 21-21 22	24-24 24-24 24				
Edison	101	125	111	106	120	19	582	574	
	19-17 18-17 19-17 18	25-25 25-25 24-24	26-24 24-25 26-23	21-22 23-21 21-23	28-28 28-28 28-27				
Probstfield	125	148	148	131	167		719	730	
	19-18 19-17	25 *12-13* 24 *13-12*	23 25	17 * 8-11* 16 * 6-15*	21 22				
Riverside	73	74	73	47	69		336	340	
	18-22 21-22 21 FCCC-20	24 *12-12* 24 *12-12* 24 *12-12* 23 *12-12*	24 23 24 24	24-22 22-22 23-22	25-21 23-24 26				
Washington	124	143	143	135	119	12	676	683	
Elementary Preschool	3							3	0
Elementary Preschool						53	53	42	
Total By Grade	426	490	475	419	475	84	2,369	2,369	
Grade 5                      Grade 6                      Special Ed.									
Robert Asp	367	371	Special Ed. included				738	743	
Voyager	95	108	Special Ed. included				203	205	
TOTAL ELEMENTARY (Preschool & Special Ed.)							3,310	3,317	
Grade 7                      Grade 8                      Special Ed.									
Junior High School	474	456	(Self Contained, Outreach, & MCAP)				42	972	980
Grade 9                      Grade 10                      Grade 11                      Grade 12									
Senior High	439	490	414	382				1,725	1,763
Senior High Special Ed.      (Self Contained, Outreach, & MCAP)							80	66	
SENIOR HIGH TOTAL							1,805	1,829	
TOTAL KINDERGARTEN THROUGH GRADE 12							6,034	6,084	
TOTAL PRESCHOOL THROUGH GRADE 12							6,087	6,126	

SPECIAL EDUCATION CHILD COUNT 1,069

MSU = Moorhead State University Early Education Center  
FCCC = Family Child Care Center

\* \* = Ungraded Classrooms

MOORHEAD PUBLIC SCHOOLS  
COUNT AND PERCENTAGE OF K-12 STUDENTS ENROLLED/ATTENDING  
BY SCHOOL AND RACIAL/ETHNIC CATEGORY

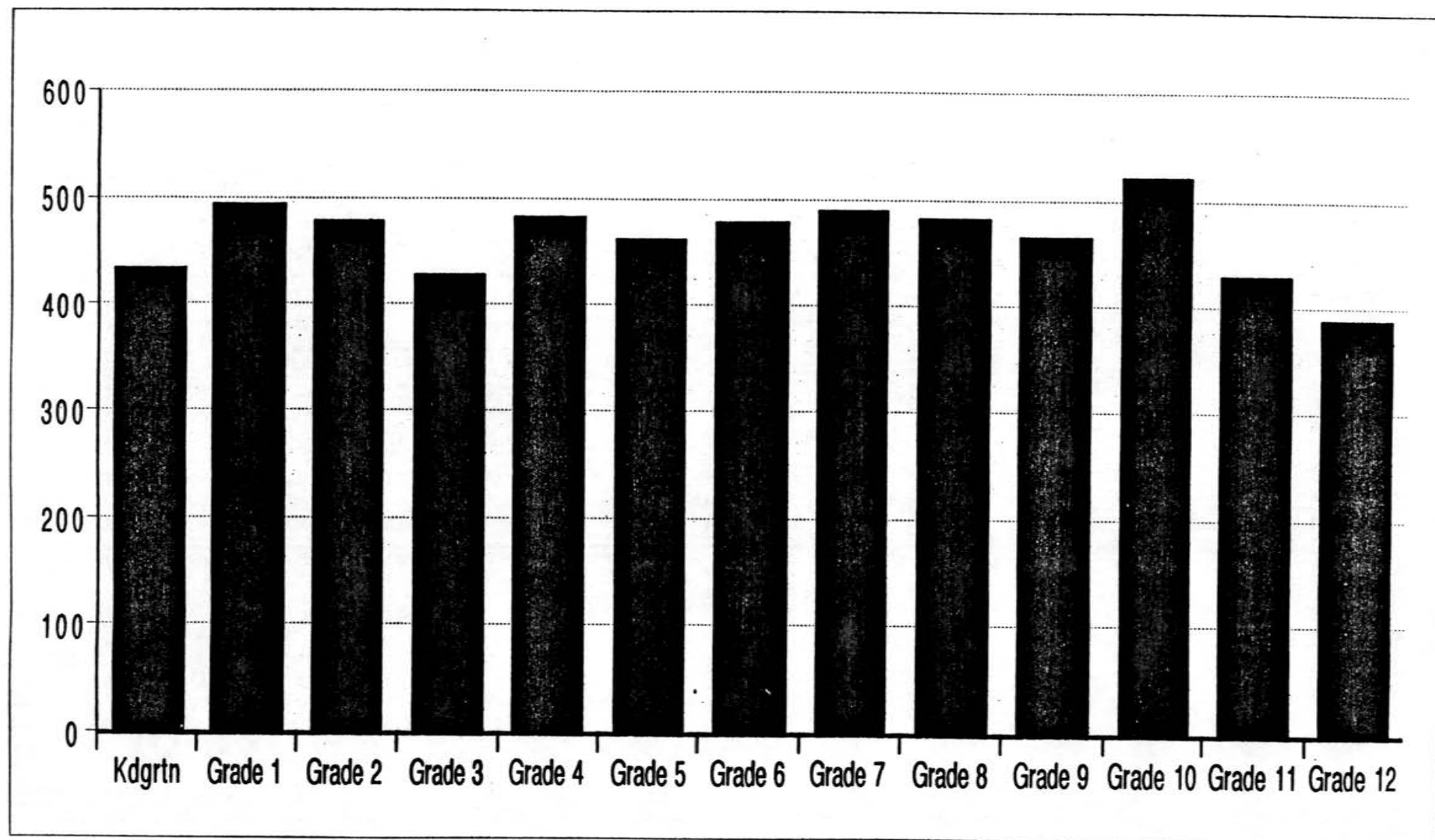
October 1, 1996

SCHOOL	AMERICAN INDIAN	ASIAN	HISPANIC	BLACK	WHITE	MINORITIES
Senior High PERCENT	30 1.7	43 2.4	110 6.1	8 0.4	1,614 89.4	191 10.6
Junior High PERCENT	32 3.3	15 1.5	85 8.7	8 0.8	832 85.6	140 14.4
Edison PERCENT	39 6.7	17 2.9	81 13.9	5 0.9	440 75.6	142 24.4
Probstfield PERCENT	25 3.5	15 2.1	49 6.8	4 0.6	626 87	93 13
Washington PERCENT	15 2.2	11 1.6	125 18.5	2 0.3	523 77.4	153 22.6
Riverside PERCENT	12 3.6	4 1.2	34 10.1	8 2.4	278 82.7	58 17.3
Asp PERCENT	24 3.3	17 2.3	64 8.7	5 0.7	628 85	110 15
Voyager PERCENT	5 2.5	1 0.5	18 8.9	2 1	177 87.2	26 12.8
TOTAL PERCENT	182 3	123 2	566 9.4	42 0.7	5,118 84.9	913 15.1
OCTOBER 2, 1995 TOTALS	197 3.2	125 2	589 9.6	50 0.8	5,191 84.4	961 15.6

October 96 5 yr weighted GRADE	MOORHEAD PUBLIC SCHOOLS COHORT PROJECTIONS ave. *	92/93	93/94	94/95	95/96	96/97	SURVIVAL 97/98	98/99	99/00	00/01	01/02	Oct 1995 Projected For Oct 1996	VARIANCE	
KINDERGARTEN	*	499	480	484	500	433	*	442	469	440	472	460	478	-45
GRADE 1	*	496	491	484	492	492	*	431	440	466	438	469	500	-8
GRADE 2	*	507	507	492	459	481	*	481	421	430	456	428	492	-11
GRADE 3	*	499	521	488	489	426	*	471	475	412	421	446	455	-29
GRADE 4	*	488	489	515	483	484	*	419	463	467	405	414	483	1
GRADE 5	*	485	503	498	498	462	*	474	410	453	458	397	483	-21
GRADE 6	*	493	481	491	491	479	*	450	462	400	442	446	490	-11
GRADES K-4	*	2489	2488	2463	2423	2316	*	2243	2268	2216	2192	2217	2408	-92
GRADES K-5	*	2974	2991	2961	2921	2778	*	2717	2678	2669	2650	2614	2891	-113
GRADES 5 & 6	*	978	984	989	989	941	*	924	873	853	900	843	973	-32
GRADE 7	*	470	521	483	506	488	*	489	460	472	409	452	512	-24
GRADE 8	*	450	459	517	489	484	*	471	472	444	456	395	501	-17
GRADES 7 & 8	*	920	980	1010	995	972	*	961	933	917	865	847	1013	-41
GRADE 9	*	424	441	456	521	464	*	488	475	476	448	460	473	-9
GRADE 10	*	387	406	408	455	521	*	457	480	467	469	441	516	5
GRADE 11	*	372	390	385	406	430	*	506	444	469	454	455	452	-22
GRADE 12	*	344	355	375	382	390	*	419	492	431	457	442	402	-12
GRADES 9-12	*	1527	1592	1624	1764	1805	*	1869	1891	1844	1827	1798	1843	-38
GRADES K-6	*	3467	3472	3452	3412	3257	*	3168	3140	3069	3092	3061	3381	-124
GRADES 7-12	*	2447	2572	2634	2739	2777	*	2830	2824	2760	2692	2645	2856	-79
GRADES K-12	*	5914	6044	6086	6151	6034	0	5998	5964	5830	5784	5706	6237	-203



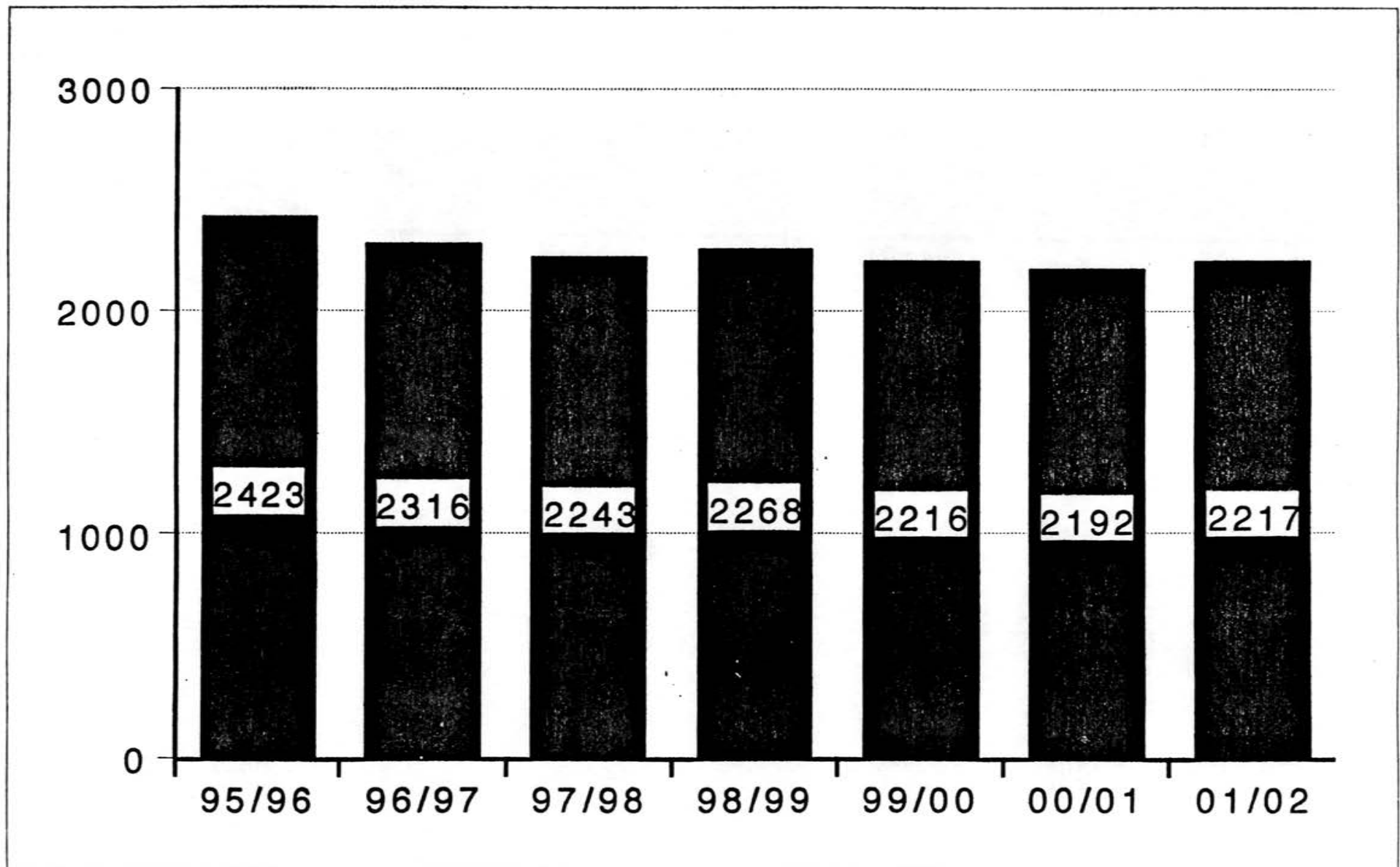
## MOORHEAD AREA SCHOOLS ENROLLMENT GRADES K-12



Enrollment figures based on data from  
October 1, 1996

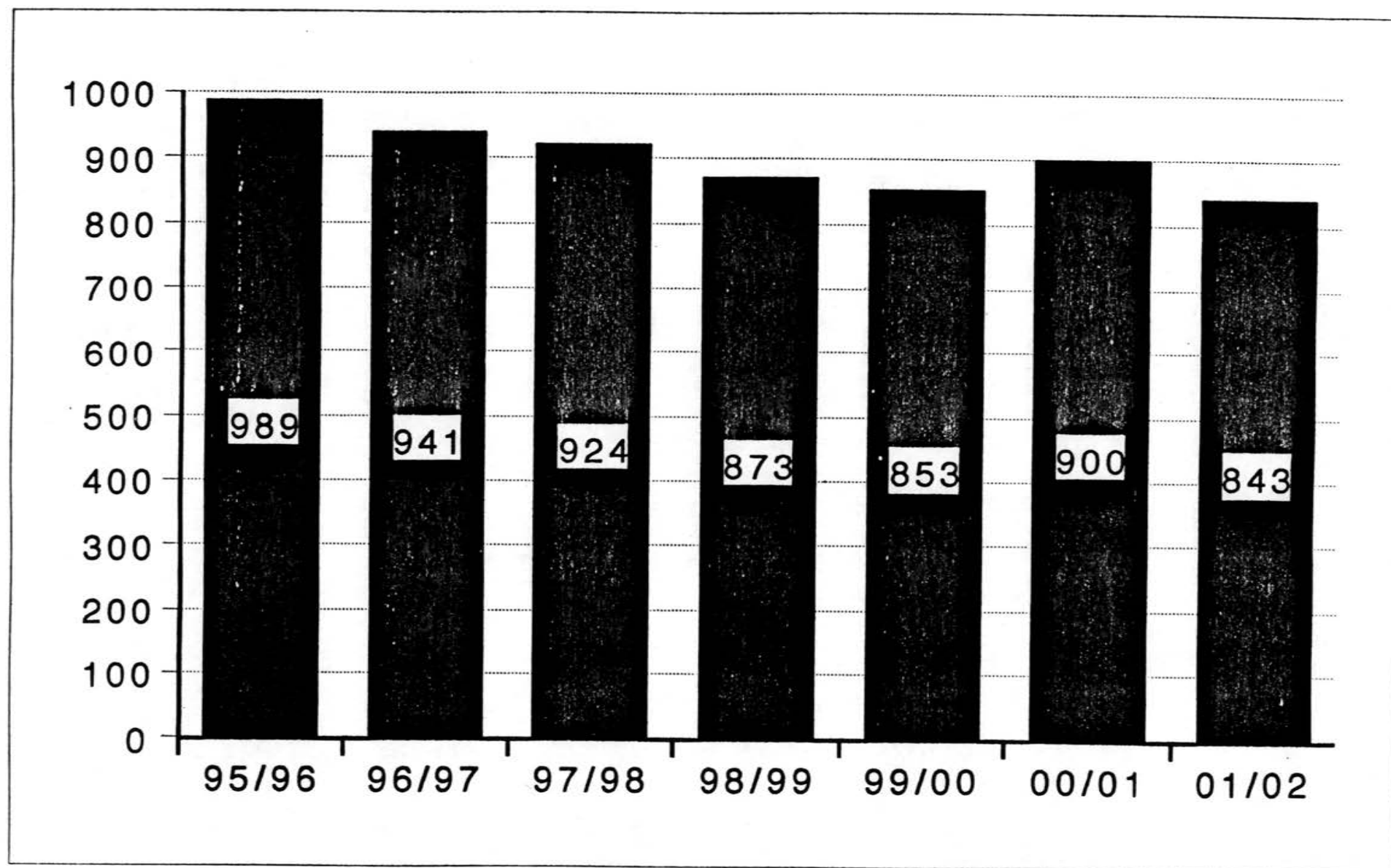


## MOORHEAD AREA SCHOOLS ENROLLMENT GRADES K-4



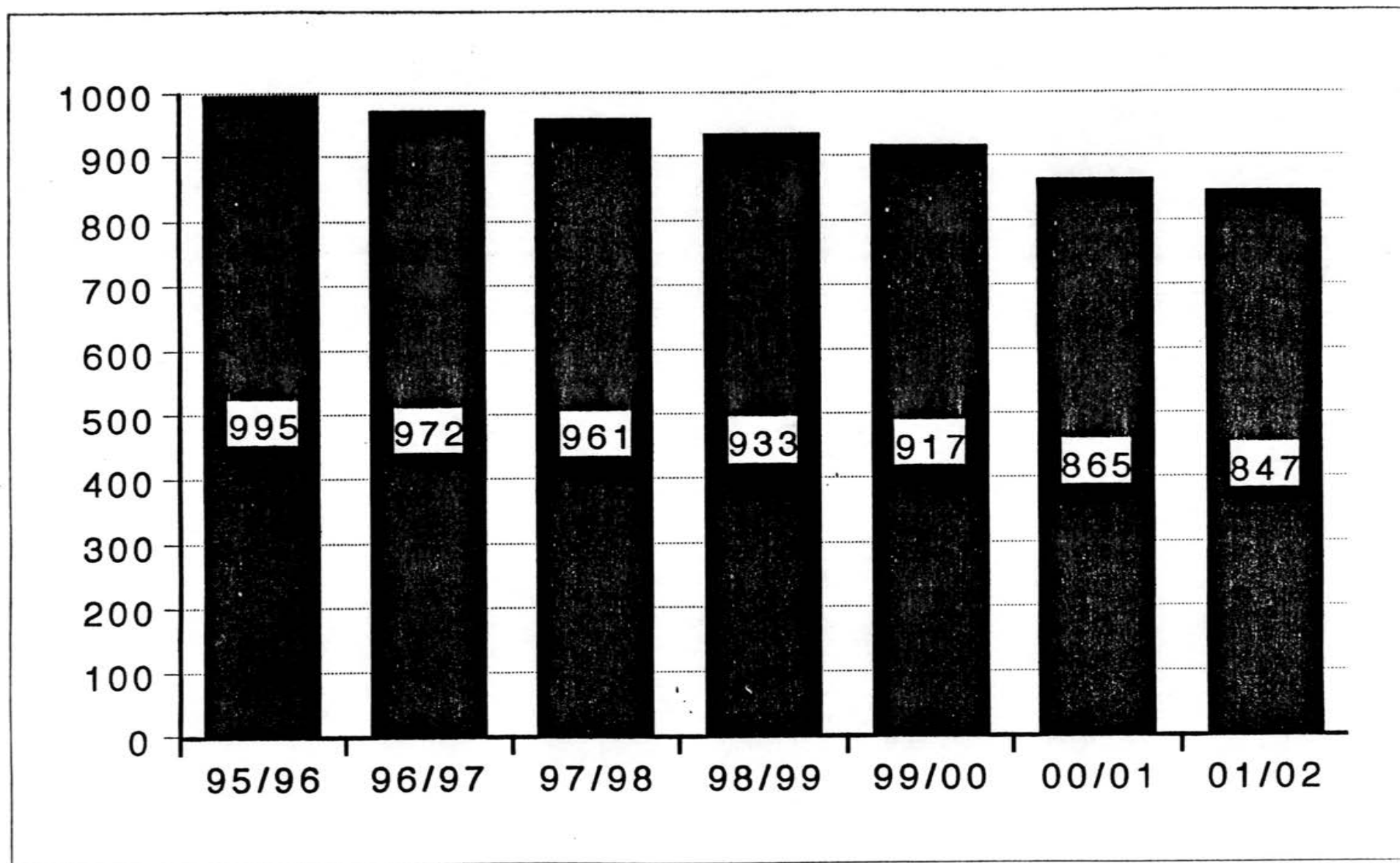
Based on Cohort Projection of October 1, 1996

## MOORHEAD AREA SCHOOLS ENROLLMENT GRADES 5-6



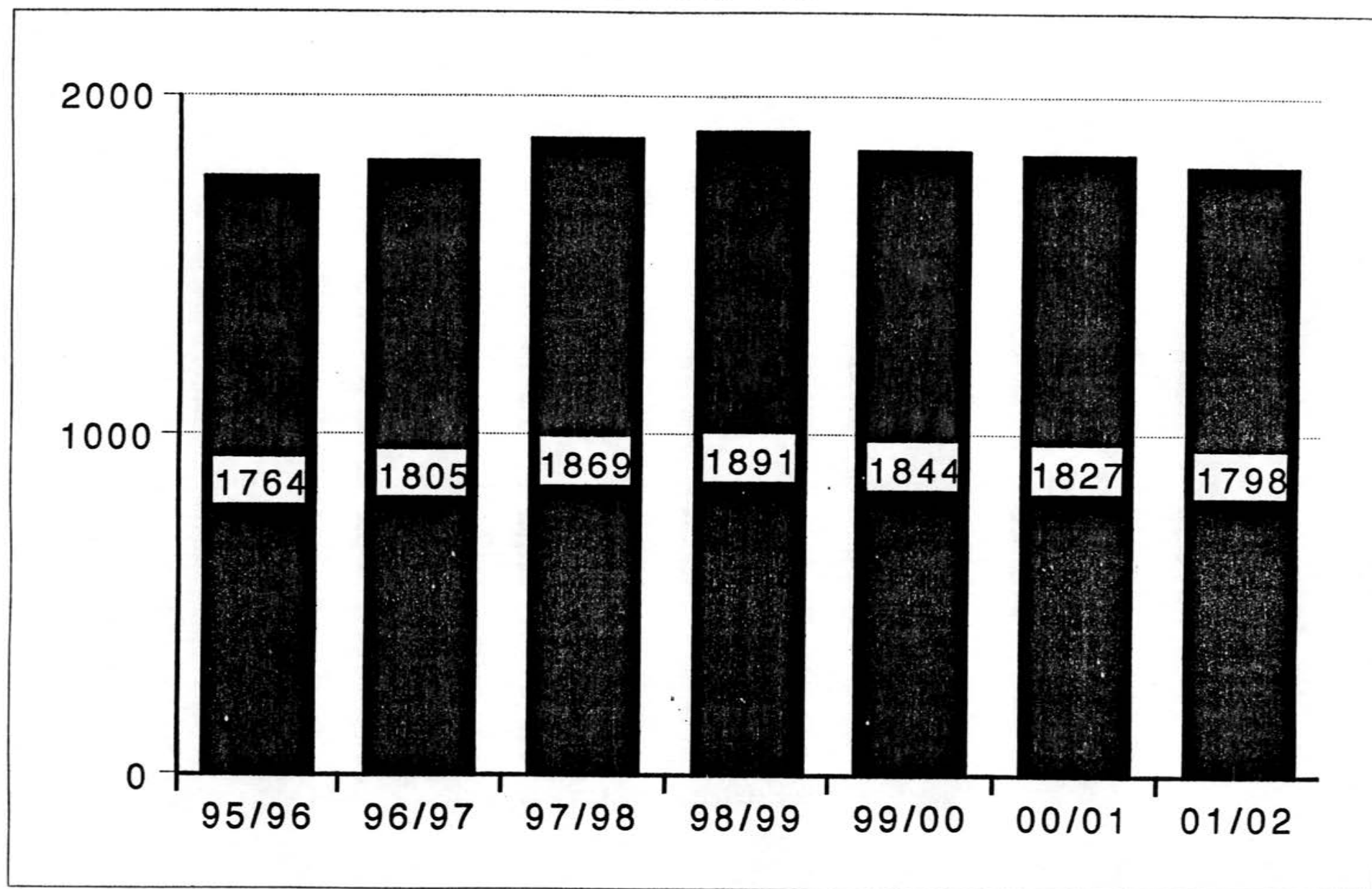
Based on Cohort Projection of October 1, 1996

## MOORHEAD AREA SCHOOLS ENROLLMENT GRADES 7-8



Based on Cohort Projection of October 1, 1996

# MOORHEAD AREA SCHOOLS ENROLLMENT GRADES 9-12



Based on Cohort Projection of October 1, 1996

OCT 9 1996

MEMO #: B97.157  
MEMO TO: DR. ANDERSON  
FROM: R. LACHER *R Lacher*  
DATE: OCTOBER 8, 1996  
SUBJECT: LOCAL AREA NETWORK ASP SCHOOL

BIDS WERE OPENED SEPTEMBER 30, 1996.

VENDORS

DELL-COMM, INC. \$ 86,409.00  
NEW BRIGHTON, MN

AMERICABLE \*\$ 77,095.00  
FARGO, ND

NORSTAN COMMUNICATIONS, INC. \$102,568.00  
MAPLE GROVE, MN

SUGGESTED RESOLUTION:  
MOVE TO AWARD LOW BID MEETING SPECIFICATIONS TO:

AMERICABLE \$77,095.00

BUDGET: 1996.97 CAPITAL OUTLAY LINE 16.3

\*TO USE MOD-TAP CONNECTORS

ATTACHED: BID SUMMARY

Robert Lachar

OCT 1 1996

**TABULATION OF BIDS**

**COMPUTER CABLING  
ROBERT ASP MIDDLE SCHOOL  
IND. SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA**

**FOSS ASSOCIATES  
Architecture & Engineering  
Moorhead, Minnesota**

**PROJECT NO. 9508.11**

**BID OPENING: September 30, 1996**


Contractors	A d d e n d u m	S e c u r i t y	C a l.  D a y s	Base Bid - All Work	Computer Network Wiring System Manufacturer used in Base Bid
Americable * Fargo, North Dakota	X	X	30	\$77,095.00	Leviton & Mohawk
CB & Sons Electric Moorhead, Minnesota				NO BID	
Corporate Technologies Fargo, North Dakota				NO BID	
Dell-Comm Inc. Fargo, North Dakota	X	X	90	\$86,409.00	Mod-Tap
Moorhead Electric Moorhead, Minnesota				NO BID	
Norstan Communications Fargo, North Dakota	X	X	51	\$102,568.00	Mod-Tap, Panduit, Hitachi, 3M
Rick Electric Inc. Moorhead, Minnesota				NO BID	

\* Apparent Low Bidder

SEP 30 1996

MEMO #: B97.148

MEMO TO: DR. ANDERSON

FROM: R. LACHER 

DATE: SEPTEMBER 25, 1996

SUBJECT: KITCHEN EQUIPMENT ROBERT ASP SCHOOL

Bids were opened 9/24/96 at 2:00 p.m. for the Kitchen Equipment planned in conjunction to the addition.

DAKOTA FOODS	\$ 39,962
FARGO, ND	

ST. CLOUD RESTAURANT	\$ 38,555
ST. CLOUD, MN	

BUDGET EST.	\$ 40,000
-------------	-----------

SUGGESTED RESOLUTION:

Reject all bids due to the change in plans for the addition.

ATTACHED: BID SUMMARY



### TABULATION OF BIDS

**KITCHEN EQUIPMENT  
ROBERT ASP MIDDLE SCHOOL  
IND. SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA**

**FOSS ASSOCIATES  
Architects & Engineers  
Moorhead, Minnesota**

**PROJECT NO. 9508.11**

**BID OPENING: September 24, 1996**

<b>Contractors</b>	<b>Total Contract Price</b>	<b>Equipment Price</b>	<b>Installation Price</b>
Dakota Foods Fargo, North Dakota	\$39,962.00	\$39,557.00	\$405.00
Hospitality Supply St. Paul, Minnesota	NO BID		
Nielsen's Food Service Equip. Brooklyn Park, Minnesota	NO BID		
St. Cloud Restaurant Supply * St. Cloud, Minnesota	\$38,555.00	\$37,655.00	\$900.00
Sexton Contract Design St. Louis Park, Minnesota	NO BID		
St. Paul Bar & Restaurant Equip. St. Paul, Minnesota	NO BID		

\* Apparent Low Bidder

P 96. 093

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JSS*  
RE: Status of Search for High School Principal  
DATE: October 9, 1996

As we discussed earlier, August was a difficult time to initiate the search for a new high school principal. We did have approximately 25 individuals seek additional information about the position. However, only 10 individuals had a complete application file on record as of last week.

Given our intent to find a quality candidate to fill the position, it seems the limited number of candidates applying for the position does not give us the applicant pool to review that would ensure the quality of candidates we would wish to interview.

Therefore, it seems most appropriate to delay the process and continue with the interim principal for the remainder of this school year. During the first full week of January 1997, we will re-advertise the position with a cut-off date for applications at the end of February. We will form a search committee in early March to review these applications and move forward with the process from that point in time. We could expect to have the new principal hired by the beginning of the next contract year.

S-M 9-805  
MIN  
10-28-96

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

October 28, 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. "We Are Proud"

\*\*\* Congratulations to Janelle Frost-Geiser, Moorhead Junior High teacher, for being selected as one of 22 teachers to participate in the Minnesota Humanities Commission's Teacher Institute. The institute promotes a week of study, reflection and intellectual renewal. Frost-Geiser will be participating in "Lifting the Veil: Thirteen Centuries of Islamic Thought and Culture."

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

2. \*CONSENT AGENDA

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

- A. INSTRUCTIONAL MATTERS - Jernberg
  - (1) Acceptance of Gifts - Pages 5-7
- B. BUSINESS AFFAIRS - Lacher
  - (1) Approval of NSF Check Collection - Page 8
- C. PERSONNEL MATTERS - Skinkle
  - (1) Approval of New Employees - Page 9
  - (2) Approval of Transfer - Page 10
  - (3) Acceptance of Resignation - Page 11
- D. ADMINISTRATIVE MATTERS - Anderson

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

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

3. COMMITTEE REPORTS

4. 1995-96 AUDIT REPORT: Anderson  
Page 12

Suggested Resolution: Move to accept the 1995-96 financial audit as presented.

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

5. FIFTH & SIXTH GRADE LOCATION PLAN: Anderson  
Pages 13-17

Review of the plan and proposed recommendation for fifth and sixth grade students for the 1996-97 school year.

A formal recommendation will be presented at the November 11 meeting.

6. COMPREHENSIVE TECHNOLOGY PLAN: Jernberg/Buckner  
Pages 18-21

Suggested Resolution: Move to accept the documents from Norstan related to network infrastructure and direct administration to prepare bid documents for the Local Area Network (LAN) components and servers for Robert Asp Elementary, and prepare Phase II as a part of the Annual Operational Plan for 1997-98.

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

7. BID AWARD - TECHNOLOGY CABLING: Lacher  
Pages 22-23

Suggested Resolution: Move to award low bid meeting specifications to Americable, in the amount of \$77,095.

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

8. BID AWARD - HEALTH INSURANCE: Lacher  
Pages 24-26

Suggested Resolution: Move to award the health insurance contract to Blue Cross/Blue Shield of Minnesota through the Lakes Country Service Cooperative for 18 months, January 1, 1997 to July 1, 1998.

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

9. BID AWARD - COOLING TOWER/TOWNSITE: Lacher  
Page 27

Suggested Resolution: Move to approve the low bid meeting specifications to Wrigley Mechanical, Inc. for \$37,110.

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

10. REFERENDUM CONVERSION: Lacher  
Pages 28-30

Suggested Resolution: Move to approve the conversion of the excess levy authority to market value.

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

11. CANCELLATION OF MEETING: Anderson  
Page 31

Suggested Resolution: Move to cancel the December 23, 1996 school board meeting.

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

12. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

13. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
End 1st Qtr.	Fri., Nov. 1		
Election Day	Tues., Nov. 5		
School Board	Mon., Nov. 11	7 pm	Townsite
Student Activities	Tues., Nov. 12	7 am	Townsite
LRP Committee	Tues., Nov. 12	3:45 pm	Sr. High
Human Rights Committee	Wed., Nov. 13	6:45 am	Townsite
ICAC (PER) Committee	Thurs., Nov. 14	7 am	Townsite
American Education Wk.	Nov. 18 - 24		
Policy Review	Mon., Nov. 18	7 pm	Townsite
CE Advisory Council	Tues., Nov. 19	7 pm	Townsite
SAC	Thurs., Nov. 21	7 pm	Townsite
K-P/T Conferences	Fri., Nov. 22 - Mon., Nov. 25	Daytime	
K-12 P/T Conferences	Mon., Nov. 25	6-9 pm	
School Board	Mon., Nov. 25	7 pm	Townsite
K-12 P/T Conferences	Tues., Nov. 26	8 am - 9 pm	
K-12 No School	Wed., Nov. 27		
Thanksgiving Holiday (no classes)	Thurs., Nov. 28 - Fri., Nov. 29		
Public Hearing (1997 levy)	Mon., Dec. 2	7 pm	Townsite
School Board	Mon., Dec. 9	7 pm	Townsite
Student Activities	Tues., Dec. 10	7 am	Townsite
LRP Committee	Tues., Dec. 10	3:45 pm	Sr. High
Policy Review	Mon., Dec. 16	7 pm	Townsite
ICAC (PER) Committee	Thurs., Dec. 19	7 am	Townsite
Winter Break Begins	Mon., Dec. 23		
K-12 Classes Resume	Mon., Jan. 6, 1997		

MEMO #: I-97-094  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg  
SUBJECT: Acceptance of Gifts  
DATE: October 22, 1996

The district has received the following gifts:

- 1) 15 orange cones with a total value of \$104.25 for use in physical education classes at Robert Asp School. This gift was received from Ken Russell of Fargo.
- 2) \$30 air dyne bicycle for use in adaptive physical education classes at Robert Asp School. This gift was received from Brian Myer of Moorhead.

Suggested Resolution: Move to accept the gifts as presented.

RMJ/mdm



# "Dare to Dream"

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## ROBERT ASP SCHOOL

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BETTY MYERS • PRINCIPAL  
BERT CHAMBERLAIN • ASST. PRINCIPAL  
SCOTT MATHESON • COUNSELOR

October 15, 1996

Brian Meyer  
2854 26th Street Circle South  
Moorhead, MN 56560

Dear Brian,

Thank you for the donation of the air dyne bicycle for adaptive physical education classes at Robert Asp School. You can be sure that the teachers and the students will greatly appreciate your generosity.

I will ask the School Board to accept your gift of the air dyne bicycle valued at \$30.00. The acceptance noted in the Board agenda can be used, if you desire, as documentation of a donation for the IRS.

Sincerely,



Betty Myers

*I'll send you the Board agenda when it's published.*

# "Dare to Dream"

---

ROBERT ASP SCHOOL

---

BETTY MYERS • PRINCIPAL  
BERT CHAMBERLAIN • ASST. PRINCIPAL  
SCOTT MATHESON • COUNSELOR

October 15, 1996

Ken Russell  
86 26th Avenue North  
Fargo, North Dakota 58102

Dear Ken,

Thank you for the donation of the orange cones for use in the physical education classes at Robert Asp School. You can be sure that the physical education teachers and the students will greatly appreciate your generosity.

I will ask the School Board to accept your gift of fifteen cones valued at \$6.95 a piece--\$104.25 total donation. The acceptance noted in the Board agenda can be used, if you desire, as documentation of a donation for the IRS.

Sincerely,



Betty Myers

*I'll send you the Board agenda when it's published.*

OCT 18 1996

MEMO #: B97.164

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*  
BETH ASTRUP

DATE: OCTOBER 16, 1996

SUBJECT: NSF CHECKS

We request permission to write off the following NSF checks and submit them to the Red River Collection Agency.

On the Student Activity Acct:

Nancy Likness	\$10.00
Nancy Hudoba	\$17.00
Joseph A. Moran	\$35.00

On the General Acct:

Iris Sias	\$10.00
Julie Joyce	\$10.00
Robert Martinez	\$10.00
Merry McClary	\$40.00

Suggested Resolution: Move to approve collection of the NSF checks listed above.

MEMORANDUM

P 96.094

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JSS*

DATE: October 22, 1996

SUBJECT: New Employees

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state and school district statutes and requirements:

Andrea Hovland - In-School Suspension, Robert Asp Elementary,  
Non-Aligned Contract, B 21 (0) \$7.82 per hour,  
6.5 hours daily, effective October 29, 1996.  
(Replace M. Kristen Lowry)

Mario Valdez - EBD Paraprofessional, Thomas Edison Elementary,  
B 21 (0) \$8.51 per hour, 3 hours daily, effective  
October 29, 1996.  
(Replace unfilled .5 FTE teacher)

Patricia Himmerich - Food Server, Robert Asp, \$5.30 per hour,  
2.75 hours daily, effective immediately.  
(Replace Nancy Warling)

Virginia Moses - Food Server, Riverside Elementary, \$5.30 per  
hour, 2 hours daily, effective immediately.  
(Replace Paula Sebelius)

Suggested Resolution: Move to approve the employment as  
presented.

JDS:sdh

MEMORANDUM

P 96.095

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: October 22, 1996

SUBJECT: Transfer

The administration requests approval of the transfer of the following employee:

Rochelle Walswick- Kindergarten Home School Liaison, BA (6) .50  
FTE \$9080.40, effective October 29, 1996, from  
ECSE Paraprofessional at Washington Elementary.  
(Replace Jennifer Cable)

Nancy Vigen - L.D. Teacher, Robert Asp, from Title I Teacher,  
Robert Asp, effective December 2, 1996.  
(Replace Mary Ann Nahon)

Suggested Resolution: Move to accept the transfer as presented.

JDS:sdh

MEMORANDUM      P 96.096

TO:            Dr. Bruce Anderson  
FROM:          Dr. John Skinkle *JDS*  
DATE:          October 22, 1996  
SUBJECT:      Resignation of District Employees

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

Sandy Cegla - Extended School Year Secretary, effective immediately.

Suggested Resolution: Move to accept the resignation as presented.

JDS:sdh



MEMO #: B97.169

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

*R. Lacher* 

DATE: OCTOBER 23, 1996

SUBJECT: 1995.96 FINANCIAL AUDIT

Mr. Dave Stende, of Eide Helmeke PLLP, will present the 1995.96 Audit to the board. He will make a presentation and answer any questions the board may have.

Suggested Resolution: Move to accept the 1995.96 Financial Audit.

MEMO #: I-97-093

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Recommendation and Plan for Fifth and Sixth Grade Students for 1996-97

DATE: October 22, 1996

Attached is the Recommendation and Plan for Fifth and Sixth Grade Students for 1996-97. Dr. Anderson and Mr. Jernberg will review the document with the Board. Principals Betty Myers, Kevin Kopperud and Kerry Sewell will comment regarding their reflections on the plan as it affects their facilities and stakeholders.

Suggested Resolution: It is recommended that the Board approve this plan at their November 11 meeting.

RMJ/mdm  
Attachment

RECOMMENDATION AND PLAN FOR FIFTH AND  
SIXTH GRADE STUDENTS FOR 1996-97

Enrollment K-6 reached a peak in 1993-94 with 3,472 students. Currently in 1996-97 enrollment is at 3,257. This trend suggests the population will continue to decline to approximately 3,061 in 2001-2002.

The actual and expected number of students in grades 5 and 6 for 1993-94 through 2001-2002 is as follows:

	<u>Fifth</u>	<u>Sixth</u>
1993-1994	503	481
1994-1995	498	491
1995-1996	498	491
1996-1997	462	479
1997-1998	468	450
1998-1999	416	456
1999-2000	453	406
2000-2001	458	442

I. Sixth Grade Students

With the closure of Voyager School all sixth grade students will attend Robert Asp School for 1997-98.

II. Fifth Grade Students

Robert Asp will provide educational services for 12 sections of fifth grade students (approximately 328 students).

Edison elementary will provide educational services for 2 sections of fifth grade students. Approximately 56 current fourth grade students will remain at Edison for fifth grade.

Riverside elementary will provide educational services for 3 sections of fifth grade students. All current fourth grade students (approximately 69), boundary exceptions and new students (approximately 15) will total approximately 84 students.

As usual boundary exceptions for all buildings will be considered.

III. Facilities

Facility issues for the housing of students as outlined above not only include classrooms, but space for special education needs, music, physical education and other support programs.

Voyager - This school will close at the end of 1996-97 as planned. All furniture and equipment will be relocated.

Robert Asp - There will be the need for one additional space for music and multipurpose needs. This will be accommodated by an addition of one classroom.

Edison - Classrooms and other support facilities will be available to accommodate two fifth grade sections. A first grade section and a fourth grade section will be reduced. There are currently 101 kindergarten students, 18 of which are attending Moorhead State University or Our Redeemer Church child care centers with boundary exceptions for child care. The 83 students will replace the current 125 first graders. The 106 current third graders will be placed in four sections of 26.5 average replacing the current 5 sections of fourth grade.

Riverside - Classrooms and other facility needs will be available to accommodate 3 sections. Some minimal remodeling will be done to create some smaller spaces for special needs allowing 2 current classrooms to be used for fifth grade students. There will be one less classroom needed in that third grade has 3 sections with 47 students but needs only 2 sections for those students in grade four.

#### IV. Curriculum, Instruction and Program Needs

Robert Asp - Adjustments will be made to accommodate the needs of students who have been in a nongraded program at Voyager.

Edison and Riverside - Class offerings and instruction will be comparable to those offered at Robert Asp. Mathematics will be taught at the appropriate level for accelerated and advanced students. Curriculum materials will be provided at the fifth grade level through reallocation, purchasing and sharing.

##### Other Program Issues:

Library - Materials will be reallocated to Edison and Riverside Schools from Voyager and as additional purchases are made the needs of fifth graders will be met. There will also be a sharing of collections from other schools as necessary.

Special Services - Needs of special service students will be provided.

Computers and Software - Computers and software from Voyager will be reallocated.

Art - Art will continue to be offered at the Art Shop with transportation provided.

Music - Classroom music will be provided to all fifth grade students.

Orchestra - Orchestra will be provided at Edison and Riverside. Concerts including rehearsal will be held with Robert Asp orchestra students.

Field Trips - Field trip budgets will be reallocated on a per student basis.

STEP - STEP (Supplemental Teaching and Enrichment Program) students will be transported to Robert Asp for services.

Young Astronauts Program - YAP will be offered at Edison and Riverside Schools if there is significant interest.

Odyssey of the Mind, Spelling Bee, Math Masters, and Great Books Programs - Programs will be offered at Edison, Riverside and Robert Asp.

After-School Recreation Programs - Programs will be provided at Edison and Riverside through Community Education, if there is significant interest.

School Patrol - Fifth grade students will be able to participate in School Patrol at Edison and Riverside.

Spanish - Fifth grade Spanish instruction will be provided.

English as a Second Language - This program will be provided.

Counseling - This service will be provided.

The following programs which are currently offered at Robert Asp will be considered dependent upon interest:

- Student Council
- School Newspaper
- Video Production and Video News Team
- School Store
- Chess Club

Other Considerations:

Ethnic balance will be maintained with fifth grade students at all buildings not being in variance by more than 15 percent from the average minority population at grade five.

Opportunities will be provided for all staff to collaborate within and between buildings. Staff development and curriculum development funding will be provided through district staff development grants and building staff development funds.

Criteria for Placement of Students

The development of this plan and recommendation and decisions regarding placement of individual students have and will be based on the following:

1. Minimal impact on students.
2. The plan can be reevaluated annually, including a review of the previously proposed addition at Robert Asp.
3. Availability of space and condition of facilities.
4. Availability of funds to provide for the mission of the District through the Annual Operational Plan.
5. Continuing the staff allocation procedures and planning class size ratios that have existed in recent years.



MEMO #: I-97-092  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *RJ*  
SUBJECT: Comprehensive Technology Plan  
DATE: October 22, 1996

At the October 14th Board meeting, the Board reviewed a summary of the final recommendation document and discussed issues regarding the recommendation with Norstan Consultant Jim Traynor.

Attached is the spreadsheet from the Norstan document and an Implementation Plan as prepared by administration with input from district personnel and Norstan staff. These documents will be reviewed briefly by Technology Coordinator Jan Buckner and Consultant Traynor. Administration will respond to Board questions.

Suggested Resolution: Move to accept the documents from Norstan related to Network Infrastructure and direct administration to prepare bid documents for the LAN (Local Area Network) components and servers for Robert Asp Elementary, and prepare for Phase II as a part of the Annual Operational Plan for 1997-98.

RMJ/mdm  
Attachments

School	Classrooms	Cable	LAN Components	WAN Components	Servers	Remote Dial In	Voice	Video Rollabout	Totals
Edison	21	\$80,400.00	\$58,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$12,300.00	\$50,000.00	\$282,500.00
Mhd Jr. High	38	\$169,600.00	\$67,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$14,100.00	\$50,000.00	\$382,500.00
Probstfield	30	\$122,000.00	\$64,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$13,200.00	\$50,000.00	\$331,000.00
Washington	27	\$97,600.00	\$61,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$13,200.00	\$50,000.00	\$303,600.00
Riverside	20	\$78,000.00	\$57,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$10,500.00	\$50,000.00	\$277,300.00
Asp	38	\$136,400.00	\$65,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$14,100.00	\$50,000.00	\$347,300.00
MSH	63	\$237,000.00	\$79,400.00	\$50,000.00	\$10,000.00	\$11,600.00		\$75,000.00	\$463,000.00
Townsite		\$18,000.00	\$53,200.00	\$95,000.00	\$20,000.00	\$11,600.00	\$19,600.00	\$25,000.00	\$242,400.00
Transporation		\$5,200.00	\$10,200.00	\$50,000.00	\$20,000.00	\$11,600.00	\$6,900.00		\$103,900.00
<b>Totals:</b>		<b>\$944,200.00</b>	<b>\$516,000.00</b>	<b>\$495,000.00</b>	<b>\$170,000.00</b>	<b>\$104,400.00</b>	<b>\$103,900.00</b>	<b>\$400,000.00</b>	<b>\$2,733,500.00</b>
<b>Definitions:</b>									
Cabling to include Category 5+ cable, and fiber backbone where required due to distance									
LAN Components include Network HUBs, Network Switched Hubs, Enterprise Switching Hub and Workstation NICs (number of NICs based on assumption of 37 percent of PC's, including Macintoshes, requiring NIC)									
WAN Components including Routers, DSUs, bandwidth management and T1 installation costs									
Server: Compaq Proliant 1500 Rack Mounted w/Operating System									
Remote Dial-In - Shiva LANRover - Installed									
Operational costs not included - ongoing point to point T1 charges are approximately \$200 per month using the NET solution for managing bandwidth.									
<b>*Assumptions:</b> Percentage of Workstation running Multimedia Applications concurrently on the network will not exceed 35 percent the total number of workstations on the network.									
The ability to run full Multimedia applications to all workstations on the network concurrently will increase overall costs.									
ITV will be located on mobile cart(s) and moved to classroom(s)									

# IMPLEMENTATION PLAN FOR NETWORK INFRASTRUCTURE

	TECHNOLOGY PHASES	TIMELINE	COST ESTIMATE	TOTALS
<b>Phase I</b>		<b>1996-97</b>		
	ROBERT ASP:			
	Cable		\$77,095	
	LAN components		\$65,200	
	Servers		\$20,000	
	<b>TOTAL PHASE I.</b>			<b>\$162,295</b>
<b>Phase II</b>		<b>1997-98</b>		
	MOORHEAD SENIOR HIGH			
	Cable		\$237,000	
	LAN components		\$79,400	
	Server		\$10,000	
	Video Rollabout-1		\$25,000	
	<b>SUB TOTAL</b>		<b>\$351,400</b>	
	MOORHEAD JUNIOR HIGH			
	Cable		\$169,600	
	LAN components		\$67,200	
	Servers		\$20,000	
	Video Rollabout		\$25,000	
	<b>SUB TOTAL</b>		<b>\$281,800</b>	
	Robert Asp			
	Video Rollabout		\$25,000	
	* Remote Dial In		\$104,400	
	<b>TOTAL PHASE II</b>			<b>\$762,600</b>
<b>Phase III</b>		<b>1998-99</b>		
	EDISON			
	Cable		\$80,400	
	LAN Components		\$58,200	
	Servers		\$20,000	
	<b>SUB TOTAL</b>		<b>\$158,600</b>	
	PROBSTFIELD			
	Cable		\$122,000	
	LAN Components		\$64,200	
	Servers		\$20,000	
	<b>SUB TOTAL</b>		<b>\$206,200</b>	
	* Remote Dial In: Cost/School = \$11,600 to be implemented on as needed basis until WAN (Wide Area Network is in place.			

# IMPLEMENTATION PLAN FOR NETWORK INFRASTRUCTURE

	TECHNOLOGY PHASES	TIMELINE	COST ESTIMATE	TOTALS
	RIVERSIDE			
	Cable		\$78,000	
	LAN Components		\$57,200	
	Servers		\$20,000	
	<i>SUB TOTAL</i>		\$155,200	
	WASHINGTON			
	Cable		\$97,600	
	LAN Components		\$61,200	
	Servers		\$20,000	
	<i>SUB TOTAL</i>		\$178,800	
	<b>TOTAL PHASE III</b>			<b>\$698,800</b>
<b>Phase IV</b>		<b>1999-00</b>		
	TOWNSITE			
	Cable		\$18,000	
	Lan Components		\$53,200	
	Servers		\$20,000	
	<i>SUB TOTAL</i>		\$91,200	
	TRANSPORTATION			
	Cable		\$5,200	
	Lan Components		\$10,200	
	Servers		\$20,000	
	<i>SUB TOTAL</i>		\$35,400	
	WAN to all Buildings		\$495,000	
	<b>TOTAL PHASE IV</b>			<b>\$621,600</b>
<b>Phase V</b>		<b>2000-01</b>		
	Video Rollabouts:			
	Moorhead Senior High-2		\$50,000	
	Moorhead Junior High-1		\$25,000	
	Robert Asp-1		\$25,000	
	Edison-2		\$50,000	
	Probstfield-2		\$50,000	
	Riverside-2		\$50,000	
	Washington-2		\$50,000	
	Townsite-1		\$25,000	
	<i>SUB TOTAL</i>		\$325,000	
	Voice		\$103,900	
	<b>TOTAL PHASE V</b>			<b>\$428,900</b>
	<b>TOTAL ALL PHASES</b>			<b>\$2,674,195</b>

MEMO #: B97.157  
MEMO TO: DR. ANDERSON  
FROM: R. LACHER *R. Lacher*  
DATE: OCTOBER 8, 1996  
SUBJECT: LOCAL AREA NETWORK ASP SCHOOL

BIDS WERE OPENED SEPTEMBER 30, 1996.

VENDORS

DELL-COMM, INC. \$ 86,409.00  
NEW BRIGHTON, MN

AMERICABLE \*\$ 77,095.00  
FARGO, ND

NORSTAN COMMUNICATIONS, INC. \$102,568.00  
MAPLE GROVE, MN

SUGGESTED RESOLUTION:  
MOVE TO AWARD LOW BID MEETING SPECIFICATIONS TO:

AMERICABLE \$77,095.00

BUDGET: 1996.97 CAPITAL OUTLAY LINE 16.3

\*TO USE MOD-TAP CONNECTORS

ATTACHED: BID SUMMARY

Robert Luckey

OCT

OCT 1 1996

1996

**TABULATION OF BIDS**

**COMPUTER CABLING**  
**ROBERT ASP MIDDLE SCHOOL**  
**IND. SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**

**FOSS ASSOCIATES**  
**Architecture & Engineering**  
**Moorhead, Minnesota**

**PROJECT NO. 9508.11**

**BID OPENING: September 30, 1996**

Contractors	A d d e n d u m	S e c u r i t y	C a l.  D a y s	Base Bid - All Work	Computer Network Wiring System Manufacturer used in Base Bid
Americable * Fargo, North Dakota	X	X	30	\$77,095.00	Leviton & Mohawk
CB & Sons Electric Moorhead, Minnesota				NO BID	
Corporate Technologies Fargo, North Dakota				NO BID	
Dell-Comm Inc. Fargo, North Dakota	X	X	90	\$86,409.00	Mod-Tap
Moorhead Electric Moorhead, Minnesota				NO BID	
Norstan Communications Fargo, North Dakota	X	X	51	\$102,568.00	Mod-Tap, Panduit, Hitachi, 3M
Rick Electric Inc. Moorhead, Minnesota				NO BID	

\* Apparent Low Bidder



MEMO #: B97.168

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: OCTOBER 23, 1996

SUBJECT: HEALTH INSURANCE BID

The bids were opened on October 7, 1996. We received bids from:

Blue Cross/Blue Shield of Minnesota

Options:

1. Stand alone basis
2. Lakes Country Service Cooperative
3. Dakota Clinic PPO

Health Partners, Inc.

Medica Health Plans

Warner & Co. (a self insured plan)

	Participants	Current Rate Per Month PPO	New Rates Per Month	Savings Per Month	%
Single	316	\$134.23	\$117.86	(\$16)	-12.20%
Family	293	\$356.13	\$325.93	(\$30)	- 8.48%
		100/300			
Single	10	\$218.43	\$ 98.79	(\$120)	-54.77%
Family	1	\$594.09	\$273.13	(\$321)	-54.03%
		300/900			
Single	1	\$192.22	\$ 88.40	(\$104)	-54.01%
Family		\$522.80	\$244.45	(\$278)	-53.24%
TOTAL ANNUAL 18 Months		\$2,695,194	\$2,413,638	(\$281,556)	-10.45%

Recommended Resolution: Move to award the health insurance contract to:

Blue Cross/Blue Shield of Minnesota through the Lakes Country Service Cooperative for 18 months, January 1, 1997 to July 1, 1998.

This is a fully insured program that has PPO arrangements with all health providers: Merit Care, Dakota Clinic and any Independent.

Attachment: Letter from Mr. Ken Utter

**WILLIS CORROON**

OCT 21 1996



**October 21, 1996**

**Mr. Robert Lacher  
Assistant Superintendent  
Independent School District #152  
Townsite Centre - 810 4th Avenue South  
Moorhead, Minnesota 56560**

**Willis Corroon  
Corporation of  
Minnesota  
200 South Sixth Street  
Suite 1600  
Minneapolis  
MN 55402-1436  
Telephone 612-333-3182  
Fax 612-333-3002**

**RE: Group Health Re-Bidding**

**Dear Mr. Lacher:**

**Proposals to replace your District's current Health Insurance Program to be effective January 1, 1997 were received from the following potential providers:**

**Blue Cross/Blue Shield of Minnesota  
BCBSM provided a quotation on a  
(1) stand alone basis,  
(2) in conjunction with the Lakes Country Service  
Cooperative, and  
(3) in conjunction with the Dakota Clinic PPO**

**Health Partners, Inc.**

**Medica Health Plans  
(Allina Health System)**

**Warner & Company**

**A quotation was also received from DCA, Inc. dated October 13, 1996 which did not meet the bid opening date of October 7, 1996, and was not accepted.**

**Each proposal was thoroughly reviewed to assure compliance with the bid specifications, particularly the ability to provide identical benefits and contractual provisions as those currently in effect for the district's various bargaining groups.**

In addition, a variety of financial arrangements were suggested by potential underwriters. Financial arrangements ranging from fully guaranteed cost (fully insured) programs to substantially fully self-insured programs were offered in addition to multiple year rate guarantees and rate caps.

Finally, the proposals were analyzed to assure that potential underwriters/providers would be able to adequately maintain the high level of service deserved by ISD #152 and its participants with similar type PPO arrangements to those currently in effect.

After a thorough review of all proposals submitted, including personal visits with potential providers, it is our recommendation that the Health Insurance for ISD #152 be awarded to Blue Cross/Blue Shield of Minnesota through the Lakes Country Service Cooperative for the period January 1, 1997 to July 1, 1998, excluding the suggested wellness program for non Aware Gold participants.

This recommendation is based substantially on the ability of this proposal to essentially duplicate the district's existing benefit levels and contractual provisions and a very competitive guaranteed cost basis (fully insured) for an 18 month period.

Alternatives to a fully insured, guaranteed cost program, were thoroughly analyzed. Although the potential savings for ISD #152 exists in a substantially self-insured program, the potential unknown liability can be unpredictable and substantial.

Prior to the effective date of this contract, we would suggest a meeting with the principals of the Lakes Country Service Cooperative to identify and mutually solve any potential problems inherent in their agreement.

Additionally, we would suggest that you develop a procedure for the distribution of the possible return of premiums resulting from BCBSM/Lakes Country Service Cooperative financial arrangements.

I am looking forward to going over the contents of this letter with you, your staff, and any other interested parties.

In the meantime, if you have any questions or comments, please do not hesitate to give me a call.

Sincerely,



Ken S. Utter, Jr.



OCT 18 1996

MEMO #: B97.165

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: OCTOBER 17, 1996

SUBJECT: COOLING TOWER BID - TOWNSITE CENTRE

Bids were opened on October 15, 1996.

FM Plumbing & Heating, Inc. Fargo, ND	\$44,600
Robert Gibb & Sons, Inc. Fargo, ND	\$53,200
Grant's Mechanical, Inc. Fargo, ND	\$43,848
Laney's, Inc. Fargo, ND	\$43,824
Manning Mechanical, Inc. Fargo, ND	NB
Peterson Mechanical, Inc. Fargo, ND	\$50,140
Sherman Excavating, Inc. West Fargo, ND	\$41,000
Wrigley Mechanical, Inc. Fargo, ND	\$37,110

The 1996.97 budgeted amount for Capital Outlay - Townsite Cooling Tower is: \$38,000

Suggested Resolution: Move to approve the low bid meeting specifications to Wrigley Mechanical, Inc. for \$37,110.

SEP 10 1996

MEMO #: B97.138

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *RL*

DATE: SEPTEMBER 10, 1996

SUBJECT: REFERENDUM CONVERSION

In order to extend the length of the allowable excess levy the Board of Education expressed their intent to convert their authority to market value.

Suggested Resolution: Move to approve the conversion of the excess levy authority to market value.

JUN 12 1996

MEMO #: B96.328

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: JUNE 7, 1996

SUBJECT: CONVERTING REFERENDUM AUTHORITIES TO REFERENDUM MARKET  
VALUE

Beth Astrup's memo of June 3, 1996 (attached) outlines the steps we must take to be able to continue the levy to 2008. If we do not convert the levy it will cease in 2001, even though the voters approved the levy as ongoing.

The present value of the levy is \$81,000. We must publish the date of intended action 30 days prior to the meeting.

Suggested Resolution: The Board of Education intends to comply with M.S.124A.0311 and convert the current excess levy authority to market value. The date of action is planned for August 12, 1996.



TO: Bob Lacher

FROM: Beth Astrup BA

DATE: June 3, 1996

SUBJECT: Converting Referendum Authorities to Referendum Market Value

We have received a couple of memos from Bob Porter at the Minnesota Department of Children, Families, & Learning. You had forwarded the memos to me asking what my recommendation would be. The following is my understanding of the law and my recommendation as to how the district should handle the conversion:

M.S.124A.0311 states that excess referendum levies based on net tax capacity will cease to exist after fiscal year 2001. In order to retain authority to levy for excess referendum through fiscal year 2008, the district must convert existing referendum authority to referendum market value.

According to the analysis done by the state on ISD 152, our levy would actually be reduced and our aid increased by \$8800. Residential property will see little or no effect, commercial-industrial property will see a slight decrease in tax, and farmland will see a slight increase in tax.

The state gives a number of options for conversion, but I would recommend that we convert as soon as possible which would be for taxes payable in 1998. The Board must pass a resolution by May 31, 1997, stating what is taking place.

Notice of meeting in which the Board is scheduled to act on the conversion must be published in the official newspaper 30 days prior to the meeting. The resolution does not become final until 30 days after the meeting which is the time period allowed to voters to petition requesting an election.

We must notify the Commissioner of Children, Families, & Learning by June 15, 1997 of authority that has been converted.

MEMO #: S-97-072

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Cancel December 23rd Meeting  
DATE: October 24, 1996

Due to the holidays, it is recommended the December 23, 1996 school board meeting be canceled.

Suggested Resolution: Move to cancel the December 23, 1996 school board meeting.

(cbf)

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

November 11, 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 _____

\*\*\*\*\*

5:30 P.M. DINNER MEETING AT ROBERT ASP  
- Hosted by Outreach Program Students

\*\*\*\*\*

A G E N D A

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Bruce R. Anderson, Superintendent
- C. Approval of Meeting Agenda

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

D. "We Are Proud"

\*\* Congratulations to Anne Boreen and Jenni Kovash who have been selected as this year's recipients of the F-M Network of Women in Mathematics and Science honors. They will be honored at a banquet next month.

\*\* Jayme Krsnak, Probstfield teacher, has been invited to present a paper at the Minnesota Environmental Education Teacher Preparation Conference. The title of the paper is "Reflections - Minnesota Then and Now." The curriculum materials Krsnak has developed integrate fourth grade outcomes in the areas of Minnesota history and environmental awareness.

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

S-M9-BOS  
MIN  
11-11-96

2. \*CONSENT AGENDA

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

A. INSTRUCTIONAL MATTERS - Jernberg

- (1) Approval of Major-magnitude Field Trip - Page 5
- (2) Acceptance of Gifts - Page 6
- (3) Approval of Special Education Contract Agreement - Pages 7-8

B. BUSINESS AFFAIRS - Lacher

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of New Employees - Page 9
- (2) Approval of Family/Medical Leaves - Page 10

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of October 14 & 28, 1996 Minutes - Pages 11-18
- (2) Approval of November Claims

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

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

3. COMMITTEE REPORTS

4. SCHOOL BOARD/STAFF/COMMUNITY DIALOGUE: Anderson

(This section is an effort on the part of the Board to communicate more informally at the first meeting of each month with the staff and community representatives on a wide variety of programs and issues.)

Building Leadership Teams (BLT) - Fisher/Morben/Rockstad/  
Bjerke/Bowe/Traaseth/Johnson/Knorr

Moorhead Community Alternative Program (MCAP) - Pender  
Pages 19-23

5. FIFTH & SIXTH GRADE LOCATION PLAN: Anderson  
Page 24

Suggested Resolution: Move to implement the recommendation of the administration related to the placement of the 5th and 6th grade students effective the 1997-98 school year.

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

6. 1993-96 FIVE YEAR EDUCATIONAL PLAN ACCOMPLISHMENTS -  
Jernberg Page 25

Overview of the 1993-96 school year accomplishments.

7. 1996-97 FINAL BUDGET: Anderson  
Pages 26-36

Suggested Resolution: Move to approve the final 1996-97 budgets as presented.

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

8. CHANGE ORDERS - AIR CONDITIONING PROJECTS: Anderson  
Pages 37-38

Suggested Resolution: Move to approve the change orders 2 through 5 as presented.

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

9. CANVASS ELECTION RETURNS: Anderson  
Page 39

Suggested Resolution: Move to approve the resolution as presented.

(This information will be distributed at the meeting.)

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>
School Board	Mon., Nov. 11	7 pm	Townsite
Student Activities	Tues., Nov. 12	7 am	Townsite
LRP Committee	Tues., Nov. 12	3:45 pm	Sr. High
Human Rights Committee	Wed., Nov. 13	6:45 am	Townsite
ICAC (PER) Committee	Thurs., Nov. 14	7 am	Townsite
American Education Wk.	Nov. 18 - 24		
Policy Review	Mon., Nov. 18	7 pm	Townsite
CE Advisory Council	Tues., Nov. 19	7 pm	Townsite
SAC	Thurs., Nov. 21	7 pm	Townsite
K-P/T Conferences	Fri., Nov. 22- Mon., Nov. 25	Daytime	
K-12 P/T Conferences	Mon., Nov. 25	6-9 pm	
School Board	Mon., Nov. 25	7 pm	Townsite
K-12 P/T Conferences	Tues., Nov. 26	8 am - 9 pm	
K-12 No School	Wed., Nov. 27		
Thanksgiving Holiday (no classes)	Thurs., Nov. 28 - Fri., Nov. 29		
Public Hearing (1997 levy)	Mon., Dec. 2	7 pm	Townsite
School Board	Mon., Dec. 9	7 pm	Townsite
Student Activities	Tues., Dec. 10	7 am	Townsite
LRP Committee	Tues., Dec. 10	3:45 pm	Sr. High
Policy Review	Mon., Dec. 16	7 pm	Townsite
ICAC (PER) Committee	Thurs., Dec. 19	7 am	Townsite
Winter Break Begins	Mon., Dec. 23		
K-12 Classes Resume	Mon., Jan. 6, 1997		

MEMO #: I-97-103  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Major Magnitude Field Trip  
DATE: November 5, 1996

The Junior High School Social Studies Department is requesting your approval to travel to Washington D.C. on Monday, April 18 to Friday, April 21, 1997 for 25-50 junior high students. They, along with teachers Sandy Argent, Janelle Frost-Geiser and Dawn Gunderson and some parents, will be traveling with a student tour company, American Student Travel, specializing in Washington D.C. trips. This company comes highly recommended by Elk River and Delano Schools. Elk River has traveled with them for five years, Delano three. The ratio of chaperones to students will be 10:1. Ninety two percent of all students visiting Washington D.C. are between sixth and ninth grade.

The purpose of this trip is to provide a motivating historical and cultural learning experience for students. Students will tour the most outstanding historical places in America - U.S. Capitol, Holocaust Museum, Arlington National Cemetery, Mount Vernon, Smithsonian Complex, and much more. All educational components of the student travel program are supervised by a team of curriculum experts. The goal of this tour is to motivate students through experiential education and to provide them with learning opportunities that help them understand the significant history of our country.

This trip is student funded with monies coming from respective students and their families. No sponsored fund raising will take place.

Information regarding this field trip is available in the Office of Instruction.

Suggested Resolution: Move to approve the major magnitude field trip as presented.

RMJ/mdm



MEMO #: I-97-097  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Acceptance of Gifts  
DATE: November 5, 1996

The district has received the following gifts:

- 1) \$1,000 from the Nash Finch Company for Moorhead Senior High School's participation in the Sunmart Support Our Schools Program. The funds will be used for equipment and instructional materials.
- 2) \$215 eight mg. of RAM for use at Probstfield School. This gift was received from Pat Sullivan.
- 3) \$350 8' x 10' carpet with an inlaid map of the United States to be used for a variety of instructional purposes. This gift was received from Mike and Monica Siggerud.

Suggested Resolution: Move to accept the gifts as presented.

RMJ/mdm

MEMO #: I-97-096

TO: Dr. Bruce Anderson

FROM: Robert Jernberg *RJ*

RE: Special Education Contracted Agreement

DATE: October 29, 1996

The administration requests approval of the attached agreement with Productive Alternatives, Inc. of Moorhead, Minnesota for the completion of a vocational evaluation to a school district student.

The total cost will not exceed \$636.00 of which state special education aids will amount to \$330.72. The remaining \$305.47 will be billed to the Minnesota Department of Rehabilitation Services. This contract is within the current special education contracted services budget.

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

RJ:dr  
Attachment

MOORHEAD INDEPENDENT SCHOOL DISTRICT  
AND  
PRODUCTION ALTERNATIVES, INC.  
CONTRACTUAL AGREEMENT FOR THE 1996-1997 SCHOOL YEAR

This contract entered into this 2nd day of December, 1996 by and between Moorhead Independent School District #152 (hereinafter referred to as the SCHOOL DISTRICT) and Production Alternatives, Inc., a nonprofit corporation witnesses that:

1. The term of this contractual agreement shall be for a period commencing on the 2nd day of December 1996, to and including December 13, 1996, for an agreed cost during the full term of the contract agreement as follows:
  - Total cost of the contract will not exceed \$636.00 for the period of time December 2, 1996 through December 13, 1996. Productive Alternatives, Inc. intends to provide 10 days of service throughout this time period. The established rate will be \$318.00 per week.
2. Production Alternatives, Inc., agrees to provide vocational services to a SCHOOL DISTRICT student.
3. Production Alternatives, Inc., agrees to bill the SCHOOL DISTRICT with a description of:
  - Name of the student
  - Days and hours of service
  - Amount per student
4. Production Alternatives, Inc., agrees to assist in coordinating an on-site visit for school personnel and the student's family if requested.
5. The SCHOOL DISTRICT agrees to provide a copy of the student's Individualized Education/Transition Plan to Production Alternatives, Inc.
6. Production Alternatives, Inc. agrees to provide the SCHOOL DISTRICT with a written copy of the assessment report including recommendations.
7. The SCHOOL DISTRICT agrees to pay for supported employment services.

MOORHEAD ISD #152

PRODUCTIVE ALTERNATIVE, INC.

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

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

MEMORANDUM

P 96.098

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JSS*

DATE: November 5, 1996

SUBJECT: New Employees

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state and school district statutes and requirements:

Janelle Edner - MMMI Paraprofessional, Senior High, B21 (0) \$8.51 per hour, 6.5 hours daily, effective November 12, 1996.  
(Replace Greg Frey)

Christine Rositas - Home School Liaison, Robert Asp, B21 (0) Non-Aligned Contract, \$7.82 per hour, 4 hours daily, effective November 12, 1996.  
(Replace Jose Trevino)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM P 96.099

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle JDS

DATE: November 5, 1996

SUBJECT: Family/Medical Leave

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

Jodi LaFayette - Secretary, Townsite Centre, to begin approximately December 21, 1996 for nine (9) weeks.

Julie Bauer - Accounting, Townsite Centre, to begin approximately January 15, 1997 for twelve (12) weeks.

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

JDS:sdh

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 14, 1996  
PAGE 1

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

MEMBERS ABSENT: None

CALL TO ORDER: Chairperson Gustafson called the meeting to order at 7:03 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.

"WE ARE PROUD"

\*\*\* Congratulations were expressed to board member Jim Cummings for being selected as a Minnesota School Boards Association Delegate Assembly representative.

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

Major-magnitude Field Trips - Approve the field trip for the Moorhead High School Wind Ensemble to Heritage Music Festival in Chicago April 23-28, 1997.

Approve the field trip for the 6-9 French class students of Moorhead High School to travel to France in June 1997.

Special Education Tuition Agreement - Accept the special education tuition contract with Moorhead State University Early Childhood Center to serve three (3) students at a cost not to exceed \$5,710.

Special Education Services Agreement - Accept the contract between ISD #152 and Frazee-Vergas Public Schools, in the amount of \$16,512.26, for services of a part-time teacher for Deaf/Hard of Hearing students.

Gifts - Accept the gifts of: \$100 from American Legion Post 21 for George Washington School to purchase school supplies; \$337 from Riverside School PTAC to purchase welcoming signs; \$1,500 from the Moorhead Healthy Community Initiative for Youth of Color student scholarships to be used for after-school activity participation; \$100 from Thomas Edison School PTAC for the "Ouch!" Climb Theatre performance; and, \$50 from George Washington School PTAC for the "Ouch!" Climb Theatre performance.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 14, 1996  
PAGE 2

Grant - Accept the grant of \$600 from the Youth Service Learning Foundation for service-learning activities by the Moorhead Community Alternative Program (MCAP).

School Bus Driver Certifications - Approve the annual certification of the presented school bus drivers as required by M.S. 171.03.

Change in Contract

Sharon Klinkhammer - Grad Rule Secretary, Townsite Centre, A13  
(0) \$8.22 per hour, for 4 hours, added to her 4 hour Library Secretary position at Washington Elementary.

Approval of Minutes - Approve the minutes of September 9 & 23, 1996 as presented.

Claims - Approve the October claims, subject to audit, in the amount of \$2,373,859.55.

General Fund:	\$1,489,422.03
Food Service:	57,866.22
Transportation:	346,535.37
Community Service:	23,064.69
Capital Expenditure:	446,093.67
Townsite Centre:	<u>10,877.57</u>
TOTAL	\$2,373,859.55

Motion carried 7-0.

COMMITTEE REPORTS: Reports were heard regarding the Activities, Moorhead High PTAC, PER and Human Rights committee meetings.

SCHOOL BOARD/STAFF/COMMUNITY DIALOGUE: (This section is an effort on the part of the Board to communicate more informally at the first meeting of each month with the staff and community representatives on a wide variety of programs and issues.)

Supplemental Teaching Enrichment Program (STEP) UPDATE - Gifted and Talented program teachers Linda Johnson, Marilyn Green and Lois Brown, along with Academic Advisors Lynne Kovash, Lisa Brunsvold, Sarah Aderhold, Angelique Gunderson, and Deb Weber reviewed the mission and goals of the program. The program's mission is to develop talent opportunities for every learner. A summary of the six goals are to provide a coordinated, continuous K-12 program for gifted and talented students, to provide for the cognitive needs of gifted students with challenging instruction to develop skills of problem-solving, decision-making and critical and creative thinking, to provide an open, intellectual and emotionally supporting learning atmosphere, to provide assistance to classroom teachers and parents, and to provide for the involvement of students in advanced learning experiences.



REGULAR MEETING  
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INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
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A student's Profile for Learning is built that progresses with them through the 12th grade. From the profile, and with parental input, student talents are matched with program offerings to determine the best programs that will assist the student to excel in their talent areas.

There are two categories for gifted and talented programs. One is "accelerated" which means the assessment level is one level ahead of the student's current grade. The second category is "advanced" which means the assessment level is two levels ahead of the student's current grade.

It was noted that language is a barrier in identifying minority students for the programs. However, it is being addressed.

The biggest challenge of the program is to keep pace with the rapid expansion and the need for volunteers.

The meeting recessed for 5 minutes at 8:00 p.m.; the meeting resumed at 8:10 p.m.

COMPREHENSIVE TECHNOLOGY PLAN UPDATE: Jim Traynor of Norstan, Inc. presented the Comprehensive Technology Plan summary detailing options available to further technology within the district. Options are to proceed with constructing WAN/LAN throughout the district, proceed with one building at a time, or to do the work in phases at each building or district-wide (e.g. cabling, WAN/LAN components, servers, etc.).

The board requested the pros and cons of the systems and would like representatives from each building to report how the buildings feel about expanding technology.

Administration will present a recommendation to the Board at the next meeting.

OCTOBER ENROLLMENT & DATA PROJECTIONS: Assistant Superintendent of Curriculum Bob Jernberg presented a brief review of the current enrollment data, makeup of student population and cohort projections through 2002.

TECHNOLOGY BID (Cabling): Assistant Superintendent for Business Affairs Bob Lacher presented a brief review of bid information related to cabling work at Robert Asp.

Action is anticipated at the October 28 meeting.

BID AWARD - FOOD SERVICE EQUIPMENT: Cox moved, seconded by Hewitt, to reject all bids, due to the change in plans for the addition to Robert Asp. Motion carried 7-0.

REGULAR MEETING  
BOARD OF EDUCATION  
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MOORHEAD HIGH HEAD PRINCIPAL POSITION: Assistant Superintendent for Human Resource John Skinkle reported to the Board that the search process for the Head Principal position at Moorhead High School will be delayed until January 1997, due to the lack of completed applications. Skinkle noted that many people were already committed to the districts where they are so it would be hard for anyone to leave a position in the middle of a school year. A target date of July 1997 is anticipated.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

The Board discussed options for the school district with regard to the use of fiber optics systems in the future.

ADJOURNMENT: Chairperson Gustafson adjourned the meeting at 10:10 pm.

---

James Hewitt, Clerk

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
OCTOBER 28, 1996  
PAGE 1

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

MEMBERS ABSENT: Carol A. Ladwig.

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: Hastad moved, seconded by Cox, to approve the agenda as presented. Motion carried 6-0.

"WE ARE PROUD"

\*\*\* Congratulations were expressed to Janelle Frost-Geiser, Moorhead Junior High teacher, for being selected as one of 22 teachers to participate in the Minnesota Humanities Commission's Teacher Institute. The institute promotes a week of study, reflection and intellectual renewal. Frost-Geiser will be participating in "Lifting the Veil: Thirteen Centuries of Islamic Thought and Culture."

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

Gifts - Accept the gift of 15 orange cones (value of \$104.25) for physical education classes to Robert Asp School from Ken Russell.

Accept the air dyne bicycle (\$30) for adaptive physical education classes at Robert Asp School from Brian Meyer.

NSF Check Collection - Approve collection of the non-sufficient funds checks as presented.

New Employees

Andrea Hovland - In-School Suspension, Robert Asp, Non-Aligned Contract, B 21 (0) \$7.82 per hour, 6.5 hours daily, effective October 29, 1996.

Mario Valdez - EBD Paraprofessional, Thomas Edison, B 21 (0) \$8.51 per hour, 3 hours daily, effective October 29, 1996.

Patricia Himmerich - Food Server, Robert Asp, \$5.30 per hour, 2.75 hours daily, effective immediately.

Virginia Moses - Food Server, Riverside, \$5.30 per hour, 2 hours daily, effective immediately.

REGULAR MEETING  
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Transfer

Rochelle Walswick- Kindergarten Home-School Liaison, BA (6) .50 FTE \$9080.40, effective October 29, 1996, from ECSE Paraprofessional, Washington.  
Nancy Vigen - L.D. Teacher from Title I Teacher, Robert Asp, effective December 2, 1996.

Resignation

Sandy Cegla - Extended School Year Secretary, effective immediately.

Motion carried 6-0.

COMMITTEE REPORTS: A report of the Community Education Advisory Council meeting was given.

1995-96 AUDIT REPORT: Dave Stende and Barb Aasen of Eide Helmeke reviewed the audit report with the Board. The district reported an operating fund balance of \$5.3 million at the 1995-96 year end, up from \$3.5 million the year before. The maximum fund balance allowed by the State before reducing aid is \$876 PPU and the district is at \$772 PPU. Mr. Stende complimented the Board for reaching the goal of a fifteen percent fund balance (total budget) as recommended by the auditing firm. The main reason for such an increase in the operating fund balance is due to the increase in collections for receivables (\$839,000) from the previous year.

Aasen reviewed the qualifications noted in the audit report, which dealt with payroll reconciliation, activity accounts, fixed asset records, special education notices, and Title I services.

Hastad moved, seconded by Foss, to accept the 1995-96 financial audit as presented. Motion carried 6-0.

FIFTH & SIXTH GRADE LOCATION PLAN: Anderson reviewed the plan and proposed recommendation for the fifth and sixth grade students for the 1997-98 school year. Enrollment numbers are down and projections have been revised to reflect the same in coming years. This is the main reason it was proposed to locate three sections of 5th graders at Riverside and two sections of 5th graders at Thomas Edison schools for 1997-98. Voyager School will still be closed after the 1996-97 school year. The specific recommendation is to 1) Locate 3 sections/Riverside and 2 sections/Thomas Edison of 5th graders; 2) Construct a general purpose space at Robert Asp to accommodate music students; and, 3) Remodel Riverside office area which would provide flexibility in special education instructional space.

REGULAR MEETING  
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Assistant Superintendent for Instruction Bob Jernberg reviewed the curriculum needs for the change. Technology equipment would need to be allocated to other buildings, extra-curricular, after-school activities, enrichment programs, music, and any other classes would be provided to all 5th graders via transportation to Asp or other buildings as needed.

Principal Kopperud reported a parent meeting will be held at Thomas Edison October 29. Principal Sewell reported a survey was sent to parents and the majority of responses were positive to keep 5th graders in the building. Principal Myers reported enrollment would increase approximately 60 students with the recommendation. There would be 17 sections of 6th graders and 12 sections of 5th graders at Robert Asp. Student/teacher ratios would be 28:1 including special education students. There would be a need for music/orchestra space (multipurpose area) which would in turn free-up the gym for adapted physical education classes. Myers noted the music/orchestra programs have tripled in size from 50 to 160 students.

Superintendent Anderson reported the estimated costs for the music/general purpose area would be \$175,-194,000. Construction of one cluster to Robert Asp would be approximately \$514,000 -579,000 plus additional gym space would be necessary.

Board member Hastad expressed concerns regarding equity between programs, minimum impact on students, whether students may attend Robert Asp if they wish, utilizing existing space rather than building new, and having a recommendation that provides flexibility in the future.

Anderson stated staff reductions would be related to the projected enrollment decline. If the same numbers of staff leave at the end of the 1996-97 school year as have in the recent years, attrition, hopefully in most areas would address the reductions.

A formal recommendation will be presented at the November 11 meeting.

The meeting recessed for 10 minutes at 8:45 p.m.; the meeting resumed at 8:55 p.m.

**COMPREHENSIVE TECHNOLOGY PLAN:** The Board discussed the Plan recommendations, the possibilities of doing more sooner, and ramifications of LANs and WANs in personnel and complexities.

Cox moved, seconded by Foss, to accept the documents from Norstan related to network infrastructure and direct administration to prepare bid documents for the Local Area Network (LAN) components and servers for Robert Asp Elementary, and prepare Phase II as a part of the Annual Operational Plan for 1997-98.



REGULAR MEETING  
BOARD OF EDUCATION  
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Cummings moved, seconded by Hewitt, to amend the original motion to "prepare Phases II-IV also as part of the Annual Operational Plan for 1997-98." Motion carried 6-0.

The amended motion read: Cox moved, seconded by Foss, to accept the documents from Norstan related to network infrastructure and direct administration to prepare bid documents for the Local Area Network (LAN) components and servers for Robert Asp Elementary, and prepare Phases II-IV as a part of the Annual Operational Plan for 1997-98. Motion carried 6-0.

BID AWARD - TECHNOLOGY CABLING: Cox moved, seconded by Hewitt, to award low bid meeting specifications to Americable, in the amount of \$77,095. Motion carried 6-0.

BID AWARD - HEALTH INSURANCE: Foss moved, seconded by Cox, to award the health insurance contract to Blue Cross/Blue Shield of Minnesota through the Lakes Country Service Cooperative for 18 months, January 1, 1997 to July 1, 1998. Motion carried 6-0.

BID AWARD - COOLING TOWER/TOWNSITE: Cox moved, seconded by Cummings, to approve the low bid meeting specifications to Wrigley Mechanical, Inc. for \$37,110. Motion carried 6-0.

REFERENDUM CONVERSION: Cummings moved, seconded by Foss, to approve the conversion of the excess levy authority to market value. Motion carried 6-0.

CANCELLATION OF MEETING: Foss moved, seconded by Cox, to cancel the December 23, 1996 school board meeting. Motion carried by majority roll call vote 5-1; Hewitt dissenting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

ADJOURNMENT: Cox moved, seconded by Cummings, to adjourn the meeting at 9:55 p.m.

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James Hewitt, Clerk

MEMO #: I-97-102

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Moorhead Community Alternative Program (MCAP)

DATE: November 5, 1996

Attached is information regarding the Moorhead Community Alternative Program. Program Coordinator Deb Pender, Student Assistance Counselor Jim Thom and secondary principals will briefly highlight the attached information and will comment on other information distributed at the meeting. Other MCAP staff will be present also if questions arise.

RMJ/mdm



## **The Moorhead Community Alternative Program:**

### **MCAP Model:**

The mission of the MCAP is to foster healthy growth and development in order to promote future economic self-sufficiency and independence among the student population. The focus of the program is to engage students in the learning process, prepare them to meet the proficiencies of the proposed state graduation standards and Goals 2000, and to provide them with a solid background for meeting vocational and educational goals beyond high school. The program assists learners with the ultimate vision of becoming life long learners who know how to learn, who can set goals for themselves, who believe in themselves, and who can monitor their own success. The program aspires to provide a continuum of prevention and intervention services for students at-risk which promotes resiliency and self-sufficiency through academic, personal, social and vocational development. The four components of the MCAP are as follows:

1. **Assessment** whereby students are assessed upon entry for individual academic needs, vocational aspirations, and barriers to educational progress.
2. **Vocational Development and Life Skills Management** whereby the program assists students in the development of vocational strengths and interests in preparation for independent living. Programming includes an emphasis on practical employment skills, life skills, service learning, and knowledge and experience with "the world of work".
3. **Personal Need Support Services** whereby students are assisted in developing a support network, learning effective coping strategies, and overcoming barriers to educational, personal and social development. The goal is to provide a "single point of entry" for collaborative agencies to address personal and family support needs and to determine eligibility for services. The program has an active Student Assistance Team which reviews individual cases on a weekly basis.
4. **Academic Personalization** whereby the MCAP provides at-risk students with self-paced learning activities that are delivered in individualized and small group settings, which include exploratory activities, experiential learning, service learning, and involvement with the computer based learning lab.

### **Referral Process:**

Students are referred from the regular buildings via the counseling office with administrative approval. The designated referral agent varies slightly by building. Upon receipt of the referral, an intake appointment is scheduled at the MCAP. At the intake meeting the student, parents, service providers (school or community), regular school representative, and MCAP Coordinator share information in order to develop an appropriate learner support plan.

## **MCAP Student Profile:**

### **Current Membership:**

Sixty-five students are currently enrolled in the MCAP in some capacity. Seventy-five students were served during the first quarter of the current school year.

### **1995-96:**

A total of one-hundred and twenty students were enrolled at the MCAP, with a daily membership of fifty students, during the 1995-96 school year. The students' educational histories at intake revealed poor academic progress (.95), below average skills (.73); credit deficiencies (.41); limited English proficiency (.35); emotional and behavioral disorders (.52) and specific learning disabilities (.11). Sixty-eight percent of the MCAP student population were male, with most of the students being between the ages of thirteen and sixteen (.83). Fifty-three percent of the students were youth of color, including African-American (.02); Hispanic (.31); American Indian (.16); and Asian (.01) descent. The students present compound risk factors such as chronic truancy, poverty, homelessness, chemical health issues, mental health issues, and legal concerns. The students' educational experiences are fragmented because of frequent moves and hardship situations. Seventy-five percent of the students were enrolled in the MCAP for one semester or less. Specific reasons for the change in placement included students leaving for treatment (.25); personal and family moves (.21); legal problems, ie. placement in the juvenile detention center (.30); and homelessness (.42). The progression is cyclical as one-fourth of these students resumed their education at the MCAP at some point during the school year. The MCAP boasts a fairly low drop out rate (.05), with youth who leave the program appearing to pursue their education in other settings.

### **Program Components:** The MCAP consists of four components:

1. Junior Alternative (Grades 5 - 8): The Junior Alternative serves students who are between the ages of 12 and 15. This program includes two classrooms with an average of twenty students. The program includes full day off-site instruction; part-day programming; and liaison services between the Junior High School and Townsite. Current Membership = 19.

2. Senior Alternative (Grades 9 - 12): The Senior Alternative serves students who are between the ages of 15 and 21. This program includes two classrooms with a weighted membership of 20 students. The program includes full day off-site instruction; satellite programming at the Senior High School; work experience; and service learning. Student support plans are individualized for each student. Current Membership = 19.

3. Special Alternative (Grades 7-12) - Includes mental health services: The Special Alternative serves students who ages 12 +. The daily membership is approximately ten students. The program includes the services of an EBD teacher (.5)

and a licensed school social worker (.5) In addition, collaborative programming is provided by a therapist (.5) from Lakeland Mental Health. The program provides academic and mental health support to students who require a special structure to support academic needs. The program includes students who have diagnosed mental health disorders and require an individualized support plan.  
Current Membership = 10.

4. Extended Day Lab: The Extended Day Program operates from 1:00 p.m. to 4:00 p.m., Monday through Friday. The program offers an intensive service option to senior high age students who require non-traditional hours; students who want to makeup credit deficiencies; and students who thrive in a smaller, independent setting. The program is open to ten students per hour.  
Current Membership = 11 (Full-time).

5. Additional high school students are supported by the MCAP classes in the regular building, ie. Adaptive Phy Ed and "Skills Lunch". These students require additional assistance at the high school to be successful and maintain their educational program.  
Current Membership: 6.

Total Membership = 65.

## **Outcomes:**

### Homeless Youth At The MCAP:

**The program served forty-nine students who met the definition of homeless during the 1995-96 school year. Thirty-five were youth of color.** The students presented complicated profiles which included poverty, mental health issues, chemical health concerns, delinquency, disengagement from family and other support resources, truancy, poor school progress and extremely low student achievement levels (ie: second to fourth grade reading levels). Collaboration between the MCAP and the Social Worker For The Homeless was an effective intervention for many of the students. As a result, the social worker has begun working full-time in the district, with fifty percent of the time being directly at the MCAP. Activities include daily coordination of a service learning project between the MCAP and one of the homeless shelters, whereby the MCAP students run a thrift store and help with laundry, meals, and other shelter needs.

### Student Results and the Computer Based Learning Lab (1995-96):

The computer learning lab is a great asset for youth at-risk in non-traditional settings. Students enjoyed the program and made strong academic gains. **In a random sample of seventeen students involved with the PLATO Program (Fast-track) up to one semester, 1.75 years gain were evidenced in Language, 1.25 years in Math, and .7 in Reading.** The computer based approach allowed for more consistency with mobile students, as they could be assessed and programmed for at their specific skill level the day they entered the program.

Academic credit is measured in seat time and skill attainment. Student progress is recorded every three weeks. **Transcripts for 1995-96 indicated that fifty percent of the students attained four to seven credits (.5) during each semester, with an additional twenty-five percent of the students earning one to three credits attempted. Partial credit was earned by students who did not meet attendance requirements but completed the required work.** Results suggest that the computer based learning lab was an viable means from which to offer concentrated skill remediation and individualized academic content, which is greatly needed among this population. Combined with other approaches in a non-traditional setting, results suggest that it is an effective method from which to intervene with homeless and other disadvantaged youth.

### **Highlights:**

**Computer Station: Moorhead Community Alternative Program:** The computer learning lab was established at the MCAP in the Fall of 1995. The lab included 9 new PLATO stations and 6 additional stations comprised of recycled hardware and word processing programs. The goal of the lab was to incorporate computer based learning into the curriculum, with a focus on skill remediation and academic personalization. The computer lab has become an integral part of the academic program at the MCAP. All students are scheduled in the computer lab for a minimum of one academic period per day, allowing them to experiment with various programming options without a break in their remedial work and core academic subjects. Computer based instruction is a highly effective means of teaching youth at-risk because they are non-threatening to students; they allow them to progress at their own pace; they permit them to repeat the material if they need to do so; and they free the teacher to provide one to one attention to the students. Also, most students enjoy working on computers. At-risk students who generally lack self-confidence and self-esteem, seem to derive a sense of self-respect, confidence, and great accomplishment from working at computers.



MEMO #: S-97-077

TO: School Board

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

RE: 5th & 6th Grade Location Plan

DATE: November 5, 1996

At the October 28 school board meeting, the building and district administration presented the recommendation related to the placement of fifth and sixth graders effective next year.

In summary, the recommendation was as follows:

- \* Reaffirmed that all sixth graders would attend Robert Asp
- \* Twelve fifth-grade sections would be provided at Robert Asp - approximately 328 students
- Three sections of fifth grade would be provided at Riverside - approximately 84 students
- Two sections of fifth grade students would be provided at Thomas Edison - approximately 56 students
- \* Boundary exceptions for all buildings will be considered
- \* Riverside Principal's Office space relocated and existing area remodeled for smaller instructional space needs - estimated cost of \$25,500
- \* Add 1945 square feet of music/multipurpose space at Robert Asp - estimated costs of \$175,097 - \$194,500
- \* Address curriculum, instruction and program needs as outlined in recommendation

There has been some Board suggestion that it might be appropriate to wait one year prior to adding the room at Robert Asp and buy time regarding the apparent enrollment trend. This suggestion can be reviewed at the meeting.

Suggested Resolution: Move to implement the recommendation of the administration related to the placement of the 5th and 6th grade students effective the 1997-98 school year.

BRA:cbf

MEMO #: I-97-100  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: 1993-98 Five Year Educational Plan  
with 1993-96 Results  
DATE: November 5, 1996

The Board has received a copy of the 1993-98 Five Year Educational Plan with 1993-96 Results. Administration will briefly review some accomplishments for 1995-96 and will review a brochure which highlights some of the five-year plan accomplishments. The brochure will be available for the chamber of commerce, realtors and people who inquire regarding our district.

Suggested Resolution: A motion to accept the plan will be presented at the November 25 meeting.

RMJ/mdm

MEMO #: B97.180  
 MEMO TO: DR. ANDERSON  
 FROM: ROBERT LACHER  
 BETH ASTRUP  
 DATE: NOVEMBER 5, 1996  
 SUBJECT: 1996.97 FINAL BUDGETS

The final budgets for 1996.97 are as follows:

<u>FUNDS</u>	<u>BEGINNING FUND BALANCE</u>	<u>REVENUES</u>	<u>EXPENDITURES</u>	<u>ENDING FUND BALANCE</u>
I GENERAL FUND	4,801,833	31,900,174	32,199,114	4,502,893
II FOOD SERVICE	151,827	1,159,732	1,157,965	153,594
III TRANSPORTATION	265,005	2,087,700	2,132,622	220,083
IV COMM. SERVICE	466,370	968,168	1,079,350	355,188
V CAPITAL EXPEND.	1,223,003	2,551,100	3,562,988	211,115
VII DEBT SERVICE	311,436	830,900	902,686	239,650
VIII TOWNSITE	(668,926)	250,301	252,723	(671,348)

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

Suggested Resolution: Move to approve the final 1996.97 Budgets listed above.



# 1 GENERAL FUND INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

04-Nov-06 PRINT DATE

LINE #	1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 ACTUAL	1996-97 BUDGET	1997-98	1998-99	1999-00	2000-01
Basic Education Revenue										
UNAPPROPRIATED REVENUES										
1	3,623,807	3,982,369	4,567,270	5,137,987	5,311,658	6,290,260	6,730,063	6,797,363	6,865,337	6,933,990
Taxes & only appropmt										
2	50,957	19,897	178,796	277,683	368,284	175,000	151,750	53,268	0	0
3	344,316	781,496	(299,948)	366,912	(948,780)	0	0	0	0	0
4	215,041	368,879	234,010	258,824	289,645	377,669	381,446	385,260	388,113	393,004
5	964,402	1,161,042	1,350,875	1,419,496	1,639,937	1,307,220	1,320,292	1,333,495	1,346,830	1,360,298
6	16,897,419	17,547,409	18,024,190	18,992,963	19,152,318	17,605,000	16,876,050	17,044,811	17,315,259	17,387,411
7	1,963,134	2,251,623	2,565,967	2,959,172	3,316,632	3,300,000	3,333,000	3,366,330	3,399,993	3,433,993
8	328,986	423,433	456,277	727,223	510,632	577,923	583,702	589,339	595,435	601,389
9	(344,316)	(781,496)	299,948	(366,912)	948,780	0	0	0	0	0
10	946,706	918,006	1,248,271	1,482,486	1,624,406	1,705,662	1,722,719	1,739,946	1,757,345	1,774,919
11	8,627	5,209	15,771	5,841	2,025	9,840	9,938	10,038	10,138	10,240
12	232,007	240,435	179,898	249,740	595,350	551,600	557,116	562,687	568,314	573,997
13	State reduction									
14	25,231,086	26,918,302	28,821,325	31,511,415	32,830,887	31,900,174	31,666,076	31,882,736	32,147,764	32,469,241
TOTAL REVENUES										
15	5.64%	6.69%	7.07%	9.33%	4.19%	-2.83%	-0.73%	0.68%	0.83%	1.00%
16	5 CHANGE	1,345,968	1,687,216	1,903,023	2,090,090	1,319,472	(930,713)	216,661	265,027	321,478
*****										
17	Admin salaries	1,573,361	1,674,166	1,679,586	1,624,992	1,658,169	1,899,840	1,986,835	2,046,440	2,107,833
18	Admin supplies	47,666	26,053	85,043	28,219	58,716	(30,570)	16,183	16,668	17,168
19	Admin fringe benefits	289,079	287,813	296,121	285,553	284,018	313,388	332,473	342,448	352,721
20	Admin other	156,776	314,145	164,167	246,957	232,945	276,824	285,129	295,683	302,493
21	Instruct salaries (reg & voc)	9,579,106	9,865,784	10,119,433	10,692,274	10,659,285	11,814,503	11,635,503	11,904,331	12,188,896
22	Allowance for new staff						(77,990)	(70,452)	(264,058)	(147,409)
23	Instruct supplies	442,261	472,729	580,366	643,308	459,016	691,510	712,255	958,623	987,382
24	Allowance for new students	2,225,682	2,295,789	2,338,116	2,450,751	2,438,367	2,691,091	(4,049)	(3,662)	(7,662)
25	Instruct fringe benefits	534,394	565,472	680,068	761,706	825,471	884,333	910,863	938,189	966,335
26	Instruct other	4,909,801	5,374,223	5,493,884	6,036,106	6,488,986	5,763,990	5,936,910	6,115,017	6,298,468
27	Spec ed salaries	82,121	97,034	121,153	134,354	102,879	92,405	95,177	96,032	100,973
28	Spec ed supplies	1,053,591	1,153,378	1,195,829	1,317,953	1,390,055	1,280,340	1,318,750	1,358,313	1,399,062
29	Spec ed fringe benefits	587,558	873,102	684,005	1,023,309	973,280	1,122,492	1,156,167	1,190,852	1,226,577
30	Spec ed other	746,062	850,601	935,218	989,854	936,539	1,052,850	1,084,436	1,116,969	1,150,478
31	Instruct support salaries	103,308	77,306	140,633	135,865	107,222	105,882	109,058	112,330	115,700
32	Instruct support supplies	137,103	150,745	174,606	190,996	183,419	176,020	181,301	186,740	192,342
33	Instruct support fringe benefits	285,087	271,390	209,264	412,217	413,795	434,884	447,931	461,368	475,209
34	Instruct support other	526,937	544,552	609,357	609,924	638,704	654,279	673,907	694,125	714,948
35	Pupil support salaries	9,136	8,135	10,157	13,518	19,614	15,825	16,300	16,789	17,292
36	Pupil support supplies	114,604	117,597	127,635	127,544	132,675	137,606	141,734	145,986	150,366
37	Pupil support fringe benefits	29,082	37,295	53,949	83,850	86,486	86,189	88,775	91,438	94,181
38	Pupil support other	701,103	687,491	708,121	704,661	766,668	786,123	784,007	807,527	831,753
39	Bldgs & grounds salaries	396,823	443,473	457,378	439,425	490,775	551,760	548,173	564,618	581,557
40	Bldgs & grounds energy exp	96,928	103,611	116,134	197,313	125,015	109,090	112,363	115,734	119,206
41	Bldgs & grounds supplies	121,675	118,585	121,639	120,921	128,465	138,960	143,129	147,423	151,845
42	Bldgs & grounds fringe benefits	223,912	169,917	168,859	306,114	247,225	231,700	238,651	245,811	253,185
43	Bldgs & grounds other	219,462	390,630	234,555	399,803	297,733	300,000	309,000	318,270	327,818
44	Early retirement pay	302,608	370,440	336,564	414,988	436,977	457,120	470,834	484,959	499,507
45	Fringe benefits	75,504	77,218	233,957	239,952	253,925	160,680	95,500	101,316	104,356
46	Other fixed costs	25,570,730	27,420,674	28,075,597	30,632,427	30,835,944	32,199,114	32,411,533	33,538,936	34,271,093
47	TOTAL EXPENDITURES	7.49%	7.23%	2.39%	9.11%	0.66%	4.42%	0.66%	3.48%	2.18%
48	% CHANGE	1,781,045	1,849,944	654,923	2,556,830	203,517	1,363,170	212,419	1,127,403	732,157
49	5 CHANGE	(339,644)	(392,372)	745,728	878,988	1,994,943	(298,940)	(745,458)	(1,656,199)	(2,123,329)
50	REV OVER EXP (EXP OVER REV)	2,122,300	2,122,300	1,628,807	2,374,535	2,980,047	4,546,320	3,800,862	2,137,457	(39,538)
50.1	Tfr to eliminate opert deft in transp. fund									
51	F. T. E. Reduction needed to balance budget	2,461,944					0.68	(1.66)	(7.206)	(53.666)
52	BEGINNING FUND BALANCE *	2,122,300	2,122,300	1,628,807	2,374,535	2,980,047	4,546,320	3,800,862	2,137,457	(39,538)
53	ENDING FUND BALANCE *	8.30%	5.91%	8.46%	9.73%	15.57%	14.12%	11.77%	6.37%	-0.12%
54	As a % of Expenditures									-8.01%

II FOOD SERVICE FUND  
INDEPENDENT SCHOOL DISTRICT #152 BUDGET

	1991.92 ACTUAL	1992.93 ACTUAL	1993.94 ACTUAL	1994.95 ACTUAL	1995.96 ACTUAL	1996.97 BUDGET	1997.98	1998.99	1999.2000	2000.01
							PROJECTED			
REVENUES:							1.02	1.02	1.02	1.02
Other local and county sources:										
1 Interest	4,280	2,873	6,645	9,366	15,999	6,500	6,630	6,763	6,898	7,036
2 Miscellaneous local revenues	44	4	1,998		0	0	0	0	0	0
3	4,324	2,877	8,643	9,366	15,999	6,500	6,630	6,763	6,898	7,036
State sources:										
4 Lunch program aid	43,507	38,597	42,194	47,361	47,128	40,654	41,467	42,296	43,142	44,005
Federal sources:										
5 Lunch program aid	380,927	423,325	431,928	476,515	441,087	447,893	456,851	465,988	475,308	484,814
6 Food distribution program	98,855	95,703	95,627	108,222	89,910	90,000	91,800	93,636	95,509	97,419
7	479,782	519,028	527,555	584,737	530,997	537,893	548,651	559,624	570,816	582,233
8 Sale of food	434,326	434,580	453,693	457,969	471,028	564,685	575,979	587,498	599,248	611,233
9 Transfers (Equipment)	6,261	0	0	108,500	10,000	10,000	10,000	10,000	10,000	
10 Total revenues	968,200	995,082	1,032,085	1,207,933	1,075,152	1,159,732	1,182,727	1,206,181	1,230,105	1,244,507
EXPENDITURES:							1.030	1.030	1.030	1.030
Pupil support services:										
11 Salaries and wages	291,294	297,217	306,017	313,909	330,543	361,565	372,412	383,584	395,092	406,945
12 Employee benefits	44,421	45,150	47,408	49,512	54,429	58,050	59,792	61,585	63,433	65,336
13 Purchased services	37761		39,522	36,943	44,485	50,350	51,861	53,416	55,019	56,669
14 Food costs-USDA commodities	98,855	95,703	95,627	108,222	89,909	90,000	92,700	95,481	98,345	101,296
15 Food costs, milk and supplies	438,482	429,956	469,891	502,383	512,505	572,000	589,160	606,835	625,040	643,791
16 Equipment/Construction	6,261	12,342	2,349	164,939	82,375	10,000	10,000	10,000	10,000	10,000
17 Other expenditures	14,211	85,006	9,387	10,446	11,734	16,000	16,480	16,974	17,484	18,008
18 Total operating expenses	931,285	965,374	970,201	1,186,354	1,125,980	1,157,965	1,192,404	1,227,876	1,264,412	1,302,045
Fiscal and Other fixed cost programs:										
19 Employee benefits	0									
20 Total expenditures	931,285	965,374	970,201	1,186,354	1,125,980	1,157,965	1,192,404	1,227,876	1,264,412	1,302,045
Revenues and other financing sources over (under)										
21 expenditures	36,915	29,708	61,884	21,579	(50,828)	1,767	(9,677)	(21,695)	(34,308)	(57,538)
FUND BALANCE (DEFICIT), BEGINNING OF YEAR	52,569	89,484	119,192	181,076	202,655	151,827	153,594	143,917	122,222	87,914
FUND BALANCE (DEFICIT), END OF YEAR	89,484	119,192	181,076	202,655	151,827	153,594	143,917	122,222	87,914	30,376
24 Fund Balance as a % of Expenditures	9.61%	12.35%	18.66%	17.08%	13.48%	13.26%	12.07%	9.95%	6.95%	2.33%

PRINT DATE

04-Nov-96

### III PUPIL TRANSPORTATION FUND INDEPENDENT SCHOOL DISTRICT #152 BUDGETS

	1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 ACTUAL	1996-97 BUDGET	1997-98	1998-99 PROJECTED	1999-00 PROJECTED	2000-01 PROJECTED
<b>REVENUES</b>										
Local property Taxes										
Transportation levy	485,765	358,415	429,651	489,157	539,722	164,100	825,484	826,661	834,192	846,235
Bus purchase levy										
Property tax shift	(18,974)	79,813	(30,604)	39,252	(216,578)	0				
	466,791	438,228	399,047	528,409	323,144	164,100	825,484	826,661	834,192	846,235
Other local and county sources:										
Interest	7,532	6,463	0		2,607					
Miscellaneous local revenues	29,324	25,284	146		1,130					
	36,856	31,747	146	0	3,737	0	0	0	0	0
State Sources:										
Transportation aid	768,140	881,750	980,101	864,354	1,040,777	1,923,600	1,238,228	1,239,991	1,251,288	1,269,353
Bus Depreciation Aid	68,564	68,564	67,838	78,377	78,377					
Tax Credits (HACA) **	162,442	144,859	108,886	121,720	112,580					
Other appropriations	64,524	46,616	76,310	95,188	117,163					
State aid adjustment	18,974	(79,813)	30,604	(39,252)	216,578					
	1,082,644	1,061,976	1,263,739	1,120,387	1,565,475	1,923,600	1,238,228	1,239,991	1,251,288	1,269,353
Sales and other conversions of assets:										
Insurance recoveries	4,218		317							
Total revenues	1,590,509	1,531,951	1,663,249	1,648,796	1,892,356	2,087,700	2,063,712	2,066,652	2,085,480	2,115,588
<b>EXPENDITURES:</b>										
Pupil support services:										
Salaries and wages	277,265	343,649	312,829	368,169	347,006	381,815	393,269	405,068	417,220	429,736
Employee benefits	47,756	55,776	53,059	62,941	61,422	68,402	70,454	72,568	74,745	76,987
Contracted bus services	797,330	851,407	1,071,607	1,114,908	1,280,490	1,249,606	1,287,094	1,325,707	1,365,478	1,406,443
Other purchased services	29,129	10,802	52,301	97,398	54,407	10,918	11,246	11,583	11,930	12,288
Supplies and materials	179,839	196,962	194,478	194,145	200,943	222,573	229,250	236,128	243,212	250,508
Equipment	7,288	15,545	143,825	2,182	67,419	175,000	0	0	0	0
Other expenditures	19,285	14,948	21,424	22,549	21,957	24,308	25,037	25,788	26,562	27,359
Chargebacks						0	0	0	0	0
Total expenses	1,357,892	1,489,089	1,849,523	1,862,292	2,033,644	2,132,622	2,016,351	2,076,841	2,139,146	2,203,321
Revenues over (under) expenditures:	232,617	42,862	(186,274)	(213,496)	(141,288)	(44,922)	47,361	(10,189)	(53,666)	(87,733)
Operating transfer from the General Fund				273,476	173,155					87,733
FUND BALANCE, (DEFICIT), BEGINNING OF YEAR **	83,953	316,570	359,432	173,158	233,138	265,005	220,083	267,444	257,255	203,589
RETAINED EARNINGS (DEFICIT)/										
FUND BALANCE, END OF YEAR	316,570	359,432	173,158	233,138	265,005	220,083	267,444	257,255	203,589	203,589
Fund Balance reserved for bus purchase	197,695	251,296	177,458	254,047	265,005	90,005	90,005	90,005	90,005	90,005
Fund Balance reserved for student transportation safety				(20,909)	(5,196)	0	0	0	0	0
Operating Fund Balance	118,875	108,136	(4,300)	0	5,196	130,078	177,439	167,250	113,584	113,584

Community Education  
Summary of Revenues

	1995-96	1996-97
General Community Education	\$263,062	\$254,179
Fees	\$113,979	\$144,450
Choices	\$ 27,041	\$ 27,000
ABE	\$178,979	\$147,636
Interest	\$ 30,146	\$ 15,000
ECFE	\$174,603	\$211,642
Kindergarten Readiness	\$ 53,476	\$ 60,000
Lincoln	\$ 40,000	\$ 25,000
other (screening, non-public education, grants)	\$ 45,939	\$ 83,261
TOTAL	<hr/> \$927,225	<hr/> \$968,168

Summary of Expenditures

	1995-96	1996-97
General Community Ed	\$360,726	\$513,366
CHOICES	\$ 27,120	\$ 27,011
ABE	\$145,273	\$199,550
ECFE	\$216,265	\$235,618
Kindergarten Readiness	\$ 43,546	\$ 55,841
Lincoln	\$ 45,538	\$ 18,054
Nonpublic	\$ 20,711	\$ 19,910
Early Childh. Screening	\$ 13,164	\$ 10,000
TOTAL	<hr/> \$ 872,343	<hr/> \$1,079,350

Independent School District No. 152  
Capital Outlay Fund

	04-Nov-96	1993.94	1994.95	1995.96	1996.97	1997.98	1998.99	1999.00	2000.01
Line #		ACTUALS	ACTUALS	ACTUALS	BUDGET	-----			
	BEGINNING FUND BALANCE								
1	Disabled Accessibility		(2,553)	(34,772)	2,630	62,630	0	0	0
2	Operating Capital	(788,407)	\$36,672	\$378,338	\$961,024	\$40,651	(\$2,133,372)	(\$1,530,467)	(\$929,257)
3	Health and Safety	44,527	\$587,160	(\$74,567)	\$259,349	\$107,834	\$157,834	\$157,834	\$157,834
4	Total Beginning Fund Balance	(743,880)	\$621,279	\$268,999	\$1,223,003	\$211,115	(\$1,975,538)	(\$1,372,633)	(\$771,423)
	REVENUES								
5	Facility	1,008,500	935,560	882,517	1,362,600	96.59%	97.01%	98.01%	98.64%
6	Lease	255,101	257,821	298,681	235,316	1,316,076	1,276,777	1,251,344	1,234,292
7	Interest Income (Townsite Loa	56,682	62,180	45,582	44,580	200,000	200,000	200,000	200,000
8	Disabled Access	60,000	60,000	60,000	120,000	43,580	42,580	41,580	40,580
9	TOTAL FACILITIES	1,380,283	1,315,561	1,286,780	1,762,496	1,559,656	1,519,357	1,492,924	1,474,872
10	Interactiave Television			36,962	82,519	84,169	85,853	87,570	89,321
11	Interest Income				0	0	0	0	0
11.1	Misc./Donations/Grants	11,551	90,296	13,972					
12	Equipment	422,576	452,763	521,438	0	0	0	0	0
13	TOTAL EQUIPMENT	434,127	543,059	572,372	82,519	84,169	85,853	87,570	89,321
13.1	Super Fund Reimb.		8,297						
14	Health and Safety	1,022,791	(216,106)	962,310	706,085	182,600	132,600	132,600	132,600
	Total Health & Safety	1,022,791	(207,809)	962,310	706,085	182,600	132,600	132,600	132,600
	Sales and other conversions of assets:								
14.1	Sale of property	583		10,919					
14.2	Insurance recoveries								
14.3		583		10,919	0	0	0	0	0
15	Total Revenues	2,837,784	1,650,811	2,832,381	2,551,100	1,826,426	1,737,809	1,713,094	1,696,793
		+++++	+++++	+++++	+++++	+++++	+++++	+++++	+++++

Independent School District No. 152  
Capital Outlay Fund

Line #	04-Nov-96	1993.94	1994.95	1995.96	1996.97	1997.98	1998.99	1999.00	2000.01
	ACTUALS	ACTUALS	ACTUALS	BUDGET	!-----!				
EXPENDITURES									
FACILITY									
16	Food Service	15,423	118,124	10,000	10,000	10,000	10,000	10,000	10,000
16.1	Sr. High Dish Washer, seatng and codes			31,545					
16.2	Jr. High Dishwaster, Freezer +								
16.3	Asp Remodeling				200,000				
16.4	Insured Recoveries-Capital	23,503							
17	Region I ESV/Region 8								
18	Special Assessments	12,341	30,898	7,373	7,400	7,400	7,400	7,400	7,400
19	Maintenance	67,524	73,491	120,052	249,500	297,300	214,300	189,400	213,800
19.01	Bleachers\Facility Study			8,735					
19.1	Loan Payback	3,076							
19.2	Sr. High Parking lot		91,260	43,159					
19.3	Jr/Sr High Water lines			16,991	25,000				
19.4	Asp Parking lot		16,800	0					
19.5	Washinton Roof		49,449	8,832					
19.6	Riverside				25,000				
19.7	Traffic sign and beacons, elem				52,000				
20	Telephone/Telecommunications	75,304	66,210	72,166	72,100	74,263	76,491	78,786	81,149
21	Building Construction - Asp				100,000				
21.1	District Office Renovations				75,000				
21.2	Air Conditioning		2,002	142,630	780,653				
21.3	Security Equipment			132,988					
21.4	Reading Recovery Room			26,822					
22	Lease Levy	243,635	292,578	226,171	235,316	200,000	200,000	200,000	200,000
23	Handicap Access	63,326	92,219	22,598	60,000	62,630	0	0	0
24	Building Allocation								
25	Edison	4,824	4,798	3,775	4,400	4,400	4,456	4,456	4,456
25.1	Relocatae poles bus lane			2,000					
26	Probstfield		5,454	3,821	6,032	6,032	6,000	6,000	6,000
27	Riverside	2,455	3,447	2,480	3,280	3,280	3,280	3,280	3,280
28	Washington		7,968	1,019	5,760	5,760	5,680	5,680	5,680
29	Robert Asp	4,432	13,753	5,289	6,160	6,160	6,008	6,008	6,008
30	Voyager	1,960	10,508	1,571	1,920	1,920	1,920	1,920	1,920
31	Jr. High	4,117	52,184	3,206	10,504	10,722	10,722	10,722	10,722
32	Sr. High	7,142	32,143	15,021	18,242	18,242	19,261	19,261	19,261
33	Transfer to cover fund 06 expenditures		213,257						
34	Interest	57,812	7,643	15,348	32,000	32,000	32,000	32,000	32,000
35	Total Facility	\$586,873	\$1,184,186	\$923,592	\$1,980,267	\$740,109	\$597,518	\$574,913	\$601,676



Independent School District No. 152  
Capital Outlay Fund

	04-Nov-96	1993.94	1994.95	1995.96	1996.97	1997.98	1998.99	1999.00	2000.01
Line #		ACTUALS	ACTUALS	ACTUALS	BUDGET	-----			
EQUIPMENT									
36	Technology	23,000	24,662	22,984	23,000	23,000	23,000	23,000	23,000
37	Technology Long-Term	50,813	31,490	29,707	0	2,512,000	0	0	0
37.1	Technology Consulting				12,400				
37.2	LAN - Asp				85,000				
38	Interactive Television				71,816	73,252	73,252	73,252	73,252
39	Replacement of Equip.	10,023			10,000	10,000	10,000	10,000	10,000
39.1	I. D. Badge System			10,855					
40	Maint./Transportation	13,003	22,099	27,019	21,000	21,000	21,000	21,000	21,000
41	Vehicles	11,994	7,600		15,000	15,000	15,000	15,000	15,000
42	Media/A.V.	31,998	25,572	26,786	27,000	27,000	27,000	27,000	27,000
43	Media Library	26,245	27,156	25,870	26,000	26,000	26,000	26,000	26,000
44	District-Wide Equip.	81,455	71,008	42,758	90,000	90,000	90,000	90,000	90,000
45	Music	14,615	12,010	11,997	12,000	12,000	12,000	12,000	12,000
46	Building Allocation								
47	Edison	9,365	8,406	7,968	8,400	8,400	8,400	8,400	8,400
48	Probstfield	8,319	7,805	11,120	11,310	11,310	11,250	11,250	11,250
49	Riverside	6,540	9,158	4,756	6,150	6,150	6,150	6,150	6,150
50	Washington	9,359	9,568	10,854	10,800	10,800	10,650	10,500	10,350
51	Robert Asp	11,154	12,050	11,119	11,550	11,550	11,265	11,000	11,000
52	Voyager	3,360	3,593	3,276	3,600	3,600	3,600	3,600	3,600
53	Jr. High	19,820	14,207	22,018	16,695	17,105	17,105	17,105	17,105
53.1	Athletics	1,632	1,497	2,809	3,000	3,000	3,000	3,000	3,000
54	Sr. High	22,477	37,451	29,127	28,203	28,203	30,114	30,114	30,114
54.1	Athletics	6,147	15,438	5,266	6,000	6,000	6,000	6,000	6,000
55	Text Book Adoptions				225,000	225,000	0	0	0
56	Misc./Donations/Grants	44,276	24,217	20,102	1,197				
57	Total Equipment	\$405,594	\$364,987	\$326,391	\$725,121	\$3,140,370	\$404,786	\$404,371	\$404,221
HEALTH AND SAFETY									
58	Tank Replacement	97,231	29,813	26,056					
58.1	Well Monitoring		49,790	397,381					
59	Electrical Retrofit								
59.1	Fire Code Compliance	224,593	25,812	80,088	615,000				
59.2	Life Safety Repairs\Demolitio	1,879	264,360	20,591	110,000				
60	Asbestos Removal\Hazardous Wa	65,068	4,893						
61	Asbestos Loan Payback	76,343	76,343	76,343	75,600	75,600	75,600	75,600	75,600
62	Hazardous Substance Consult	15,044	2,907	27,935	57,000	57,000	57,000	57,000	57,000
63	Hepatitis Vaccination								
64	Health and Safety	\$480,158	\$453,918	\$628,394	\$857,600	\$132,600	\$132,600	\$132,600	\$132,600
65	Total Expenditures	\$1,472,625	\$2,003,091	\$1,878,377	\$3,562,988	\$4,013,079	\$1,134,904	\$1,111,884	\$1,138,497



[illegible]

VII DEBT REDEMPTION FUND  
INDEPENDENT SCHOOL DISTRICT #152

04-Nov-96

Line No.		1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 ACTUAL	1996-97 BUDGET	1997.98	1998.99	1999.00	2000.01
	REVENUES:							PROJECTED			
1	Local property taxes levy	254,480	134,281	520,642	589,718	519,905	440,317	600,943	645,484	683,357	729,760
2	Property tax shift			759	7	(617)					
		254,480	134,281	521,401	589,725	519,288	440,317	600,943	645,484	683,357	729,760
	Other local sources:										
3	Interest income	14,377	6,837	10,764	31,620	30,562	12,000	11,000	10,000	9,000	8,000
	State sources:										
4	HACA (Homestead credit)	151,613	152,907	309,551	337,497	219,838	264,254	126,224	84,424	41,983	0
5	Border city aid	34,344	19,060	97,424	119,424	113,829	113,829	113,829	113,829	113,829	113,829
6	Other appropriations	338	180	540	557	437	500	500	500	500	500
7	State aid adjustment			(759)	(7)	617					
8		186,295	172,147	406,756	457,471	334,721	378,583	240,553	198,753	156,312	114,329
9	Total revenues	455,152	313,265	938,921	1,078,816	884,571	830,900	852,496	854,237	848,669	852,089
	EXPENDITURES:										
10	Principal on bonds	220,000	235,000	400,000	482,524	437,524	455,873	475,873	505,873	530,873	565,873
11	Interest on bonds	128,688	116,877	584,822	496,209	470,365	445,813	419,790	392,400	363,050	332,259
12	Other debt service	1,255	1,283	1,003	400	0	1,000	1,000	1,000	1,000	1,000
13	Total expenditures	349,943	353,160	985,825	979,133	907,889	902,686	896,663	899,273	894,923	899,132
14	Revenues over (under) expenditures	105,209	(39,895)	(46,904)	99,683	(23,318)	(71,786)	(44,167)	(45,036)	(46,254)	(47,043)
	FUND BALANCE, BEGINNING OF YEAR										
15		216,661	321,870	281,975	235,071	334,754	311,436	239,650	195,483	150,447	104,193
16	FUND BALANCE, END OF YEAR	321,870	281,975	235,071	334,754	311,436	239,650	195,483	150,447	104,193	57,150

04-Nov-96

ENTERPRISE FUND  
INDEPENDENT SCHOOL DISTRICT #152

	1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 ACTUAL	1996-97 BUDGET	1997-98	1998-99 PROJECTED	1999-00	2000-01
OPERATING REVENUES:						1.02	1.02	1.02	1.02	1.02
Rents	256,025	247,863	235,674	163,649	197,054	172,000	175,440	178,949	182,528	186,178
Rents from School District	30,729	34,853	35,550	69,493	63,462	72,301	73,747	75,222	76,726	78,261
Sq Feet	286,754	282,716	271,224	233,142	260,516	244,301	249,187	254,171	259,254	264,439
44,970.8	\$6.38	\$6.29	\$6.03	\$5.18	\$5.79	\$5.43	\$5.54	\$5.65	\$5.76	\$5.88
OPERATING EXPENSES:						1.03				
Salaries and benefits	67,693	71,499	73,439	75,620	76,975	79,434	81,023	82,643	84,296	85,982
Utilities and fuel	48,236	41,387	44,471	47,237	51,060	51,407	52,435	53,484	54,554	55,645
Insurance	4,153	6,170	7,300	6,952	6,583	7,828	7,985	8,144	8,307	8,473
Bldg. Improvement		0			0	5,253	5,411	5,573	5,740	5,912
Other operating expense	12,487	24,562	39,531	38,799	19,785	31,096	31,718	32,352	32,999	33,659
Total operating expenses	132,569	143,618	164,741	168,608	154,403	175,018	178,571	182,196	185,896	189,671
Per square foot	\$2.95	\$3.19	\$3.66	\$3.75	\$3.43	\$3.89	\$3.97	\$4.05	\$4.13	\$4.22
OPERATING INCOME BEFORE DEPRECIATION	154,185	139,098	106,483	64,534	106,113	69,283	70,616	71,974	73,358	74,768
DEPRECIATION	108,362	108,451	80,178	37,937	37,937	37,625	34,304	30,602	27,542	24,482
Per square foot	\$2.41	\$2.41	\$1.78	\$0.84	\$0.84	\$0.84	\$0.76	\$0.68	\$0.61	\$0.54
OPERATING INCOME	45,823	30,647	26,305	26,597	68,176	31,658	36,312	41,372	45,816	50,286
NONOPERATING REVENUES (EXPENSES):										
Interest revenue	2,770	1,384	1,932	2,952	3,116	3,500	4,000	4,500	5,000	5,500
Interest expense	(61,066)	(56,364)	(52,082)	(48,535)	(45,582)	(40,080)	(36,080)	(32,080)	(28,080)	(24,080)
Other	3,576	4,393	2,227	2,262	0	2,500	2,500	2,500	2,500	2,500
Net Nonoperating expense	(54,720)	(50,587)	(47,923)	(43,321)	(42,466)	(34,080)	(29,580)	(25,080)	(20,580)	(16,080)
Per square foot	(\$1.22)	(\$1.12)	(\$1.07)	(\$0.96)	(\$0.94)	(\$0.76)	(\$0.66)	(\$0.56)	(\$0.46)	(\$0.36)
OPERATING EXPENSES	186,211	201,482	196,996	163,224	149,874	178,563	183,295	187,718	192,858	198,073
NET LOSS	(8,897)	(19,940)	(21,618)	(16,724)	25,710	(2,422)	6,732	16,292	25,236	34,206
RETAINED EARNINGS (DEFICIT)/ FUND BALANCE, BEGINNING OF YEAR	(627,457)	(636,354)	(656,294)	(677,912)	(694,636)	(668,926)	(671,348)	(664,616)	(648,324)	(623,087)
RETAINED EARNINGS (DEFICIT)/ FUND BALANCE, END OF YEAR	(636,354)	(656,294)	(677,912)	(694,636)	(668,926)	(671,348)	(664,616)	(648,324)	(623,087)	(588,882)

MEMO #: B97.173

MEMO TO: DR. ANDERSON

FROM: R. LACHER *R. Lacher*

DATE: OCTOBER 30, 1996

SUBJECT: CHARGE ORDERS #2 & 3  
AIR CONDITIONING WORK

ASP	PROVIDE AND INSTALL 125-AMP BREAKER TO FEED BOOSTER WATER HEATER	\$1,125.00
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JR HIGH	PROVIDE AND INSTALL 125-AMP BREAKER TO FEED BOOSTER WATER HEATER	\$ 704.00
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REMOVE 200-AMP BREAKER AND RETURN FOR CREDIT \_\_\_\_\_

\$1,829.00

SUGGESTED RESOLUTION: APPROVE CHARGE ORDER #2 & 3 FOR  
ELECTRICAL WORK OF ASP AND JR HIGH FOR \$1,829.00.

NOV 4 1996

MEMO #: B97.178  
MEMO TO: DR ANDERSON  
FROM: R. LACHER *R. Lacher*  
DATE: NOVEMBER 1, 1996  
SUBJECT: CHANGE ORDERS# 4,5, AND 6  
AIR CONDITIONING WORK

Robert Asp-CO #4  
Delete chilled water piping to four (4) Deduct (\$ 1,812.00)  
U.V.'s

Relocate chiller	Add	\$ 299.00
Provide sprinkler modification	Add	<u>\$ 322.50</u>
		(\$ 1,190.50)

Junior High School-CO #5		
Add one new unit ventilator	Add	\$ 8,815.00
Provide gas regulators for existing rooftop AHU's	Add	\$ 231.00
Relocate chiller	Add	\$ 1,665.00
Provide sprinkler modifications	Add	<u>\$ 322.50</u>
	Total Add	\$11,033.50

Probstfield-CO #6		
Provide cooling coil for AHU above kitchen	Add	\$ 6,467.00
Relocate chiller	Add	\$ 1,031.00
Add four (4) condensate pumps for existing unit vents	Add	<u>\$ 6,225.00</u>
	Total Add	\$13,723.00

SUGGESTED RESOLUTION:

APPROVE CHANGE ORDERS #4,5 AND FOR AIR CONDITIONING WORK

ASP	-\$ 1,190.50
JR HIGH	\$11,033.50
PROBSTFIELD	<u>\$13,723.00</u>
TOTAL	\$23,566.00

MEMO #: S-97-079

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Canvass of Election Returns  
DATE: November 7, 1996

Another result of the Uniform Election law and the fact that the County Auditor's Office ran the recent election, the school district is dependent on that office to supply accurate vote totals and other election return information. The school district is still required to canvass its own returns. However, this cannot be done until the County canvasses the election, which is scheduled for Thursday, November 7. Therefore, our election return information will not be available from the County Auditor until Friday. Our office will prepare and distribute the information at Monday's meeting.

*cbf*

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

November 25, 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. "We Are Proud"

\*\*\* We are proud of Ralph Fiskness, teacher at Robert Asp, for performing the Heimlich maneuver on a student who had a locker key lodged in his windpipe. Fiskness learned the procedure at a teacher workshop.

\*\*\* We are proud of Jim Westra for presenting at the Minnesota Science Teachers Conference during the MEA break.

\*\*\* We are proud of the Moorhead High Volleyball team for placing second in the state tournament.

\*\*\* We are proud of senior Jenni Redfield for participating in the state diving competition.

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

S-Mq-B05  
MIN  
November 25, 1996



2. \*CONSENT AGENDA

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

A. INSTRUCTIONAL MATTERS - Jernberg  
(1) Acceptance of Grants - Page 5

B. BUSINESS AFFAIRS - Lacher

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of New Employees - Page 6
- (2) Acceptance of Resignation - Page 7
- (3) Approval of Medical Leaves - Page 8
- (4) Approval of Early Retirement - Page 9

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Summer Migrant Program Resolution  
- Pages 10-11

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

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

3. COMMITTEE REPORTS

4. F-M MetroCOG SPEED ZONE STUDY: Lacher  
Pages 12-18

Suggested Resolution: Move to accept the study and approve recommendation Option I, in the amount of \$52,085.00.

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

5. 1993-98 FIVE YEAR EDUCATIONAL PLAN & RESULTS: Jernberg  
Page 19

Suggested Resolution: Move to accept the 1993-98 Five Year Educational Plan with 1993-96 Results as revised.

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

6. IOWA TESTS OF EDUCATIONAL DEVELOPMENT: Jernberg  
Pages 20-23

Review of the 9th grade Iowa Testing data.

7. PHYSICAL EDUCATION ELECTIVE: Jernberg  
Pages 24-32

Suggested Resolution: Move to approve the addition of the Self Defense physical education elective as presented.

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

8. SPECIAL SERVICES AGREEMENT/CLAY COUNTY SOCIAL SERVICES:  
Swedberg Pages 33-37

Suggested Resolution: Move to approve the revised agreement with Clay County Social Services, contingent upon the approval by that Board.

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

9. SPECIAL SERVICES AGREEMENT/LAKELAND MENTAL HEALTH: Swedberg  
Pages 38-41

Suggested Resolution: Move to approve the revised agreement with Lakeland Mental Health Center, Inc., contingent upon approval by the Clay County Social Services Board.

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

10. POLICIES - FIRST READING: Anderson  
Pages 42-61

Conduct a first reading of the following policies: Student Attendance (JE/JEA), Early Admissions (JEC), Married/Pregnant Students (JFF), and Planning, Evaluating & Reporting (AFE).

11. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

12. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
K-P/T Conferences (No K-classes)	Fri., Nov. 22- Mon., Nov. 25	Daytime	
K-12 P/T Conferences	Mon., Nov. 25	6-9 pm	
School Board	Mon., Nov. 25	7 pm	Townsite
K-12 P/T Conferences	Tues., Nov. 26	8 am - 9 pm	
K-12 No School	Wed., Nov. 27		
Thanksgiving Holiday (no classes)	Thurs., Nov. 28 - Fri., Nov. 29		
Public Hearing (1997 levy)	Mon., Dec. 2	7 pm	Townsite
Public Hearing (continued-if nec.)	Mon., Dec. 9	7 pm	Townsite
Student Activities	Tues., Dec. 10	7 am	Townsite
LRP Committee	Thurs., Dec. 12	3:45 pm	Sr. High
School Board	Mon., Dec. 16	7 pm	Townsite
ICAC (PER) Committee	Thurs., Dec. 19	7 am	Townsite
Winter Break Begins	Mon., Dec. 23		
K-12 Staff Workshops (No Classes)	Thurs., Jan. 2 Fri., Jan. 3		District- wide
K-12 Classes Resume	Mon., Jan. 6, 1997		
End 2nd Qtr./Semester	Thurs., Jan. 16		
K-12 Staff Workshops (No Classes)	Fri., Jan. 17		District- wide
K-P/T Conferences (No K-classes)	Fri., Feb. 28 Mon., Mar. 3	Daytime	
K-12 P/T Conferences (1-12 classes held)	Mon., Mar. 3	6-9 pm	
K-6 P/T Conferences (No K-6 classes held)	Tues., Mar. 4	Day & Eve.	
7-12 P/T Conferences	Tues., Mar. 4	6-9 pm	
K-12 No School	Wed., Mar. 5 - Fri., Mar. 7		

MEMO #: I-97-114

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Acceptance of Grants

DATE: November 19, 1996

The Moorhead Community Alternative Program has received a service learning grant of \$460 from the Fargo-Moorhead Service Learning Program coordinated by NDSU/Cass County Extension Service. This grant will allow MCAP students to refurbish and maintain the flower beds at Townsite Centre.

The District has received a grant from the Minnesota Department of Children, Families and Learning in the amount of \$8,000 to establish a bilingual (Spanish and English) parent trainer position at the Moorhead Community Alternative Program. The trainer will initiate home visits, encourage attendance at meetings, support parents at child study meetings and provide ongoing mediation and assistance as needed.

Suggested Resolution: Move to accept the grants as presented.

RMJ/mdm

MEMORANDUM P 96.102

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: November 19, 1996

SUBJECT: New Employees

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state and school district statutes and requirements:

Juanita Escobedo - ECSE Paraprofessional, Washington Elementary, B21 \$8.51 per hour, 3.25 hours daily, effective November 26, 1996.  
(Replace Rachelle Walswick)

Anthony Wendel - AS 400 Systems Analyst, C41 (10) \$15.57 per hour, 8 hours daily, Non-Aligned Contract, effective December 16, 1996.  
(Replace Michael Hvidsten)

Shelley Brown - Food Server, Junior High, \$5.30 per hour, 2.75 hours daily, effective October 21, 1996.  
(Replace Donna Metcalf)

Janet Arnold - Receptionist, Senior High, A12 (0) \$7.94 per hour, 8 hours daily, effective November 26, 1996.  
(New Position within FTE allocated to High School)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM      P 96.103

TO:            Dr. Bruce Anderson  
FROM:        Dr. John Skinkle *JDS*  
DATE:        November 19, 1996  
SUBJECT:    Resignation of District Employee

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

Darlene Meyer - Food Service, Moorhead Junior High, effective  
December 31, 1996.

Suggested Resolution: Move to accept the resignation as presented.

JDS:sdh

MEMORANDUM P 95.104

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: November 19, 1996  
SUBJECT: Medical Leave of Absence

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

Cathy Nesvold - Interpreter, Senior High, to begin immediately, until such time as she is released by her physician.

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

JDS:sdh



MEMORANDUM P 96.105

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: November 19, 1996  
SUBJECT: Retirement of District Employee.

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

Sonja Leines - Principal's Secretary, Washington Elementary,  
effective January 1, 1997.

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

JDS:sdh

MEMO #: S-97-090

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BR.A*  
RE: 1997 Summer Migrant School Program  
DATE: November 21, 1996

Attached please find the resolution to submit an application to operate the Migrant education project during the summer of 1997.

Suggested Resolution: Move to approve submission of the application as presented.

*cbf*  
Attachment

**SCHOOL BOARD RESOLUTION**

**WHEREAS** the Congress of the United States has approved and allocated funds to provide Migrant Education and Migrant Head Start programs designed to meet the unique needs of the children of migrant agricultural workers, and

**WHEREAS** School District # \_\_\_\_\_ at (city or town) \_\_\_\_\_ is located in an area of the state in which significant numbers of migrant agricultural workers seek employment on a seasonal basis, and

**WHEREAS** the School District is being requested by the State Department of Children, Families and Learning and Tri-Valley Opportunity Council, Inc. to cooperate in an effort to provide programs which address the unique needs of the children of migrant agricultural workers during their residence in the area;

**BE IT THEREFORE RESOLVED** that the School District

1. shall submit an application for a Title I Migrant Education grant to operate a Migrant Education project during the summer of 1997 and designate a District contact person to work with the State Department of Children, Families and Learning in the preparation and implementation of project activities, and
2. shall make available space for Tri-Valley Opportunity Council, Inc. to provide Migrant Head Start services for pre-school age children and will cooperate with a local Migrant Head Start contact person designated by Tri-Valley who has the authority, responsibility and liability for those services.

\_\_\_\_\_  
signature

\_\_\_\_\_  
title

\_\_\_\_\_  
date

**Title I contact person for the Migrant Education project will be (name)**

\_\_\_\_\_, (phone) \_\_\_\_\_

MEMO #: S-97-089

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: FM MetroCOG Speed Zone Study  
DATE: November 21, 1996

Attached please find the COG's recommendation related to speed zones around the schools. This expenditure was not included in the 1996-97 AOP but, as discussed at the last meeting, it is included in the 1996-97 final budget.

The administrative recommendation is detailed on the following page.

BRA *(cbf)*  
Attachment

OCT 14 1996

MEMO #: B96.160

MEMO TO: DR. ANDERSON

FROM: R. LACHER *R. Lacher*

DATE: OCTOBER 11, 1996

SUBJECT: MOORHEAD SPEED ZONE STUDY

Fargo-Moorhead Metropolitan Council of Governments has completed a traffic count and speed study of the listed schools. They recommended installation of signs and flashing beacons as the best method of controlling speed.

ESTIMATED COSTS

RIVERSIDE	\$ 7,515
WASHINGTON, ASP AND VOYAGER	\$22,025
PROBSTFIELD	\$ 7,515
EDISON	<u>\$15,030</u>
TOTAL	\$52,085

RECOMMENDED RESOLUTION: ACCEPT THE STUDY AND ADOPT THE RECOMMENDATIONS.

Upon completion of this study, the following recommendations are offered:

- Implement Option 1, which includes installation of both signs and beacons at all locations described in the report.
- Provide enforcement for the newly developed speed zones.
- Re-introduce the parents and PTA to the Safe Route to School Maps
- Alert the traveling public of the newly created speed zones.

The above recommendations involve the cooperation of Moorhead City officials, Independent School District #152 officials, affected school teachers and administrators, and the parents of the students going to these elementary schools in Moorhead.

ATTACHED: MOORHEAD SPEED ZONE STUDY



# **MOORHEAD SPEED ZONE Study**

**DRAFT**

**Prepared by:**

**FARGO-MOORHEAD  
METROPOLITAN COUNCIL OF GOVERNMENTS**

**OCTOBER, 1996**

## **VII. SUMMARY AND RECOMMENDATIONS**

### **A. Summary**

As described in section III, state law does defer to the local authority (Moorhead City Council) the right to establish school speed limit on any non-trunk highway. The establishment of speed zones without education and enforcement will be significantly less effective than the combination of speed zones, education, and enforcement.

The costs associated with the proposed improvements are significant. However, safety of children must also enter into the overall equation when selecting the improvement options.

### **B. Recommendations**

Upon completion of this Study, the following recommendations are offered:

- ▶ Implement Option 1, which includes installation of both signs and beacons at all locations described in the report.
- ▶ Provide enforcement for the newly developed speed zones.
- ▶ Re-introduced the parents and PTA to the Safe Route to School Maps
- ▶ Alert the traveling public of the newly created speed zones.

The above recommendations involve the cooperation of Moorhead City officials, Independent School District #152 officials, affected school teachers and administrators, and the parents of the students going to these elementary schools in Moorhead.



## **VI. DISCUSSION OF PROPOSED IMPROVEMENTS**

### **A. Implementation**

As stated in previous sections, the implementation of the proposed speed zones will not guarantee a reduction in speeds along those school facilities. However, a combination of education and enforcement will greatly enhance the effect of the speed zones on improving the safety conditions for the students.

The City and School officials do have the option of installing the signs only, without the flashing beacons. However, the effectiveness of the speed zones will most likely be diminished due to the drivers' lack of attention to the signs, based on past studies. The flashing beacons could be used to establish the time when the speed zones are in effect. Under this scenario, the flashing beacons should be on during the time when the school is in operation (i.e. whenever children are arriving at school, when they are departing at the end of the school day, and any other times that they are present and crossing the street).

The optimal approach to the project is a joint effort among the parents, school, and City officials. It is suggested that school officials provide the parents with the Safe Route to School Map. Parents could be encourage to take the time to walk the student to school one or more times to familiarize the student with the route he/she must take each day.

It will also be important for Moorhead City officials to commit to enforcement of the newly created speed zones through the dedication of a police officer stationed at the various speed zones from time to time, especially during the first few months after installing the signs and beacons. This will alert drivers to the determination of the City to improve pedestrian safety for school children. It is also suggested that the City publicize the newly created speed zones through Public Service Announcements and press conferences.

### **B. Cost**

Section V summarizes the costs of the improvements for each of the proposed schools. The most expensive items for each school will be the flashing beacons.

The minimum cost of implementing speed zones at all of the locations recommended in this study is \$6,760. Additional costs of up to \$45,325 could be incurred, depending upon the extensiveness with which the City wishes to install flashing beacons.

## B. Funding Options

The Moorhead City Council and Independent School District #152 could choose to fund either of two proposed improvement options. Option 1 encompasses the all of the proposed improvements (i.e. signs and beacons). Option 2 has only the signs without the flashing beacons. However, various combinations of these two funding scenarios could be implemented, such as installation of signs to define the speed zone at all of the proposed locations and flashing beacons at only those with the highest traffic volumes and or traffic speeds. The installation of flashing beacons at the remaining schools could be phased in over time, as the funds become available. However, it is important to note that studies have shown that the flashing beacon attracts more driver attention and has a higher probability of driver compliance. In addition, one recommendation from the various Study Review Committees from past years was to develop a consistent application of school speed zones at all the elementary schools. This helps to ensure that drivers develop a habit of driving a certain speed adjacent to all elementary schools. This should be taken into consideration when selecting an implementation plan and funding scenario.

### 1. Option 1

OPTION 1	
Riverside Elementary School	\$7,515.00
Washington, Robert Asp, and Voyager Elementary Schools	\$22,025.00
Probstfield Elementary School	\$7,515.00
Edison Elementary School	\$15,030.00
Total Costs	\$52,085.00

### 2. Option 2

OPTION 2	
Riverside Elementary School	\$1,040.00
Washington, Robert Asp, and Voyager Elementary Schools	\$2,600.00
Probstfield Elementary School	\$1,040.00
Edison Elementary School	\$2,080.00
Total Costs	\$6,760.00

# Metropolitan Council of Governments

701-232-3242 • FAX 701-232-5043 • Case Plaza • One No. 2nd St. • Suite 232 • Fargo, North Dakota 58102

## MEMORANDUM

TO: Robert Martin, Public Works Director  
Herb Reimer, City Engineer  
Dan Bacon, Transportation Director  
Robert Locker, Assistant Superintendent

FROM: Chung T. Tran, Transportation Planner 

DATE: October 9, 1996

SUBJECT: Moorhead Speed Zone Study

Enclosed is the draft Moorhead Speed Zone Study. Please review it, and return any comments or concerns to me by October 17, 1996.

If you have any questions, please feel free to call me at 232-3242.

Enclosure

MEMO #: I-97-112

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: 1993-98 Five Year Educational Plan  
with 1993-96 Results

DATE: November 19, 1996

The Board received a copy of the 1993-98 Five Year Educational Plan with 1993-96 Results at their November 11 meeting. Attached are revised results for the Curriculum and Instruction area.

Suggested Resolution: Move to accept the 1993-98 Five Year Educational Plan with 1993-96 Results as revised.

RMJ/mdm  
Attachments

MEMO #: I-97-099

TO: Dr. Bruce Anderson  
Board of Education  
Principals

FROM: Bob Jernberg *RJ*

SUBJECT: Iowa Tests of Educational Development

DATE: November 5, 1996

Attached are group summary statistics reports for total reading, quantitative thinking and survey battery total from the grade 9 Iowa Test of Educational Development which was taken in October.

You will note that our students did quite well in all areas. We can be proud of our staff and students.

RMJ/mdm  
Attachments



IOWA TESTS OF EDUCATIONAL DEVELOPMENT  
- Survey Battery -  
Form K: Level 15

== GROUP SUMMARY STATISTICS REPORT ==

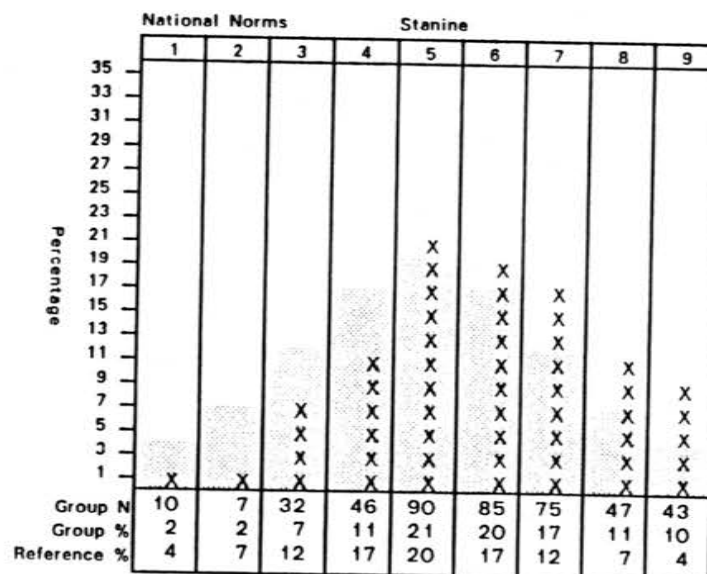
MOORHEAD SENIOR HIGH SCHOOL  
Grade: 9 School Code: 0425300  
Testing Date: October 1996  
Page: 2

Frequency Distribution of Scores and  
Percentile Ranks (P.R.)

Group Local Grade National  
Freq. P.R. Equiv Pct Rank

	344-347	2	99	99
	340-343	7	99	99
	336-339	0		99
	332-335	6	98	99
	328-331	0		99
	324-327	8	96	99
	320-323	0		98
	316-319	13	93	98
	312-315	7	92	96
	308-311	0		95
	304-307	16	87	94
	300-303	15	85	92
	296-299	16	83	90
	292-295	16	79	87
S	288-291	17	75	84
T	284-287	26	71	81
A	280-283	16	64	78
N	276-279	17	60	75
D	272-275	33	55	71
A	268-271	20	50	67
R	264-267	15	45	63
D	260-263	21	41	59
	256-259	19	36	55
S	252-255	18	30	50
C	248-251	20	26	46
O	244-247	12	23	42
R	240-243	15	20	39
E	236-239	12	18	35
	232-235	0		32
	228-231	10	14	28
	224-227	9	13	25
	220-223	0		22
	216-219	10	10	19
	212-215	13	8	16
	208-211	0		13
	204-207	9	5	11
	200-203	2	4	9
	196-199	0		7
	192-195	5	3	5
	188-191	5	2	4
	184-187	0		3
	180-183	1	1	2
	176-179	3	1	1
	173-175	1	1	1

Reading Total



Standard Score  
Group National

Group N = 435 --  
Mean = 268.1 n/a  
Stand. Dev. = 34.2 n/a

90th Percentile = 307 299  
75th Percentile = 289 278  
50th Median = 269 254  
25th Percentile = 251 226  
10th Percentile = 219 205

Quartile Comparisons Based on 1992 National Norms

P.R.	25%	50%
Range Natl Group	!	!
1-25 25% 13%		
26-50 25% 16%		
51-75 25% 33%		
76-99 25% 38%		

Group N = Number of students obtaining the stanine  
Group % = Percentage distribution in the reporting group  
Reference % = Percentage distribution in normative group

Grade-equivalent scores suppressed for this group



IOWA TESTS OF EDUCATIONAL DEVELOPMENT  
- Survey Battery -  
Form K: Level 15

MOORHEAD SENIOR HIGH SCHOOL  
Grade: 9 School Code: 0425300  
Testing Date: October 1996  
Page: 6

== GROUP SUMMARY STATISTICS REPORT ==

Frequency Distribution of Scores and  
Percentile Ranks (P.R.)

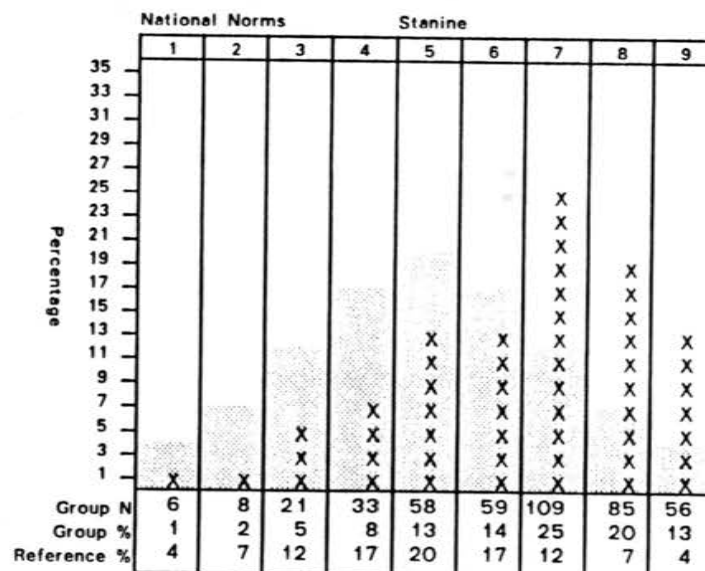
Group Local Grade National  
Freq. P.R. Equiv Pct Rank

353	2	99	99
348	2	99	99
343	3	99	99
338	9	98	99
332	14	96	99
326	8	93	99
321	18	91	98
316	24	87	95
311	20	82	93
307	15	77	91
303	26	74	89
299	28	68	86
295	31	61	84
292	0		82
291	27	54	81
290	0		80
289	0		80
288	0		79
287	0		78
286	23	48	77
285	0		76
284	0		76
283	0		75
282	0		74
281	14	43	73
280	0		72
279	0		72
278	0		71
277	0		70
276	26	39	69
275	0		68
274	0		67
273	0		66
272	0		66
270	19	33	64
263	19	29	57
255	16	25	50
246	23	21	42
237	16	16	35
228	17	12	27
218	8	8	19
208	13	6	12
199	8	3	7
190	3	1	3
181	1	1	1
172	2	1	1

Quantitative Thinking  
Total

Standard Score  
Group National

Group N =	435	--
Mean =	281.7	n/a
Stand. Dev. =	36.2	n/a
90th Percentile =	321	306
75th Percentile =	307	283
50th Median =	291	255
25th Percentile =	263	225
10th Percentile =	228	205



Quartile Comparisons Based on 1992 National Norms

P.R.	25%	50%
Range Natl Group	!	!
1-25	25%	8%
26-50	25%	17%
51-75	25%	18%
76-99	25%	57%

Group N = Number of students obtaining the stanine  
Group % = Percentage distribution in the reporting group  
Reference % = Percentage distribution in normative group

Grade-equivalent scores suppressed for this group





IOWA TESTS OF EDUCATIONAL DEVELOPMENT  
- Survey Battery -  
Form K; Level 15

== GROUP SUMMARY STATISTICS REPORT ==

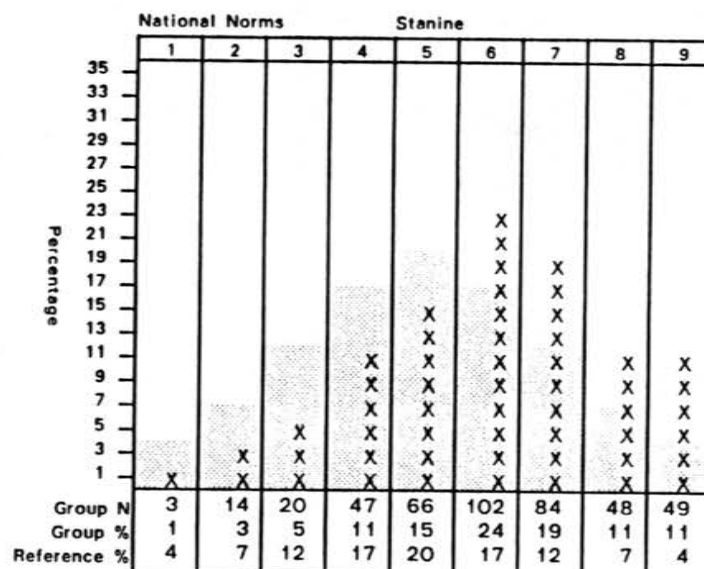
MOORHEAD SENIOR HIGH SCHOOL  
Grade: 9 School Code: 0425300  
Testing Date: October 1996  
Page: 7

Frequency Distribution of Scores and  
Percentile Ranks (P.R.)

Group Local Grade National  
Freq. P.R. Equiv Pct Rank

	350-353	1	99	99
	346-349	0		99
	342-345	0		99
	338-341	3	99	99
	334-337	5	99	99
	330-333	6	98	99
	326-329	4	96	99
	322-325	11	95	99
	318-321	9	93	98
	314-317	6	91	97
	310-313	10	89	95
	306-309	15	86	93
	302-305	21	82	92
S	298-301	10	79	89
T	294-297	18	75	86
A	290-293	25	70	84
N	286-289	19	65	81
D	282-285	26	60	77
A	278-281	23	55	74
R	274-277	19	49	71
D	270-273	24	45	67
	266-269	20	39	64
S	262-265	22	35	60
C	258-261	14	30	56
O	254-257	12	27	52
R	250-253	12	24	48
E	246-249	8	22	44
	242-245	11	20	40
	238-241	14	17	36
	234-237	6	15	32
	230-233	10	13	28
	226-229	12	10	25
	222-225	6	9	21
	218-221	2	7	18
	214-217	4	6	15
	210-213	7	5	12
	206-209	3	4	10
	202-205	4	3	8
	198-201	5	3	6
	194-197	3	1	4
	190-193	1	1	3
	186-189	1	1	1
	183-185	1	1	1

Survey Battery Total



Standard Score  
Group National

Group N =	433	--
Mean =	273.5	n/a
Stand. Dev. =	32.9	n/a
90th Percentile =	314	301
75th Percentile =	296	281
50th Median =	277	254
25th Percentile =	253	228
10th Percentile =	227	208

Quartile Comparisons Based on 1992 National Norms

P.R.	25%	50%
Range Natl Group	1-25	26-50
1-25	25%	10%
26-50	25%	16%
51-75	25%	30%
76-99	25%	44%

Group N = Number of students obtaining the stanine  
Group % = Percentage distribution in the reporting group  
Reference % = Percentage distribution in normative group

Grade-equivalent scores suppressed for this group

MEMO #: I-97-113

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Addition of Self Defense Physical Education Elective

DATE: November 19, 1996

Attached is a proposal to add a .5 credit semester elective Self Defense course to the Moorhead High School curriculum. The class is designed for the student to acquire a knowledge of personal safety. Students will be taught the basic fundamentals of self defense and will be able to apply these skills if needed. Personal and community violence will be taught through lecture, videos, guest speakers, and current media resources.

Issues such as sexual harassment, sexual assault and date rape will be units covered throughout the course. Students will receive hands-on experience through simulations. They will also improve their personal fitness level by lifting weights to enhance specific muscles used in self defense.

Senior High staff members Heather Meyer and Steve Connelly will review the proposal. The proposal has the approval of the Physical Education Department and is endorsed by Interim Principal Jerry Harter. The Instruction and Curriculum Advisory Committee (formerly PER Committee) has reviewed the proposal and recommends addition of this class.

Suggested Resolution: Move to approve the addition of the Self Defense Physical Education Elective.

RMJ/mdm  
Attachment

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

1996 School Year

CURRICULUM PROPOSAL FORM

Complete a description of your program proposal. All eight (8) areas must be addressed. Information in support of your proposal should be as comprehensive as possible.

Section I. Statement of Proposal

I am proposing a self defense course designed for male and female juniors and seniors. This course will be a physical education elective which is offered for one full semester.

Section II. Rationale and Need

A. History of present curriculum. Not applicable

B. Reasons for proposed changes in present program.

Self defense is a life long skill which can benefit every student. Statistics show 3335 men and women are unjustly hurt, raped and murdered per day. I want to give students the opportunity and awareness they need to live safely in the world around them.

Section III. Objectives of Proposal

A. Summary of objectives of proposal.

B. Specific objectives.

- Students will have the basic knowledge of self defense and will know what to do if in a crisis situation.
- Students will acquire the physical skills needed for defense and escape in a crisis situation.

Section IV. Procedures for Program Development and Coordination

List the steps used in planning the proposal.

1. Study group participation

I recently surveyed 331 sophomores and juniors at Moorhead High.

2. Evaluation of research data

Of the 331 students surveyed, 126 girls and 72 boys stated they would be interested in enrolling in a self defense course. This showed a total of 59% who showed interest in this course.

### 3. Resources utilized in preparation of proposal

Eagan High School self defense curriculum, various journals and videos.

### 4. Resource people used in planning steps

I, Heather Meyer, along with the support of the Physical Education Department and Officer Mike Kutzke have been involved in this planning step.

## Section V. Implementation

### A. Inservice training necessary to implement program

None

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

None

### C. Equipment and materials

I will need one punching bag and approximately 7 videos.

### D. Space requirements

This course will need a classroom and the wrestling room.

### E. Class selection

This self defense course will be offered to all juniors and seniors, male and female. For those students who are handicapped, adaptations will be made as needed.

### F. Time periods

I would like to see this self defense course offered in the Fall-1997 as a physical education elective.

## Section VI. Evaluation

### A. Methods of evaluating program

This course will be evaluated by student surveys.

#### 1. Questionnaires and surveys

The students will complete a survey/evaluation of the course.

#### 2. Achievement scores

See #3.

3. Other methods of evaluation Students will be cognitively evaluated through written tests, journal articles and presentations. They will

### B. Plans for regular feedback

also be evaluated on the application of skills taught throughout the course by frequent scenarios and simulations.

Students will complete unit questionnaires.

#### Section VII. Learner Outcomes

- Students will know and apply skills related to self defense.
- Students will know and demonstrate basic self defense skills.
- Students will acquire a knowledge of personal safety.
- Students will acquire a knowledge of personal and community violence.
- Students will acquire a knowledge of sexual harassment and date rape.
- Students will know and apply first aid skills as it relates to self defense.
- Students will have an increased awareness of the martial arts.

#### Section VIII. Course Description

This class is designed for the student to acquire a knowledge of personal safety. Students will be taught the basic fundamentals of self defense and will be able to apply these skills if needed. Personal and community violence will be taught through lecture, videos, guest speakers and current media resources. Issues such as sexual harassment, sexual assault, and date rape will be units covered throughout the course. Students will receive hands on experience through simulations. They will also improve their personal fitness level by lifting weights to enhance specific muscles used in self defense.

**SELF DEFENSE CURRICULUM PROPOSAL**

**HEATHER MEYER**

**MOORHEAD SENIOR HIGH SCHOOL**

**NOVEMBER 8, 1996**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Intro: syllabus self defense questionnaire student info sheet	Goal setting clip out articles self-study of precautionary measures	Prevention psychology survival awareness prevention tips expectations	common sense hdt. self-confidence chapter 20 discuss articles	pre-rating progress mental/emotional
<b>PERSONAL SAFETY</b>					
Week 2	Personal safety be on the safe side tips	Introduce 1 block Introduce 1 kick Introduce 1 release practice	Street smarts Traveling safely Reducing the risk while running	Review block, kick, releases Introduce 1 new move	Review street smarts-ARTICLE discuss articles
Week 3	Crime proofing your apartment Remain safe always How not to be a victim	Review blocks, kicks, releases Introduce 3 new	Auto theft defense to/from vehicle inspecting your car	Review blocks, kicks, releases Introduce 3 new	Quiz on personal safety Video
<b>PERSONAL VIOLENCE</b>					
Week 4	Violence: It's roots Sex generation power and control assign violence articles	Defense from a vulnerable position Defense against 2 or more	Review violence Are you at risk? Comparing victim and assertive behaviors	Practical test on releases, kicks, and blocks	Discuss domestic violence articles
Week 5	Student discussion of articles	Introduce new kick, block, and release	Student discussion of articles	Review all physical moves	Student discussion of articles



Week 6	Solving conflicts fairly turn off the violence	Surprise attackers to help review	Speaker on domestic violence	Review Tuesday's work learn new moves	Discussion of articles and review
Week 7	Speaker: Judge on domestic violence	Introduce new block, kick, and release	Video People reading assignment	Introduce new block, kick, and release	Crisis intervention Setting limits Verbal exchange Turn off the violence
<b>COMMUNITY VIOLENCE</b>					
Week 8	Natural weapons Women and guns Laws	Introduce new block, kick, and release	Gangs: statistics	Review all moves to prepare for midterm	Discussion of articles
Week 9	Speaker from Clay County on sexual assault	Practical Physical Midterm	Midterm exam	Finish skill testing	Assign articles Sexual harassment includes: Where it happens
<b>SEXUAL HARASSMENT</b>					
Week 10	Protecting yourself What sexual harassment includes the impact of it	Introduce new moves	Procedures for handling sex. harassment turning defiance to compliance	Review new moves wt. room	Statistics What is sexual harassment? Flirting vs, sexual harassment

SEXUAL ASSAULT/DATE RAPE					
Week 11	Video and study sheet	Learn new moves wt. room	What to do if raped Escapes against rape	Review physical moves wt. room	Rape: statistics read ch.10/discuss discuss articles
Week 12	Rape and the law discussion of cases	Physical applications and review wt. room	Presentations of articles	Physical applications and review wt. room	Presentations of articles
Week 13	Presentations of articles	Introduce new moves wt. room	Presentations of articles	Review physical releases wt. room	Video: date rape discussion
Week 14	Article summaries speaking grades	Practical resistance: hands on	Speaker on rape and date rape	Introduce a new block wt. room	Closure on rape written exam
FIRST AID					
Week 15	Basic first aid handout first aid for bleeding	Review skills wt. room	First aid: Bandaging	Review skills wt. room	Speaker: First Aid and Safety
Week 16	Practicing first aid	Review skills wt. room	Scenarios: Cooperative learning	Review skills wt. room	Written test on first aid

MARTIAL ARTS				
Week 17	Introduction to the martial arts	Review skills wt. room	Speaker: Tae kwon do	Review skills wt. room Speaker: Karate
REVIEW				
Week 18	Final Review	Final physical test	Final exam: comprehensive	Final physical test Review final exam fill out teacher/course feedback

MEMO #: I-97-117

TO: Dr. Bruce Anderson

FROM: Robert Jernberg

DATE: November 19, 1996

RE: Renewal Agreement with Clay County  
Social Services

Attached is the renewal agreement with Clay County Social Services to continue mental health and instructional services to severely emotionally handicapped students and their families as part of the Clay County Day Treatment Program known as "Outreach".

The renewal agreement is in the amount of \$155,729.76 less \$126,000 of Medical Assistance Dollars received from Lakeland Mental Health Center, Inc. for services provided and returned to Moorhead Independent School District #152.

Suggested Resolution: Move to approve the revised agreement with Clay County Social Services contingent upon the approval of the Clay County Social Services Board.

RMJ:dr  
Attachment

LAKELAND MENTAL HEALTH CENTER, INC.  
DAY TREATMENT PROGRAM FOR CHILDREN  
INTERAGENCY PURCHASE OF SERVICE CONTRACT

THIS AGREEMENT is entered into the 25th day of November 1996 and is in force for a period from January 1, 1997 to December 31, 1997.

WITNESSETH

WHEREAS, the Lakeland Mental Health Center, Inc., and Moorhead Independent School District #152 in cooperation with Clay County Department of Social Services agree to participate in providing an interagency Day Treatment Program for Children; and

WHEREAS, it is to the Moorhead Independent School District #152's best interest, the community's benefit, and the enhancement of Children's Mental Health to provide a clinical and family based component in order for children to satisfactorily progress emotionally, socially, and educationally; and

WHEREAS, Clay County Department of Social Services is required to provide mental health services in accordance with the Comprehensive Mental Health Act; and

WHEREAS, the Moorhead Independent School District #152, along with the Clay County Department of Social Services, will fund the Day Treatment Program for Children; and

WHEREAS, LAKELAND MENTAL HEALTH CENTER, INC. IS PREPARED TO ASSUME THE RESPONSIBILITY OF PROVIDING THE TREATMENT PROGRAM AS FOLLOWS:

1. Provide direct individual, group and family therapy to qualified students in the Clay County Interagency Day Treatment Program/Outreach of the Moorhead Independent School District #152 Emotionally and Behaviorally Disturbed Program.
2. Provide direct service to the parents (guardians) and families of the Clay County Interagency Day Treatment Program/Outreach children through parent education, family therapy, and mental health consultation.
3. Serve as support liaison between home, school, and community agencies. Day treatment clinicians will participate in county meetings related to children in the Clay County Interagency Day Treatment Program/Outreach and school child study team meetings on children served by the day treatment program. In addition to providing general clinical input, the clinicians will complete evaluations and make recommendations for day treatment program placement transition.

4. Insure that the mental health professional should participate on a day treatment interagency committee to consider the special needs and develop appropriate services for each day treatment child.
5. Provide mental health consultation to special education staff, regular education staff, school administrators, and other agency personnel as appropriate.

NOW THEREFORE, IT IS AGREED, by and among the Moorhead Independent School District #152, Clay County Department of Social Services, and Lakeland Mental Health Center, Inc., the conditions of the contract as follows:

1. Licensed mental health professionals (3.0 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of the contract.
2. Two and one half (2.5 FTE) social worker will be employed by Lakeland Mental Health Center, Inc. for the length of this contract.
3. Direct service will be provided each day school is in session, including the regular school year, Extended School Year and beyond.
4. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the day treatment mental health component can be integrated, and coordinated with the educational component.
5. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Moorhead Independent School District #152, Clay County Department of Social Services, and Lakeland Mental Health Center, Inc.
6. The mental health professionals will receive back-up clinical consultation from appropriate psychiatrists, psychologists, and clinical social workers of Lakeland Mental Health Center, Inc.
7. Direct clinical time and direct administrative supervision will be provided by the Lakeland Mental Health Center, Inc. staff.
8. The Moorhead Independent School District #152 agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program.



9. The cost of the Interagency Day Treatment Program for children, including the clinical back-up consultation for program staff at Lakeland Mental Health Center, Inc., therapy supplies and equipment, travel, postage and printing, secretarial expenses, maintenance/utilities, benefits and administrative expenses will be \$324,437.00. (See required components on Appendix A.)
10. The Moorhead Independent School District #152 agrees to pay Lakeland Mental Health Center, Inc. \$324,437.00 in accordance with the following:

Twelve equal monthly payments of \$27,036.41
- 10.5 The Moorhead Independent School District #152 will bill Lakeland Mental Health Center, Inc. \$10,500.00 monthly from January 1, 1997 through December 31, 1997 for a total of \$126,000.00. If Lakeland Mental Health Center does not receive revenue as anticipated, the monthly bill will be reduced. Additional dollars will help reduce excess costs to Clay County Social Services.
- 10.6 Lakeland Mental Health Center will bill Medical Assistance for each of the clients eligible for Medical Assistance, accepting Medical Assistance payment schedule as reimbursement for services rendered. Lakeland Mental Health Center will seek reimbursement from other sources only for those costs which are not covered by Medical Assistance, or for those individuals that are not M.A. qualified.
11. The Moorhead Independent School District #152 will collect from the Unique Learner's Section of the State Department of Education for an estimated \$168,707.24 in State reimbursement.
12. It is understood and agreed that in the event the reimbursement to Moorhead Independent School District #152 and/or the County from State and Federal Sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder shall thereupon be modified or terminated. If contract is modified or terminated, notification by the party seeking modification/termination must be served on all parties at least 90 days prior to proposed action.

\_\_\_\_\_  
Chair, Board of Education  
Moorhead Independent School District #152

\_\_\_\_\_  
Date

\_\_\_\_\_  
Richard Paul  
Lakeland Mental Health Center, Inc.

\_\_\_\_\_  
Date



# LAKELAND MENTAL HEALTH CENTER, INC.

- ☐ FERGUS FALLS, MN 56537
- ☐ DETROIT LAKES, MN 56501
- ☐ MOORHEAD, MN 56560
- ☐ GLENWOOD, MN 56334

126 EAST ALCOTT AVENUE  
714 LAKE AVENUE  
1010 - 32nd AVENUE SOUTH  
125 EAST MINNESOTA AVENUE

TEL: 218-736-6987 • FAX: 218-736-6980  
TEL: 218-847-1676 • FAX: 218-847-1678  
TEL: 218-233-7524 • FAX: 218-233-8627  
TEL: 612-634-3446 • FAX: none

Appointments / Information 1 800 223-4512

Services Also Provided At  
PERHAM STARBUCK  
NEW YORK MILLS HAWLEY

24-Hour Emergency / Crisis 1 800 223-4512 • VADDD

## CHILDREN'S DAY TREATMENT - CLAY COUNTY

### 1997 Staffing Pattern/Budget

#### Professional Staff

Tom Olson, Licensed Independent Clinical Social Worker, 48 weeks  
Jim Knutson, Licensed Psychologist, 46 weeks  
Joel Bakken, Licensed Psychologist, 46 weeks  
Barb Schaub, Bachelor of Social Work, 50 weeks  
Becky Kopp, Bachelor of Social Work, 46 weeks  
Bonnie Brandt, Master of Education, 36 weeks  
John Molstre, Licensed Psychologist, 280 hours  
Dennis Staton, Medical Doctor, 24 hours  
Lisa Trochmann, Clinical Nurse Specialist, 24 hours

Total Professional Cost \$232,517.00

#### Other Expenses

Administrative Support	\$ 40,620.00
Staff Travel	\$ 8,700.00
Client Travel	\$ 750.00
Miscellaneous (food, depreciation, professional fees, licensing, advertising, recruitment, interest)	\$ 11,750.00
Therapy/Office Supplies	\$ 6,800.00
Office Space - Outreach	\$ 12,800.00
Utilities Office - Lakeland	\$ 1,500.00
Phone/Postage	\$ 3,500.00
Capital Expenses	<u>\$ 5,500.00</u>

Total Other Expenses \$ 91,920.00

Total Program Cost \$324,437.00



An Equal Opportunity Employer

MEMO #: I-97-116

TO: Dr. Bruce Anderson

FROM: Robert Jernberg

DATE: November 19, 1996

RE: Renewal Agreement With Lakeland Mental Health Center,  
Inc.

Attached is the renewal agreement with Lakeland Mental Health Center, Inc. to continue mental health services to severely emotionally handicapped students and their families as part of the Clay County Day Treatment Program known as "Outreach".

The renewal is in the amount of \$324,437. The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

Suggested Resolution: Move to approve the revised agreement with Lakeland Mental Health Center, Inc. contingent upon the approval of the Clay County Social Services Board.

RMJ:dr  
Attachment

AGREEMENT

FOR

THE CLAY COUNTY DAY TREATMENT PROGRAM/OUTREACH

This Agreement entered into by and between the following agencies:

Clay County Social Services Department  
Moorhead Independent School District #152

hereinafter referred to as member agencies. The restrictive term "school district" refers to the independent school districts among the member agencies. The restrictive term "county agency" refers to the agency established by the county board of commissioners.

Witnesseth that:

WHEREAS, The parties of this Agreement have as one of their purposes the provision of services to children with severe emotional handicaps and their parents, and

WHEREAS, it is felt by each member agency that this can best be accomplished through cooperative effort, and

WHEREAS, the State of Minnesota enables interagency districts to jointly or cooperatively exercise any power common to the contracting parties,

NOW, THEREAFTER, THE PARTIES TO THIS AGREEMENT, HEREBY AGREE AS FOLLOWS:

1. ESTABLISHMENT OF INTERAGENCY PROGRAM. That hereby there is established an interagency program, to be known as the Clay County Day Treatment Program/Outreach (hereinafter known as the Program).
2. PURPOSE OF AGREEMENT. The purpose of the Agreement shall be to provide through cooperative effort a comprehensive program of instructional and therapeutic services to children and youth requiring such services and their parents who are residents of Clay County, Minnesota and school districts served in Clay County.
3. ADVISORY COMMITTEE OF THE PROGRAM
  - a. The Advisory Committee shall consist of directors of special education serving the member school districts, Clay County Supervisor, Clay County Social Services Board member, Moorhead School Board member, contracting agency representatives, Clay County Mental Health Local Coordinating Council (2), and Local Advisory Council (2), members or members designee.

b. The Advisory Committee shall perform the following ongoing duties:

1. identify current services and funding being provided within the communities for children experiencing severe emotional and/or behavioral problems.
2. establish and evaluate the identification, referral, and community service systems as they impact on day treatment and to recommend, where necessary, alterations and improvements;
3. monitor the operation of the program and provide direction and support to Fiscal Agent and administrators; and
4. review and develop the funding sources necessary to adequately support the necessary constituent services of the program.
5. guide and advise regarding operations of the program.

4. FINANCING OF THE PROGRAM Moorhead Independent School District #152 shall be empowered to finance the program pursuant to this agreement by applying for, receiving and administering Federal and State Special Education State aids and grants.

The Clay County Department of Social Services agrees to pay the Moorhead Independent District #152 not to exceed \$155,729.76 less \$126,000.00 of Medical Assistance dollars upon receipt of billing from the Moorhead Independent School District #152.

It is anticipated the Moorhead Independent School District #152 will collect from the Unique Learners' Section of the State Department of Education \$168,707.24 in State reimbursement and \$126,000.00 from Lakeland Mental Health Center, Inc. medical assistance dollars for a total of \$294,707.24.

If State reimbursement is less than \$168,707.24 and Medical Assistance is less than \$126,000.00, Clay County Department of Social Services will be responsible for the difference.

Children from counties other than Clay will be admitted to the Day Treatment Program/Outreach for Children only upon agreement between that county and the Clay County Department of Social Services, allowing Clay County Department of Social Services to bill that County its fair share of the program costs.

5. EQUIPMENT Clay County Social Services Department is responsible for the purchase of furnishing and equipment necessary for day treatment mental health composite. i.e. furniture and secretary equipment. This equipment shall be the property of Clay County Social Services.

TERMINATION This contract shall commence January 1, 1997 and terminate December 31, 1997. It is understood and agreed that in the event the reimbursement to Moorhead Independent School District #152 and/or the County from State and Federal Sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder shall thereupon be modified or terminated. If the contract is modified or terminated, notification by the party seeking modification/termination must be served on all parties at least 90 days prior to proposed action.

Signed at \_\_\_\_\_, in the County of \_\_\_\_\_, this \_\_\_\_\_ day of (November 25, 1996.)

BY: \_\_\_\_\_  
Director, Department  
of Social Services

BY: \_\_\_\_\_  
Chair, Board of Education  
Moorhead Independent School  
District #152

BY: \_\_\_\_\_  
Chair, Board of  
County Commissioners

DATE: \_\_\_\_\_

Approved as to Form and Execution

\_\_\_\_\_  
(County Attorney)

\_\_\_\_\_  
Date

MEMO #: S-97-091

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BR*  
RE: First Reading of Policies  
DATE: November 21, 1996

Attached please find the policies Student Attendance (JE/JEA), Early Admissions (JEC), Married/Pregnant Students (JFF), and Planning, Evaluating & Reporting (AFE). The Policy Review Committee has reviewed them. A recommendation for approval will be presented at the next meeting.

(cbf)  
Attachments

## PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits its students socially, provides opportunities for Important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

## II. GENERAL STATEMENT OF POLICY

### A. Responsibilities

#### 1. Student's Responsibility.

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

#### 2. Parent or Guardian's Responsibility.

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

#### 3. Teacher's Responsibility.

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to inform parents and to work cooperatively whenever possible with the student's parent or guardian and the student to solve any attendance problems that may arise.

#### 4. Administrator's Responsibility.

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with



all procedures governing attendance and apply those procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the previous day's absences stating the status of each.

Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the regulations of the Minnesota Department of Education and the Minnesota Compulsory Instruction Law, Minn. Stat. 120.101, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has completed the studies ordinarily required in the tenth grade and has elected not to enroll or has a valid excuse for absence.

#### B. Attendance Procedures.

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

##### 1. Excused Absences.

a. The following reasons shall be sufficient to constitute excused absences:

- (1) Illness.
- (2) Serious illness in the student's immediate family.
- (3) A death in the student's immediate family or of a close friend or relative.
- (4) Medical or dental treatment verified by the health care provider.
- (5) Court appearances occasioned by family or personal action.
- (6) Religious instruction.
- (7) Physical emergency conditions such as fire, flood, storm, etc.
- (8) Official school field trip, school-sponsored activities or other absences sanctioned by school officials.
- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (10) According to the conditions of an I.E.P. or 504 plan.
- (11) Responsibilities as a parent.

(12) Personal trips to schools or colleges.

(13) Family trips or vacations.

(14) Delays in school transportation.

**b. Consequences of Excused Absences.**

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Students who are excused for an absence are allowed two class periods in each of their respective classes to make up the work missed. Make-up work is due at the close of the class or classed missed on the appropriate date. In the case of a prolonged absence, a deadline shall be agreed upon by the student and teacher where possible.

In the event that a student may be absent from school, either part of the day or all day, they are to make arrangements in advance by having their parent(s) request the excuse at least 24 hours prior to the date of the absence.

Failure to return a signed advance make-up form to the office prior to an absence will result in an unexcused absence.

Make-up work may be required in advance of single day absences. However, requests to take final exams early will be denied.

**2. Unexcused Absences.**

**a. The following are examples of absences which will not be excused:**

(1) Truancy: Any absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any report reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family after 5 unexcused absences.

(6) Absences resulting from cumulated unexcused tardies (3 tardies are equal one unexcused absence).

(7) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences.

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 127.26-127.39.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota Statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) A student with an unexcused absence will not be given credit for work missed due to such absence.

(b) After the third cumulated unexcused absence in a semester, a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of seven unexcused absences in a given class, and that, after the seventh unexcused absence, the student will lose credit in that class.

(c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

(d) An administrative conference must be offered between the principal, student and parent after the fifth unexcused absence in a class. The purpose of the conference will be to advise parents of possible loss of credit after the seventh unexcused absence.

(e) After seven cumulated unexcused absences in a semester, the administration will impose the loss of academic credit in the class or classes from which the student has been absent. Parents will be notified by certified mail of the loss of credit, and a conference requested. A referral will be made to the student assistance team for recommendations.

3. All Absences

a. Consequences of excessive absences for all reasons

Students with excessive absences for all reasons except suspension *and school sanctioned activities*, both excused and unexcused combined, will be subject to loss of credit. Students will be subject to discipline in the following manner:

(a) After twelve cumulated absences in a class of all types other than suspension or *school-sanctioned activities*, a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of twelve absences in a given class, and that, after the eighteenth unexcused absence, the student will lose credit in that class.

(b) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

(e) After eighteen cumulated absences in a semester, excluding suspensions and *school-sanctioned activities*, the administration will impose the loss of academic credit in the class or classes from which the student has been absent. Parents will be notified by certified mail of the loss of credit, and a conference requested. A referral will be made to the student assistance team for recommendations.

### Right of Appeal

When parents have concerns regarding the application of this policy or wish to appeal the administration of consequences based on it, they are asked to first contact the assistant principal responsible for attendance. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the Superintendent of Schools. The parent may be asked by the Superintendent to state the concern in writing and summarize the action taken to date. Should that fail, parents are invited to call school board members to assist in bringing the matter to a satisfactory resolution.

### C. Tardiness.

Definition: students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

#### 1. Excused Tardiness. Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death in the student's immediate family or of a close friend or relative.
- d. Medical or dental treatment.
- e. Court appearances occasioned by family or personal action.

- f. Religious instruction.
- g. Physical emergency conditions such as fire, flood, storm, etc.
- h. Official school field trip, school-sponsored activities or other absences sanctioned by school officials.
- i. Return of a student from suspension.
- j. According to the conditions of an I.E.P. or 504 plan.
- k. Responsibilities as a parent.
- l. Delays of school transportation.

## 2. Unexcused Tardiness.

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Three unexcused tardies are equivalent to one unexcused absence.

## D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs.

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 4. If a student is absent from school due to medical reasons, he or she must present a physician's statement clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

## III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

#### IV. REQUIRED REPORTING

##### A. Continuing Truant

Minn. stat. 260A. 02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. stat. 120.101 and is absent from instruction in a school, as defined in Min. stat. 120.05, without valid excuse within a single school year for:

1. three days if the child is in elementary school; or
2. three or more class period on three days if the child is in middle school, junior high school, or high school.

A student is not continuing truant if the child is withdrawn from school by the child's parents because of a dispute with the school concerning the provision of special education services under the Individual with Disabilities Education Act or accommodations and modifications under the Americans with Disabilities Act, if the parent makes good faith efforts to provide the child educational services from any other source.

##### B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. stat. 260A. 03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. that the child is truant;
2. that the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. that the parent or guardian is obligated to compel the attendance of the child at school pursuant to MN. stat. 120.101 and parents or guardians who fail to meet this obligation may be subject to prosecution under MN. stat. 127.20;
4. that this notification serves as the notification required by MN. stat. 127.20;
5. that alternative educational programs and services may be available in the district;
6. that the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. that if the child continues to be truant, the parent and the child may be subject to juvenile court proceedings under MN. stat. Ch. 260;
8. that if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. stat. 260.191; and
9. that it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

{Where services and procedures under MN. stat. Ch. 260A are available within the school district, the following provisions should also be included in the policy}

#### C. Habitual Truant

1. An habitual truant is a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. stat. Ch. 260A.

#### Legal References:

- MN. stat. 120.101 (Compulsory Instruction)
- Minn. stat. 120.120 (Reporting)
- Minn. stat. 120.103 (Enforcement and Prosecution)
- Minn. stat. 120.11 (School Boards and Teachers, Duties)
- Minn. stat. 120.14 (Attendance Officers)
- Minn. stat. 127.26-127.39 (Pupil Fair Dismissal Act)
- Minn. stat. 260A.02 (Definitions)
- Minn. stat. 260A.03 (Notice to Parent or Guardian when Child is Continuing Truant).



POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JEC  
DATE ADOPTED: 04-08-80  
REVIEWED: 1-26-91

(DRAFT 11/96)

#### EARLY ADMISSIONS

The State of Minnesota (Regulation 120.06, 1969 Legislative Session) specified that a child must be five years of age on or before September 1st before commencing kindergarten and six years of age on or before September 1st before beginning first grade.

The Board of Education of ISD 152 recognizes that there may be occasions when it is appropriate to admit a youngster to school prior to the regular entrance age of five years old.

The administration is authorized to develop procedures that will provide for early admission of students with consideration given to their cognitive abilities, academic abilities, language skills, motor development, social and emotional maturity.

After careful consideration, the Board of Education of ISD 152 has adopted the following criteria for early admission:

1. COGNITIVE ABILITY assessed to be within the very superior range (IQ 130+) as measured by a standardized individually administered test. The Stanford Binet-Fourth Edition (SB-IV), Wechsler Preschool & Primary Scale of Intelligence-Revised Form (WPPSI-R), Woodcock Johnson Test of Cognitive Abilities-Revised Form (WJ-R) or the Kaufman Assessment Battery for Children (K-ABC) are examples of intelligence tests that can be utilized for this purpose.
2. ~~ACADEMIC ABILITY~~ ACHIEVEMENT assessed to be within the very superior range (standard scores 130 or above) as measured by the Woodcock-Johnson Tests of Achievement (WJ-R), Peabody Individual Achievement Test-Revised (PIAT-R), or Battelle Developmental Inventory (BDI).
3. SUPERIOR COORDINATION as determined by scores which are 2 standard deviations above the mean on the Bruinink's-Oseretsky Test of Motor Proficiency.
4. SUPERIOR SOCIAL MATURITY on the basis of information gathered from parent report, day car observations, and other developmental checklists as appropriate.
5. SUPERIOR LANGUAGE DEVELOPMENT as determined by scores falling at least two standard deviations above the mean as measured by the Preschool Language Scale or the Test of Work Knowledge (TOWK).
6. COMPLETION OF HEALTH FORMS, physical and required immunizations.
7. RECOMMENDATION OF ASSESSMENT TEAM.

## APPLICATION PROCESS FOR EARLY ADMISSION

Although chronological age is probably the best single factor used to determine eligibility for admission, some younger children may be ready for kindergarten or the first grade sooner. Consequently, a district policy makes it possible for some exceptional children to be considered for early admission if they turn five years old during September 1 -- December 1. They may be competing in school with children who are several months older than they are. The district does not believe it is wise to admit a child to school early unless the child can work with more mature pupils.

CHILDREN MAY BE CONSIDERED FOR EARLY ENTRANCE TO KINDERGARTEN/GRADE ONE ACCORDING TO THE FOLLOWING PROCEDURES:

1. The child must be five years old on or before September 1 -- December 1 of the year in which kindergarten/grade one entrance is required. A copy of the child's birth certificate is required.
2. Parents or guardians must complete an application requesting early admission.
3. Applications may be made anytime after May 1 of the year the parent or guardian wishes the child enter school. The process must be completed before school starts. Included in the application will be a developmental checklist which must be filled out by the parent prior to the meeting with the building principal and kindergarten teacher.
4. Parents will ~~schedule~~ request a meeting with the building principal and a kindergarten teacher to review the application and developmental information. A review of the entrance criteria will take place at this time.
5. The principal and kindergarten teacher may also obtain additional information as needed (e.g. observations, notes from day care provider, preschool record review).
6. The parent, principal and kindergarten teacher will meet when the necessary information has been gathered and review the results. If the recommendation of this team is that the child is not a viable candidate for early admissions, then the application process will be terminated. If the team determines that the child may be an appropriate candidate for early admissions, a meeting will be scheduled to develop an assessment plan with appropriate school personnel (e.g. school psychologist, occupational therapist, speech/language clinician).
7. Following the completion of this assessment, the parents will meet with the assessment team, building principal, gifted and talented coordinator and kindergarten teacher to discuss the results and make a final recommendation for early entrance.
8. Parents who disagree with the finding of the school staff may appeal the decision in writing to the Assistant Superintendent of Instruction. The final decision shall rest with the Superintendent of Schools.

## APPLICATION FOR EARLY ADMISSION

Introduction

ISD 152 recognizes that there may be occasions to admit a youngster to school prior to the regular entrance age on or before September 1 -- December 1 of a school year. Research and experience show clearly that most children will have a more successful experience if they enter school with their age mates. However, there are some bright mature children who would best be served by entering school early.

Students should begin school when they are ready. The individual needs of the child are of primary concern. Consideration will be given to cognitive abilities, motor development, as well as social and emotional maturity. Decisions will be based on assessment data and recommendations of appropriate personnel including the parents.

Child's

Name \_\_\_\_\_  
(Last) (First) (MI) (DOB)Address \_\_\_\_\_  
(Street) (City) (ZIP) (Phone)

I believe my child should be considered for early entrance to:

\_\_\_\_\_ Kindergarten \_\_\_\_\_ Grade One

because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have read and understand the information on the reverse side of this form.

Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

Required Enclosures: Copy of Birth Certificate  
Immunization and Physical Records

(1)

## DEVELOPMENTAL CHECKLIST

Early admissions to kindergarten is only considered for children who are thought to be exceptional (total development being superior to most children of the same age).

In order to help parents determine whether they should apply for the Early Admission program, the following checklist can be used. It helps parents determine a child's strengths by comparing his/her behavior with the list of descriptors.

Please remember that this is only a guide to help you sort out your feelings as to your child's potential. If you apply for early admission, the school will still be the determiner of whether the child will start early.

GENERAL INTELLECTUAL ABILITY

- \_\_\_ Asks many specific questions and seriously attends to the answers.
- \_\_\_ Has a good memory.
- \_\_\_ Frequently prefers playing with older children.
- \_\_\_ Has a mature sense of humor. Is likely to understand puns or plays on words before other children.
- \_\_\_ Is exceptionally curious. May either use a "scatter shot" approach of exploring many areas of interest simultaneously, or focus on one at a time.
- \_\_\_ Has a high energy level; is restless in mind and body.
- \_\_\_ Is interested in cause-effect relationships. Likes to explore possible explanations. May insist that his/her explanation makes more sense than the "real" one.
- \_\_\_ Has a long attention span for activities of own choosing.
- \_\_\_ Knows many things about which other children the same age are unaware.
- \_\_\_ Applies concepts of reading and math in contexts other than those in which they were introduced.
- \_\_\_ Is sensitive to emotional issues at an early age. Asks many questions about pain, death, anger, love, violence, etc.
- \_\_\_ Is eager to try new activities and/or to perform familiar activities in new ways.

SPECIFIC ACADEMIC APTITUDE ACHIEVEMENTLinguistic Aptitude

- \_\_\_ Uses advanced vocabulary.
- \_\_\_ Employs advanced sentence structure. (i.e. Uses conjunctions like "however" and "although")
- \_\_\_ Makes up elaborate stories or fantasies.
- \_\_\_ Memorizes many poems or stories. Recites poems or rhymes using rhythm and cadence.
- \_\_\_ Prefers storybooks with many words and fewer pictures.
- \_\_\_ Has taught (or is teaching) self to read by asking parents or other nearby adults, "What is this letter?" or "What does this word say?" May also learn early by watching television or by hearing the same books read aloud again and again.
- \_\_\_ Has an early interest in printing letters, names and words.

Math/Logic Aptitude

- Is very interested in maps, charts, globes, calendars, and clocks. Asks many questions about abstract terms, such as time and space. (Example: "When is today really tomorrow or yesterday?")
- Enjoys assembling new or difficult puzzles.
- Likes to count, weigh, measure, or categorize objects.
- Recognizes one- and two-digit numbers. Is able to count objects and choose the correct numeral to represent the number. (Example: Counts 11 blocks and points to the numeral 11.)
- Understands concepts of money. (Example: Knows that 10 pennies equal to a dime.)

Scientific Aptitude

- Constantly wants to know how and why things work.
- Collects things.
- Likes to classify and categorize objects and ideas.
- Has an advanced understanding of cause-and-effect relationships.
- Chooses "how-to" books or nature books over stories and fairy tales.
- Likes to take things apart--toys, clocks, flashlights, appliances. May or may not be able to put them back together.

CREATIVE OR PRODUCTIVE THINKING

- May have an "imaginary friend" and be able to describe him/her in great detail.
- Is constantly asking questions.
- Responds to questions with a list of possible answers.
- Sees solutions that rarely occur to other children or to adults.
- Effectively uses materials in ways other than those from which they were intended. (Example: Invents a new game around Lotte cards.)
- Has a spontaneous sense of humor.
- Makes up elaborate excuses for behavior, finds "loopholes." (Example: "I am sorry I bit Ralph. But I did not mean to bite his skin. I only meant to chew his clothes.")

LEADERSHIP ABILITY

- Interacts easily with both children and adults.
- Is often sought out by other children for play.
- Is able to enter an already-playing group of children and be easily accepted.
- Offers play suggestions to other children toward his/her own goals, positive or negative.
- Understands cause-effect as it relates to behavior and consequences.
- Recognizes when his/her behavior yields certain predictable results.
- Has a sense of justice and fair play for both self and others.



ABILITY IN THE VISUAL and/or PERFORMING ARTS

Visual Arts Aptitude

- \_\_\_ Spends free time drawing, painting or sculpting.
- \_\_\_ Remembers in detail items, places or pictures seen.
- \_\_\_ Has advanced eye/hand coordination.
- \_\_\_ Enhances artwork with fine detail.
- \_\_\_ Shows attention to texture, color and balance.
- \_\_\_ Responds emotionally to photos, paintings or sculptures.
- \_\_\_ Shares own feelings and moods through drawings, paintings or sculptures.

Musical Aptitude

- \_\_\_ Frequently requests music-related activities.
- \_\_\_ Responds emotionally to music. (Example: "That song makes me sad.")
- \_\_\_ Can identify a familiar song from the tune only.
- \_\_\_ Sings in time or close to in tune.
- \_\_\_ Dances, moves or claps in time with musical patterns and rhythms.

PSYCHOMOTOR APTITUDE

- \_\_\_ Enjoys movements such as running, jumping, climbing and/or tumbling as an end in itself.
- \_\_\_ Uses gestures, body movement, and/or facial expression to show or mimic feelings.
- \_\_\_ Has an accurate and relaxed sense of balance when hopping on one foot, walking a narrow line, hanging from a bar, etc.
- \_\_\_ Uses simple athletic equipment with comparative ease. Can accurately throw and catch a softball, jump rope, dribble a basketball, skate, etc.
- \_\_\_ Is able to adopt motor skills appropriately in game situations.

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: GAB  
DATE ADOPTED: 06-23-87  
REVIEWED: 05-12-92

(DRAFT 11/96)

MUSIC STAFF

Moorhead Public Schools, upon review of the Minnesota State Board of Education Rules 3500.1400 and 3500.3700 (Subparts 2 and 4, respectively) ~~and as stated below~~, offer the following district staffing procedures.

- A. In order to provide continuity of programming in the elementary schools and to provide daily preparation time for classroom teachers, music specialists shall serve each child for a minimum of 20 minutes daily or a minimum of 40 minutes on an alternate day basis. The maximum student load for elementary music shall not exceed the average maximum of 380 students per day.
- B. The secondary music staff load shall comply with Minnesota State Board of Education Rule 3500.3700 with the exception that vocal music may exceed the average maximum of 180 students per day if registration and scheduling of choir requires numbers greater than those stated in the State Rule.

STATE RULES

3500.1400 ELEMENTARY SCHOOL STAFF

Subpart 2 / Pupil/Teacher Ratio / The acceptable maximum pupil/teacher ratio is 30 to 1 in any class in grades K to 6 or K to 8. A recommended pupil/teacher ratio for music teachers including music specialists is an average of 240 pupils per day per week in grades K to 6 or K to 8. A school board must adopt a written policy specifying the circumstances when a ratio in this subpart may be exceeded. The policy must be adopted and filed with the State Board of Education by August 1 of each year. An amendment made by the school board must be filed with the State Board of Education within ten days of its adoption.

3500.3700 SECONDARY SCHOOL STAFF

Subpart 4 / Maximum Number of Pupils / The maximum number of pupils per day for a secondary school teacher is 180 except for teachers of performing music groups and physical education classes. An acceptable class size for instruction in physical education shall not exceed 40 pupils. The recommended average number of pupils per day per week for a secondary teacher of performing music groups is 180. A school board must adopt a written policy specifying the circumstances when a ratio in this subpart may be exceeded. The policy must be adopted and filed with the State Board of Education by August 1 of each year. An amendment made by the school board must be filed with the State Board of Education within ten days of its adoption.

Reviewed/Revised: 5/12/92



POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JFF  
DATE ADOPTED: 02-11-86  
REVISED: 05-12-92

(DRAFT 11/96 - Replace with ACA)

MARRIED/PREGNANT STUDENTS

It is the intent of this policy to allow all students equal opportunity to participate in the total school offering / both curricular/ extra/curricular and/or co/curricular/

No student may be denied participation in any educational program or activity because of marital status/ pregnancy/ childbirth/ false pregnancy/ miscarriage/ or termination of pregnancy/ unless the student voluntarily requests to participate in a different program or activity/

Moorhead Public Schools Child Care Center

The Moorhead school district has established a child care center for supportive child care enabling teenage parents an opportunity to finish school/

Reviewed/Revised/ 5/12/92

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: ACA  
DATE ADOPTED:  
REVIEWED/REVISED:

(DRAFT 11/96 - REPLACES JFF)

EQUAL EDUCATIONAL OPPORTUNITY

PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of ISD 152.

GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to ~~the school district's policy on harassment and violence~~ JFCFA, Prohibition of Harassment and Violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official ~~as provided by policy~~. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. Ch. 363 (MN Human Rights Act)  
Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment and Violence Policy)  
42 U.S.C. 12101 et seq. (Americans with Disabilities Act)

Cross Reference: MSBA Model Policy 402 (Disability Nondiscrimination)  
MSBA Model Policy 413 (Harassment and Violence)

Reviewed/Revised:

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: AFE  
DATE ADOPTED: 9-11-79  
REVISED: 03-23-93

(DRAFT 11/96)

PLANNING/ EVALUATING/ AND REPORTING POLICY STATEMENT

INSTRUCTION AND CURRICULUM ADVISORY COMMITTEE

The Moorhead Public Schools are ISD #152 is dedicated to offering quality education to all students. School personnel and community members are working together to refine and maintain the high standards of the educational programs in our district. As part of this refinement, the district will yearly evaluate areas of its curricular program to assess how well the students are doing in moving toward accomplishment of the district's broad educational goals. A process for Planning/ Evaluating and Reporting (PER) evaluating curriculum and instruction has been adopted which includes the following components:

1. District Goals- School district goals have been adopted by the board which provide broad direction for district curriculum and instruction.
2. Curriculum Review Cycle Process- A six-year curriculum review cycle has been adopted to guide district curriculum development and evaluation.
3. Learner Outcomes/ For each subject area in the curriculum/ student learner outcomes will be prepared/ Development of learner outcomes will follow the curriculum review cycle/ These learner outcomes shall include state adopted essential learner outcomes when they become available/

Learner Outcomes and Graduation Standards - For each subject area in the curriculum, learner outcomes will be aligned consistent with graduation standards.

4. Student and Program Evaluation- Ongoing evaluation of student performance will be conducted as well as program evaluations following the district curriculum review cycle/

The district will evaluate each student's progress toward meeting state and school district graduation standards, and will use the curriculum review process to identify the strengths and weaknesses of instruction and curriculum affecting students' progress.

5. PER Instruction and Curriculum Advisory Committee- A district-wide PER committee will be established to advise the board and staff on matters relating to curriculum review and evaluation/

The district advisory committee, reflecting the diversity of the district and its learning sites, shall recommend to the school board district-wide education standards, assessments and program evaluations.

6. Improvement Plans- District staff will prepare curriculum improvement plans on an annual basis to address areas of weakness identified through program evaluation activities.
7. Assurance of Mastery (AOM)- An AOM program has been established which identifies students who are not making sufficient progress in communications or math. Remedial action will be planned for these students.

8. PER Annual Report on Curriculum, Instruction and Student Performance- A draft PER will be prepared annually by district staff with input from the PER Committee. The report will be approved by the board prior to October 1 each year and disseminated to district residents and the State Department of Education.

An annual report including: 1) student performance goals for meeting state and school district graduation standards; 2) results of assessment data; and, 3) annual district improvement plans, will be approved by the school board by October 1 each year and disseminated to district residents and the Department of Children, Families and Learning by October 15.

9. Program Linkage- District programs such as North Central Accreditation, educational effectiveness (MEEP), technology, long range planning, and staff development will be integrated with the PER curriculum review process and annual district improvement plans whenever possible to maximize resources.
10. PER AID- Financial aid received by the district under the PER law will be for PER related activities only.
11. Multicultural/ Gender and Handicapped Fair Inclusive Education - Each curriculum adopted will be reviewed as to multicultural, gender and handicapped fairness fair, and disability sensitive in language and content, and will include the accomplishments of members of diverse members of these groups as a part of the curriculum.
12. PER Instruction and Curriculum Advisory Committee Roles and Responsibilities  
 1 - The administration shall develop policies and procedures relating to the roles and responsibilities of the PER Advisory Committee, district staff and others involved in the PER curriculum review process.
13. Parental Review - Development and review of a policy and procedure for  
 2 parental review of the content of instructional materials and to make reasonable arrangements for alternative instruction based on objection to content (see board policy IIAC/IIAC-A)

The district will develop a policy and procedures for parental review of the content of instructional materials, and make reasonable arrangements for alternative instruction based on parental objection to instructional materials. (See policy IIAC/IIAC-A)

Reviewed/Revised: 2/13/90  
 3/23/93