



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

April 14, 1997  
7:00 p.m.

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

ATTENDANCE:

Bill Cox _____	Anton B. 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 Terry Cullen, head hockey coach, for being named Coach of the Year for Section 8AA (sixth time since 1985), and Coach of the Year for the Mariucci Conference - which includes Warroad, Roseau, Bemidji, East Grant Forks, Thief River Falls, Crookston, and Moorhead. Also, USA Hockey has named Cullen to be the head coach of the Select 17 Minnkota Region Team this summer. The team is comprised of elite seventeen year-old players who will compete in Michigan this summer. Assisting Cullen will be a former Olympic team captain and another head hockey coach from Greenway, MN.

\*\*\* Congratulations to Christen Anderson, Robert Asp sixth grader, for being named a top three finalist in the State's Drug Abuse Resistance Education Essay Contest (D.A.R.E.). This contest is an annual event that allows one entry per school district throughout the state.

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

S-M 9-605  
MIN  
April 14, 1997



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 Gift - Page 7
  - (2) Approval of Major-magnitude Field Trip - Page 8
- B. BUSINESS AFFAIRS - Lacher
- C. PERSONNEL MATTERS - Skinkle
  - (1) Acceptance of Resignations - Page 9
  - (2) Approval of Family/Medical Leave - Page 10
  - (3) Approval of Extended Family Leave - Page 11
  - (4) Approval of Change in Contracts - Page 12
- D. ADMINISTRATIVE MATTERS - Anderson
  - (1) Approval of March 10 & 24, 1997 Minutes  
- Pages 13-21
  - (2) Approval of April Claims

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

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

3. COMMITTEE REPORTS

4. 1998-2003 FIVE YEAR EDUCATION PLAN: Student Learning Achievement Planning Task Force Report - Jernberg  
Page 22

Suggested Resolution: Move to receive the report and to direct administration to disseminate it for review and feedback.

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

5. 1998-2003 FIVE YEAR EDUCATION PLAN: Student and Family Partnerships Planning Task Force Report - Jernberg  
Page 23

Suggested Resolution: Move to receive the report and to direct administration to disseminate it for review and feedback.

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

6. 1996-97 SCHOOL CALENDAR - Anderson

Update on snow make-up days.

7. 1997-98 SCHOOL CALENDAR REVISIONS - Anderson  
Page 24-25

Suggested Resolution: Move to approve the revisions to the 1997-98 calendar as presented.

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

8. RESOLUTION DISCONTINUING & REDUCING PROGRAMS AND POSITIONS -  
Skinkle Pages 26-27

Suggested Resolution: Move to approve the resolution as presented.

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

9. CHANGE MEETING DATE - Anderson  
Page 28

Suggested Resolution: Move to change the meeting date for the May 26 meeting to \_\_\_\_\_.

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

10. CLOSE PUBLIC MEETING: Ladwig

Suggested Resolution: Move to close the public meeting at \_\_\_\_\_ p.m., pursuant to M.S. 471.05 for the purpose of discussing negotiations strategies, and to conduct the mid-year progress review of the superintendent.

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

11. REOPEN PUBLIC MEETING: Ladwig

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

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>
CE Appreciation Event	Tues., Apr. 15	6:30 pm	Townsite
Supt. Advisory Council	Thurs., Apr. 17	7 pm	Townsite
Policy Review	Mon., Apr. 21	7 pm	Townsite
MSH Spring Play "Done to Death"	Thurs., Apr. 24- Sun., Apr. 27		Sr. High
School Board	Mon., Apr. 28	7 pm	Townsite
MSH Prom	Sat., May 3		
Long Range Planning	Tues., May 8	3:45 pm	Sr. High
School Board	Mon., May 12	7 pm	Townsite
ICAC (PER) Committee	Thurs., May 15	7 am	Townsite
MEA Banquet	Thurs., May 15		Concordia
Academic Awards	Sun., May 18	2:30 pm	Sr. High
Honors Banquet	Sun., May 18	6 pm	Concordia
Baccalaureate	Wed., May 21	7 pm	Concordia
Memorial Day	Mon., May 26		
<b>SNOW MAKE-UP DAY</b> (K-12 CLASSES HELD)	FRI., MAY 30		
Graduation	Sun., June 1	2 pm	Concordia
<b>SNOW MAKE-UP DAYS</b> (K-11 CLASSES HELD)	MON., JUNE 2 - FRI., JUNE 6		
<b>LAST DAY FOR STAFF</b>	MON., JUNE 9		

# The Road Map To Success

By Christen  
Anderson



In the journey of life there are many maps you can follow. I believe the best one is the one Officer Bill has given us. It will lead us in the right direction to find the community of success.

When we first started learning about D.A.R.E. officer Bill taught us direction and the ability to find our destination without running into a ditch.

These are some keys to success we have learned in D.A.R.E.. As in driving we learn to obey the limits in drinking and drugs. Zero Per Life Time! We were taught never to listen to a back seat driver ( peer pressure ). We know if you use drugs or alcohol you are headed towards a dead end.

The best way is to follow the D.A.R.E. road map, to make the right turns ( choices ), follow the road signs, never yield to peer pressure just hit the brakes, avoid the 'pot' holes, and always stop and look both ways.

As you can see our lives have many similarities with driving, so lets drive carefully. Our behind the wheel instructor ,Officer Bill has given us the proper training , now we must take the wheel and drive forward into life. Thank you Officer Bill for showing us which road will help keep us safe.

I choose to take the road to success, so fasten your seat belts.  
Which do you choose?

Thank you

MEMO #: I-97-210

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Acceptance of Gift

DATE: April 8, 1997

The district has received \$120.75 from an anonymous donor to be utilized for Probstfield students to be transported to a performance of the Nutcracker by the North Country School of Ballet.

Suggested Resolution: Move to accept the gift as presented.

RMJ/mdm

MEMO #: I-97-211  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Major Magnitude Field Trip  
DATE: April 8, 1997

George Washington Elementary School Safety Patrol has been selected to receive a Meritorious Award from the Minnesota Safety Council for their efforts in promoting school traffic safety.

Five students, one from each fourth grade classroom, along with two school patrol advisors from Washington School, are requesting permission to travel to Minneapolis on May 7 (after the school day) in order to attend the Minnesota Youth Safety Day Conference to receive their award and return to Moorhead. Information is attached.

Suggested Resolution: Move to approve the recommendation as presented.

RMJ/mdm  
Attachment

MEMORANDUM

P 97.046

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *WJS*  
DATE: April 8, 1997  
SUBJECT: Resignation of District Employee.

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

Mavis Falk - LD Teacher, Moorhead Senior High, effective at the end of the 1996-97 school year.

Carole Nelson - Orchestra Teacher, Moorhead Junior High and Voyager, effective at the end of the 1996-97 school year.

Patrick Westby - Grade 4 Teacher, Thomas Edison Elementary, effective at the end of the 1996-97 school year.

Janice Gion - AOM Paraprofessional, Robert Asp Elementary, effective March 17, 1997.

Suggested Resolution: Move to accept the resignations as presented.

JDS:sdh



MEMORANDUM      P 97.047

TO:            Dr. Bruce Anderson  
FROM:        Dr. John Skinkle *JDS*  
DATE:        April 8, 1997  
SUBJECT:    Family/Medical Leave

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

Paul Berggren - Social Teacher, Moorhead Senior High, to begin approximately mid-May for 3 weeks, for adoption leave.

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

JDS:sdh

MEMORANDUM

P 97.048

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JSS*  
DATE: April 8, 1997  
SUBJECT: Extension of Family Leave

The administration requests an extension of family leave for the following person:

Dawn Schultz - LD Teacher, Probstfield Elementary, to be extended for the 1997-98 school year.

SUGGESTED RESOLUTION: Move to approve the extended leave of absence as presented.

JDS:sdh

MEMORANDUM P 97.049

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: April 8, 1997

SUBJECT: Change in Contract

The administration requests approval of the change in contract for the following persons for the school year 1997-1998:

M. Diane Allen - Science Teacher, Junior High, from BA (8)  
\$23,754.06, .93 FTE to \$20,076.01, .786 FTE.

Kirstin Carlson - Band Teacher, Junior High, from BA (7)  
\$24,641.00, 1.00 FTE to \$19,367.83, .786 FTE.

Mary Colson - Science Teacher, Junior High, from MA+30 (8)  
\$19,217.01, .571 FTE to \$9,625.33, .286 FTE.

Jeff Ekre - Math Teacher, Junior High, from BA (7) \$24,641.00,  
1.00 FTE to \$21,117.34, .857 FTE.

Joy Fisch - Art Teacher, Junior High, from BA+30 (7) \$7,786.92,  
.286 FTE to \$1905.89, .07 FTE.

Matt Hallquist - English Teacher, Junior High, from BA+45 (6)  
\$27,535.00, 1.00 FTE to \$19,659.99, .714 FTE.

Chris Haugen - Physical Education Teacher, Junior High, from  
BA+45 (7) \$28,520.00, 1.00 FTE to \$24,441.64,  
.857 FTE.

Elwood Lyslo - Physical Education Teacher, Junior High, from BA  
(7) \$22,916.13, .930 FTE to \$19,367.83, .786 FTE.

Sandra VanDyke - Kindergarten Physical Education Teacher, from BA  
(7) \$24,641.00, 1.00 FTE to \$22,176.90, .90 FTE.

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

JDS:sdh

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MARCH 10, 1997  
PAGE 1

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

MEMBERS ABSENT: James Hewitt.

CALL TO ORDER: Chairwoman Ladwig 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 the addition of the item, Approval of Resolution, under the section Other Pertinent Items To Come Before the Board.

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

"WE ARE PROUD"

\*\*\* Congratulations were expressed to the Junior High Mathcounts team for placing 1st in the chapter competition held recently. Team members include Robert Bekkerus, Tim Cumings, AJ Flom, Jessie Johnson, Erin Olson, Steve Tranby. Robert, Tim, AJ, and Steve will compete at the state level in March. Team coach is Ken Welken.

\*\*\* Congratulations were expressed to the following winners of the District Spelling Bee: 1st Place - Greg Edvenson, Grade 8; 2nd Place - Alicia Strnad, Grade 7; 3rd Place - Lee Richards, Grade 6-Asp. Edvenson and Strnad will represent Moorhead at the regional tournament. Twenty-four students participated from each of grades 5-8.

\*\*\* Congratulations were expressed to Jeni Nigg for being selected to the All-State Academic Team for Girls Hockey. Jeni has a cumulative GPA of 3.89.

\*\*\* Congratulations were expressed to the Moorhead High students who raised approximately \$16,000 in pledges for Dollars for Scholars. Top money raisers were Kristin Canaday, Laura Dandurand, Matt Thoreson, and Paul Scheider.

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

Gifts - Approve the gift of \$250 from Vikingland Kiwanis for the Junior High Nature Area Environmental Project; Approve the gift of \$2,000 from RD Offutt Company for the Apollo Strings field trip; and, Approve the gift of \$200 from the Moorhead Healthy Community Initiative Board-Youth of Color Committee for two George Washington students to receive \$100 activity scholarships.

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Grant Submission - Approve the submission of the Title I-Private Equity Services Funding grant, in the amount of \$17,592.

Change Order #2/Robert Asp - Approve change order #2 at Robert Asp for cabling changes, for an additional charge of \$5,460.

Early Retirements

Charles Leitheiser - Grade 6 Teacher, Robert Asp, effective June 30, 1997.

Judith Leitheiser - Grade 2 Teacher, Thomas Edison

James Ellingson - Grade 4 Teacher, Probstfield

Nancy Pearson - Grade 3 Teacher, Washington

Sandra Wollmann - Title I Teacher, Washington

Arlan Mueller - Math Teacher, Senior High

Resignations

Dale Armstrong - Custodian, Robert Asp, effective February 21, 1997.

Debra Parise - Sub Caller, Townsite Centre, effective March 12, 1997.

Brenda Geroy - MSMI Paraprofessional, Senior High, effective February 20, 1997.

Stacy Stenerson - Paraprofessional, Bus Aide and Food Server, MCAP, Townsite Centre, effective March 5, 1997.

Family/Medical Leaves

Sharon Chesley - Sign-Language Interpreter, Edison, to begin approximately May 20, 1997 for the rest of the 1996-97 school year.

Jennifer Navarro - MSMI Paraprofessional, Robert Asp, to begin approximately April 23, 1997 for the rest of the 1996-97 school year.

New Employees

Debbie Garcia - Food Server, Robert Asp, \$5.30 per hour, 2.75 hours daily, effective February 13, 1997.

Tamara Enkers - Food Server, Edison, \$5.30 per hour, 2 hours daily, effective February 27, 1997.

Sylvia Hoime - Dishwasher, Senior High, \$5.30 per hour, 2.25 hours daily, effective October 29, 1996.

New Paraprofessional Position - Approve a new position of 20-hour/week paraprofessional funded from Early Childhood Family Education and Kindergarten Readiness budgets.

Minutes - Approve the February 10 & 24, 1997 minutes as presented.

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Claims - Approve the March claims, subject to audit, in the amount of \$960,273.14.

General Fund:	\$556,761.15
Food Service:	53,009.98
Transportation:	208,925.50
Community Service:	17,081.05
Capital Expenditure:	101,422.72
Townsite Centre:	<u>23,072.74</u>
TOTAL	\$960,273.14

Motion carried 6-0.

COMMITTEE REPORTS: A report of the Joint Powers meeting was presented by Ladwig.

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.)

Proposed All-Day Kindergarten Pilot Project-Washington - Principal Mary Jo Schmid and teachers Iretta Smith and Karen Reiersen reviewed the proposed project. The program would begin in the Fall of 1997 and be a fee-based program, estimated at \$7.50 per day. Currently no funding is provided by the legislature. The school hopes to fund scholarships for families unable to pay. The program would begin with two sections. Parent surveys have shown a split 50/50 for and against the program. The program is intended for but not limited to at-risk children who need additional help to be successful in school. If too many show interest in participating, parameters will be set and the demographics of Washington School must be met. Issues still need to be addressed such as fees if the pilot is to become reality.

It was noted that this would be a pilot project and there are no plans to expand it beyond two sections at this time. The program is modeled after the all-day kindergarten program currently operated in Bloomington (MN) Public Schools.

Special Education Support Staff - Physical Therapy/Occupational Therapy (PT/OT) staff members Jackie Migler, Kevin Anderson, Mary Lee Leikas, Wendy Paulson, Carole Olsen, and Margit Kegal discussed highlights of their jobs with the Board.

OTs provide support to students with handicapping conditions to achieve their educational goals. They work with other professional staff and agencies with referral and assessment needs of students.



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PTs provide early intervention for development of normal motor skills, education and consultation to others for students with movement disorders, and facilitation of movement within the functional contexts for maximum motor learning. Services are also provided to students of Dilworth-Glyndon-Felton Schools.

School psychologists Lynn Halmrast, Deb Hellekson, Mark Richardson, and Sandy Bekkerus presented highlights of their department to the Board. The main function of the department is to work with students and families, along with community agencies, in providing assistance in the areas of emotional and intellectual functioning.

Because of state special education funding provided to the district, the primary responsibility of school social workers is to work with handicapped or potentially handicapped students. They also work closely with child study teams, crisis intervention, child protection cases, community agencies, in providing direct support services to students and parents.

The meeting recessed at 9:03 p.m.; it reconvened at 9:09 p.m.

REFINANCING BOND ISSUES - Lacher reported that interest rates had risen and refinancing of the bonds is not possible now.

No action was taken on this item.

MARCH 4 SNOW DAY - Superintendent Anderson reviewed the plans for parent/teacher conferences and calendar modifications. K-6 students will not have school on Friday, March 14 in order to conduct conferences, and that day will be made up along with 7-12 students on June 5.

The Board discussed concerns for additional storm days that may happen or if spring flooding may call for students being released from school.

ELECTRICAL CONSERVATION/REBATE PROGRAM - Lacher reported about the energy conservation and rebate programs offered by Moorhead Public Service. To benefit from the programs eleven buildings would need re-lamping at an estimated capital cost of \$260,000. By doing that, approximately \$37,179 in energy savings on electric bills would be generated. The district also would be eligible for an estimated one-time rebate of \$75,823 if bids are let this summer and the project completed by January of 1998.

POLICY APPROVAL - Foss moved, seconded by Cox, to approve the policy, Assurance of Mastery (IEA), as presented. Motion carried 6-0.

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POLICY APPROVAL - Cummings moved, seconded by Gustafson, to approve the policy, Copyright Policy (EGAA), as presented. Motion carried 6-0.

POLICY APPROVAL - Cox moved, seconded by Cummings, to approve the policy, Activities Travel (DLCA), as presented. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

School Board Resolution - The Board reviewed a proposed resolution requesting additional funding from the Legislature.

Hastad moved, seconded by Gustafson, to adopt the resolution on school funding as presented.

Cox stated he felt that the resolution should include reasons why additional funding is being requested.

Hastad moved, seconded by Cox, to amend the original motion and revise the resolution to include a paragraph stating that the request is being made due to increasing demands and costs to transportation, technology, special education and graduation standards and student assessments. Motion carried 6-0.

The original motion was amended and carried 6-0.

- Ladwig stated the semi-annual informal performance review of Superintendent Anderson will be conducted at the April 14 meeting.

ADJOURNMENT: Foss moved, seconded by Cox, to adjourn the meeting at 9:50 p.m. Motion carried 6-0.

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Anton B. Hastad, Clerk



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MEMBERS PRESENT: Jim Cummings, Stacey Foss, Mark Gustafson, James Hewitt, Carol A. Ladwig, and Bruce R. Anderson.

MEMBERS ABSENT: Bill Cox, Anton B. Hastad.

CALL TO ORDER: Chairwoman Ladwig 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: Foss moved, seconded by Cummings, to approve the agenda as presented. Motion carried 5-0.

"WE ARE PROUD"

\*\*\* Congratulations were expressed to the following Voyager students from Mrs. Gunderson's and Mrs. Swanson's communications classes for being honored in the book A Celebration of Young Poets. Over 600 schools who participated in the contest sponsored by Creative Communications Inc. In a letter from the editor, they noted the talent, hard work and dedication from the students and teachers, and stated Voyager stands out and is in the top 5% of schools who entered and had won a "Poetic Achievement Award." Students are Jacob Aakre, Kadee Algaard, Chelsea Allen, Jared Allen, Amy Anderson, Jacob Arends, Mostafa Bashir, Jamie Carow, Courtney Covey, Christopher Cruz, Matthew A. Dahlen, Christopher Dawson, Matthew Duval, Samantha Erdmann, Kristen Erickson, Jessica Fawley, Philip Fox, Dora Turrubiates, Rachel Grosen, Lisa Ann Horn, Elizabeth Hunstad, Blake Johnson, Jesse Kallander, Joshua Karch, Conrad Klinkhammer, Jolee Kukert, John Langdahl, Cody LaPash, Amanda Larson, Louise McLarnan, Ashley Miller, Jennifer Motschenbacher, Bradley Olson, Jose Ramierrez, James Ross, Amy Schlaht, Lars Seljevold, Megan Swab, Josh Trautner, Chris Tweten, Eric Underwood, Karissa Walker, Scotty Weber, Vanessa Whitaker, and Nathan Zaffke.

\*\*\* Congratulations were expressed to the following Moorhead High students for receiving honors in the Junior Duck Stamp Competition. Students are: Stacy Miller - 2nd Place, Canvasback, Acrylic; Allison McCann - 3rd Place, Pintails, Acrylic; Honorable Mentions: Andrew Cumings - Canada Geese, Acrylic; Kyle Janecky - Black Ducks, Acrylics; John McDonald - Wood Duck, Acrylics; Nicola Parise - Harlequin, Acrylics/Colored Pencil; Dan Rowell - Canada Geese, Acrylic/Colored Pencil; Amy Wegleitner - Red Head, Acrylic. Their teacher is Mick Dunn.

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

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Gifts - Accept the gift of \$50 from the Moorhead Evening Lions for the Junior High's nature area environmental project.

Retirement

Florence Moitzheim - Second Cook, Senior High, effective May 30, 1997.

Family/Medical Leave

Lorinda Semanko - Paraprofessional, MCAP-Townsite Centre, to begin approximately June 15, 1997 for twelve weeks.

Resignation

Jeanette Vazulik - Elementary teacher on leave of absence, to be effective at the end of the 1996-97 school year.

Motion carried 5-0.

COMMITTEE REPORTS: Reports were presented regarding the Community Education Advisory Council, District Student/Staff Assistance Steering Committee, and Instruction and Curriculum Advisory Committee meetings.

Hewitt reported while attending a library/media conference through his place of work, he realized how advanced the school district is in many areas of technology and was happy to see that.

1998-2003 FIVE YEAR EDUCATION PLAN: Community Partnerships Planning Task Force Report: This is the first of four reports and discussion guides to be presented in the process for preparing the 1998-2003 Five-Year Educational Plan. Other areas that will be reported on at a later date are Student and Family Involvement, Student Learning Achievement and District Resources.

The Community Partnerships task force chose three issues on which to focus: 1) Creating and Communicating Our Own Image, 2) Creating a Sense of Safety and Belonging, and 3) Creating Partnerships for Learning. In the report, each issue was defined with proposed measurable outcomes and alternative strategies detailed. To allow for community and staff input, the document will be disseminated in the schools, and at the public library, Family Service Center, city/county/school district board meetings, Chamber of Commerce, Prairie Online, Moorhead Cable Access Channel, post-secondary institutions.

Members of the task force are Dianna Hatfield, Scott Hutchins, Mary Davies, Beth Grosen, Jane Rawlings, Jacki Karch, Kerry Sewell, Joanne Molstre, Barbara Larson, Vijay Sethi, Sharon Hilgers, Susan Bosak, Diane Erickson, Deb Booth, Lisa Brunsvold, Jeff Kemink, Jerry Harter, and Allen Kukert.

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Hewitt moved, seconded by Cummings, to receive the report and thank the committee for its work, and to direct administration to disseminate it for review and feedback. Motion carried 5-0.

The meeting recessed at 7:50 p.m.; the meeting resumed at 7:59 p.m.

FLOOD POTENTIAL UPDATE: Lacher reviewed the plans that have been made in the event of flooding problems for the school district. The main concern is over-land flooding and water sensors are being installed in the lower levels of all buildings.

CLAY COUNTY JOINT POWERS COLLABORATIVE AGREEMENT: Cummings moved, seconded by Ladwig, to approve the Clay County Joint Powers Collaborative Agreement as presented. Motion carried 5-0.

SPORTS MEDICINE COVERAGE: Brief discussion was held regarding whether or not girls hockey would be covered by the agreement. The reference to "boys" hockey will be removed from the agreement.

Gustafson moved, seconded by Hewitt, to accept the sports medicine coverage proposal from MeritCare Sports Medicine as presented.

Cummings moved, seconded by Hewitt, to amend the motion to include "over the next five years." Motion carried 4-1; Gustafson dissenting.

The amended motion carried 4-0-1; Ladwig abstaining.

RESOLUTION DISCONTINUING & REDUCING PROGRAMS AND POSITIONS:  
Hewitt moved, seconded by Cummings, to approve the resolution discontinuing and reducing the following programs and positions:  
Senior High - .43 English, .21 Industrial Technology, .28 Math, .21 Business, .28 Social Studies, .43 Science; Junior High - .28 English, .28 Art, .14 Health, .28 Band, .28 Math, .28 Personal & Family Life Science, .42 Science, .14 Physical Education, .28 Social Studies; Special Education - .75 Speech, 1.50 Learning Disabled, 1.00 Emotional Behavior Disorder, .50 Early Childhood Special Education; Title I - 1.00 teacher; Elementary - .50 Kindergarten, 5.00 Teachers (grades 1-4); 3.00 Teachers (Grades 5-6); .28 Band, .50 Library, .57 Physical Education, .66 Music; Other - 1.00 Principal's Secretary and Nurse Tech., .38 Library Secretary, 1.00 Custodian, 1.00 Transition Coordinator. Motion carried 5-0.

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1997-98 SCHOOL CALENDAR: Discussion was held regarding planning more snow make-up days in addition to those already stated in the 1997-98 school calendar. This could include staff development and vacation days. The Board would also like the state-wide Graduation Rule test dates listed on the calendar and some consistence in the K-12 staff development days.

Chairwoman Ladwig requested administration review the calendar and return it to the Board for possible revisions at the next meeting.

HIGH SCHOOL PRINCIPAL SEARCH: Skinkle updated the Board regarding the search for the principal of Moorhead Senior High School. Twenty-two applications have been received, the Interviewing Team is being finalized, and interviews are planned for the week of April 7. Ladwig will contact board members to be liaisons/representatives on the Interviewing Team.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

- Ladwig reminded the Board that the superintendent's informal performance evaluation will be conducted and a closed session will be held for negotiations strategies planning at the April 14 meeting.
- Board members are to check their calendars for May in order to to hold their annual retreat.
- Voyager's DARE graduation will be held April 8; Ladwig and Cummings will attend.

ADJOURNMENT: Cummings moved, seconded by Gustafson, to adjourn the meeting at 8:59 p.m. Motion carried 5-0.

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Anton B. Hastad, Clerk

MEMO #: I-97-212  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *B*  
SUBJECT: Student Learning Achievement Planning Task Force  
Report and Discussion Guide  
DATE: April 8, 1997

Attached is a copy of the "Critical Choices: Student Learning Achievement Planning Task Force Report and Discussion Guide." This report and discussion guide is being presented to the Board in the process for preparing for the 1998-2003 Five Year Educational Plan.

Aaron Wangberg, Jean Lange, Charlie Fisher, and Lynne Kovash will present the report to the Board and other members of the task force will be available to respond to questions.

The report will be made available to school district students, staff, families, and to community leaders, partners and residents. Copies will be available in each school building, Townsite Centre and the public library in addition to copies being sent to individuals who have been involved in the task forces and will be distributed at PTAC meetings.

Individuals are encouraged to complete the Response Form that is included at the end of the report and return it to the district prior to June 1. Responses will then be summarized and sent to Jan Hively, district consultant, who will write a draft 1998-2003 Five Year Educational Plan for further Board discussion.


Suggested Resolution: Move to receive the report and to direct administration to disseminate it for review and feedback.

RMJ/mdm  
Attachment



MEMO #: I-97-215

TO: Dr. Bruce Anderson

FROM: Bob Jernberg 

SUBJECT: Student and Family Partnerships Planning  
Task Force Report and Discussion Guide

DATE: April 8, 1997

Attached is a copy of the "Critical Choices: Student and Family Partnerships Planning Task Force Report and Discussion Guide." This report and discussion guide is being presented to the Board in the process for preparing for the 1998-2003 Five Year Educational Plan.

Mike Kutzke, Leanne Wright and Glenda Pray will present the report to the Board and other members of the task force will be available to respond to questions.

The report will be made available to school district students, staff, families, and to community leaders, partners and residents. Copies will be available in each school building, Townsite Centre and the public library in addition to copies being sent to individuals who have been involved in the task forces and will be distributed at PTAC meetings.

Individuals are encouraged to complete the Response Form that is included at the end of the report and return it to the district prior to June 1. Responses will then be summarized and sent to Jan Hively, district consultant, who will write a draft 1998-2003 Five Year Educational Plan for further Board discussion.

Suggested Resolution: Move to receive the report and to direct administration to disseminate it for review and feedback.

RMJ/mdm  
Attachment

MEMO #: S-97-152

TO: School Board

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

RE: 1997-98 Calendar Revisions

DATE: April 10, 1997

As a result of the discussions at the March 24 meeting, attached you will find a 1997-98 school calendar with proposed changes to allow for additional snow make-up days.

Suggested Resolution: Move to approve the revisions to the 1997-98 calendar as presented.

BRA *cbf*  
Attachment

<b>July 1997</b>	<b>August</b>	<b>September</b>
1 2 3 4	1	① 2 3 4 5
7 8 9 10 11	4 5 6 7 8	8 9 10 11 12
14 15 16 17 18	11 12 13 14 15	15 16 17 18 19
21 22 23 24 25	18 19 20 21 22	22 23 24 25 26
28 29 30 31	25 26 27 28 29	29 30
<b>October</b>	<b>November</b>	<b>December</b>
1 2 3	3 4 (5) (6) (7)	1 2 3 4 5
6 7 8 9 10	10 11 12 13 14	8 9 10 11 12
13 14 15 16 17	17 18 19 20 21	15 16 17 18 19
20 21 22 23 24	24 25 26 27 28	22 23 24 25 26
27 28 29 30 31		29 30 31
<b>January 1998</b>	<b>February</b>	<b>March</b>
1 2	2 3 4 5 6	2 3 4 5 6
5 6 7 8 9	9 10 11 12 13	9 10 11 12 13
12 13 14 15 16	16 17 18 19 20	16 17 18 19 20
19 20 21 22 23	23 24 25 26 27	23 24 25 26 27
26 27 28 29 30		30 31
<b>April</b>	<b>May</b>	<b>June 1998</b>
1 2 (3)	1	1 2 3 4 5
(6) (7) 8 9 10	4 5 6 7 8	8 9 10 11 12
13 14 15 16 17	11 12 13 14 15	15 16 17 18 19
20 21 22 23 24	18 19 20 21 22	22 23 24 25 26
27 28 29 30	25 26 27 28 29	29 30

☐ SD Workshops  
☐ Vacation  
 ( ) P/T Conference  
 — Teacher Comp. Day

**Snow Make-Up:**

February 17  
 April 13  
 June 4, 5, 8, 9, 10

**Payroll Dates:**

July 31, 1997  
 August 29  
 September 30  
 October 31  
 November 25  
 December 19  
 January 30, 1998  
 February 27  
 March 31  
 April 30  
 May 29  
 June 30

**1997-98 SCHOOL CALENDAR**

	<b>1997</b>		<b>1998 (continued)</b>
Aug. 26-29	K-12 Teacher Workshops	Feb. 16	President's Day Holiday
Sept. 1	Labor Day	17	K-12 Workshops
2	K-12 Classes Begin	Mar. 30&31	ITBS Testing Grades 2-6
Oct. 15	K-12 Teacher Workshops	Apr. 1-3	ITBS Testing Grades 2-6
16-17	MEA	3 & 6	K- P/T Day Conferences (day)
31	End of 1st Quarter	6	K-12 P/T Conferences (6-9pm)
Nov. 5 & 6	K- P/T Conferences (daytime)	7	K-12 P/T Confs. (8-1, 2-5, 6-9)
5 & 6	K-12 P/T Conferences (5-8pm)	8	K-12 No School/Tch. Comp.
7	K-12 P/T Confs. (8-1, 2-5)	9-13	Spring Break/No School
26	K-12 No School/Tch. Comp.	27	End of 3rd Quarter
27&28	Thanksgiving Holiday	May 25	Memorial Day
Dec. 22	Winter Break Begins	June 3	Last Day for Students
	<b>1998</b>	4	Last Day for Staff/Workshops
Jan. 5	K-12 Classes Resume	June 7	Graduation
22	End of 2nd Quarter/Semester		
23	K-12 Teacher Workshops		



MEMORANDUM P 97.050

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: April 9, 1997  
SUBJECT: Resolution for Discontinuing and Reducing Programs and Positions.

Consider the attached resolution directing the administration to discontinue and reduce educational programs and positions.

<u>FTE</u>	<u>POSITION</u>
Senior High .28	French

SUGGESTED RESOLUTION:

Move to approve the resolution as presented.

JDS:sdh

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING  
EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District #152 at a Board meeting held January 27, 1997 directed the administration to make recommendations for staff reduction in programs and positions due to decreasing enrollment and/or financial condition of the School District and

WHEREAS, the administration has prepared a recommendation, BE IT RESOLVED, by the School Board of Independent School District #152 as follows:

That the following positions be discontinued the end of the contract year 1996-97.

<u>FTE</u>	<u>POSITION</u>
Senior High .28	French

The motion for the adoption of the foregoing resolution was duly seconded by member \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof:

Thereupon said resolution was declared duly passed and adopted.

MEMO #: S-97-153

TO: School Board

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

RE: Change May Meeting Date

DATE: April 10, 1997

As a result of Memorial Day being observed May 26, it is recommended to change the date of our scheduled board meeting.

Suggested Resolution: Move to change the meeting date for the May 26 meeting to \_\_\_\_\_.

BRA:cbf

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

MAY 5, 1997  
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 _____

6:30 P.M. ODYSSEY OF THE MIND PERFORMANCE - MSH Omerdroid Team

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 the following Odyssey of the Mind teams who placed first in their divisions at the regional tournament making them eligible to compete in the state tournament.

MSH Team "Omerdroid" (Div. III) - 4th Place

Members: Erik Thompsen, Karen Galles, Chris Adams, Brad Meixner, Summer Schwartz, Dominique Karlsson, Aaron Weir, and coach Mary Thompsen.

MJH Team "Classics...Can You Dig It?" (Div. II) - 5th Place

Members: Erin Frazee, Chris Larson, Erika Markey, Kelly Koppang, Jennifer Matthees, Jessica Jordahl, and coaches Pat Frazee and Roger Koppang.

Robert Asp Team "Heroic Proportions" (Div. I)

Members: Nick Sternhagen, Emma Davis, Pam Bloomquist, Katie Hagen, Tatian Gracyk, Danny Wheeler, and coaches Athena Gracyk, Jolene Beckman and Martha Wheeler.

Washington Team "Double Trouble" (Div. I)

Members: Mallory Swanson, Nick Eldred, Luke Wixo, Jeremy Bedard, Christy Eickhoff, Sara Halseth, Amanda Athmann, and coach Sonja Holmgren.

S-MY-BOS  
M/N  
May 2, 1997

\*\*\* We are proud of Marilyn Green, gifted/talented teacher, who received the Outstanding Performance Award from the Minnesota State Odyssey of the Mind Association. Green was recognized for her outstanding performance as Regional Director of the Moorhead region, and her many significant contributions to OM. This was the only Outstanding Performance Award given out in the state this year.

\*\*\* We are proud of MHS junior Paul Schneider and sophomore Robert Davidson for receiving flight scholarships from the Experimental Aviation Association. The scholarships will help cover the cost of in-flight pilot instruction needed for a private pilot's license. Both qualified by taking the Aviation Ground School Course offered at Moorhead Senior High, and then passing the FAA's private pilot's written examination. Their instructor is Tony Kinsella.

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 Gift - Page 6
- (2) Acceptance of Goals 2000 Grant - Pages 7-15
- (3) Acceptance of Title I Reallocation Grant - Pages 16-20
- (4) Approval of 1997 Summer School Program - Pages 21-25

B. BUSINESS AFFAIRS - Lacher

- (1) Approval of NSF Check Collection - Page 26

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of New Employees - Page 27
- (2) Acceptance of Resignation - Page 28
- (3) Approval of Change in Contract - Page 29
- (4) Approval of Family/Medical Leave - Page 30

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Even Start Grant Submission - Page 31
- (2) Approval of April 14, 1997 Minutes - Pages 32-36
- (3) Approval of May Claims (first half)

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

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

3. COMMITTEE REPORTS

4. RESOLUTION OF APPRECIATION: Anderson  
Pages 37-38

Suggested Resolution: Move to approve the resolution as presented.

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

5. SABBATICAL LEAVE: Skinkle  
Page 39

Suggested Resolution: Move to approve the sabbatical leave request(s) as presented.

(This information will be presented at the meeting.)

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

6. BID AWARD-GYM WALL INSULATION: Lacher  
Pages 40-42

Suggested Resolution: Move to approve the low bid meeting specifications to Minko Construction, Inc., in the amount of \$134,200.

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

7. BID AWARD-SENIOR HIGH SCIENCE LABS: Lacher  
Pages 43-45

Suggested Resolution: Move to approve the low bid meeting specifications to Minko Construction, Inc., in the amount of \$223,805.

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

8. SCHEDULE SPECIAL MEETING: Lacher  
Page 46

Suggested Resolution: Move to schedule a special board meeting for 4:00 p.m. on Tuesday, May 13, 1997, to award the Senior High School Sprinkle System bid and the Riverside Office Remodeling bid.

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

9. RESOLUTION TERMINATING & NON-RENEWAL OF PROBATIONARY STAFF:  
Skinkle Pages 47-48

Suggested Resolution: Move to approve the resolution as presented.

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

10. CLAY COUNTY JOINT POWERS COLLABORATIVE REPRESENTATIVE:  
Anderson Page 49

Suggested Resolution: Move to appoint \_\_\_\_\_ as the District's representative to the Clay County Joint Powers Collaborative Board.

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

11. TECHNOLOGY STAFFING: Jernberg  
Pages 50-52

Suggested Resolution: Move to approve the proposal from Eide Helmeke PLLP to evaluate current technical staffing and make recommendations concerning future staffing levels.

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>
Retirement Tea	Thurs., May 8	4:00 pm	Edison
Long Range Planning	Tues., May 8	3:45 pm	Sr. High
Retirement Tea	Mon., May 12	3:30 pm	Probstfield
Policy Review	Mon., May 12	7 pm	Townsite
Retirement Tea	Tues., May 13	3:30 pm	Washington
Retirement Tea	Wed., May 14	3:20 pm	Sr. High
ICAC (PER) Committee	Thurs., May 15	7 am	Townsite
MEA Banquet	Thurs., May 15		Concordia
Academic Awards	Sun., May 18	2:30 pm	Sr. High
Honors Banquet	Sun., May 18	6 pm	Concordia
School Board	Mon., May 19	7 pm	Townsite
Baccalaureate	Wed., May 21	7 pm	Concordia
Memorial Day	Mon., May 26		
<b>SNOW MAKE-UP DAY</b> (K-12 CLASSES HELD)	FRI., MAY 30		
Graduation	Sun., June 1	2 pm	Concordia
<b>SNOW MAKE-UP DAYS</b> (K-11 CLASSES HELD)	MON., JUNE 2 - FRI., JUNE 6		
<b>LAST DAY FOR K-11 STUDENTS</b>	FRI., JUNE 6		
<b>LAST DAY FOR STAFF</b>	MON., JUNE 9		
School Board	Mon., June 9	7 pm	Townsite
School Board	Mon., June 23	7 pm	Townsite



MEMO #: I-97-227  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *[Signature]*  
SUBJECT: Acceptance of Gift  
DATE: April 28, 1997

The district has received \$308.40 from General Mills through the Big G Box Tops for Education Program to purchase library books for Probstfield School.

Suggested Resolution: Move to accept the gift as presented.

RMJ/mdm

MEMO #: I-97-228

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Acceptance of Grant

DATE: April 28, 1997

The district has received \$29,475 of Goals 2000 funding. \$15,420 will be used by K-4 buildings to promote family school partnerships that provide all students with learning opportunities at home and at school which ensure progress toward the graduation standards. \$10,000 will be utilized for Moorhead Junior High School to develop and implement a cohesive school-to-work program to provide students with career exploration and mentorship opportunities.

Attached is the award letter, plan of action and budget summary for each goal area.

Suggested Resolution: Move to accept the grant as presented.

RMJ/mdm  
Attachments

# Minnesota Children

Minnesota Department of Children, Families & Learning

APR 14 1997

APR 15 1997

TO: Superintendents  
Graduation Standards Technicians

FROM: Jessie Montano, Manager *JM*  
Learner Options

SUBJECT: Goals 2000 Grant

DATE: April 3, 1997

I am pleased to inform you that your Goals 2000 proposal has been approved. Enclosed is a copy of your grant award. The grant award period is April 4, 1997 to June 30, 1998. The process outlined below, will be used to disburse the funds.

Upon approval of your proposal, 10% of the grant will automatically be sent to the district. Finance code for these funds is 407.

In order to access additional funds, you must submit a UFARS print out under finance code 407 showing expenditures. Please note that your proposal included a budget. You need to make sure your business manager receives a copy so that he/she can set up the line items so that they correspond with the approved budget. Please note that payments will be made based on your UFARS print out which shows actual expenditures to date. If no UFARS print out is received, no payments will be made. These funds must be spent by June 30, 1998.

If you have any questions, please call Diana Moore at 612-296-2181.

# Plan of Action

Parent Involvement

<b>National Goals No.</b> <u>8</u>	<b>District Goal:</b>  Every K-4 building will promote family school partnerships that provide all students with learning opportunities at home and at school which ensure progress toward the graduation standards.		
<b>STRATEGIES</b> (steps, activities, tasks to achieve objective)	Number of Participants and frequency of activity	Time Frame	Person Responsible
<p>Utilize groups within the the school district who already work with families including Title I and Early Childhood Family Education (ECFE).</p> <p>1. <u>Objective:</u> Develop and support staff competency to use strategies which meaningfully engage families in their child's academic learning.</p> <p><u>Strategies:</u> Select successful partnership strategies and provide opportunities for staff to develop the knowledge, skills and resources necessary to use those strategies. To accomplish this strategy we will:</p> <ul style="list-style-type: none"> <li>• Use teacher mentors who are successfully involving families.</li> <li>• Dedicate staff development time and resources to instruct teachers in the successful use of family involvement working with the Department of Children, Families and Learning to determine best practice and appropriate instructors.</li> <li>• Provide opportunities for teachers to develop activities such as curriculum nights, home school connections, innovative homework activities, goal setting conferences, etc.</li> <li>• Child care, transportation, stipends to support family participation.</li> </ul> <p>Provide information to teachers about the impact of family/school partnerships on academic progress.</p>	approx. 150 instructional staff	Sept. 1 to May 30 (97-98)	Staff Development Committee Building Leadership Teams, Title I Coordinator, ECFE Coordinator, Building Administrator

(Reproduce form as needed)

## Plan of Action

### Parent Involvement

<b>National Goals No.</b>  <u>8</u>	<b>District Goal:</b>  Every K-4 building will promote family school partnerships that provide all students with learning opportunities at home and at school which ensure progress toward the graduation standards.			
<b>STRATEGIES</b> (steps, activities, tasks to achieve objective)		<b>Number of Participants and frequency of activity</b>	<b>Time Frame</b>	<b>Person Responsible</b>
<p>2. <u>Objective:</u> Identify existing barriers to family/school partnerships</p> <p><u>Strategy:</u> Working with families, develop plans to identify barriers which interfere with family involvement in their child's education. Data will be collected through interviews, parent meetings and focus groups. A major effort will be made to reach populations which are typically under represented based on economics or ethnicity. Based on the results of these surveys further strategies will be developed to address some of the identified needs.</p>		10% of the families at each of the four schools	Data collection will be complete by 11/1/97	Building Parent Involvement Team
<p>3. <u>Objective:</u> Based on the results of the surveys developed under Objective 2, strategies will be generated to address some of the identified barriers.</p> <p><u>Strategies:</u> Building teams will analyze the data and develop individualized family involvement plans for each school. These plans are to include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Improve family/school communication</li> <li>• Increase attendance</li> <li>• Increase homework completion in basic skill areas of reading and mathematics</li> <li>• Increase parental attendance at conference</li> <li>• Improvement on basic skills towards graduation rule</li> <li>• Support efforts which create welcoming building climate.</li> </ul>		Building Parent Involvement Teams involving approx. 20 parents and staff per building	Nov. 1 - Dec. 15 (97-98)	Building Parent Involvement Team

**(Reproduce form as needed)**

# Plan of Action

Parent Involvement

<b>National Goals No.</b> <u>8</u>	<b>District Goal:</b>  Every K-4 building will promote family school partnerships that provide all students with learning opportunities at home and at school which ensure progress toward the graduation standards.			
<b>STRATEGIES</b> (steps, activities, tasks to achieve objective)		<b>Number of Participants and frequency of activity</b>	<b>Time Frame</b>	<b>Person Responsible</b>
4. <u>Objective:</u> Enhance family competency to offer meaningful support to their child's progress toward reaching the graduation standards. <u>Strategies:</u> Strategies will be individualized based on building needs but are expected to include: • Parent Education events • Newsletters and other publications in appropriate languages • Home/School liaisons • "Parent to Parent" mentoring program  Provide childcare, transportation, stipends to support family participation		It is anticipated that all families with children in K-4 buildings will be impacted in some manner by these efforts.	August 1997, ongoing	Community Education professionals, Adult Basic Education, ECFE and Kindergarten Readiness programs, classroom teachers, building principals, home/school liaisons, teacher advisory councils, Title I Coordinator, Building Parent Involvement Team

(Reproduce form as needed)



# Budget Summary (Itemized Budget)

Parent Involvement

Budget Items	Cost
<p>1. <u>Objective:</u> Develop and support staff competency to use strategies which meaningfully engage families in their child's academic learning.</p> <ul style="list-style-type: none"> <li>•Stipends for teacher mentors(\$200 yr x 10 mentors) \$2000</li> <li>•Funds for staff development time (speaker, refreshments), funds to be supplemented with Title 1 and ECFE \$1500</li> <li>•Curriculum Development pay to teachers to develop new family connections (45 tchrs x 3 hrs x \$20) \$2700</li> <li>•Instructional supplies \$ 500</li> </ul> <p style="text-align: right;">Total \$6700</p>	
<p>2. <u>Objective:</u> Identify existing barriers to family/school partnerships.</p> <ul style="list-style-type: none"> <li>•Focus groups and interviews: <ul style="list-style-type: none"> <li>Clerical (20 hrs x \$10) \$ 200</li> <li>Stipends for grp. facilitators &amp; interviewers (8hr x \$20) \$ 160</li> <li>Meeting expenses, refreshments, etc \$ 300</li> <li>Transportation \$ 300</li> <li>Mailings \$ 400</li> <li>Translation \$ 400</li> <li>Interpreters (8 hrs x \$20) \$ 160</li> </ul> </li> </ul> <p style="text-align: right;">Total \$1920</p>	
<p>3. <u>Objective:</u> Based on the results of the surveys developed under Objective 2, strategies will be generated to address some of the identified barriers.</p> <ul style="list-style-type: none"> <li>•Substitutes \$3000</li> <li>•Strategy development hours (as needed) \$2000</li> <li>•Child care, transportation, family stipends \$1500</li> <li>•Translations &amp; interpreters \$ 300</li> </ul> <p style="text-align: right;">Total \$6800</p>	
<b>Total Page 1</b>	<b>\$15,420</b>
<b>Total Budget</b>	

(Reproduce form as needed)



# **Budget Summary (Itemized Budget)**

Parent Involvement

Budget Items	Cost
<p><b>4.    <u>Objective:</u></b> Enhance family competency to offer meaningful support to their child's progress toward reaching the graduation standards.</p> <ul style="list-style-type: none"> <li>•Instructional supplies</li> <li>•Family Education Materials (to be supplemented with Title I and ECFE funds and materials)</li> <li>•Child care, transportation, refreshments</li> <li>•Interpreters</li> <li>•Mailings and copying expense (Supplemented by PTAC's)</li> <li>•Stipends for training Family mentors</li> </ul>	<p>\$ 500</p> <p>\$ 250</p> <p>\$2000</p> <p>\$ 800</p> <p>\$ 400</p> <p>\$ 600</p>
Total	\$4550
Total From Page 1	\$15,420
<b>Total Budget</b>	<b>\$19,970</b>

(Reproduce form as needed)

# Plan of Action

(Career Exploration)

<b>National Goals No.</b>  <u>2</u>	<b>District Goal:</b> The junior high will develop and implement a cohesive school to work program to provide students with career exploration and mentorship opportunities. It is our intent that providing such opportunities lead to a decrease in the drop-out rate and to meeting the graduation rule for career exploration and inquiry as well as practice on the Task Management Skills.			
<b>STRATEGIES</b> (steps, activities, tasks to achieve objective)		<b>Number of Participants and frequency of activity</b>	<b>Time Frame</b>	<b>Person Responsible</b>
1. Develop a pool of community partners and parents who are willing to share work experiences with students and are willing to develop a classroom lesson based on situations or problems encountered at work.		5-10 business partners, 5-10% parent participation	Aug-Nov 1997	Mary Colson and school to work team
2. Develop a curriculum for each discipline that is slanted towards the skills needed for careers in that particular discipline. This will be done in conjunction with a unified school to work team that would include Title 1 teachers, resource teachers, community members, counselors, administrators, classroom teachers and students. Integrate career exploration into this curriculum (e.g. GIS and other career exploration software)		10 participants to meet once a month	Aug. 97 through June, 98	Mary Colson and school to work team described in #2.
3. Inservice teachers and community partners on the use of such a curriculum in the classroom. Demonstrate how an academic lesson or activity can be expanded to include career exploration.		entire student population and faculty are targeted to use program, on an as requested basis	Nov. 97 through June, 98	Mary Colson and building principal
4. Develop a weather station work site at the school building to be staffed by junior high students. Develop partnerships with local colleges to have college students serve as mentors for junior high students.		100 participants	Aug. 97 through June, 98	Mary Colson, Concordia professor, Service Lng. Coordinators for MISD and Concordia
5. Coordinate and link junior high activities and achievement of the Middle Level Career Exploration standards to the applicable standards at the high school level.		5-10 participants from jr. and sr. high staff	Aug. 97 - June 98, as needed	Mary Colson (jr. high) staff (sr. high)

(Reproduce form as needed)

# **Budget Summary (Itemized Budget)**

(Career Exploration)

Budget Items	Cost
<b>Strategy 1:</b> Develop pool of parents and community resources. Mailings Staff Time (80 hrs x \$20hr)  <div>Total</div>	\$300.00 \$1600.00  \$1900.00
<b>Strategy 2:</b> Develop a unified school to work team to integrate career exploration and work experiences into the different disciplines. Curriculum development (200 hrs x \$20hr) 20 Substitutes (\$35.00 per 1/2 day)  <div>Total</div>	\$4000.00 \$ 700.00  \$4700.00
<b>Strategy 3:</b> Inservice and demonstration teaching Inservice and staff development (40hrs x 20hr) 20 Substitutes (\$35.00 per 1/2 day)  <div>Total</div>	\$800.00 \$700.00  \$1500.00
<b>Strategy 4:</b> Mentorship Program Development (75hrs. x \$20hr) Postage  <div>Total</div>	\$1500.00 \$ 175.00  \$1675.00
<b>Strategy 5:</b> Transition Meetings 6 Substitutes (\$35 per 1/2 day)  <div>Total</div>	\$225.00  \$225.00
<div>Total Budget</div>	\$10,000.00

(Reproduce form as needed)

MEMO #: I-97-226

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Acceptance of Grant

DATE: April 28, 1997

The district has received \$41,825 in Title I reallocation funds as attached. \$6,290 of these funds will be used in the 1996-97 school year for an Extended Year Early Literacy Program. The remaining \$35,535 will be utilized during the 1997-98 school year to offer a Jump Start Program for grades 1-3 and to provide a Bilingual Home Liaison and Kindergarten Home School Teacher.

Programs are outlined in the attached letter from Title I Coordinator Pat King which we utilized in applying for these funds.

Suggested Resolution: Move to approve the grant as presented.

RMJ/mdm  
Attachments

# Minnesota Children

Minnesota Department of Children, Families & Learning

TO: Patricia King  
Moorhead Public Schools

FROM: Jessie Montañó *J.M.*  
Learner Options

SUBJECT: Title I Reallocation Funds

DATE: April 21, 1997

We have reviewed your district's letter of intent to apply for Title I reallocation funds. Based on this letter as well as review of the district's needs and resources as described in your present and previous applications, we have approved \$41,825 for the following services:

Extended Year Early Literacy, Jump Start grades 1-3, Bilingual Home Liaison and Kindergarten Home School Teacher

In approving your request for funds, we have considered such factors as the number and grade level of eligible students whose needs require increased or different services. We also considered the nature of the services your district proposes to offer. Requests for funds which were not approved did not meet the criteria which I outlined in my memorandum of March 7, 1997.

By approving your request, we have given you authority to obligate funds for the activities described above; however, to be reimbursed for these funds you must request formal approval. If you have been approved for activities to be conducted prior to June 30, 1997, you must amend your present 1996-97 application by **May 16, 1997**. If you have proposed activities to be conducted between July 1, 1997 and June 30, 1998 you should include these activities and expenditures in the 1997-98 application.

These funds are part of the district's 1996-97 allocation. Any of these funds which remain unexpended on June 30, 1997 are subject to the 15% carryover restriction. If the awarding of these reallocation funds causes your district to exceed the carryover limit, you may apply for a waiver, if you have not already done so. Waiver requests are due in my office by June 30, 1997.

Please remember that reallocation funds that are used for services to buildings must be distributed on a per pupil amount in rank order, starting with the highest poverty building. If you have any questions, or need further information, please call your Area Director at 612-296-2181.

550 Cedar Street • St. Paul, Minnesota • 55101-2273

17 Phone (612) 296-6104 • FAX (612) 296-3272 • TTY (612) 297-2094 • E-mail: Children@state.mn.us



# Independent School District No. 152

Townsite Centre - 810 South 4th Avenue

Moorhead, Minnesota 56560

April 1, 1997

Patricia King, Title I Coordinator  
810 4th Ave S.  
Moorhead Public Schools  
Moorhead, MN 56560

Jessie Montano  
576 Capitol Square Building  
550 Cedar St.  
St. Paul, MN 55101

Dear Ms. Montano,

With this letter I would like to express the Moorhead Public Schools' interest in applying for reallocation funds available through the Title I Program. With the increased enrollment of educationally disadvantaged students we have found that our current program cannot meet the needs of all students eligible for Title I. With additional funding our intent would be to improve our current program in the following ways. First, we would like to add an extended year Early Literacy program (1996-97). Second, we would like to offer the Jump Start Program for children entering first, second and third grades (1997-98). Third, we would like to hire a liaison to work with students and their parents in our nontraditional school setting (1997-98). Fourth, we would like to add an additional part time Kindergarten Home School teacher, (1997-98).

The Early Literacy Program is designated for first and second grade Title I students. This program will be offered in June. Students will be part of small groups that will follow the early literacy guidelines of reading and writing strategies that have been developed by the Reading Recovery Program. Opportunities will be provided to work on reading and writing strategies by using reading and writing computer programs and CD ROM books.

ESL students will have opportunities to participate in additional language experiences by not only hearing literature but by seeing the stories portrayed through the CD ROM books and also hands-on experiences with books to practice the language through meaning, structure, and visual cues.

Parent involvement will be a component by having the summer checkout library. Students will be allowed to checkout books and keep a reading log with parent support to keep record. Also, to enhance these strategies at home we will provide writing journals to be written in and shared at home and school.

The "Jump Start" reading program we would like to offer would be in August, this will be for students entering first, second and third grades. This program was piloted last year and was met with great success. Students selected for this program would be those students from the Kindergarten Home School Program and Title I students entering grades 2-3. The students would be reintroduced to letters, sounds, literature, etc. to better prepare them for the upcoming school year. This program would give the lower achieving students a "Jump Start" on school and help to reduce the risk of failing.

"An Equal Opportunity Employer"



We are requesting funds to hire a Bilingual Liaison for the 1997-1998 school year to serve the MCAP and Detention Center (N&D). This individual would assist the Director of Programming and the Homeless Social Worker in coordinating support services through the linking of community and school based prevention and intervention programming for alternative school settings to address risk factors and related barriers. The liaison would empower families to be informed and effective advocates for their children. Outcomes of this would be: 1) increased knowledge of educational opportunities and services that are available in order to meet the unique needs of their child (based on cultural background, first language, etc.) and for their child to have access to appropriate education. 2) improved communication and better working relationships between home and school for the families.

The addition of a Kindergarten Home School teacher would allow us to serve more families, we currently have families on a waiting list. Past experiences shows us that the greatest need for an additional Kindergarten Home School teacher is immediately following fall parent teacher conferences. Our numbers greatly increase at this time due to teacher referrals and parents asking for services. We feel this program has been very well recieved by families. Teachers and parents are requesting services more than ever and we are not able to reach as many families as we would like.

The estimated funds necessary for each of these programs are as follows

1. Early Literacy Program

Teacher's salaries:	2 teachers	\$3360.00
	1 para	540.00
	Fringe	780.00
Planning Time:	30 hours	840.00
	Fringe	170.00
Materials (reading materials, classroom supplies, and snacks)		<u>\$600.00</u>
<b>Total</b>		<b>\$6290.00</b>

2. Summer "Jump Start" Program

Teacher Salaries	\$ 3360.00
Paraprofessionals	760.00
Fringe	800.00
Supplies (classroom supplies, and snacks)	<u>300.00</u>
<b>Total</b>	<b>\$ 5220.00</b>

3. Bilingual Liaison

Liaison	\$ 5,000.00
Fringe	2,215.00
Mileage	<u>500.00</u>
<b>Total</b>	<b>\$17,715.00</b>



4. 5 Kindergarten Home School Teacher

Teacher (140 days)

\$10,500.00

Fringe

\$ 2,100.00

Total

\$12,600.00

Total funds requested:

\$41,825.00

Thank you for your consideration of our proposal. Please call me if you have any questions regarding the request for funds.

Sincerely,



Patricia King, Title I Coordinator

MEMO #: I-97-223  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Summer School Program  
DATE: April 24, 1997

Attached is the 1997 secondary summer school program description, budgetary information and a list of staff to be employed.

The program again will be directed by Junior High School Counselor Deb DeMinck and will offer English (grades 7-9), Mathematics (grades 7 and 8), Social Studies (grades 7 and 8), and Science (grades 7 and 8). The course offerings will be augmented by the use of special education teachers who will assist students in achieving program goals.

This program was approved as part of the district's Annual Operational Plan.

Suggested Resolution: Move to receive the secondary summer school program description and information and to approve the employment of summer school staff as presented.

RMJ/mdm  
Attachments

## 1997 Summer School Program Description

The secondary summer school program is designed to fulfill three primary goals:

1. To provide additional opportunities for students whose coursework in core subject areas is incomplete or who may benefit from reinforcement and continued development of skills.  
*The reason for the incomplete coursework may or may not be related to academic deficiencies. Excessive absences due to illness or family emergencies may place the student in a situation where the makeup work is too excessive to complete during the academic year.*
2. To provide remediation in core subject areas for students who have not demonstrated mastery of the required skills.
3. To ensure that all students are making satisfactory progress towards successful completion of graduation standards.

School Board policy (IKF-AB) identifies summer school remediation as an option for seventh grade students who fail fewer than two full year courses. This same policy also requires eighth grade students who fail less than two courses to make up these courses "prior to or during high school in an approved alternative course." Options for make up include repeating the course or summer school remediation.

In addition to those students who may be required by policy to attend summer school, others may also qualify for attendance. Students enrolled in the Rural Minnesota Concentrated Employment Program (C.E.P.) may attend summer school to satisfy the educational component of the Summer Youth Literacy Program. Also, students whose I.E.P. dictate that they attend summer school will also be enrolled.

### Program Details:

Director: Deb DeMinck  
Dates: June 10 - July 3, 1997  
Time: 7:30 - 12:45 (includes two sessions)

Course Offerings: English (Grades 7, 8, and 9)  
Mathematics (Grades 7 and 8)  
Social Studies (Grades 7 and 8)  
Science (Grade 7 and 8)

*\* These course offerings will be augmented by the use of special education teachers who will assist students in achieving program goals.*

**SUMMER SCHOOL  
1997**

APR 21 1997

Secondary Remedial		\$ 4029.00
24 hours X 6 = 144	4029 - 144	\$ 28.00 per hour
7:30 A.M. - 12:45 P.M.		5 hours per day
5 hours X 20 days		100 hours
100 hours X \$ 28.00		\$ 2,800.00 per teacher

(a) 13 teachers at \$ 2,800.00	\$ 36,400.00
3/4 teacher at \$ 2,100.00	\$ 2,100.00
(b) 1 Summer School Director	\$ 2,800.00
1 Guidance Counselor	\$ 2,800.00
1/2 Media Specialist	\$ 1,400.00

T.R.A.	\$ 3,703.70.00
F.I.C.A.	\$ 3480.75

(1) <b>TOTAL</b>	<b>\$ 52,684.45</b>
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1 Secretary	\$ 1,135.00
1 Paraprofessional	\$ 926.00
P.E.R.A.	\$ 92.33
F.I.C.A.	\$ 157.67
(2) <b>TOTAL</b>	<b>\$ 2,311.00</b>
(3) Supplies	\$ 175.00

<b>TOTAL: NUMBERS 1, 2, 3</b>	<b>\$ 55,170.45</b>
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NAME	Doug Engstrom
SUBJECT	Band
SALARY	\$2,800.00
NAME	Ruth Christianson
SUBJECT	EBD
SALARY	\$2,800.00
NAME	Sharon Hulett
SUBJECT	English 7
SALARY	\$2,800.00
NAME	Sandy Argent
SUBJECT	Social Studies 7
SALARY	\$2,800.00
NAME	Tom Fillipi
SUBJECT	English 9
SALARY	\$2,800.00
NAME	Shirley Tweten
SUBJECT	ESL
SALARY	\$2,800.00
NAME	Lynn Stig
SUBJECT	LD
SALARY	\$2,800.00
NAME	Jim Duncan
SUBJECT	Math
SALARY	\$2100.00 (3/4 time)
NAME	Tom Trautman
SUBJECT	Math
SALARY	\$2,800.00
NAME	Ken Welken
SUBJECT	Math
SALARY	\$2,800.00
NAME	Cole, Kathy
SUBJECT	Media
SALARY	\$1,400.00

**NAME** Doyle Dotson  
**SUBJECT** Science  
**SALARY** \$2,800.00

**NAME** Joann Drenkow  
**SUBJECT** Science  
**SALARY** \$2,800.00

**NAME** Steve Morben  
**SUBJECT** Social Studies  
**SALARY** \$2,800.00

**NAME** Deb DeMinck  
**SUBJECT** Guidance/Director  
**SALARY** \$2,800.00

**NAME** Langemo, Rebecca  
**SUBJECT** English 8  
**SALARY** \$2,800

April 25, 1996

TO: Bruce Anderson

FROM: Bob Lacher

SUBJECT: NSF checks

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

On the General Acct:

Christy Berneking	\$10.00
Cleo Huotari	10.00
Julie Sagen	<u>40.00</u>
Total	\$60.00

On the Activity Acct:

Samantha Zebley	\$15.00
Ricki Hagen	<u>88.00</u>
Total	\$103.00

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



MEMORANDUM

P 97.053

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JJS*

DATE: April 29, 1997

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:

Darla Julin - Junior High Cook's Helper, Junior High, \$8.14 per hour, 4.25 hours daily, effective April 21, 1997.  
(Replace Marllys Lenzen)

Amy Kloster - Teacher of Deaf/Hard of Hearing, Washington, MSU, and Probstfield, MA (0-6) \$28,880, effective for the 1997-98 school year. (Salary based on 1996-97 salary schedule)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM      P 97.052

TO:            Dr. Bruce Anderson  
FROM:         Dr. John Skinkle *JS*  
DATE:         April 29, 1997  
SUBJECT:      Resignation of District Employee.

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

Eric Grindberg - Accounting Secretary, Townsite Centre, effective May 6, 1997.

Suggested Resolution: Move to accept the resignation as presented.

JDS:sdh

MEMORANDUM P 97.054

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JSS*

DATE: April 29, 1997

SUBJECT: Change in Contract

The administration requests approval of the change in contract for the following persons for the school year 1997-1998:

Terri Puffe - Home Economics Teacher, Junior High, from BA (8) \$10,931.98, .428 FTE, to BA (8) \$3652.51, .143 FTE.

Bryan Woodley - Social Studies Teacher, Junior High, from BA (6) \$23,740, 1.00 FTE, to BA (6) \$20,345.18, .857 FTE.

Karla Robb - ECSE Teacher, Probstfield and Riverside, from BA (6.5) \$21,771.40, .90 FTE, to MSMI Probstfield, BA (6.5) \$24,190.50, 1.00 FTE.

Terrie Lura - Music Teacher, Robert Asp, from MA+45 (10) \$37,238.00, 1.00 FTE, to MA+45 (10) \$15,528.25, .417 FTE.

Winfred Evansen - Media Secretary, Probstfield, A12 (12) \$9.74 per hour, to Principal Secretary and Extended School Year Secretary, Washington, B22 (7) \$9.91 per hour, effective May 15, 1997.

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

JDS:sdh

MEMORANDUM      P 97.055

TO:            Dr. Bruce Anderson  
FROM:          Dr. John Skinkle *JDS*  
DATE:          April 29, 1997  
SUBJECT:      Family/Medical Leave

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

Jana Kasper - Chemistry Teacher, Senior High, to begin on or about May 12, 1997 for the remainder of the school year. Leave to be extended until November 1, 1997.

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

JDS:sdh

APR 11 1997

To: Dr. Bruce Anderson  
From: Mary Davies  
Subject: Even Start grant  
Date: April 10, 1997

Community Education requests authorization from the Board of Education to submit an application to the Minnesota Department of Children, Families and Learning for an Even Start grant. Even Start is a family literacy program. It is directed at children aged 0-7 and at least one parent who is in need of adult basic education. A committee made up of Adult Basic Education, Early Childhood Family Education, Title I, University of Minnesota Extension, Head Start, Clay County Social Services, the Community Issues Diversity Program and an elementary principal have been meeting since January to develop the proposal and write the grant. Head Start (Clay Wilkin Opportunity Council) will be the co-applicant. Local sources of funding have been identified within Early Childhood Family Education, Kindergarten Readiness, Adult Basic Education and Title I budgets.

Suggested Resolution: Move to approve the submission of an application for an Even Start grant

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 1997  
PAGE 1

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

MEMBERS ABSENT: James Hewitt.

CALL TO ORDER: Chairwoman Ladwig called the meeting to order at 7:05 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Anderson previewed the agenda noting no changes. Ladwig requested reports be given on the High School Principal selection process and flooding issues.

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

"WE ARE PROUD"

\*\*\* Congratulations went to Terry Cullen, head hockey coach, for being named Coach of the Year for Section 8AA (sixth time since 1985), and Coach of the Year for the Mariucci Conference - which includes Warroad, Roseau, Bemidji, East Grant Forks, Thief River Falls, Crookston, and Moorhead. Also, USA Hockey has named Cullen to be the head coach of the Select 17 Minnkota Region Team this summer. The team is comprised of elite seventeen year-old players who will compete in Michigan this summer. Assisting Cullen will be a former Olympic team captain and another head hockey coach from Greenway, MN.

\*\*\* Congratulations were expressed to Christen Anderson, Robert Asp sixth grader, for being named a top three finalist in the State's Drug Abuse Resistance Education Essay Contest (D.A.R.E.). This contest is an annual event that allows one entry per school district throughout the state. Christen read her poem for the audience.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Ladwig announced receiving a letter from Nancy and Kenneth Smemo supporting the orchestra program of the school district.

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

Gift - Accept the gift of \$120.75 from an anonymous donor to transport Probstfield students to a performance of the Nutcracker by North Country School of Ballet.

Major-Magnitude Field Trip - Approve the major-magnitude field trip for five (5) fourth grade students of Washington School Safety Patrol, along with two (2) school advisors, to attend the Minnesota Youth Safety Day Conference in Minneapolis.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 1997  
PAGE 2

Resignations

Mavis Falk - LD Teacher, Senior High, effective at the end of the 1996-97 school year.  
Carole Nelson - Orchestra Teacher, Junior High and Voyager, effective at the end of the 1996-97 school year.  
Patrick Westby - Grade 4 Teacher, Thomas Edison, effective at the end of the 1996-97 school year.  
Janice Gion - AOM Paraprofessional, Robert Asp, effective March 17, 1997.

Family/Medical Leave

Paul Berggren - Social Teacher, Senior High, to begin approximately mid-May for 3 weeks, for adoption leave.

Extended Family Leave

Dawn Schultz - LD Teacher, Probstfield, to be extended for the 1997-98 school year.

Change in Contracts

M. Diane Allen - Science Teacher, Junior High, from BA (8) \$23,754.06, .93 FTE to \$20,076.01, .786 FTE.  
Kirstin Carlson - Band Teacher, Junior High, from BA (7) \$24,641.00, 1.00 FTE to \$19,367.83, .786 FTE.  
Mary Colson - Science Teacher, Junior High, from MA-30 (8) \$19,217.01, .571 FTE to \$9,625.33, .286 FTE.  
Jeff Ekre - Math Teacher, Junior High, from BA (7) \$24,641.00, 1.00 FTE to \$21,117.34, .857 FTE.  
Joy Fisch - Art Teacher, Junior High, from BA+30 (7) \$7,786.92, .286 FTE to \$1905.89, .07 FTE.  
Matt Hallquist - English Teacher, Junior High, from BA+45 (6) \$27,535.00, 1.00 FTE to \$19,659.99, .714 FTE.  
Chris Haugen - Physical Education Teacher, Junior High, from BA+45 (7) \$28,520.00, 1.00 FTE to \$24,441.64, .857 FTE.  
Elwood Lyslo - Physical Education Teacher, Junior High, from BA (7) \$22,916.13, .930 FTE to \$19,367.83, .786 FTE.  
Sandra VanDyke - Kindergarten Physical Education Teacher, from BA (7) \$24,641.00, 1.00 FTE to \$22,176.90, .90 FTE.

Approval of Minutes - Approve the minutes of March 10 and 24, 1997 as presented.

Claims - Approve the April claims, subject to audit, in the amount of \$1,108,274.42.

General Fund:	\$718,847.67
Food Service:	73,978.40
Transportation:	163,170.93
Community Service:	34,033.91
Capital Expenditure:	103,258.73
Townsite Centre:	14,985.08
TOTAL	\$1,108,274.42

Motion carried 6-0.



REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 1997  
PAGE 3

COMMITTEE REPORTS: Reports were given regarding the Joint Powers, Student Activities and District Student/Staff Assistance Steering committee meetings.

FLOOD UPDATE: Lacher reported everything is fine in the buildings and praised city officials for the good planning and work during the crisis.

MOORHEAD HIGH SCHOOL PRINCIPALS SEARCH: Skinkle reported six candidates were invited to interview, with five being completed thus far. The sixth interview will be completed this week. It is hoped to have a person on staff July 1.

1998-2003 FIVE YEAR EDUCATION PLAN: Student Learning Achievement Planning Task Force Report: Task force members Lynne Kovash and Aaron Wangberg presented the report. This is the second of four reports and discussion guides to be presented in the process for preparing the 1998-2003 Five-Year Educational Plan. Strengths identified by the focus groups include: diversity of opportunities for students, quality community education, high expectations for basic skills achievement, a clear discipline policy, class size lower than comparable schools, and individual learning plans for every K-6 student. Concerns identified include: maintaining optimal appropriate class size that is matched with the needs of students and the flexibility in the delivery of instruction and the school calendar, the need for expanded emphasis on individualized learning, the need for a school-to-work focus, the need to provide more real alternatives for learners, issues of equity in teaching/learning programs, and reduce the perception that the school system is a "closed system" which fails to incorporate outside input. As in the previous reports, proposed measurable outcomes and alternative strategies were detailed.

Task force members include: Lynne Kovash, Yoke-Sim Gunaratne, Mike Siggerud, Charles Fisher, Dawn Hanson, Wayne Ingersoll, Diana Johnson, Lynn Johnson, Aaron Wangberg, Carole Kline, Penny Krueger, Jean Lange, Anne Larson, Jim Lund, Deb Pender, Mary Regelstad, Sue Rogers, Marisa Zuniga, Jim Cummings, and Bob Jernberg.

Gustafson moved, seconded by Cox, to receive the Student Learning Achievement report and to direct administration to disseminate it for review and feedback. Motion carried 6-0.

1998-2003 FIVE YEAR EDUCATION PLAN: School and Family Partnerships Planning Task Force Report: Task force members Mike Kutzke and Leann Wright reviewed the report. This is the third of four reports and discussion guides to be presented in the process for preparing the 1998-2003 Five-Year Educational Plan.

Strengths identified by the focus groups include: supportive parents and community, encouragement of parental involvement, parental support for education, good support for families, a good collaborative foundation between schools and families, more parents becoming involved, home-school liaison positions, child care for PTAC meetings, and student participation. Concerns identified include: changes in family structures requiring more and varied support services, diverse family values, beliefs and attitudes, lack of parental interest and involvement in education, negative responses to increasing cultural diversity, family needs for adequate information about children's behavior, increase mobility of families, unequal opportunities for children/youth related to activities, health problems, safety issues, teachers feeling ill equipped to deal with current problems, and the lack of school support for family involvement. As in previous reports, proposed measurable outcomes and alternative strategies were detailed.

Members of the task force are Sue Giles, Sonia Hohnadel, Mary Jo Johnson, Pat King, Colleen Morken, Val Ritland, Learn Wright, Heather Sand, Stacy Swanson, Nancy Johnson, Sarah King, Mike Kutzke, Glenda Pray, Mary Jo Schmid, Lauri Winterfeldt-Shanks, Stacey Foss, and Al Swedberg.

Foss moved, seconded by Cummings, to receive the School and Family Partnerships Planning report and to direct administration to disseminate it for review and feedback. Motion carried 6-0.

Ladwig recessed the meeting at 8:00 p.m.; the meeting reconvened at 8:21 p.m.

1996-97 SCHOOL CALENDAR: The Board discussed a proposed Letter of Understanding with the Moorhead Education Association regarding the addition of instructional time for make-up days for the remaining 1996-97 school year. An additional thirty instructional minutes would be added to each day which would make-up 3 days by the end of the school year. With the agreement, the last day for students would be June 6 and the last day for staff would be June 9.

Hastad moved, seconded by Cox, to adopt the Letter of Understanding as presented. Motion carried 6-0.

Cummings moved, seconded by Gustafson, to make the appropriate changes to the 1996-97 school calendar that reflects the Letter of Understanding as agreed to. Motion carried 6-0.

1997-98 SCHOOL CALENDAR REVISIONS: Cox moved, seconded by Cummings, to approve the revisions to the 1997-98 calendar designating additional days as snow make-up days. Motion carried 6-0.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 1997  
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Cummings requested a statement from administration assuring that seniors will be called back in the case of make-up days needed. Cox requested a position statement from administration regarding rotating late-start times in the future.

RESOLUTION DISCONTINUING & REDUCING PROGRAMS AND POSITIONS:

Cummings moved, seconded by Gustafson, to approve the resolution to discontinue and reduce the following educational program and position: Senior High - .28 FTE French. Motion carried 6-0.

CHANGE MEETING DATE: Cox moved, seconded by Cummings, to cancel the April 28 meeting and change the May 12 and 26 meetings to May 5 and 19. Motion carried 6-0.

CLOSE PUBLIC MEETING: Cox moved, seconded by Cummings, to close the public meeting at 9:07 p.m., pursuant to M.S. 471.05, for the purpose of discussing negotiations strategies. Motion carried 6-0.

REOPEN PUBLIC MEETING: Cox moved, seconded by Cummings, to reopen the public meeting at 9:54 p.m.

CLOSE PUBLIC MEETING: Cummings moved, seconded by Foss, to close the public meeting at 9:55 p.m., to conduct the mid-year progress review of the superintendent. Motion carried 6-0.

REOPEN PUBLIC MEETING: Cummings moved, seconded by Foss, to reopen the public meeting at 10:45 p.m.

ADJOURNMENT: Cox moved, seconded by Gustafson, to adjourn the meeting at 10:46 p.m. Motion carried 6-0.

---

Anton B. Hastad, Clerk

MEMO #: S-97-161

TO: School Board  
FROM: Dr. Bruce R. Anderson, Supt. *BRA*  
RE: Resolution of Appreciation  
DATE: May 1, 1997

Attached please find the resolution of appreciation the Board wished to present at the May 5 board meeting.

Suggested Resolution: Move to approve the resolution as presented.

*cbf*

RESOLUTION  
of  
INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

WHEREAS, during the 1996-97 school year we had to cancel school an unprecedented 12 days, due to extremely unusual weather including 8 blizzards and a flood exceeding the 500-year level;

WHEREAS, the students of Independent School District No. 152 have gained valuable insights about learning, life and community service through their tireless volunteer flood relief efforts and demonstration of compassion for others during this recent time of need;

WHEREAS, the entire staff of Independent School District No. 152 has worked hard to do their job to insure students are learning their lessons and progressing in their educational program, while caring for their school family, personal family and neighbors during a crisis;

WHEREAS, the parents of students in Independent School District No. 152 have been supportive and understanding while the interruptions imposed by the unusual weather has caused bus route changes, event cancellations and changes in school time schedules;

WHEREAS, the leaders and employees of the city of Moorhead and Clay county have worked diligently and tirelessly to keep our schools and community safe during this past winter, and with help from such organizations as the National Guard, Red Cross and Salvation Army during these recent flood times;

WHEREAS, the citizens of the healthy community of Moorhead came together in unity, rallying around the needs of family, friends and neighborhoods in Moorhead and our area community, giving untold volunteer hours, and demonstrating emotional, physical and economic support for each other;

WHEREAS, the Board of Education of Independent School District No. 152 duly recognizes and applauds the students, staff, parents, citizens, community workers, and organizations who have demonstrated their courage, compassion, flexibility, and resiliency during this unusual school year;

THEREFORE, be it known, we say "Thank You" and are very proud of each and every one of you. You are true heroes not only in the our eyes and the eyes of children, but to those who live in the community of Moorhead, the Fargo-Moorhead area and the Red River Valley.

---

Carol Ladwig, Chair

---

Anton B. Hastad, Clerk

Dated this 5th day of May, 1997.

APR 25 1997

MEMO #: B97.268

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: APRIL 23, 1997

SUBJECT: GYM WALL INSULATION AT: EDISON, PROBSTFIELD,  
WASHINGTON, ASP, RIVERSIDE AND JR HIGH

Bids were opened on April 15, 1997:

Minko Construction, Inc. Fargo , ND	\$134,200
Roer's Construction, Inc. Fargo, ND	\$140,164
Diversified Contractors Fargo, ND	\$148,300

Suggested Resolution: Move to approve the low bid meeting  
specifications to Minko Construction, Inc.: \$134,200.



TABULATION OF BIDS

WALL INSULATING PROJECT  
INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

PROJECT NO. 9702.01

FOSS ASSOCIATES  
Architecture and Engineering  
Moorhead, Minnesota

BID OPENING: April, 1997

General 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	Name of Mechanical Subbidder and Bid Amount	Name of Electrical Subbidder and Bid Amount	Alt. No. 1 - 1-1/2" Sound Panels at Jr. High and Robert Asp School  (Add)
CM of North Dakota Fargo, North Dakota				NO BID			
Diversified Contractors Fargo, North Dakota	X	X	61	\$148,300.00	Nova - Laneys \$2,652.00	Metzger \$8,600.00	+\$3,200.00
Home Improvement by Stenersons Moorhead, Minnesota				NO BID			
Lee Jones & Son Construction Co. Fargo, North Dakota				NO BID			
MinKo Construction, Inc. * Fargo, North Dakota	X	X	As Per Spec	\$134,200.00	Nova Fire Prot. \$1,900.00	Metzger Electric \$8,600.00	+\$5,000.00
Roers' Construction, Inc. Fargo, North Dakota	X	X	60	\$140,164.00	Laneys \$ 752.00	Metzger Electric \$8,600.00	+\$3,650.00
D.C. Trautman Company, Inc. Fargo, North Dakota				NO BID			

\* Apparent Low Bidder



**TABULATION OF BIDS** (Continued)

**WALL INSULATING PROJECT  
INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA**

**PROJECT NO. 9702.01**

<b>General Contractors</b>	<b>Cost of Work at Edison School</b>	<b>Cost of Work at Probstfield School</b>	<b>Cost of Work at Washington School</b>	<b>Cost of Work at Junior High School</b>	<b>Cost of Work at Robert Asp School</b>	<b>Cost of Work at Riverside School</b>
CM of North Dakota Fargo, North Dakota						
Diversified Contractors Fargo, North Dakota	\$22,645.00	\$20,581.00	\$33,359.00	\$29,803.00	\$31,386.00	\$10,526.00
Home Improvement by Stenersons Moorhead, Minnesota						
Lee Jones & Son Construction Co. Fargo, North Dakota						
MinKo Construction, Inc. Fargo, North Dakota	\$19,100.00	\$16,600.00	\$28,400.00	\$30,700.00	\$30,700.00	\$ 8,700.00
Roers' Construction, Inc. Fargo, North Dakota	\$23,117.00	\$21,499.00	\$28,351.00	\$29,180.00	\$30,255.00	\$11,762.00
D.C. Trautman Company, Inc. Fargo, North Dakota						

APR 24 1997

MEMO #: B97.269

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



SUBJECT: REMODEL SR. HIGH SCIENCE LABS TO MEET ADA AND FIRE CODE REQUIREMENTS

Bids were received on April 22, 1997:

	Base Bid	Alt. 3 Add 3 Labs	TOTAL
Minko Construction Fargo, ND	\$70,725	\$153,080	\$223,805
D.C. Trautman Fargo, ND	\$73,800	\$168,000	\$241,800

We have authorization to use Health and Safety Revenue for this project.  
Budget was: \$261,600.

Suggested Resolution: Move to approve the low bid meeting specifications to Minko Construction for: \$223,805.



FOSS ASSOCIATES  
Architecture Engineering & Interiors

APR 23 1997

April 23, 1997

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

Re: Science Lab Remodeling  
Senior High School  
Independent School District No. 152  
Moorhead, Minnesota #9508.12

Dear Mr. Lacher:

Bids were received on April 22, 1997 at 2:00 p.m. C.D.T., publicly opened and read aloud. A Tabulation of Bids is attached.

The Apparent Low Bidder is MinKo Construction Inc., Fargo, North Dakota, with a Base Bid - All Work equaling \$70,725.00, plus Alternate No. 3 - Work in Three Classrooms equaling \$153,080.00.

Our estimate for this work was \$261,600.00 based on a cost per room of \$65,400.00.

We would recommend a contract be awarded to Minko Construction Inc. in the amount of \$223,805.00.

Sincerely,

Foss Associates

By 

William Cowman, AIA  
President

WC/lr

Attachment

# TABULATION OF BIDS

SCIENCE LAB REMODELING  
SENIOR HIGH SCHOOL  
INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA

FOSS ASSOCIATES  
Architects and Engineers  
Moorhead, Minnesota

PROJECT NO. 9508.12

BID OPENING: April, 1997

General Contractors	A d d i t i o n a l	S e c u r i t y	C a l. D a y s	Base Bid - All Work	Name of Lab Equipment	Mechanical Subbidder & Bid Amount	Electrical Subbidder & Bid Amount	Alt. No. 1 - Additional Work in One Additional Classroom (Add)	Alt. No. 2 - Additional Work in Two Additional Classrooms (Add)	Alt. No. 3 - Additional Work in Three Additional Classrooms (Add)
CM of North Dakota Fargo, North Dakota				NO BID						
Diversified Contractors Fargo, North Dakota				NO BID						
Home Improvement by Stenersons Moorhead, Minnesota				NO BID						
Lee Jones & Son Construction Co. Fargo, North Dakota				NO BID						
MinKo Construction, Inc. * Fargo, North Dakota	X	X	120	\$70,725.00	Kewaunee	Peterson \$11,200.00	Fritz/Apple \$15,270.00	+\$54,900.00	+\$101,600.00	+\$153,080.00
D.C. Trautman Company, Inc. Fargo, North Dakota	X	X	90	\$73,800.00	Kewaunee	Peterson \$11,200.00	Apple \$17,050.00	+\$56,000.00	+\$111,000.00	+\$168,000.00

\* Apparent Low Bidder

MEMO #: B97.273

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

DATE: APRIL 29, 1997

*Robert Lacher*

SUBJECT: SENIOR HIGH SCHOOL SPRINKLER SYSTEM - RIVERSIDE OFFICE  
REMODELING PROJECTS

We will be opening bids for these projects on May 13, 1997,  
starting at 2:00 p.m..

We would like to propose a special board meeting for 4:00 p.m. on  
May 13, 1997, to award these bids.

Suggested Resolution: Move to set a special board meeting for  
4:00 p.m., on Tuesday May 13, 1997, to award the Senior High  
School Sprinkler System Bid and the Riverside Office Remodeling  
Bid.

MEMORANDUM

P 97.057

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JS*  
DATE: April 29, 1997  
SUBJECT: RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL  
OF THE TEACHING CONTRACT OF PROBATIONARY TEACHER.

Consider the attached resolution directing the administration to effect termination and non-renewal of the position of the probationary teachers as listed below.

Patrick Widboom- Sixth Grade Teacher, Robert Asp  
Joel Swanson - Fifth Grade Teacher, Robert Asp  
Jon Moe - Sixth Grade Teacher, Voyager  
William Awe - Math Teacher, Senior High  
Shelley Zahradka - MSMT Teacher, Probstfield  
Damaris Boschee - Title I Teacher, Probstfield  
John Tesch - Band Teacher, Senior High  
Catherine Tesch - Band Teacher, Senior High  
Kristin Kernkamp - French Teacher, Senior High  
Lisa Montplaisir - Science Teacher, Senior High  
Ross Vettleson - Social Studies Teacher, Junior High  
Kari Ewert - Speech Teacher, Senior High  
Rachel Stotts - Speech Teacher, Washington

SUGGESTED RESOLUTION: Move to approve the resolution directing the administration to effect termination and non-renewal of the position of the probationary teacher as listed.

JDS:sdh

Member \_\_\_\_\_ introduced the following resolutions and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF Patrick Widboom, A PROBATIONARY TEACHER

WHEREAS, Patrick Widboom, is a probationary teacher in Independent School District #152.

BE IT RESOLVED by the School Board of Independent School District #152 that pursuant to Minnesota Statutes 125.12, subd. 3, that the teaching contract of Patrick Widboom, a probationary teacher in Independent School District #152, is hereby terminated at the close of your current 1996-97 school year and is not renewed for the 1997-98 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION

You are hereby notified that at a regular meeting of the School Board of Independent School District #152 held on May 5, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of your current school year and not to renew said contract for the 1997-98 school year. Said action of the Board is taken pursuant to M.S. 125.12, subd. 3.

You may officially request that the School Board give its reason for the non-renewal of your teaching contract. However, such request must be received within ten days after the receipt of this notice.

Yours very truly,

SCHOOL BOARD OF INDEPENDENT  
SCHOOL DISTRICT #152

\_\_\_\_\_  
Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor there of:

and the following voted against the same:

Whereupon said resolution was declared passed and adopted.



MEMO #: S-97-162

TO: School Board  
FROM: Dr. Bruce R. Anderson, Supt. *BLA*  
RE: Clay County Joint Powers Collaborative Representative  
DATE: May 1, 1997

The Collaborative's position statement previously approved by the Board requires a representative be named from each school district to the Clay County Joint Powers Collaborative Board. Moorhead will have two representatives, one from the school board and the Superintendent of Schools.

The CCJPC Board will serve as a collaborative for legislative purposes, meet quarterly, and include representatives from the County Commission, Director of Public Health, Director of Social Services, a city representative from each of the participating school districts, and a representative from each school district within Clay county.

The initial meeting of this board is tentatively scheduled for May 21.

Suggested Resolution: Move to appoint \_\_\_\_\_ as the District's representative to the Clay County Joint Powers Collaborative Board.

*(cbf)*

MEMO #: I-97-224

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Review of Current and Future Staffing Needs  
as it Relates to Technology Support

DATE: April 24, 1997

Attached is a letter from Eide Helmeke PLLP Certified Public Accountants & Consultants outlining arrangements for services of a third party review of current and future technology staffing.

In the process of further developing the technology infrastructure, including local and wide area networks and continued purchase of additional hardware and software products, this review is recommended. The cost of services will be on an hourly basis with costs not to exceed \$5,850 without authorization from Superintendent Anderson.

Suggested Resolution: Move to approve the proposal from Eide Helmeke PLLP to evaluate current technical staffing and make recommendations concerning future staffing levels.

RMJ/mdm  
Attachment

APR 15 1997

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# Eide Helmeke PLLP

Certified Public Accountants & Consultants

School Board, Moorhead I.S.D. No. 152  
ATTN: Dr. Bruce Anderson  
810 4th Avenue South  
Moorhead MN 56560

This letter is to explain our understanding of the arrangements for the computer services we are to perform for I.S.D. #152. We ask that you either confirm or amend this understanding.

## Your Responsibilities:

The nature of all technology projects will require time and effort from yourselves to allow for the time to make the proper technology decisions concerning the expected staffing needs.

## Objective:

The original meeting was to discuss the need to have an impartial third party review the current and future staffing needs as it relates to technology support.

After the meeting, it was the consensus that an independent third party should be engaged to review, with I.S.D. #152, the needs of technology staffing, what is currently in place, what should be planned for in the future and to perhaps identify potential concerns and how these needs can be met.

## Our Proposal:

Engage Eide Helmeke PLLP to do an evaluation of current technical staffing and make recommendations concerning future staffing levels.

Eide Helmeke PLLP will provide a written report to I.S.D. #152 the results of the evaluation and review, outlining the finding and recommendation of ITSolutions, A Division of Eide Helmeke PLLP.

## Agreement Approach:

1. We will interview current staff, including key faculty staff, technology representatives, and business process users.
2. Make phone contact with existing school districts and review their current and proposed technical staffing requirements.
3. Review report from Norstan Integration Services.
4. Apply our knowledge and experience of organizations with equivalent requirements.

51 Broadway, Suite 500, P.O. Box 2545  
Fargo, North Dakota 58108-2545 (701) 237-3343 FAX (701) 237-5122

Offices in North Dakota, South Dakota, Minnesota and Arizona  
Equal Opportunity Employer

Members of  
**NEXIA**  
INTERNATIONAL

**Professional Fees:**

Our fees for the above services will be billed at \$90/hour, plus out-of-pocket expenses. The fees will be billed on a bi-weekly basis as our work progresses. It is estimated that the initial engagement will require approximately 45-65 hours to complete depending on project scope. The actual number of hours may be more or less depending on the progress and involvement of all participating parties. Eide Helmeke PLLP shall obtain authorization from the superintendent of I.S.D. #152 before performing services in excess of 65 hours. Should our relationship terminate before the engagement is completed, you will be billed for services and purchased equipment and software to the date of termination. All bills are payable upon receipt. A finance charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 45 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

This arrangement letter, and any controversy or claim, including the liability or obligation of any party arising out of this arrangement letter, shall be governed by the laws of the State of Minnesota.

Any controversy or claim arising as a result of services performed pursuant to this arrangement letter shall be settled by arbitration administered by the American Arbitration Association in accordance with the Arbitration Rules for Professional Accounting and Related Services Disputes. Any judgment upon the award rendered by the arbitrator(s) may be entered in any Court having jurisdiction thereof.

**Warranties and Limitations:**

Warranties for the computer hardware and software products purchased and/or installed as part of this engagement are provided by the manufacturer and retail vendors of those products. Eide Helmeke PLLP offers no warranties, expressed or implied, as to the functionality or capabilities of the hardware and software products purchased and/or installed as part of this engagement.

**Closing:**

Eide Helmeke PLLP appreciates the opportunity to serve I.S.D. #152. If you find these arrangements acceptable, please acknowledge your agreement to the understanding by signing and returning the enclosed copy. Your signature on the copy of this letter will authorize the commencement of the engagement.

*Jeff Kadlec By Dana Gerdeke*

Jeff Kadlec  
Manager, Information Technology Solutions  
A Division of Eide Helmeke PLLP  
Bismarck, North Dakota

**ACCEPTED BY:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

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

May 19, 1997  
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 the total Voyager School staff for their class and professionalism in making this final year for Voyager School a wonderful educational experience for the students.

\*\*\* We are proud of the School Safety Patrol Program at Washington School for receiving the Meritorious Achievement Award for their efforts in promoting school traffic safety. The award was presented by the Minnesota Safety Council for an outstanding safety record and excellent work by the School Safety Patrol. In January they were observed by an unmarked Highway Patrol Officer and received 180 of 200 possible points. One student representative from each fourth grade classroom traveled to the 1997 Minnesota Youth Safety Day to receive the award.

\*\*\* We are proud Marsha Johansen and the students of Moorhead Junior High for successfully hosting a School-to-Work Career Fair recently. Students had the opportunity to visit with 22 area businesses and schools and interview them about occupations available in their professions.

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

S-M9-BOS  
MW  
May 19, 1997

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 Gift - Page 6
- (2) Approval of Grant Submission - Pages 7-15
- (3) Approval of Extended School Year Service Agreement - Pages 16-18

B. BUSINESS AFFAIRS - Lacher

- (1) Approval of Townsite Lease Agreement - Page 19

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of Family/Medical Leave - Page 20
- (2) Approval of Change in Contract - Page 21

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Adult Basic Education Grant - Page 22
- (2) Approval of 97-98 Community Education Budget Revision - Page 23
- (3) Approval of May Claims (second half)

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

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

3. COMMITTEE REPORTS

4. HEALTHY COMMUNITY INITIATIVE UPDATE: Anderson

Dianna Hatfield, Initiative Coordinator, will provide an update and overview of the HCI activities, including recent efforts such as the Presidents' Summit, Peer Mediation training, intergenerational activities, and the Hushpuppies and other after-school enrichment programs organized by the Initiative.



5. 1998-2003 FIVE YEAR EDUCATIONAL PLAN: District Resources Planning Task Force Report: Jernberg  
Page 24

Suggested Resolution: Move to receive the report and to direct administration to disseminate it for review and feedback.

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

6. READING RECOVERY PROGRAM: Skinkle  
Pages 25-27

Suggested Resolution: Move to approve the Reading Recovery Agreement as presented.

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

7. HIGH SCHOOL PRINCIPAL SELECTION: Anderson

An update will be provided on the selection process for the Moorhead High School Principal. The recommendation for a new principal may be given at the meeting pending final reference confirmations.

8. CURRICULUM REVIEW REPORT - World Languages: Jernberg  
Page 28

Suggested Resolution: Move to receive the report and direct administration to respond to implementation of the North Central Association Improvement Plan, including the purchase of textbooks, hardware and software, and other expenses within existing budgets.

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



9. CURRICULUM REVIEW REPORT - K-12 Math: Jernberg  
Page 29

Suggested Resolution: Move to receive the report and direct administration to respond to implementation of the North Central Association Improvement Plan, including the purchase of textbooks, hardware and software, and other expenses within existing budgets.

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

10. REGION I-ESV/ISD 152 JOINT TRAINING LAB: Lacher  
Pages 30-33

Suggested Resolution: Move to approve the joint development of the Townsite Technology Training Lab with Region I-ESV as presented by the administration.

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

11. FIRST READING OF POLICIES: Anderson/Siggerud  
Pages 34-74

Conduct the first reading of the following draft policies: Student Attendance (JE/JEA), Acceptable Use Policy for Network Resources (EHAA), Resource Selection, Review/Objection and Reevaluation Policy (IIAC), Review of School Board Performance (AFA), Reimbursement for Travel, Professional Meetings and Conferences (DLC), and Prohibition of Harassment and Violence (JFCFA).

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>
Academic Awards	Sun., May 18	2:30 pm	Sr. High
Honors Banquet	Sun., May 18	6 pm	Concordia
School Board	Mon., May 19	7 pm	Townsite
Baccalaureate	Wed., May 21	7 pm	Sr. High
Memorial Day	Mon., May 26		
<b>SNOW MAKE-UP DAY</b> (K-12 CLASSES HELD)	FRI., MAY 30		
Graduation	Sun., June 1	2 pm	Concordia
<b>SNOW MAKE-UP DAYS</b> (K-11 CLASSES HELD)	MON., JUNE 2 - FRI., JUNE 6		
<b>LAST DAY FOR K-11 STUDENTS</b>	FRI., JUNE 6		
<b>LAST DAY FOR STAFF</b>	MON., JUNE 9		
School Board	Mon., June 9	7 pm	Townsite
School Board	Mon., June 23	7 pm	Townsite

MEMO #: I-97-240

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Acceptance of Gift

DATE: May 12, 1997

The district has received \$1,000 from Soroptimist International of the Americas, Inc. to aid displaced students who are attending our schools due the flood disaster.

Suggested Resolution: Move to accept the gift as presented.

RMJ/mdm

MEMO #: I-97-246  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *RJ*  
SUBJECT: Approval to Submit Grants  
DATE: May 14, 1997

The district would like Board approval to submit the following grants to the Minnesota Department of Children, Families and Learning:

1. Education for Homeless Children and Youth Project Grant in the amount of \$23,000 to continue the salary of the social worker for the homeless and provide coordination with other service providers in order to provide a continuum of care for homeless youth.
2. Prevention and Intervention Delinquent Grant in the amount of \$25,000 to continue the effort of consistent and comprehensive programs for students at-risk. Funding will be utilized for staff at the Juvenile Detention Center, supplies, materials, and technology.

Attached are the program description and budget for each grant.

Suggested Resolution: Move to authorize submission of the Education for Homeless and Children Youth Project and Prevention and Intervention Delinquent grants as presented.

RMJ/mdm  
Attachments

LEARNER OPTIONS DISCRETIONARY FUNDING APPLICATION  
- PROJECT DESCRIPTION -

Applicant District/Consortium Name  
Moorhead School District

District Type & Number  
Public #152

**DIRECTIONS:** Make additional copies of this page **BEFORE** entering your response if more space is needed. **DO NOT** attach other documents of any kind.

1. **PROJECT DESCRIPTION:** The Project Description should include the program requirements.

The Prevention and Intervention Delinquent Grant for which Moorhead School District is applying will be used to continue the development of a District-wide effort of consistent and comprehensive academic programming for students at-risk being served at the West Central Regional Juvenile Center (WCRJC). The effort includes the development of a computer lab at the WCRJC which is part of a broader vision for youth at-risk including an assessment center, academic programming, vocational programming, and "wrap around" services. Moorhead School District has developed a strategic plan which includes parallel computer learning labs with complimentary software at the WCRJC, the Moorhead Community Alternative Program (MCAP), the Outreach Day Treatment Program, and the Junior and Senior High Schools. The plan is a cooperative effort between the School District's Technology Department, and the Regular Education, Special Education, and Title I Programs. It also has strong support from the School District's Central and Building Administration.

The goal of the Prevention and Intervention Delinquent Grant will be to engage delinquent students in the learning process, prepare them for students in the learning process, prepare them for meeting the proficiencies of the proposed State Graduation Standards and Goals 2000 and provide them with a solid background for meeting vocational and educational goals beyond high school. The Grant will be used to purchase a computer-based learning system for the computer lab at the WCRJC and to assist with related services (ie: staff development, computer technician/paraprofessional, etc.). The computer-based learning system will serve as the basic framework for the academic component of the program and will help facilitate the processes needed in order for the students to meet the School District objectives and the Minnesota Graduation Standards; develop the students' skills for future training and employment; focus on the individualized needs of each student; and help combine independent and mainstream educational settings. The rationale for the computer-based learning system includes the following: 1) to offer the students an opportunity to progress at their own pace and concentrate on those areas which need individual attention; 2) to help the students develop skills in a positive and non-threatening environment which will be sensitive to their individual needs; 3) to motivate the students in transition to learn; 4) to allow the students to increase skill mastery; and 5) to provide the teachers with a resource that will assist in meeting a wide range of needs and program objectives.

By the end of the 1998-99 school year Moorhead School District's goal is to have adequate resources available to assure that each of the high-risk students involved with educational opportunities at the WCRJC, the MCAP and Moorhead High School will have access to computer-based instruction for individualized and remedial programming for a minimum of two hours per day. Currently, computer labs are established at each of the sites and include stand-alone software. Plans of the District include each site having direct access to a District "server" to provide a broader array of software by the end of the 1998-99 school year. The plan also includes having one technician at each site to manage the stations, enter information related to the objectives and manage the technical assessment processes at the site.

The transition of delinquent youth within the Moorhead system is a priority. Unlike some correctional settings, the West Central Regional Juvenile Service Center is an integral part of Moorhead School District's programming for learners at-risk. Approximately ninety Moorhead Learners were served each year by the WCRJC during the 1994-95, 1995-96, and 1996-97 school years with twenty percent of the students having multiple placements during the school year. The Moorhead students have accounted for approximately thirty percent of the students served each year at the WCRJC. About half of those students had MCAP as their primary school placement. MCAP is an important part of the service delivery system for delinquent education in the Moorhead School District. The MCAP provides a critical link for the more serious offender and has become the "hub" for students entering and returning from a variety of correctional placements. The Program is also a "half step" for students transitioning to the traditional setting. Satellite classrooms and transitional services provide students a structured "map" for successful entry into the Junior and Senior High Schools. Two thirds of the 100 students enrolled at the MCAP during 1995-96 were involved in some form of transitional programming.

The Delinquent Education Grant assisted in the development of a pilot Project for the 1995-96 school year and the continuation of the Project during the 1996-97 school year. The learning labs (PLATO) included two computer work stations at the WCRJC, one station at the YES Area Learning Center, an eight station PLATO lab (funded through Title I, Education 2000, and Prevention and Intervention monies) at the MCAP, as well as a Macintosh computer. Over one hundred and fifty students, with multiple risk factors, earned either full or partial credits towards high school graduation and had significant academic gains during the 1994-95 and the 1995-96 school years. For example, in a random sampling of seventeen MCAP students involved with the PLATO Program (Fast-track), during the 1995-96 school year, there was an average gain of 1.75 years in language, 1.25 years in mathematics and .7 years in reading.



Systematic changes in the School District also occurred during the two years. Coordinated efforts between District administrators, supervisors, and instructional staff contributed to an increased awareness of the needs of this high-risk population. This furthered the School District's commitment to these youth and resulted in more effective collaboration of skills and resources related to them.

Programming expanded beyond the computer labs. The Project continued to serve as a catalyst for the School District to promote further cooperative Projects with the School District and community such as youth service learning, secondary student involvement, collaborative community projects (ie: homeless shelters, nursing homes, early enrichment programs, etc.). On-site services which addressed risk factors of chemical abuse, sexual abuse, anger management and mental illness were provided by community agencies, as well. Implementation of PLATO also continued to "pair" Moorhead youth at-risk with School District technology goals. For example, a cooperative effort between Moorhead School District and Clay County resulted in the West Central Regional Juvenile Center to be the first site in Moorhead to provide direct Internet access to classrooms during the 1996-97 school year. This focus on technology allows these high risk students to develop a pro-social "specialty" (technology) which can be shared with others during their reintegration into other settings. Although staff have found the PLATO system to be effective, they have also identified other software that would benefit students, as well, and that would offer more flexibility for a variety of learner needs (ie: Guided Reading Program, Josten's ESL Programming, etc.). The Project plans to incorporate more of this "stand-alone" software and a network server which will further the collaboration and sharing of new resources. Comprehensive training in the technology will continue to be offered to all staff across sites.

Educational programming for delinquent youth is often fragmented and inconsistent due to multiple placements and other mitigating factors. This Project is an effort to continue the process of increasing protective factors and eliminating barriers for these students. The overall goal of the Project is to encourage delinquent students to continue their education by engaging them in the learning process, preparing them to meet the proficiencies of the proposed Graduation Standards and Goals 2000, and providing them with a solid background for meeting vocational and educational goals beyond high school. The Project will continue to contribute to a sense of optimism for the youth through their development of competency, empowerment, belonging and usefulness. The approach is consistent with Moorhead School District's mission of developing the maximum potential of every learner to thrive in a changing world.



Use the space to briefly discuss items of the above proposed budget that you feel need further explanation or clarification. Identify the SPECIFIC UFARS Object Code for each item (e.g., specify code 140 for licensed classroom staff vs. 141 non-licensed classroom staff).

UFARS Object Code	EXPLANATION OF CLARIFICATION NARRATIVE	
100	<u>Personnel:</u> Salary - Paraprofessional (Technician) .5 FTE = \$5,780.00 Total:	\$5,780.00
200	<u>Fringe Benefits:</u> FICA = \$442.17 Health = \$465.42 Life Insurance = \$38.40 PERA = \$258.95 Worker's Comp. = \$35.00 Sub Total = \$1,240.00 Total:	\$1,240.00
300	<u>Purchased Services:</u>	
400	<u>Supplies and Materials:</u> Plato software = \$5,500.00 Secondary Reference Kits 4 @ \$200.00=\$800.00 LaserWriter 12/640 LW Pro Toner Cartridges = \$400.00 Total:	\$6,700.00
500	<u>Capital Expenditures:</u> Hardware - 2 Macintosh 5500/225 Computers = \$3,998.00 Hardware - 2 Compaq PCs = \$4,000.00 Hardware - 1 LaserWriter 12/640 = \$1,432.00 Hardware - 1 Lomega Jaz Drive = \$550.00 Hardware - 1 Apple Scanner 1200/30 = \$777.00 Total:	\$10,757.00
300	<u>Misc:</u> Travel Expenses = \$523.00 Total:	\$ 523.00
	<u>TOTAL BUDGET</u>	<u>\$25,000.00</u>

NOTE: Preliminary plans are for Moorhead School District's Title I Program to "set aside" approximately \$12,000 for this Project which will fund a photo copier for the educational program of the WCRJC, as well as staff development opportunities for the educational staff at the Center.

**Applicant District/Consortium Name**  
Moorhead School District

**District Type & Number**  
Public #152

**DIRECTIONS:** Make additional copies of this page **BEFORE** entering your response if more space is needed. **DO NOT** attach other documents of any kind.

1. **PROJECT DESCRIPTION:** The Project Description should include the program requirements.

The Education for Homeless Children and Youth Project Grant, for which Moorhead School District is applying, will be used to further a District-wide effort of developing consistent and comprehensive educational programming for homeless youth across educational settings. The Project will continue to provide for a licensed school social worker to ensure coordination of "wrap around" services for homeless children and youth. The social worker will work with homeless youth to assure that they have access to services in the schools, and coordinate with other service providers in order to provide a continuum of care for the students and their families (ie: YWCA Shelter, Youthworks, Churches United Shelter, School Building Care Teams and School Support Staff).

The goal of the Education for Homeless Children and Youth Project will continue to be to engage homeless students in the academic learning process, prepare them for meeting the proficiencies of the proposed State Graduation Standards and Goals 2000, and provide them with a solid background for meeting vocational and educational goals beyond high school. The rationale for providing intensive services to homeless children and youth includes the following: 1) homeless students are at-risk in the learning process; 2) homeless students are impacted by risk factors such as chemical abuse, domestic violence, mental illness, teen pregnancy, parenting and poverty; 3) homeless students have unique personal, social, emotional and educational needs; 4) homeless students and/or their families are often in personal crisis and have great difficulty coping with the myriad of personal, social and family concerns; 5) homeless students and/or their families often require assistance in ascertaining and accessing school and community resources (ie: health care, economic assistance, mental health services, support services, legal assistance, and personal and social recreational outlets); 6) homeless families are mobile and the children's educational experiences are, therefore, often fragmented and inconsistent; 7) parents of homeless children and youth require education and training to understand the rights and resources available to their children; 8) some homeless youth no longer live with their parents on a regular basis (ie: runaways and other youth no longer able to live at home), and encounter barriers to accessing needed services (ie: not of legal age, etc.); 9) collaboration between the school and other community agencies and services is critical to effectively meet the needs of homeless children and youth; and 10) homeless adolescents encounter circumstances that make it difficult to attend school during the traditional school hours and calendar.

Since the 1994-95 school year, Moorhead School District has focused on the homeless population of students through the development of a specific social worker position, as well as a computer-based learning lab at the Moorhead Community Alternative Program (MCAP). The lab has been part of a District-wide initiative to develop a complimentary learning lab for students at-risk. The strategic plan has included having computer labs at the MCAP, Youth Educational Services (YES), Area Learning Center, Outreach Day Treatment Program, West Central Regional Juvenile Center (WCRJC), and the Junior and Senior High Schools. The plan has been a cooperative effort between the School District's Technology Department, Regular Education, Special Education, Alternative Education, Title I, Delinquent Education, Reading Recovery, English As A Second Language, and Community Diversity Issues Program, and it has had strong support from Central and Building Administration. The learning labs have included each lab from a variety of sources (ie: Josten's, PLATO, Guided Reading, etc.) and have provided a seamless delivery of educational services for students transitioning between sites. Each student has had an individualized learner support plan that could be implemented at any site. Features of the labs have included diagnostic assessment of academic achievement; skill remediation; a mode of instruction to "fill in the gaps"; "fast tracking"; and accelerated learning. Technology has been integrated into other areas of the curriculum, as well, to include youth service learning, graphic design, vocational education, and cooperative projects with other school and community resources.

The MCAP computer lab is well developed at this point in time. The priorities for the 1997-98 school year, therefore, will be obtaining a FAX machine at the MCAP in order to facilitate improved communications and continuing the efforts of the social worker to work with issues related to homeless youth. There is a need for both the FAX machine and the social worker because the program continues to have critical needs. The School District anticipates that the needs of the Program will continue to increase due to welfare reform, as well as the impact of a major flood disaster that occurred in this region during April, 1997, displacing thousands of individuals from their homes, and causing an extreme amount of stress. The stress has the potential of resulting in the abuse of alcohol, a rise in domestic violence issues and other mental health concerns.

The Moorhead School District and collaborative partners for this Project are committed to the development of comprehensive and collaborative programming for homeless children and youth in our community. Enfranchisement of homeless learners is consistent with the District's mission of developing the maximum potential of every learner to thrive in a changing world. The Project will assist youth in realizing the ultimate vision of becoming lifelong learners who know how to learn, can set goals for themselves, believe in themselves, and can monitor their own success. The Project will also reflect researched strategies to reduce barriers for homeless students and promote the development of protective

factors (References: Masten, 1995 - Presentation to 1995-96 Grantees; Wilder Research Center, 1994; Publication: Inclusion Strategies for Homeless and Limited Resources Students - Minnesota Department of Children, Families and Learning). The strategies were used as a guide in the development of the goals and objectives for this Project and include the following: 1) social work services coordinating with other agencies and programs; 2) mentoring relationships with pro-social adults; 3) continuity, stability of people, places, programming, etc.; 4) educating teachers and support staff related to the needs of homeless children in the classroom and school environment; and 5) accessing to all eligible educational services (ie: Title I, Special Education, English As A Second Language, Gifted and Talented, etc.). The Project will provide interpersonal support for homeless students, and will promote awareness and understanding of the needs of this important and often forgotten segment of society.

5. The AGENCY shall monitor the services of the CONSULTANT through AGENCY personnel.
6. The AGENCY shall make payments for services rendered as follows: Upon receipt of statement. Fees charged will be \$38.99 per hour.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

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Title

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City

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City

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

MAY 14 1997

MEMO #: B97.281

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: MAY 8, 1997

SUBJECT: RENTAL OF SUITE #152 - TOWNSITE CENTRE

Elementary Avenue has accepted a lease for one (1) year as follows.

Suite #	Sq. Ft.	Rate	Monthly Rate	Annual Rate	Dates
152	2,500	\$9.76	\$2,033.33	\$24,400	May 1, 1997-April 30, 1998

Suggested Resolution: Move to approve the lease for Elementary Avenue, Suite #152, beginning May 1, 1997 - April 30, 1998, for \$24,400.



MEMORANDUM P 97.062

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: May 13, 1997  
SUBJECT: Family/Medical Leave

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

Terra Bundy - Special Services Secretary, Townsite Centre, to begin approximately June 10th for 8 weeks.

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

JDS:sdh



MEMORANDUM P 97.063

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: May 13, 1997

SUBJECT: Change in Contract

The administration requests approval of the change in contract for the following persons for the school year 1997-1998:

Lona Daley-Getz - Nurse, District Wide, from BA+15 (11)  
\$14,825.50, .50 FTE, to BA+15 (11) \$29,651.00,  
1.00 FTE.  
(Replace Corinne Pestes)

David Brown - Head Boys Swimming Coach, Moorhead Senior High,  
from Assistant Swimming Coach.  
(Replace Todd Peters)

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

JDS:sdh

## MEMORANDUM


TO: Dr. Bruce Anderson  
FROM: Mary Davies  
DATE: May 12, 1997  
RE: Adult Basic Education grant

The School Board is required to pass a resolution authorizing the Community Education Department to submit an application for Adult Basic Education of 1997-98. We will apply for the following funds:

State Funds	\$92,630
Federal Funds	\$53,000
Total	\$145,630

This money from the grants plus our local levy of \$20,304 will provide the operating costs for our Adult Basic Education program which served 477 students during the past year. 58% of these students were from minority groups.

**Suggested Resolution:** Authorize Community Education to prepare an application for \$92,630 in state funds and \$53,000 in federal funds for Adult Basic Education programming.

To: Dr. Anderson  
From: Mary Davies   
Date: May 8, 1997  
Re: 1997-98 Community Education

The expenditures on our proposed budget for 1997-98 total \$1,089,699. The amount approved in the Annual Operating Plan was \$1,029,350.

The Community Education Advisory Council is recommending that we spend some of our fund balance. At the end of 1995-96 our fund balance was \$200,000 higher than we had anticipated. There are immediate needs and programs that we would like to fund that they recommend we budget for this year.

\$20,000 is allocated for after-school programming. We have had a grant this year and want to continue some programming if the grant is not available or extend to other buildings.

\$3,000 is for CHOICES for Adults with Disabilities. This program has not had an increase in funding since the state approved initial funding at \$26,000 in 1986.

\$3,000 is for adding some hours to the coordinators who did not have extra hours to draw on

\$3,700 is for added secretarial hours (Driver's Education and grants have both added to the work load. We are taking more registrations since we have moved to shorter and one-time classes)

\$20,000 is additional funding received for ABE

other increases are in Early Childhood Family Education and Kindergarten Readiness, primarily for marketing and outreach as well as miscellaneous increases such as dues, tax sheltered annuities, advisory council development, technology.

We expect our revenues to be at least \$30,000 higher than the \$1,270,103 in the AOP. Even with this additional \$60,000 in expenditures we expect to have a fund balance at the end of 97-98 of just over \$200,000. Based on past experience it could be a good deal higher.

Suggested Resolution: To approve the 1997-98 Community Education budget in the amount of \$1,089,699.

MEMO #: I-97-241

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: District Resources Planning Task Force  
Report and Discussion Guide

DATE: May 12, 1997

Attached is a copy of the "Critical Choices: District Resources Planning Task Force Report and Discussion Guide." This report and discussion guide is being presented to the Board in the process for preparing for the 1998-2003 Five Year Educational Plan.

George Davis and Gary Lundberg will present the report to the Board and other members of the task force will be available to respond to questions.

The report will be made available to school district students, staff, families, and to community leaders, partners and residents. Copies will be available in each school building, Townsite Centre and the public library in addition to copies being sent to individuals who have been involved in the task forces and will be distributed at PTAC meetings.

Individuals are encouraged to complete the Response Form that is included at the end of the report and return it to the district prior to June 1. Responses will then be summarized and sent to Jan Hively, district consultant, who will write a draft 1998-2003 Five Year Educational Plan for further Board discussion.

Suggested Resolution: Move to receive the report and to direct administration to disseminate it for review and feedback.

RMJ/mdm  
Attachment

Memo #: P-97.064

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *VSS*

RE: Agreement for Training and Hiring of Reading Recovery Teacher

DATE: May 15, 1997

Attached please find an agreement for the training and employment of the reading recovery teacher trainer. The agreement provides that the District will be granting a leave of absence beginning July 1, 1997 for Ms. Karla Ziemer to complete training in the subject of reading recovery. Following the completion of training, Ms. Ziemer will return to the District to fulfill a minimum five-year obligation as the teacher trainer in reading recovery.

As you are aware, the Reading Recovery Program is a very important and critical part of our total programmatic effort within the Moorhead Public Schools. In order to achieve a continuity for that program, and provide for the necessary training to make it as successful as possible, it is desirable that the District enter into this agreement.

Suggested Resolution: Move to approve the Reading Recovery Agreement as presented.

READING RECOVERY  
AGREEMENT

IT IS HEREBY AGREED by and between Karla Ziemer, a teacher of Independent School District No. 152, hereinafter referred to as "teacher" and Independent School District No. 152, hereinafter referred to as "School District" as follows:

1. The teacher shall be granted a leave of absence for the period July 1, 1997 through July 1, 1998 to attend a college or university designated by the School District and receive and complete a program of instruction approved by the School District on the subject of reading recovery.
2. During the period of said leave the teacher shall be paid a salary of \$31,841.00 by the School District. (This amount will be adjusted to correspond with the D(9), Master Step and lane as per the Master Agreement to be negotiated with the teachers' bargaining unit for 1997-98).
3. Should the teacher not successfully complete the entire program, the teacher shall repay to the School District the total salary set forth in paragraph 2 above.
4. Effective July 1, 1998, the teacher shall return to her employment with the School District for a period of at least five (5) years, to a teaching position designated by the School District. If the teacher chooses not to return or does not complete the requirement of five (5) years of employment, set forth herein, the teacher shall repay to the School District the total amount set forth in paragraph 2 above. In order to ensure and enforce the repayment to the School District, the teacher agrees and consents to an uncontested order and entry of judgment in the amount as set forth herein by a Court of Law, without notification and a waiver of personal or substituted appearance.
5. The applicable periods of probation for teacher as set forth in Minnesota Statutes are intended to be periods of actual service enabling the School District to have the opportunity to evaluate a teacher's performance. The parties agree, therefore, that the period of time for which a teacher is on this leave shall not be counted in determining the completion of the probationary period.
6. Upon return from the leave of absence set forth in paragraph 1 above under the conditions set forth in paragraphs 3 and 4 above, the teacher shall be placed on the E (10) step and in the lane of the 1998-90 salary schedule commensurate with the number of credit hours of graduate coursework completed upon return.

IN WITNESS WHEREOF, the parties have executed this Agreement  
as follows:

Karla M. Ziemer  
Teacher

Dated this 15 day of May 1997.

MOORHEAD EDUCATION  
ASSOCIATION

Kent A. Boller  
President

Dated this 16th day of May 1997.

INDEPENDENT SCHOOL DISTRICT  
NO. 152, MOORHEAD, MINNESOTA

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Clerk

Dated this \_\_\_\_ day of \_\_\_\_ 1997.



MEMO #: I-97-244  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: World Languages Curriculum Review Report  
DATE: May 13, 1997

Attached is the Curriculum Review Report for World Languages. The report includes information regarding courses, placement of graduation standards, selection of core curriculum materials, and the North Central Association Improvement Plan. This information will be reviewed by World Language Department Chair Jean Moe and Assistant Superintendent Jernberg.

The material has been reviewed by the Instruction and Curriculum Advisory Committee and their recommendation will be presented at the Board meeting.

Suggested Resolution: Move to receive the report and direct administration to respond to implementation of the North Central Association Improvement Plan including purchase of textbooks, hardware and software and other expenses within existing budgets.

RMJ/mdm  
Attachment

MEMO #: I-97-245  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *[Signature]*  
SUBJECT: K-12 Mathematics Curriculum Review Report  
DATE: May 13, 1997

Attached is the Curriculum Review Report for Mathematics K-12. The report includes information regarding courses, placement of graduation standards, selection of core curriculum materials, and the North Central Association Improvement Plan. This information will be reviewed by elementary Math Committee representatives Del Larson and Angelique Gunderson and Junior High Department Chair George Kallenbach, Senior High Department Chair Noel Sletten and Assistant Superintendent Jernberg.

The material has been reviewed by the Instruction and Curriculum Advisory Committee and their recommendation will be presented at the Board meeting.

Suggested Resolution: Move to receive the report and direct administration to respond to implementation of the North Central Association Improvement Plan including purchase of textbooks, hardware and software and other expenses within existing budgets.

RMJ/mdm  
Attachment

MEMO #: S-97-166

TO: School Board  
FROM: Dr. Bruce R. Anderson, Supt. *BRA*  
RE: Joint Training Lab with Region I-ESV  
DATE: May 15, 1997

The training lab described in the attached two memos will provide needed training opportunities for licensed and classified staff. It will eliminate to a large extent the need to go to outside sites for the needed training.

Bob Lacher will described the funding of the project at the meeting.

Suggested Resolution: Move to approve the joint development of the Townsite Technology Lab with Region I-ESV as presented by the administration.

BRA *(cbf)*  
Attachments

MEMO #: B97.270

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER 

DATE: APRIL 24, 1997

SUBJECT: JOINT DEVELOPMENT OF TECHNOLOGY TRAINING LAB WITH  
REGION I-ESV

PROPOSAL: The school district and Region I develops a  
Technology Training Lab on the second floor of  
Townsite Centre, Suite 265A (1026 sq. ft.).

COST:	General	36,000	18,000	18,000
	Mechanical	23,000	23,000	
	Electrical	<u>12,000</u>	<u>6,000</u>	<u>6,000</u>
		71,000	47,000	24,000

The Region will provide the M.S. DOS Micro Processors.

- Schedule the use of the room
- No rental charged in consideration of shared construction costs and use of equipment

cc: Mr. Frazee  
Mr. Jernberg

Attachment: Letter of April 21, 1997 Foss & Assoc.



APR 24 1997

FOSS ASSOCIATES  
Architecture Engineering & Interiors

April 21, 1997

ITV Room  
Townsite Centre  
Independent School District No. 152  
Moorhead, Minnesota #9702.06

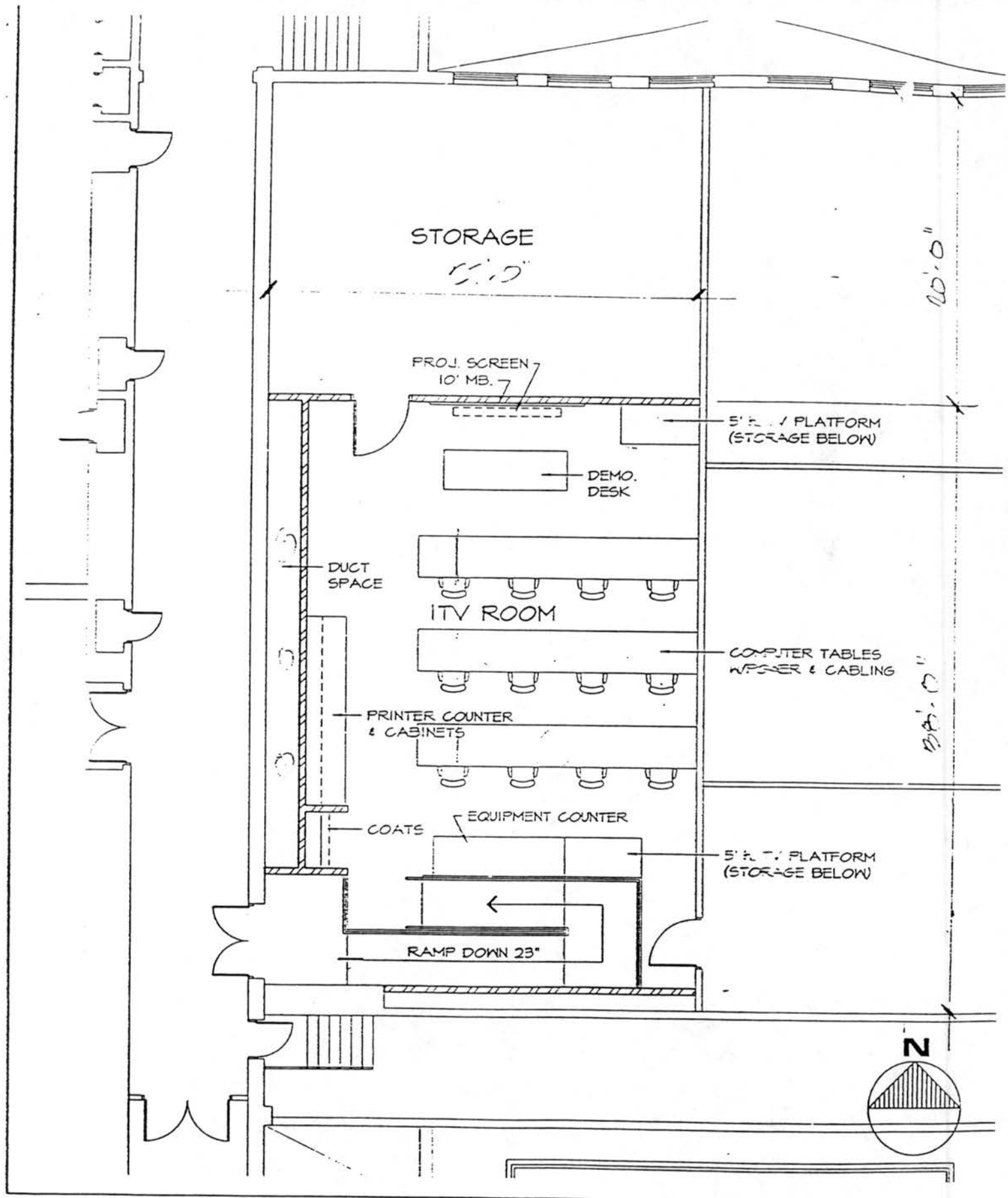
Concept Construction Cost Estimate

Area: 27'-0" x 38'-0" = 1,026 S.F.  
(See Attached Plan)

Cost:	General	\$ 36,000.00
	Mechanical	23,000.00
	Electrical	<u>12,000.00</u>
	Total	\$ 71,000.00

The costs include the following:

1. New Ramp/Rail System
2. G.W.B. on Steel Stud Wall System
3. Acoustic Tile Ceiling
4. Carpeted Floor
5. Tables, Demo Desk, Cabinetry
6. HVAC System
7. Lighting, Power, Data, Communications



SCALE 1/8" = 1'-0"	DATE: 4-14-97
DRAWN BY R. AVE	PROJECT NUMBER: 9508-XX

**FOSS ASSOCIATES**  
Architecture Engineering & Interiors

ITV ROOM REMODELING  
TOWNSITE CENTER  
ISD #152, MOOREHEAD, MN

SHEET
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MEMO #: S-97-167

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: First Reading Policies  
DATE: May 15, 1997

Attached please find the following draft policies, Student Attendance (JE/JEA), Acceptable Use Policy for Network Resources (EHAA), Resource Selection, Review/Objection and Reevaluation Policy (IIAC), Review of School Board Performance (AFA), Reimbursement for Travel, Professional Meetings and Conferences (DLC), and Prohibition of Harassment and Violence (JFCFA).

These policies have been reviewed by the Policy Review Committee.

BRA: *(cbf)*  
Attachments



# PROPOSED MOORHEAD SENIOR HIGH STUDENT ATTENDANCE POLICY

Revised 11/21/96

## 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 not to exceed three hours per week.
- (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. (2)

(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, except for absences set forth in paragraph II, B, 1, a, (1),(2),(7),(9),(10),(14).

Failure to return a signed advance make-up form to the office prior to an absence will result in an unexcused absence, except for absences set forth in paragraph II, B, 1, a, (1),(2),(7),(9),(10),(14).

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.

(3)

- (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.

( 4 )

(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. 127.26-127.39.

### 3. All Absences

#### a. Consequences of excessive absences for all reasons

Students with excessive absences for all reasons (except suspension, school sanctioned activities, religious instruction, or illness verified by a physician) 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 except those described immediately above, 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.

(c) After eighteen cumulated absences in a semester of all types except those described immediately above, 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.

(d) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. 127.26-127.39.

### 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 contact the Superintendent of Schools within three school days after this policy has been applied or the administration of consequences has occurred. The parent may be asked by the Superintendent to state the concern in writing and summarize the action taken to date. The Superintendent will consider the appeal at a conference with the parent and the student.

( 5 )

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. ( 6 )



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;

(7)



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: EHAA DATE ADOPTED: REVIEWED/REVISED:
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(DRAFT 5/97)

ACCEPTABLE USE POLICY FOR NETWORK RESOURCES

In a free and democratic society, access to information is a fundamental right of citizenship. Part of the district's responsibility in preparing students for the 21st Century is to prepare students for success in life and work by providing them access to the tools they will be using as adults. The School Board of ISD #152 recognizes the need for its staff and students to have access to the global information network. The Board supports access by students and staff to rich information resources along with the development of appropriate skills to use a network to gather information as well as to develop the skills to analyze and evaluate these resources. Accordingly, ISD #152 shall operate an information network to enhance and expand its educational mission. The Moorhead Public Schools Information Network is defined as information systems owned by the district as well as other information systems outside the district to which the district provides intentional or unintentional access.

The District's information network shall be used for all educational purposes consistent with the District's mission and goals. If students or employees desire greater freedom or require use beyond what is specified in the ~~Appropriate Use~~ section of administrative procedures which implement this policy, they can obtain such freedom by acquiring their own personal account through a private provider.

The network is provided for users to conduct research and communicate with others in an ethical and efficient manner. The District supports these purposes by providing opportunities for users to develop the technical skills needed to use a network to access information. In addition to access skills, curriculum supported for the analysis and evaluation of ~~electronic~~ information resources will be in place in all instructional areas at all grade levels.

Reviewed/Revised:

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: IIAC/IIAC-A DATE ADOPTED: 12-13-88 REVISED: 4-27-93
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(DRAFT 5/97)

RESOURCE SELECTION, REVIEW/OBJECTION AND REEVALUATION POLICY

I. Statements of Philosophy and Definition

- A. It is the policy of Independent School District #152 to provide a wide range of instructional resources on all levels of difficulty, with a wide diversity of appeal, presenting different points of view and allowing the review of allegedly inappropriate instructional resources through established procedures. The Board of Education supports the principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States as expressed in official statements of professional associations. (Copies of these documents are available at the District Library/Media Office.)
- B. For the purpose of this statement of policy, the term "resources" will refer to any person(s) or any material(s) (whether acquired or locally produced) with instructional content or function that is available or unavailable for formal or informal teaching/learning purposes. The term "unavailable" refers to a resource that has been denied inclusion. Resources include, but are not limited to, textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, kits, machine readable data files, maps, microforms, models, motion pictures, periodicals, transparencies, video recordings, computer software, plays, concerts, athletic events, and written and performed music.

II. Objectives of Selection

- A. To provide resources that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, learning styles and maturity levels.
- B. To provide resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and recognition of various societal values.
- C. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- D. To provide resources on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

## POLICY IIAC

- E. To provide resources which realistically represent our pluralistic society and reflect the contributions made by ethnic and minority groups and individuals to our American heritage.
- F. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to insure a comprehensive collection of resources appropriate for the complete education of all students.

### III. Responsibility for Selection

- A. Although the Moorhead School Board is legally responsible for the operation of the school district, the responsibility for the selection and purchase of the instructional resources is delegated to the licensed staff employed by the district.
- B. While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional resources rests with the licensed professional personnel whose responsibility it is to know the curriculum, the students, and the philosophy of the school system.

### IV. Criteria for Selection (to be used as they apply)

- A. Resources shall support the educational goals of the school district, and the goals and objectives of individual schools and specific courses.
- B. Resources shall support the individual student learning modes, teaching styles, curricula needs, and be appropriate for the age, emotional and social development, and ability level of the students for whom the resources are selected.
- C. Resources shall provide a background of information which will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- D. Resources shall represent artistic, historic and literary qualities and provide a stimulus to creativity.
- E. Resources shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- F. Resources shall be selected for the atypical as well as the typical student.
- G. Resources shall be judged as a whole with emphasis on their strengths.



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V. Procedures for Selection

- A. In selecting resources, professional personnel shall evaluate the available resources and curriculum needs and shall consult reputable, professionally prepared selection tools and other appropriate sources.
- B. Administrators, teachers, students, other school district personnel and community persons may make recommendations for purchase.
- C. Gift resources shall be judged by the criteria outlined in IV, page 2 and shall be accepted or rejected by that criteria.
- D. It should be understood that selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

VI. Procedure for Review of Curriculum Content and Alternative Instruction

The following legislation was passed by the 19926 legislature.

Section 1. Minnesota Statutes 19906, Section 126.66699, subdivision 1, is amended to read:

Subdivision 1. (ADOPTING POLICIES) A school board shall adopt each year a written PER policy that includes the following:

(1) a procedure for a parent, guardian, or an adult student, 18 years old or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student.

School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under clause (1). School personnel may evaluate and assess the quality of the student's work.

126.699 Parental Curriculum Review.

Each school district shall have a procedure for a parent, guardian or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative

instruction may be provided by the parent, guardian or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

~~This~~ ~~procedures~~ for review of Curriculum Content and Alternative Instruction ~~is~~ are incorporated into the District's policy #AFE (1312).

The intent of the procedure is to provide parents, guardians, or adult students the opportunity to review assigned instructional materials, address concerns and propose alternative instruction for the individual student.

The intent is NOT to interfere with the rights of others to receive the instruction in question, nor does it relieve the student from meeting state and district-level essential learner outcomes.

## POLICY IIAC

### PROCEDURE

When a parent, guardian, or adult student (hereafter referred to as "person") indicates a concern regarding the content of instructional materials, this procedure shall be followed:

#### I. Request for review of material

- A. Each request for review of material shall be directed to the building or principal.
- B. The principal will:
  - 1. Treat each concerned person's request with confidentiality.
  - 2. Try to resolve the questions of the concerned person(s) during the initial contact.
  - 3. Provide and explain the Minnesota State Statute and the school district's policy and procedure.
  - 4. Inform the concerned person(s) that the student is not required to be exposed to the questioned material but will be required to meet the essential learner outcome.
  - 5. Inform the classroom instructor(s), (and affected department, if appropriate) of the materials in question.

#### II. Opportunity to review materials

- A. School responsibility
  - 1. All adopted curricular and instructional materials (including adopted learner outcomes, print material and film/video with descriptive narrative) will be available for review:
    - a. by appointment with the principal.
    - b. in \_\_\_\_\_ (media center, principal's office, curriculum coordinator's office, etc.).
    - c. and for checkout through \_\_\_\_\_ (personnel) for \_\_\_\_\_ (period of time).
  - 2. Outside speakers, remote electronic resources, spontaneous classroom discussion and current events materials are not considered part of the planned content of instruction and are exempt from the requirement for prior review.
- B. Parent, guardian, or adult student responsibility
  - 1. Review materials during designated times as indicated in Section IIA. 1.



## POLICY IIAC

2. If a concern is identified, fill out Form A, "Statement of Concern Regarding Instructional Content", specifically detailing the portion of instructional content to which objection is made.

*Continuation of Procedure policy originating from New Prague*

### III. Alternative Instruction

#### A. School responsibility

1. Upon receipt of a statement of concern, school personnel may propose one alternative form of instruction in place of the material in question.
2. The building principal will facilitate a meeting among the concerned parties and, if appropriate, present the school proposal for alternative instruction as described in Form B, "Alternative Instruction Contract".

#### B. Parent, guardian, or adult student responsibility

1. The person(s) will respond to the school proposal for alternative instruction.
2. If the school proposal is rejected, the person(s) will develop an alternative plan at no cost to the district.
3. The proposed plan must address the district learner outcomes.

### IV. Assessment Procedures

#### A. School Responsibility

1. School personnel will determine an appropriate assessment.
2. The school will not impose academic or social penalties as a result of alternative assessment.

#### B. The Student Responsibility

1. The student will complete the appropriate assessment in accordance with the agreed upon alternative instructional contract.
2. When the contract is completed and the specified outcome met, the student will be granted completion credit or a grade for the work.

Reviewed/Revised: 4/27/93

Statement of Concern Regarding Instructional Materials CONTENT

Request Initiated by \_\_\_\_\_

Address \_\_\_\_\_

Telephone (W) \_\_\_\_\_ (H) \_\_\_\_\_

Course/Subject \_\_\_\_\_

1. Learner outcome addressed by the material in question.

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2. Specific description of instructional material in question.

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3. Have you examined the material in its entirety? \_\_\_\_ Yes \_\_\_\_ No

If no, please explain. \_\_\_\_\_

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4. What is your concern(s) about this material? Please be specific.

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\_\_\_\_\_  
Signature of Concerned Person(s)

\_\_\_\_\_  
Date

Alternative Instruction Contract

Date \_\_\_\_\_ ☐ Parent Proposal  
☐ School Proposal

Person Initiating Request: \_\_\_\_\_

Student Name: \_\_\_\_\_

School Student is Attending: \_\_\_\_\_

Course/Subject Affected by Request: \_\_\_\_\_

Specific content or materials in question: \_\_\_\_\_

Learner outcome to be addressed: \_\_\_\_\_

Materials to be used: \_\_\_\_\_

Method of Instruction: \_\_\_\_\_

Method of evaluation and assessment of the quality of the student's work (to be completed by school personnel): \_\_\_\_\_

POLICY IIAC-A

Completion date: \_\_\_\_\_

Signatures indicating agreement to plan:

\_\_\_\_\_  
Parent/Guardian/Adult Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Signatures indicating completion of plan:

PROCEDURES FOR REEVALUATION OF RESOURCES

I. Statements of Policy

- A. Occasional objections to instructional resources will be made despite the quality of the selection process. The Moorhead School Board supports principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and Students' Right to Read of the National Council of Teachers of English. In the event materials are questioned, the principles of intellectual freedom and right to access to resources must be defended rather than the resources.
- B. Any resident or employee of the school district may object to the inclusion or exclusion of resources in the district's educational program on the basis of appropriateness.
- C. An objection is defined as a verbal or written statement of opposition to a resource, requesting that it be excluded, included or restricted.
- D. All residents and employees of the school district shall adhere to the Policy and Procedure of Selection and Reevaluation of Resources.

II. Step-By-Step Procedure When an Objection Occurs

If a complaint is made, the following procedures should be followed:

- A. Treat each objector courteously and confidentially; inform them of the selection procedures but make no commitments.
- B. Each objector shall be directed to the building principal, or designee, who shall explain to the objector the school's selection procedure, the selection criteria, and qualification of the persons selecting the resource. The principal and/or other appropriate staff shall explain the selection rationale for the resource, its intended educational use, and any additional information regarding its use.
- C. If the objector wishes the removal or restriction of the resource for anyone other than his/her child/ward, or the inclusion of an unavailable resource (p. 19, I, C), the use of the "Request for Reevaluation of Instructional Resources" form shall be explained and the objector invited to complete it in its entirety and return it to the principal or designee.
- D. The objector shall complete one form for each resource to which she/he objects.

## POLICY IIAC

- E. Upon receipt of the completed and signed "Request for Reconsideration of Instructional Resources" the superintendent and professional media person involved shall be promptly informed.
- F. Within five regular school days after receiving the completed form, the Committee for Reevaluation of Resources will be convened.
- G. Use of the questioned resource shall not be restricted during the reevaluation process.
- H. The Committee for Reevaluation of Resources shall:
  - 1. Be notified of the objection.
  - 2. Read, view, or listen to the questioned resource.
  - 3. Meet to consider the questioned resource and make a decision.
  - 4. Follow all procedures outlined in the Guidelines for the Reevaluation Committee (page §11, IV).

### III. Committee for Reevaluation

- A. The Committee for Reevaluation of Resources shall be made up yearly, prior to August 1, and shall consist of ~~eleven~~ eleven members from ISD #152.
- B. The categories listed below shall each be for a two year term. The odd numbered categories shall be elected/selected in the odd numbered years: the even numbered categories in the even numbered years.
  - 1. One building principal or assistant principal selected by the superintendent.
  - 2. One elementary teacher elected/selected by the faculty.
  - 3. One secondary teacher elected/selected by the faculty.
  - 4. One professional media person elected/selected by the K-12 media faculty.
  - 5. Two students (one female/one male) from the Moorhead & Senior High elected/selected by the high school student council.
  - 6. One District #152 resident selected by District #152 residents #8 and #10.
  - 7. One District #152 resident selected by District #152 residents #7 and #9.
  - 8. One District #152 resident selected by District #152 residents #8 and #10.
  - 9. One District #152 resident selected by District #152 residents #7 and #9.
- C. When a vacancy occurs on the Committee, the professional media person (p. §11, III, D) shall meet with the individual(s) responsible for the category in which the vacancy has occurred and obtain a replacement to complete the term.

- D. By May 5 of each year, the superintendent shall appoint a professional media person to:
  - 1. Notify in writing prior to May 15 those groups who must elect/select a representative for the following year.
  - 2. Sent a reminder in writing between August 25 and September 5 to those groups who have not responded to the first notice.
  - 3. Arrange and convene an organizational/in-service meeting, no later than September 22, of the ten member Committee for Reevaluation of Resources.
- E. At the first meeting of the Committee, the ten members shall elect a chair and a recording secretary.
- F. Should any reevaluation committee member be involved with a questioned resource, a temporary replacement from his/her category shall be appointed by the chair of the committee. When a decision about the questioned resource has been made by the reevaluation committee, the member shall return as a participating member of the committee.

IV. Guidelines for the Reevaluation Committee

- A. Seven members of the Committee for Reevaluation of Resources shall constitute a quorum. A quorum is required at all meetings where a decision is made regarding a questioned resource.
- B. All committee members are voting members.
- C. The chair of the Committee for Reevaluation of Resources shall:
  - 1. Notify committee members of the objection and set a meeting date.
  - 2. Distribute a copy of the completed Request for Reevaluation of a Resource form to each committee member.
  - 3. Distribute the appropriate Checklist for Reevaluation Committee to each committee member.
  - 4. Obtain and arrange for reading/viewing/listening to the questioned resource by the committee.
  - 5. Obtain reviews of the questioned resource and send them to each committee member at least three regular school days prior to the reevaluation committee meeting.
  - 6. Within twenty regular school days of receiving the objection, hold a reevaluation committee meeting to reach a decision. If more time is necessary, the committee members and all others involved shall be notified by the chair.
  - 7. Invite the objector, professional media person or teacher and administrator involved to the committee meeting.
  - 8. Invite appropriate persons to provide testimony during the meeting.



## POLICY IIAC

- D. The Committee for Reevaluation of a Resource shall:
  - 1. Examine the questioned resource in its entirety.
  - 2. Determine professional acceptance of the resource by reading critical reviews.
  - 3. Weigh strengths and weaknesses and form opinions on the resource as a whole, rather than on passages or sections taken out of context.
  - 4. Discuss the resource in the context of the educational program.
  - 5. Hear testimony.
  - 6. Make a decision by public vote.
  - 7. Prepare a written report using the Report of the Reevaluation Committee form.
- E. The recording secretary shall:
  - 1. Record attendance.
  - 2. Take notes and complete the Report of the Reevaluation Committee form.
  - 3. Obtain signatures from committee members on the Report of the Reevaluation Committee form.
  - 4. Be responsible for filing all required reports within five regular school days.
  - 5. Send copies of the completed Report of the Reevaluation Committee form to the objector, the building principal, the superintendent and the professional media person or teacher involved.

### V. Resolution

- A. The written report, signed by all members of the committee who attended the meeting, accompanied by all materials used during the proceedings and a minority report, if one is made, shall be filed with the superintendent. This shall be the official record of the case.
- B. In the case of a tie vote, the objection shall be denied.
- C. The decision shall be binding for the individual school or as specified in the report by the reevaluation committee.
- D. The decision shall be communicated to all appropriate employees and the Board of Education.
- E. A decision to sustain an objection shall not be interpreted as a judgment of irresponsibility on part of the professionals involved in the selection and/or use of the resource.
- F. The committee's decision may be appealed to the Board of Education of ISD #152.

Received by \_\_\_\_\_

Date Received \_\_\_\_\_

REQUEST FOR REEVALUATION OF A RESOURCE

Initiated by \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Representing:

Self \_\_\_\_\_ Organization or Group \_\_\_\_\_  
(name)

Resource questioned:

Title \_\_\_\_\_

Author/Creator \_\_\_\_\_

Publisher/Producer \_\_\_\_\_ Copyright Date \_\_\_\_\_

Type of Resource \_\_\_\_\_  
(book, film, filmstrip, record, pamphlet, etc.)

Location: Elementary (K-6) (specify) \_\_\_\_\_

Middle School (7-8) \_\_\_\_\_

Senior High (9-12) \_\_\_\_\_

Unavailable \_\_\_\_\_

Please respond to the following questions. If sufficient space is not provided, please use additional paper.

1. Have you seen, read, or listened to this resource in its entirety?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. To what do you object? Please cite specific passages, pages, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

POLICY IIAC-A

3. Please comment on the resource as a whole.

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4. What do you believe is the theme or purpose of this resource?

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5. For what age group do you recommend this resource?

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6. What resource do you recommend that would provide additional information on the subject?

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7. Additional comments:

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\_\_\_\_\_  
(date)

\_\_\_\_\_  
(signature)

Please return this form to the building principal.

\*Completion of this form is at the request of the Board of Education.

CHECKLIST FOR REEVALUATION COMMITTEE: FICTION

Author \_\_\_\_\_

Title \_\_\_\_\_

A. Purpose

1. What is the purpose, theme or message of the resource? How well does the author/producer/composer accomplish this purpose? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for the user? \_\_\_\_\_ Yes \_\_\_\_\_ No. If no, for what age group do you recommend? \_\_\_\_\_

3. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of human beings? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. When factual information is part of the story, is it presented accurately? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Is prejudicial appeal readily identifiable by the potential reader/viewer/listener? \_\_\_\_\_ Yes \_\_\_\_\_ No

5. Are concepts presented appropriate to the ability and maturity of the potential user? \_\_\_\_\_ Yes \_\_\_\_\_ No

6. Do characters speak in a language true to the period and section of the country in which they live? \_\_\_\_\_ Yes \_\_\_\_\_ No

7. Does the resource offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? \_\_\_\_\_ Yes \_\_\_\_\_ No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this resource inappropriate? \_\_\_\_\_ Yes \_\_\_\_\_ No

POLICY IIAC-A

9. If there is use of offensive language, is it appropriate to the purpose of the text?    ☐ Yes    ☐ No
10. Is the resource free from derisive names and epithets that would offend minority groups?    ☐ Yes    ☐ No
11. Is the resource written well?    ☐ Yes    ☐ No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way?  
     ☐ Yes    ☐ No
13. Does the resource make a significant contribution to the history of literature or ideas?    ☐ Yes    ☐ No
14. Are the illustrations appropriate and in good taste?  
     ☐ Yes    ☐ No
15. Are the illustrations realistic in relation to the story?  
     ☐ Yes    ☐ No

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from School Media Quarterly, Winter, 1977

POLICY IIAC-A

CHECKLIST FOR REEVALUATION COMMITTEE: NONFICTION

Author \_\_\_\_\_

Title \_\_\_\_\_

A. Purpose

1. What is the overall purpose of the resource? \_\_\_\_\_

2. Is the purpose accomplished? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. Authenticity

1. Is the author competent and qualified in the field?

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. What is the reputation and significance of the author and publisher/ producer in the field? \_\_\_\_\_

3. Is the resource up-to-date? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Are information sources well documented? \_\_\_\_\_ Yes \_\_\_\_\_ No

5. Are translations and retellings faithful to the original?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

C. Appropriateness

1. Does the resource promote the education goals and objectives of the curriculum? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Is it appropriate to the level of instruction intended?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

3. Are the illustrations appropriate to the subject and age level? \_\_\_\_\_ Yes \_\_\_\_\_ No

D. Content

1. Is the content of this resource well presented by providing adequate scope, depth and continuity? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Does this resource present information not otherwise available? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. Does the resource give a new dimension or direction to its subject? \_\_\_\_\_ Yes \_\_\_\_\_ No

E. Review

1. Source of review \_\_\_\_\_  
Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids? \_\_\_\_\_ Yes \_\_\_\_\_ No. If answer is yes, please list titles of selection aides.  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted from School Media Quarterly, Winter, 1977

10/88

REPORT OF REEVALUATION COMMITTEE

Author: \_\_\_\_\_ Type of Resource: \_\_\_\_\_

Title: \_\_\_\_\_

This decision was made on the \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_\_

\_\_\_\_\_ Minority report is attached.

FINDINGS OF FACT: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DECISION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The following committee members are in agreement with the above decision:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The following committee members are not in agreement with the above decision:

_____	_____
_____	_____
_____	_____



Received by \_\_\_\_\_

Date Received \_\_\_\_\_

REQUEST FOR APPEAL OF RESOURCE REEVALUATION COMMITTEE DECISION

Initiated by \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Representing:

Self \_\_\_\_\_ Organization or Group \_\_\_\_\_  
(name)

Resource questioned:

Title \_\_\_\_\_

Author/Creator \_\_\_\_\_

Publisher/Producer \_\_\_\_\_ Copyright Date \_\_\_\_\_

Type of Resource \_\_\_\_\_  
(book, film, filmstrip, record, pamphlet, etc.)

Location: Elementary (K-6) \_\_\_\_\_

Middle School (7-8) \_\_\_\_\_

Senior High (9-12) \_\_\_\_\_

Unavailable \_\_\_\_\_

What is the reason for the appeal. If sufficient space is not provided, please use additional paper.

1. Have you seen, read, or listened to this resource in its entirety?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. To what do you object? Please cite specific passages, pages, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: AFA  
DATE ADOPTED: 06-28-83  
REVIEWED: 05-12-92

(DRAFT 2/97)

SCHOOL BOARD SELF-EVALUATION  
REVIEW OF SCHOOL BOARD PERFORMANCE

The Moorhead School Board believes the personal growth of the board members, district goal setting and the efficiency of board operations directly affects the quality of education. Therefore, the board will conduct an annual evaluation made up of:

- A/ A self-evaluation instrument for each board member,
- B/ A self-evaluation instrument for the board as a whole,

The Moorhead school board believes that the personal and professional growth of its members and the individual and collective performance by board members of their role affects the quality of education in Moorhead and the daily operation of the school district. The Moorhead school board believes and has directed that every person employed by the ISD #152 have systematic performance reviews and thus the board desires to model this belief by having a review of its own performance.

The review will MAY include a self-evaluation and may include the utilization of feedback from the varying publics it serves as the board sees fit DISTRICT STAKE HOLDERS.

The following conditions are to be considered review shall be performed in accordance with the following guidelines:

- A. Board members should know the standards against which they will be evaluated ~~themselves~~. They will be involved in the development of the standards.
- B. The ~~self~~-evaluation instrument designed for the Board ~~as a whole~~ will be completed by each board member and others as determined by the board and the results tabulated.
- C. The evaluation should take place a minimum of once a year with all board members present.
- D. The school board should not limit itself to those items which appear in the evaluation. No terms or set guidelines could encompass the totality of a school board's responsibility.

Reviewed/Revised: 5/12/92

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: DLC  
DATE ADOPTED: 06-24-86  
REVISED: 01-14-92

(DRAFT 5/97)

REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

POLICY STATEMENT

Independent School District #152 pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "Request to Attend Professional Conference" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

EXPENSES REIMBURSED BY THE DISTRICT

Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a District vehicle is not available, individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare, based on the lowest fare available at the time planning is initiated. When a District vehicle is available but you choose to use a private vehicle the reimbursement rate is \$.10/mile.

Commercial Airlines: ~~Advance~~ Air travel arrangements are made by each individual. and must be made through AAA of Minnesota THE DISTRICT APPROVED travel agency (Moorhead). Reimbursement will not be made for air travel arrangements made through any other vendor. For reimbursement, attach receipts to the expense report form.

Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

Lodging:

Actual lodging expenses, including applicable taxes, are paid by the District. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

Meals:

Meals, including gratuities, are reimbursed on the following schedule:

Breakfast - ~~Up to~~ \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)

Lunch - ~~Up to~~ \$7.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)

Dinner - ~~Up to~~ \$12.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

*When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$24.00 is available for dinner. Attach receipts to the expense report form. Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits per diem allowance. Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee.*

ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

Reviewed/Revised: 1/14/92

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JFCFA  
DATE ADOPTED: 05/27/86  
REVISED: 09/14/93

(DRAFT 4/97)

PROHIBITION OF HARASSMENT AND VIOLENCE

I. GENERAL STATEMENT OF POLICY

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

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

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

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

II. RELIGIOUS, RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

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

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

(2) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or



(3) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

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

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

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

C. National Origin Harassment; Definition. National origin harassment consists of physical or verbal conduct which is related to an individual's place of birth or any of the individual's lineal ancestors, when the conduct:

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

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

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

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

Sexual violence may include, but is not limited to:

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

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

G. National Origin Violence; Definition. National Origin violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to the individual's place of birth or any of the individual's lineal ancestors.

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

I. Assault; Definition. Assault is:

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



### III. REPORTING PROCEDURES

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

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

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

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

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

C. Submission of a good faith complaint or report of religious, racial, national origin, or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory.

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

#### IV. INVESTIGATION

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

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

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

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

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

#### V. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.

B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. HARASSMENT OR VIOLENCE AS ABUSE

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

IV. DISSEMINATION OF POLICY AND TRAINING

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

Reviewed/Revised: 5/90  
9/14/93

\* \* \* ATTENTION \* \* \*

DISTRICT 152 POLICY AGAINST RELIGIOUS,  
RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE

1. Everyone at District 152 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, national origin, or sexual harassment and violence of any kind.

2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, national origin, sex or gender:

- a. name calling, jokes, or rumors;
- b. pulling on clothing;
- c. graffiti;
- d. notes or cartoons;
- e. unwelcome touching of a person or clothing;
- f. offensive or graphic posters or book covers; or
- g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. If any words or action make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer, \_\_\_\_\_.

4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.

5. Your right to privacy will be respected as much as possible.

6. We take seriously all reports of religious, racial, national origin, or sexual harassment or violence and will take all appropriate actions based on your report.

7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

8. This is a summary of the School District policy against religious, racial and sexual harassment and violence. Complete policies are available in the Superintendent's Office upon request.

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

DISCRIMINATION IS AGAINST THE LAW.

CONTACT:

\_\_\_\_\_  
Human Rights Officer

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_



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

General Statement of Policy Prohibiting Religious, Racial or Sexual Harassment

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

Complainant \_\_\_\_\_  
Home Address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Circle as appropriate sexual \ racial \ religious.

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

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

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

Where and when did the incident(s) occur? \_\_\_\_\_

List any witnesses who were present \_\_\_\_\_

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

\_\_\_\_\_  
(Complainant Signature)

\_\_\_\_\_  
(Date)

74 Received by \_\_\_\_\_

\_\_\_\_\_  
(Date)

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

June 9, 1997  
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 the following 5th grade Math Masters teams for placing in regional competition. The Robert Asp teams of Matt Schneider, Willie Roller, Matt Fuxa, Chad Morlock, and Ben Klungtvedt placed first; and, River Finken, Tyler LaGrave, Mary Merklings, Michelle Middleton, and Andrew Wruke placed fourth. The Voyager team of Jacob Aakre, Andy Laddusaw, Eric Underwood, Brittany Kozoil, and Corey Cook placed third. In individual problem solving, Matt Schneider placed first, Willie Roller placed, third, Corey Cook placed fourth, Matt Fuxa placed fourth, Tyler LaGrave placed eighth, and Andy Laddusaw placed fifteen. In fact drill, Matt Fuxa placed fourth, River Finken placed fifth and Matt Schneider placed sixth. Team coaches are Kim Nelson, Angelique Gunderson and Barb Stack.

\*\*\* Congratulations to the following 6th grade Mathematics League teams for placing the Regional Minnesota Mathematics League competition. The Robert Asp team of Maren Hulden, Jacob Osowski, Tom Hilde, Chris Matthees, and Michelle Vigen placed first in the region and sixth in the state. Voyager's team of Emilee Pritchett, Charles Skolness, Jaren Newhouse, Mostafa Bushir, and Matt Duval placed third in region and twelfth in state. Top students in the region were Maren Hulden and Jacob Osowski both placing second, and Matt Duval placing fourth. Hulden and Osowski placed 22nd in individual state. Team coaches are Shari Krchnavy, Andrea Langlie and Kevin Beckius.

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

S-Mg-Bos  
m/w  
June 9, 1997

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 - Page 6
- (2) Acceptance of Title I Grant - Pages 7-12
- (3) Acceptance of Title VI Resolution - Pages 13-14
- (4) Approval of Special Education Services Agreement  
- Pages 15-17
- (5) Approval of Special Education Extended School Year  
Staffing - Pages 18-21

B. BUSINESS AFFAIRS - Lacher

- (1) Approval of Townsite Lease Agreements  
- Region I-ESV - Page 22  
- Foss & Associates - Page 23

C. PERSONNEL MATTERS - Skinkle

- (1) Acceptance of Resignations - Page 24
- (2) Approval of Medical Leave of Absence - Page 25
- (3) Approval of Change in Contract - Page 26
- (4) Approval of Leave of Absence - Page 27
- (5) Approval of Varsity Coach - Page 28
- (6) Approval of Termination - Page 29

D. ADMINISTRATIVE MATTERS - Anderson

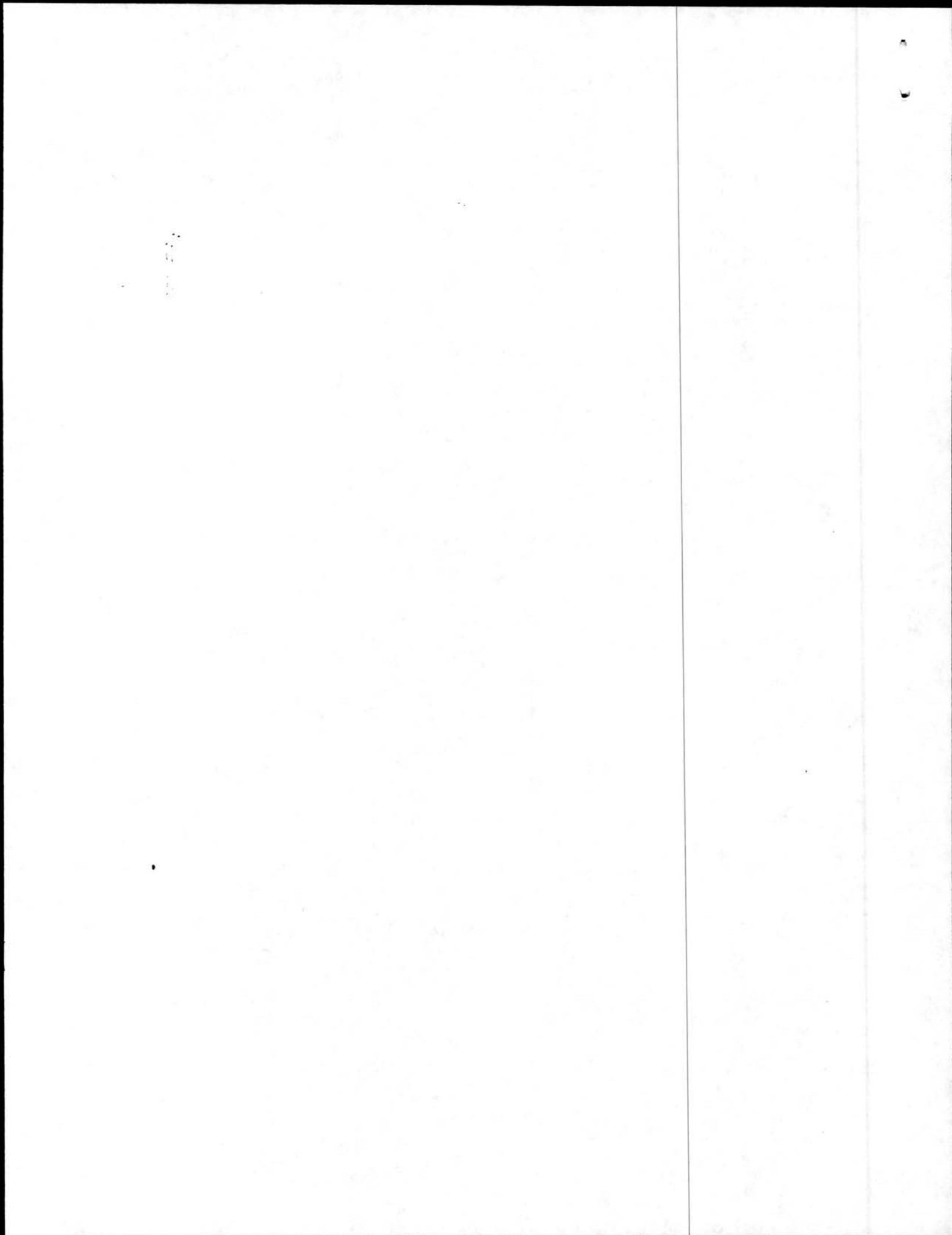
- (1) Approval of May 5, 13 & 19, 1997 Minutes  
- Pages 30-39
- (2) Approval of June Claims
- (3) Approval of Community Education Advisory Council  
Membership - Pages 40-41

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.)

Johnson Park Nature Trail Project - Mary Colson  
Page 42

5. 1997-98 ANNUAL OPERATIONAL PLAN-RIVERSIDE: Lacher  
Pages 43-49

Suggested Resolution: Move to approve the change in the 1997-98 Annual Operational Plan to use the \$20,000 for Riverside office remodeling for playground equipment development.

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

6. RIVERSIDE PLAYGROUND GRANT: Jernberg  
Pages 50-55

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

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

7. BID AWARD - PAPER/GENERAL SUPPLIES: Lacher  
Page 56

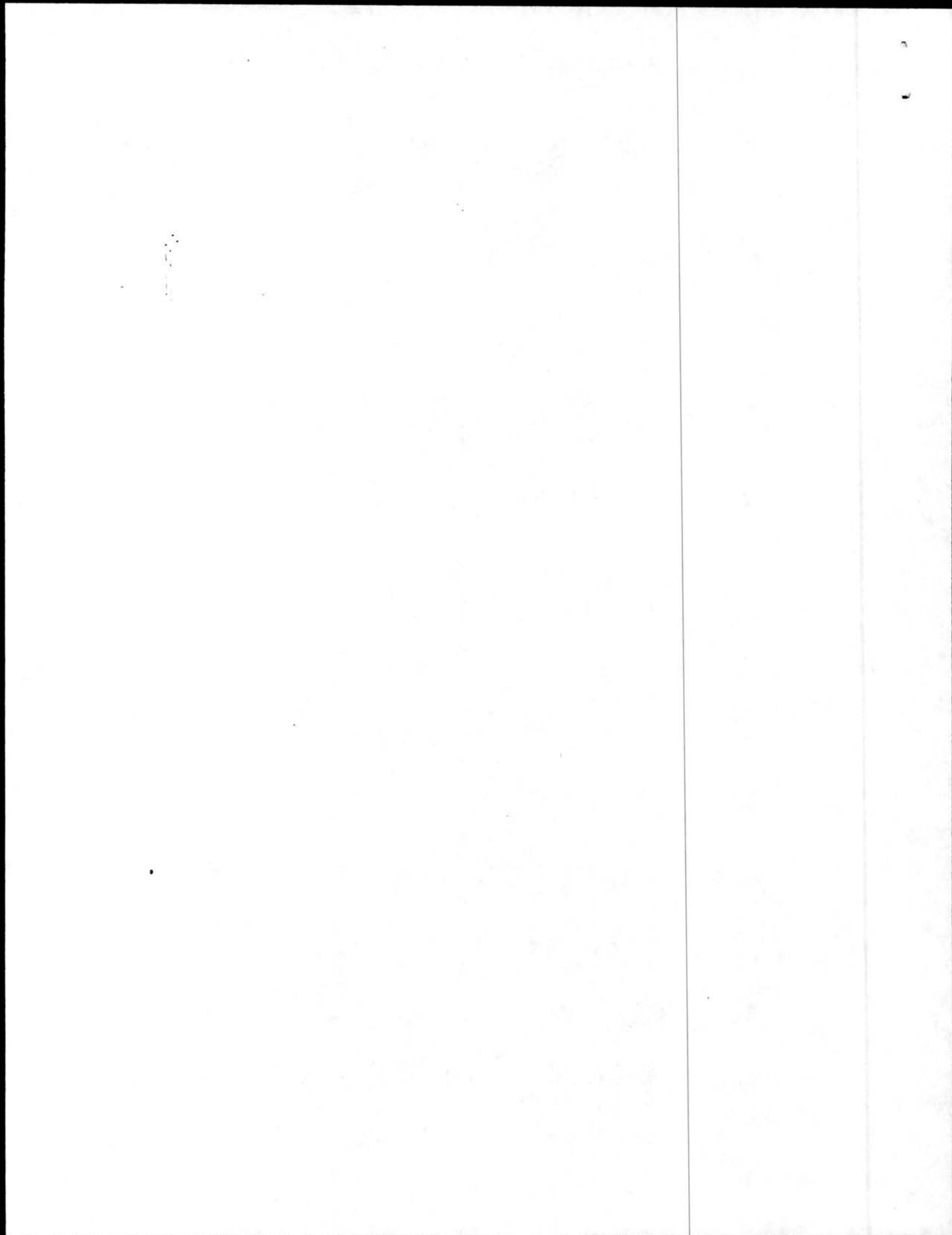
Suggested Resolution: Move to approve the low vendors meeting our specifications for \$77,960.87.

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

8. PHYSICAL THERAPY SERVICES AGREEMENT: Jernberg  
Pages 57-59

Suggested Resolution: Move to approve the agreement with PT/OT Associates for the 1997-98 school year as presented.

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



9. IMPROVING AMERICA'S SCHOOLS ACT GRANT: Jernberg  
Pages 60-61

Suggested Resolution: Move to approve the consolidated application for Improving America's Schools Act, in the amount of \$761,464.16 as presented.

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

10. PART-TIME AND SUBSTITUTE PAY SCHEDULE: Skinkle  
Pages 62-63

This item is for discussion with action intended at the second meeting of the month.

11. POLICY DISCUSSION: Anderson  
Pages 64-73

The Board will conduct further discussion of the Attendance 9-12 (JEA) and Reimbursement for Travel, Professional Meetings and Conferences (DLC) policies.

12. POLICY APPROVAL: Anderson  
Pages 74-75

Suggested Resolution: Move to approve the policy, Acceptable Use Policy for Network Resources (EHAA), as presented. (The Board may or may not take action on this item.)

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

13. POLICY APPROVAL: Anderson  
Pages 76-77

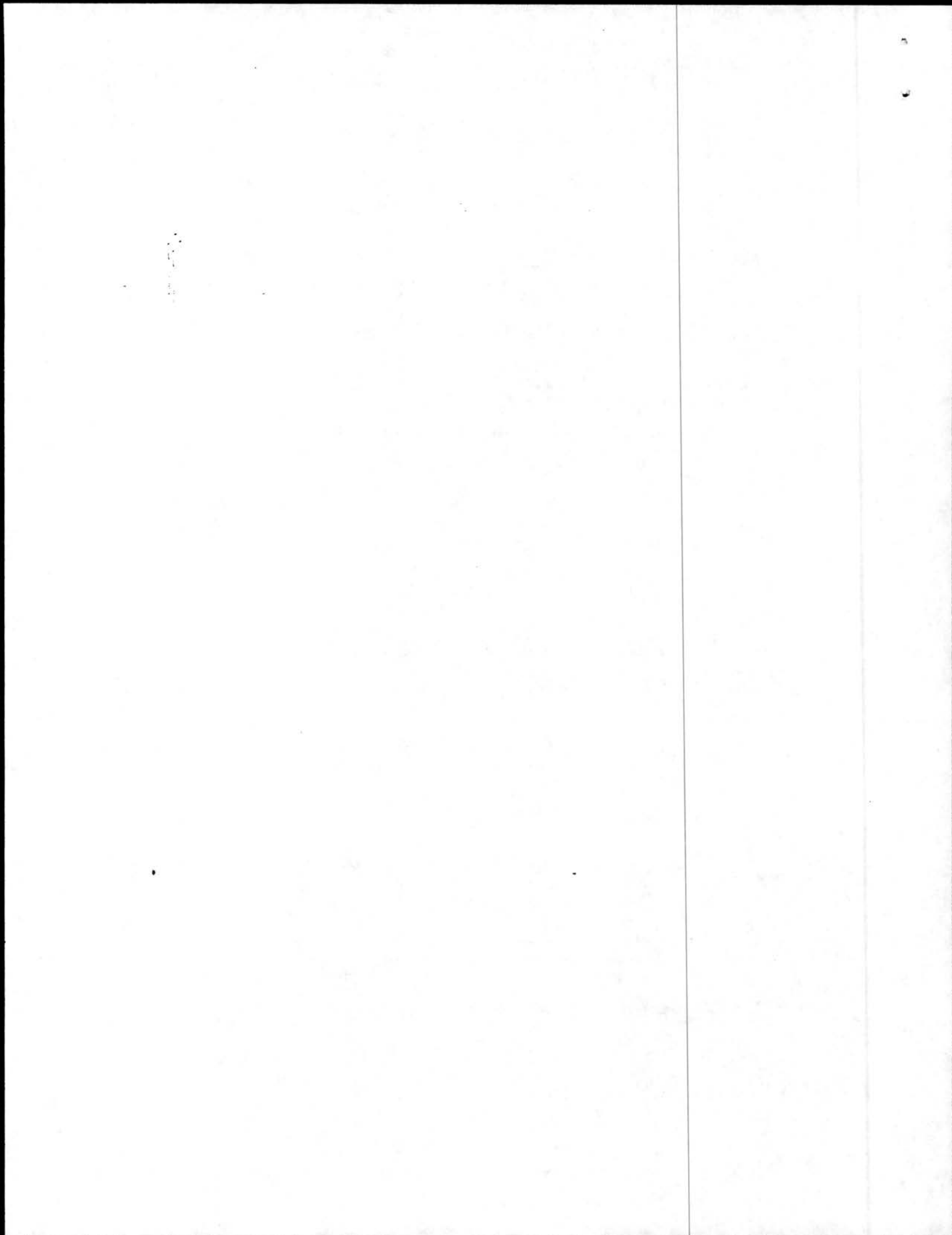
Suggested Resolution: Move to approve the policy, Review of School Board Performance (AFA), as presented. (The Board may or may not take action on this item.)

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

14. POLICY APPROVAL: Anderson  
Pages 78-86

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence (JFCFA), as presented. (The Board may or may not take action on this item.)

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



15. CLOSE PUBLIC MEETING: Anderson

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

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

16. OPEN PUBLIC MEETING: Anderson

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

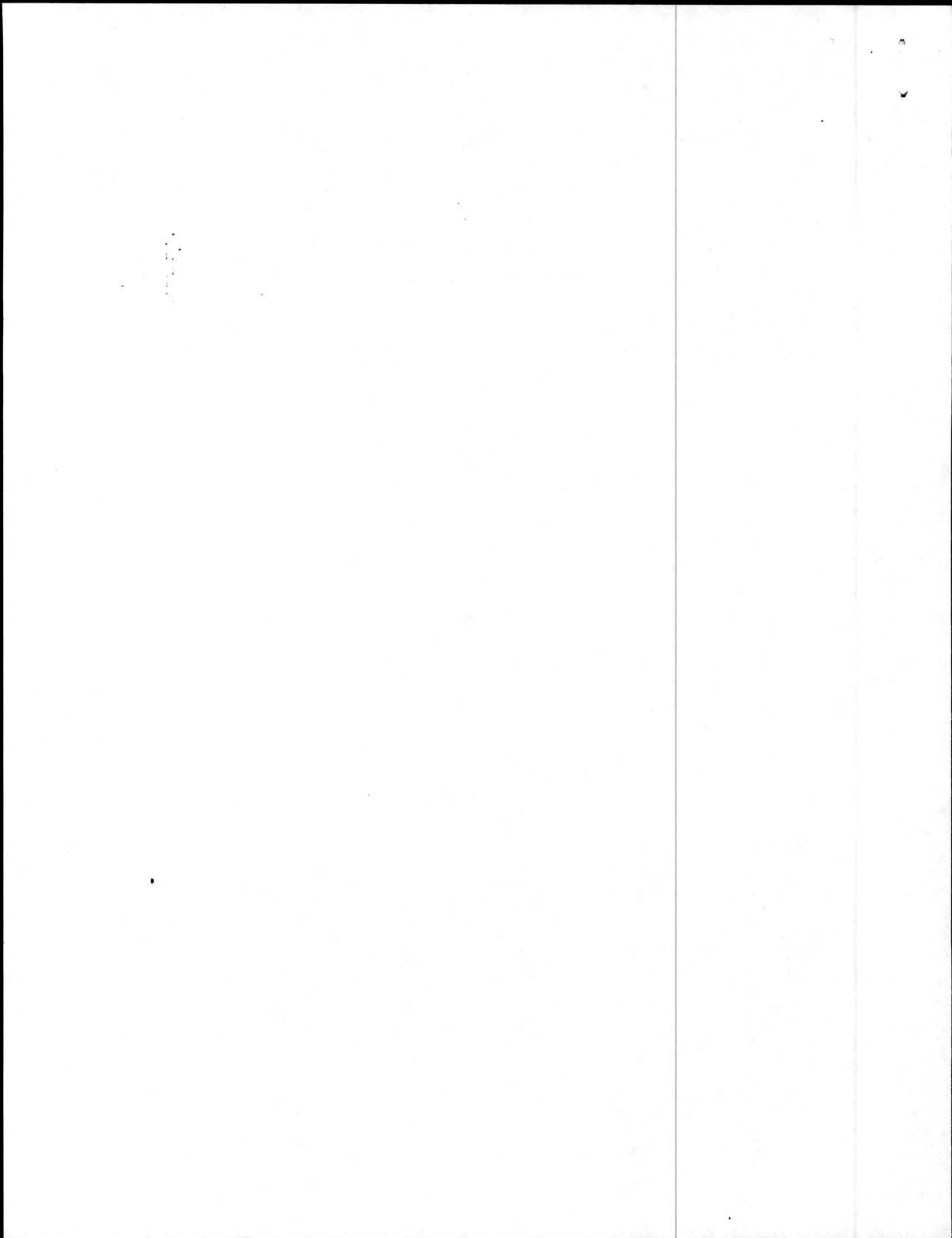
Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

17. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

18. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Junior High Summer School (Grs. 7-9)	June 10 - July 3	7:30 am - 12:45 pm	MJH
Extended School Year (T, W, & Th)	June 17 - July 31	8am - 12:15 pm	Washington, Asp, MJH
Summer Band (Grs. 6-8)	June 10 - July 3	7:30 am - 1pm	Asp
Beginnings (ECFE)	June 9-26 (Mon-Thurs)	9am - 3pm	ECFE Center
Summer Safari	June 16-20 23-27	9am - 12:10 pm	Asp MJH
Title I Summer School (Grs. 3-6) (M-Th)	June 10 - July 10	8am - 12pm	Asp
Migrant Summer School	June 16 - Aug. 1	8am - 4:30 pm	Probstfield
Summer Orchestra	Aug. 18-22	9am-3pm	Asp
Reading Recovery/ Literacy Summer School	June 12 - July 2	8am-12pm	Edison
Jump Start (Grs. 1-3)	Late Aug. (TBD)	AM's (TBD)	Washington



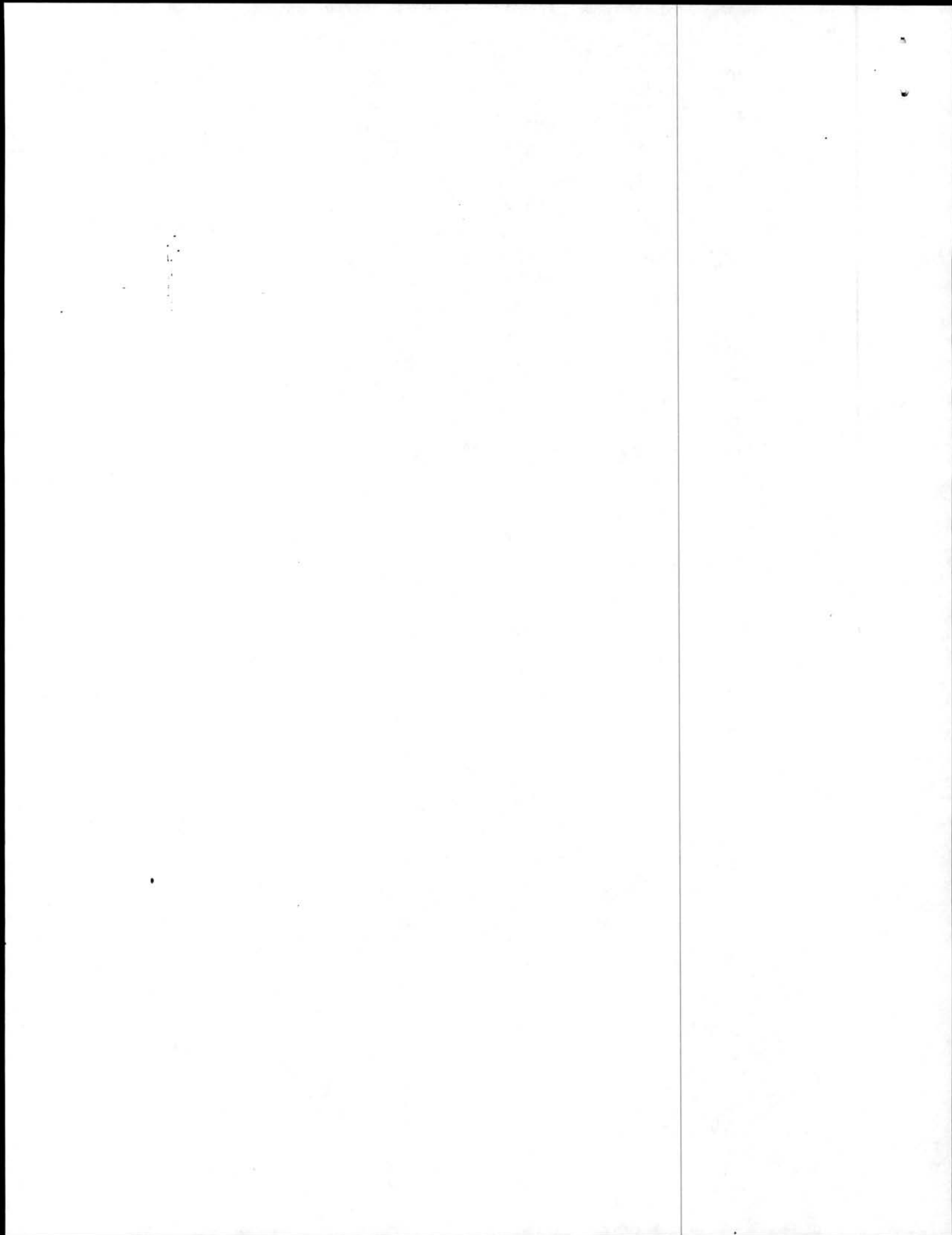


MEMO #: I-97-259  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Acceptance of Gifts  
DATE: June 3, 1997

The district has received \$500 from the Washington School PTAC to be used for various Washington families who were affected by the flooding and \$200 for fourth grade service learning projects.

Suggested Resolution: Move to accept the gifts as presented.

RMJ/mdm



MEMO #: I-97-261

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *[Signature]*

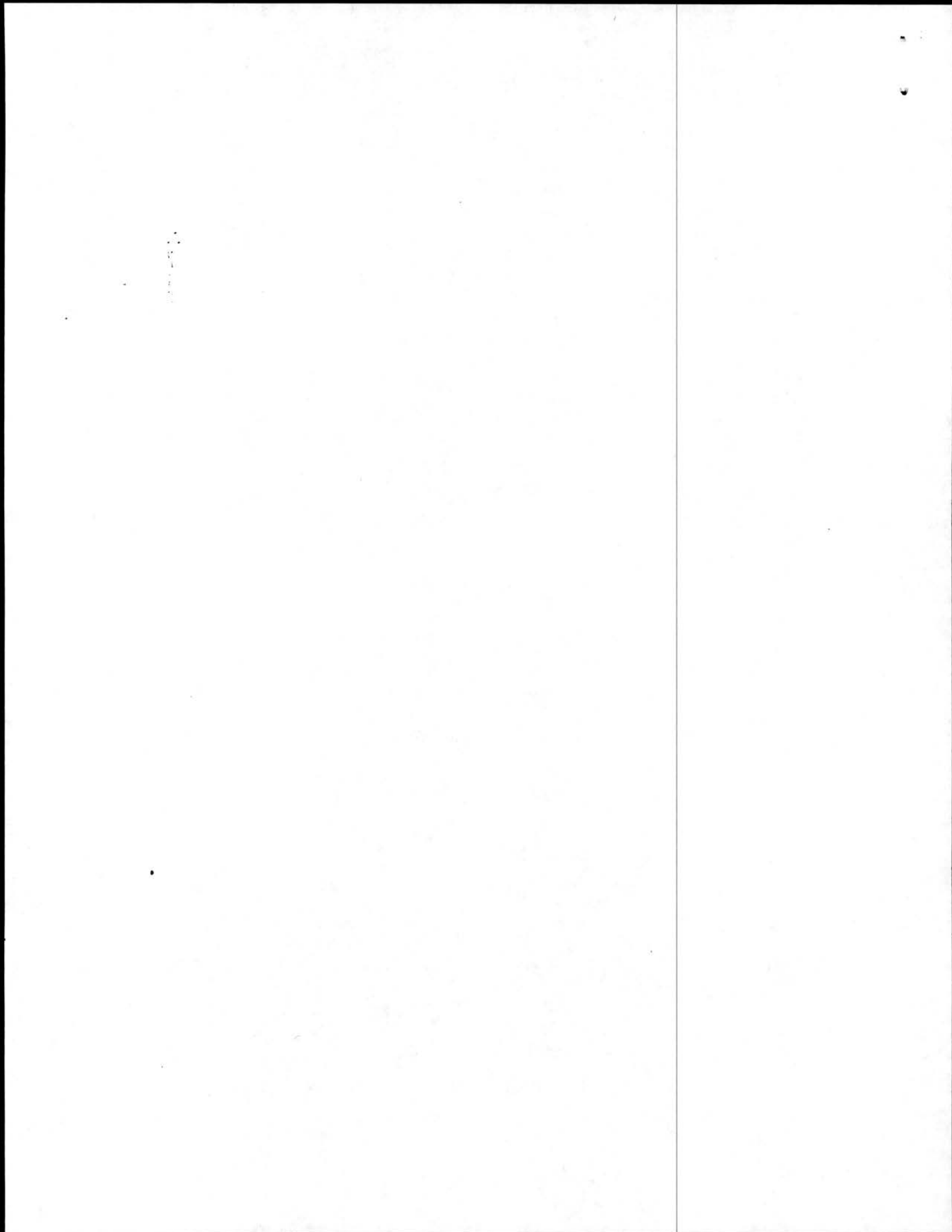
SUBJECT: Acceptance of IASA Title I - Application  
for Private Equity Service Funding

DATE: June 3, 1997

Attached is a grant proposal for Title I Private Equity Services Funding and letter of grant award. This grant will provide \$16,238 to be used for noninstructional personnel who will assist with computer assistance instruction to serve students identified for Title I services at St. Joseph School.

Suggested Resolution: Move to accept the grant as presented.

RMJ/mdm  
Attachment





Minnesota  
Children

Division of Learner Options  
876 Capitol Square - 550 Cedar  
St. Paul, MN 55101-2273

**IASA TITLE I - APPLICATION FOR  
PRIVATE EQUITY SERVICES FUNDING**

ED-01944-09

DUE: 3/3/97

**GENERAL INFORMATION AND INSTRUCTIONS:** School districts may use this application to apply for noninstructional funds to provide educationally-deprived children, who reside in a project area of the LEA and who are enrolled in private, elementary and secondary schools, services and arrangements as will ensure those children's participation on an equitable basis in accordance with the requirements of P.L. 103-382. Return this completed application to the above address by **March 3, 1997**. All financial information should be maintained under CFDA #84.010.

**IDENTIFICATION INFORMATION**

District Name Moorhead Public School District		District Number 152	Area
LEA Representative Robert Jernberg	Title Assistant Superintendent	Telephone Number (218) 299-6224	Fax Number (218) 233-1610
Mailing Address 810 4th Ave. S.	City Moorhead	State MN	Zip Code 56560
Name of Contact Person Pat King	Title Title I Coordinator	Telephone Number (218) 299-6257	Fax Number (218) 233-1610
Mailing Address 810 4th Ave. S.	City Moorhead	State MN	Zip 56560

**FUNDS REQUESTED**

FY 1997-98: \$ 17,592

**FUNDS APPROVED**

\$ 16,238

**LOCAL BOARD OF EDUCATION ACTION**

The Local Board of Education of this school district, at a meeting held on March 10, 1997 authorized the undersigned to act as the LEA Representative in filing an Application for Private Equity Services Funding as provided under IASA Title I, P.L. 103-382, for the school year 1997-1998. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.

Pat King

as Contact Person (optional) was also approved.

Robert M. Jernberg  
Signature of LEA Representative

2-27-97

Date

**FOR MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING USE ONLY**

Signature - MCFL Responsible Authority

Date Approved

Final Approval Signature

Date Approved

MCFL Comments:



IASA TITLE I  
APPLICATION FOR PRIVATE EQUITY SERVICES FUNDING

District Name:

Moorhead Public Schools

District Number:

152

TITLE I  
PARTICIPATION

Provide the requested numbers of private schools for school year 1997-1998. Also estimate the numbers of private school students who will be eligible to receive service and the number who will be served.

ITEM	NUMBERS
Total number of private schools in the district	2
Total number of private schools to BE SERVED	1
Estimated number of private school students identified as "below grade level"	48
Estimated number of eligible private school students who will BE SERVED	48

INTENDED  
USE OF FUNDS

Describe the services to be provided and how these funds will be used to increase the number of private students served.

Non-instructional personnel hired with Title I Private Equity Funds through District 152 will monitor students in computer assisted instruction. Students are identified by teacher judgement and Iowa Test of Basic Skills. The level at which they work is determined by the classroom teacher. The non-instructional personnel will give printout feedback to the classroom teacher. The program will continue to utilize the computer and Classworks software to serve students in reading and math.


PROJECT BUDGET  
SUMMARYPlease call your Area Director if you need assistance. **NOTE: All budget items apply to Finance Dimension 402.** All financial information should be maintained under CFDA #84.010.

LINE NO	UFARS OBJECT CODE	OBJECT ITEM	ORIGINAL BUDGET	REQUESTED BUDGET CHANGE	REVISED TOTAL BUDGET
1	170	Non -Instructional Personnel	\$15,344		
2	200	Fringe Benefits	2,248		
3	360	Public Carrier			
4	361	Private Bus Operators			
5	365	District Owned Buses			
6	370	Rentals/Leases			
7	300	Other Purchased Services (specify):			
8	500	Capital Expenditures (needs documentation)*			
9	TOTAL	Add lines 1 through 8)	\$17,592		

\* Except UFARS Object Code 530

## MCFL BUDGET APPROVAL

This budget has been approved for implementation as described in this application.

  
Signature - MCFL Official4/21/97  
Date

ED-01944-09  
Page 3

PAGE 3 OF 4

Report each individual expenditure item, including salaries and fringe benefits, by the appropriate specific UFARS Object Code. Provide explicit detail for each expenditure item and enter the quantity where applicable. Please consult with your business office when completing this page. Include any equipment purchased with Private Equity Services Funds.

<b>TOTAL</b>	<b>\$ 17592.00</b>
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IASA TITLE I  
APPLICATION FOR PRIVATE EQUITY SERVICES FUNDING

COMPLETE ONE PAGE FOR EACH PARTICIPATING PRIVATE SCHOOL

District Name Moorhead Public Schools	Private School Name St. Joseph's School
------------------------------------------	--------------------------------------------

CONSULTATION  
PROCESS

In the space below, describe the consultation process with the private school.

The district Title I Coordinator met with the principal of St. Joseph's School on February 25 to review the program and to assist in setting up the program for the 1997-98 school year. Computer Assisted Instruction is the continued desire of St. Joseph's.

Consultation with the principal of St. Joseph's and non-instructional staff is on-going during the school year. The Title I Coordinator makes site visits bi-monthly to check on the operation of the program and assist with any concerns or questions.

Software and equipment purchases are made with regular Title I, Title VI or building funds, or a combination of these.

VERIFICATION OF PARTICIPATION

I hereby verify that I have been consulted by the local public school district which has developed the alternate delivery system and instructional services described in this application. This school will participate in the Title I Program.

S. Mary Ann Welsch  
Signature - Administrator, Private School

2-27-97

Date

DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING  
TITLE 1 SECTION  
CAPITOL SQUARE BUILDING  
550 CEDAR STREET  
ST. PAUL, MINNESOTA 55101

05/08/97

PHONE: (612)296-2181

ROBERT JERNBERG  
ISD # 152, MOORHEAD  
810 4TH AVENUE SOUTH  
MOORHEAD

MN 56560

97-98 REDUCTION OF TITLE 1 CAPITAL EXPENDITURE APPROVED BUDGET

BECAUSE THERE WERE INSUFFICIENT CAPITOL EXPENDITURE FUNDS  
(FINANCE DIMENSION 402) TO COVER ALL REQUESTS, THE BUDGET AMOUNTS  
FROM YOUR APPLICATION HAVE BEEN REDUCED AND APPROVED AS FOLLOWS:

OBJECT CODE	DESCRIPTION	ORIGINAL BUDGET	NEW BUDGET
170	NON-INST/CLERICAL/CROSS GUARDS	15,344	14,163
200	FRINGE BENEFITS	2,248	2,075
	TOTAL	17,592	16,238

  
\_\_\_\_\_  
AUTHORIZED SIGNATURE

MEMO #: I-97-265

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Title VI Resolution

DATE: June 3, 1997

Attached is the Title VI Resolution declaring the school district's intention to carry out the policy of the Congress of the United States and the State of Minnesota Legislation to meet the needs of handicapped children and to apply for financial assistance under P.L. 101.476 for the school district of Moorhead for the 1997-98 school year.

Suggested Resolution: Move to accept the resolution as presented.

RMJ/mdm  
Attachment

TITLE VI RESOLUTION

School Year 1997-98

WHEREAS, School District #152 has declared its intention to carry out the policy of Congress of the United States and State of Minnesota Legislation by developing projects in connection with current State and Federal P.L. 101.476 Regulations and Guidelines to expand and improve the educational programs by various means which contribute particularly to meeting the special education needs of handicapped children.

BE IT RESOLVED, That School District #152 apply for financial assistance under P.L. 101.476 for the School District of Moorhead and that Dr. Bruce Anderson, Superintendent of Schools of Moorhead, be named as the Local Agency Representative and be directed to execute and file applications on behalf of the School District and otherwise act as an authorized representative of the School District in all activities related to P.L. 101.476 for the 1997-98 school year.

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date

MEMO #: I-97-262

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Special Education Contractual Agreement

DATE: June 3, 1997

Attached is the contract for special education services with Dilworth-Glyndon-Felton School District #2164. The contract authorizes them to purchase various special education services from the Moorhead School District.

The Dilworth-Glyndon-Felton School District will be billed for administrative services and other special education services utilized from July 1, 1997 through June 30, 1998.

Suggested Resolution: Move to accept the contract as presented.

RMJ/mdm  
Attachment

CONTRACTUAL AGREEMENT FOR  
SPECIAL SERVICES PERSONNEL AND PROGRAMS  
1997-98

This agreement made this 9th day of June 1997, between Independent School District No. 2164, Dilworth/Glyndon/Felton, Minnesota and Independent School District No. 152, Moorhead, Minnesota for Special Services personnel and program listed below subject to the following terms:

I. Director of Special Services

- A. Agrees to provide limited administrative services to Independent School District No. 2164 Special Services Program.
- B. Agrees to provide consultation to the Dilworth/Glyndon/Felton administration in the evaluation of District provided special services.
- C. Agrees to provide limited supervision of the Special Services Program on a periodic basis.
- D. Agrees to provide consultative services to the Dilworth/Glyndon/Felton administration upon request and whenever the Director finds it is necessary for the good of Independent School District No. 2164 Special Services Program.
- E. Agrees to provide help in the making of the financial reports relative to the Special Services Program.

II. Special Education Instructional Programs

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

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

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

A statement for the above services will be submitted yearly (after June 1, 1998) to Independent School District No. 2164, Dilworth/Glyndon/Felton Minnesota and shall be payable on or before July 31, 1998.

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

This agreement entered into and accepted by the School Boards of Independent School District No. 152 and Independent School District No. 2164.

Dated this 9th day of June,  
1997

Dated this \_\_\_\_ day of \_\_\_\_,  
1997

Approved by \_\_\_\_\_  
Chairman

Approved by \_\_\_\_\_  
Chairman

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Clerk


Independent School Dist 152  
Moorhead, Minnesota 56560

Independent School Dist 2164  
Dilworth, Minnesota 56529



MEMO #: I-97-266

TO: Dr. Bruce Anderson

FROM: Bob Jernberg 

SUBJECT: Special Education Extended School Year Program

DATE: June 3, 1997

Attached is the 1997 Special Education Extended School Year Program and budgetary information as well as a list of staff to be employed. The various programs will be located at Robert Asp Elementary School, Washington Elementary School, Moorhead Junior High School, Clay County Outreach Day Treatment Center, and the West Central Juvenile Center.

This program was approved as part of the district's Annual Operational Plan.

Suggested Resolution: Move to receive the special education Extended School Year Program information and to approve the employment of extended school year staff.

RMJ/mdm  
Attachments

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MAY 19, 1997  
PAGE 1

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

MEMBERS ABSENT: None

CALL TO ORDER: Chairwoman Ladwig 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, clarifying the policies to be reviewed and adding Legislative Update to the agenda.

APPROVAL OF AGENDA: Foss moved, seconded by Gustafson, to approve the agenda as presented.

Ladwig informed the audience that board members would be coming and going during the meeting in order to attend various student performances in which their children are participating.

"WE ARE PROUD"

\*\*\* We are proud of the total Voyager School staff for their class and professionalism in making this final year for Voyager School a wonderful educational experience for the students.

Dr. Betty Myers commended Lynne Kovash for her excellent leadership at Voyager during the past year.

\*\*\* We are proud of the School Safety Patrol Program at Washington School for receiving the Meritorious Achievement Award for their efforts in promoting school traffic safety. The award was presented by the Minnesota Safety Council for an outstanding safety record and excellent work by the School Safety Patrol. In January they were observed by an unmarked Highway Patrol Officer and received 180 of 200 possible points. One student representative from each fourth grade classroom traveled to the 1997 Minnesota Youth Safety Day to receive the award. The teacher advisor is Del Larson.

\*\*\* We are proud of Marsha Johansen and the students of Moorhead Junior High for successfully hosting a School-to-Work Career Fair recently. Students had the opportunity to visit with 22 area businesses and schools and interview them about occupations available in their professions.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Ladwig read a letter from Mayor Lanning thanking the students of Moorhead Junior High for their help during the flood, and a note from a North Moorhead resident thanking all the students who helped sandbag the homes in their neighborhood.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MAY 19, 1997  
PAGE 2

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

Gift - Accept the gift of \$1,000 from the Soroptimist International of the Americas, Inc. to aid displaced students attending Moorhead schools.

Grant Submission - Authorize submission of the Education for Homeless and Children Youth Project and the Prevention and Intervention Delinquent grants as presented.

Extended School Year Service Agreement - Approve the agreement with PT/OT Associates for services during the 1997 Extended School Year Program.

Townsite Lease Agreement - Approve the lease with Elementary Avenue for suite #152, beginning May 1, 1997 through April 30, 1998, in the total amount of \$24,400.

Change in Contract

Lona Daley-Getz - Nurse, District-wide, from BA+15 (11) \$14,825.50, .50 FTE, to BA+15 (11) \$29,651.00, 1.00 FTE.  
David Brown - Head Boys Swimming Coach from Assistant Swimming Coach, Senior High.

Family/Medical Leave

Terra Bundy - Special Services Secretary, Townsite Centre, to begin approximately June 10th for 8 weeks.

Adult Basic Education Grant - Authorize Community Education to prepare an application for \$92,630 in state funds and \$53,000 in federal funds for Adult Basic Education programming.

97-98 Community Education Budget Revision - Approve the 1997-98 Community Education budget, in the amount of \$1,089,699.

Claims - Approve the May claims (second half), subject to audit, in the amount of \$626,398.21.

General Fund:	\$354,910.12
Food Service:	59,356.20
Transportation:	152,229.17
Community Service:	11,512.32
Capital Expenditure:	42,729.41
Townsite Centre:	5,660.99
TOTAL	\$626,398.21

Motion carried 7-0.

COMMITTEE REPORTS: Gustafson reported on the Student Activities, Instruction & Curriculum Advisory Council and the District Student Staff Assistance Steering committee meetings.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MAY 19, 1997  
PAGE 3

MOORHEAD HEALTHY COMMUNITY INITIATIVE UPDATE: Dianna Hatfield, Initiative Coordinator, and Moorhead Junior High teacher Kathleen Andrews presented a summary of the accomplishments of the Initiative since its creation in 1995. Some accomplishments were: MHCI volunteers provide asset building information to all parents who attend Back-to-School night (1995), a cooperative agreement between ISD 152 and MHCI provide Parent Facilitator position to reach parents with developmental assets education (over 475 parents reached), a similar arrangement provides a teacher educator to support teacher's efforts in asset building, a survey of 4th through 8th grade youth regarding their desires for after-school activities, received a state grant to provide community-side After School Enrichment (ASE) activities and in turn MHCI awarded one-third of the grant to Community Education to provide school based activities.

The ASE pilot program reaches between 900-1000 youth ages 9-13 to participate in free after-school activities. Seventy-five percent of those youth do not participate in other activities, twenty-four percent of participants are youth of color, and forty-seven percent of participants are from low-income families.

Foss and Ladwig left the meeting at 7:30 p.m.

1998-2003 FIVE YEAR EDUCATIONAL PLAN: District Resources Planning Task Force Report: Task force members George Davis and Gary Lundberg presented an overview of the report to the Board. Like the previous reports, this report has been prepared to stimulate discussion of the following five issue areas: Finance, Facilities, Technology, Human Resources/Staff Development, and Governance/Leadership.

Cox moved, seconded by Cummings, to receive the report and to direct administration to disseminate it for review and feedback. Motion carried 4-0.

Gustafson left the meeting at 7:40 p.m.

Vice-chair Hewitt recessed the meeting at 8:05 p.m.; the meeting reconvened at 8:12 p.m.

Ladwig and Foss rejoined the meeting at 8:12 p.m.

READING RECOVERY PROGRAM: Foss moved, seconded by Cox, to approve the Reading Recovery Agreement as presented. Motion carried 6-0.

HIGH SCHOOL PRINCIPAL SELECTION: Cummings moved, seconded by Hewitt, to approve hiring Mr. Gene Boyle in accordance with the recommended provisions of the Administrative contract, effective August 1, 1997. Motion carried 6-0.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MAY 19, 1997  
PAGE 4

CURRICULUM REVIEW REPORT - World Languages: World Language teacher Jean Moe reviewed the curriculum with the Board.

Cox moved, seconded by Cummings, to receive the World Languages report and direct administration to respond to implementation of the North Central Association Improvement Plan, including the purchase of textbooks, hardware and software, and other expenses within existing budgets. Motion carried 5-1; Hewitt dissenting.

Gustafson rejoined the meeting at 9:18 p.m.

CURRICULUM REVIEW REPORT - K-12 Math: Math committee members Del Larson, Angelique Gunderson, Noel Sletten, and George Kallenbach reviewed the report with the Board.

Cummings moved, seconded by Hewitt, to receive the K-12 Math report and direct administration to respond to implementation of the North Central Association Improvement Plan, including the purchase of textbooks, hardware and software, and other expenses within existing budgets. Motion carried 7-0.

REGION I-ESV/ISD 152 JOINT TRAINING LAB: Cummings moved, seconded by Foss, to approve the joint development of the Townsite Technology Training Lab with Region I-ESV as presented by the administration. Motion carried 6-1; Hastad dissenting.

FIRST READING OF POLICIES: Anderson noted the Student Attendance (JE/JEA) and Acceptable Use Policy for Network Resources (EHAA) may not be returned for approval at the next meeting to allow further review by administration and board members.

Hewitt moved, seconded by Cox, to request the Chair to appoint a subcommittee of the Board to work on the Student Attendance (JE/JEA) policy. Motion carried 7-0.

The Board conducted the first reading of the following draft policies: Student Attendance (JE/JEA), Acceptable Use Policy for Network Resources (EHAA), Resource Selection, Review/ Objection and Reevaluation Policy (IIAC), Review of School Board Performance (AFA), Reimbursement for Travel, Professional Meetings and Conferences (DLC), and Prohibition of Harassment and Violence (JFCFA).

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MAY 19, 1997  
PAGE 5

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Anderson stated he would send board members information on the latest legislative update.

Board members were requested to contact Anderson regarding attending graduation ceremonies.

Hewitt requested information related to the T-1 lines and requested the item be placed on the next agenda.


ADJOURNMENT: Cummings moved, seconded by Hewitt, to adjourn the meeting at 10:45 p.m. Motion carried 7-0.

---

Anton B. Hastad, Clerk



To: Dr. Anderson

From: Mary Davies 

Date: May 29, 1997

Re: 1997-98 Community Education Advisory Council members

Each year we forward to the board our recommendations for new Community Education Advisory Council members. New members to begin July 1 are: Debra Fletcher, Armando Amaya, Shelley Lundborg, Bob Schieffer, Milo Moyano, and Ken O'Leary.

Those whose terms continue are Judi Emery, Helen Goodin, Beth Grosen, Yoke Sim Gunaratne, Steve Hanson, Carol Hutchison, Kevin Kopperud, Jo Larson, Beth Shorten, Cindy Snelling, Leann Wright and Board liaisons Bill Cox and Stacey Foss. Leann Wright will serve as chair and Helen Goodin as secretary.

Suggested Resolution: Move to approve the appointments of Debra Fletcher, Armando Amaya, Shelley Lundborg, Bob Schieffer, Milo Moyano, and Ken O'Leary to the Moorhead Community Education Advisory Council.



41

TUESDAY, JUNE 03, 1997

F:\PCF8\CEADV.DBF

LAST	FIRST	OTHER	ADDRESS	CITY	ST	ZIP	TERM
AMAYA	ARMANDO	COMMUNITY	116 14TH ST S	MOORHEAD	MN	56560	99
COX	BILL	SCHOOL BOARD	3900 3RD ST S	MOORHEAD	MN	56560	
EMERY	JUDI	CHOICES	3302 12TH STREET S APT 101	MOORHEAD	MN	56560	98
FLETCHER	DEBRA	ECFE	3612 RIVER VIEW CIRCLE	MOORHEAD	MN	56560	98
FOSS	STACEY	SCHOOL BOARD	1123 23RD AVE SO	MOORHEAD	MN	56560	
GOODIN	HELEN	LIBRARY	P.O. BOX 900	MOORHEAD	MN	56560	00
GROSEN	BETH	COMMUNITY	4005 3RD ST. S.	MOORHEAD	MN	56560	98
GUNARATNE	YOKE SIM	COMMUNITY	3215 VILLAGE GREEN DR	MOORHEAD	MN	56560	99
HANSON	STEVE *CHIP	COMMUNITY	519 SOUTH 7TH ST	MOORHEAD	MN	56560	98
HUTCHISON	CAROL	CITY	PO BOX 779 CITY HALL	MOORHEAD	MN	56560	00
KOPPERUD	KEVIN	PRINCIPALS	EDISON ELEMENTARY				98
LARSON	JO	TEACHERS	1202 49TH AVE S	FARGO	ND	58104	98
LUNDBORG	SHELLEY	BUSINESS	NORWEST BANK 730 CNTR AVE	MOORHEAD	MN	56560	99
MOYANO	MILO	COMMUNITY	2602 RIVER DR N	MOORHEAD	MN	56560	00
O'LEARY	KEN	RETIRED	421 MAPLE LANE S	MOORHEAD	MN	56560	00
SCHIEFFER	BOB	COMMUNITY	1332 18TH AVE S	MOORHEAD	MN	56560	00
SHORTEN	BETH	MSEA	2202 25TH AVE S	FARGO	ND	58103	98
SNELLING	CINDY	ARTS	P.O. BOX 644	FARGO	ND	58107	98
WRIGHT	LEANN	COMMUNITY	4605 S. RIVER HAVEN RD.	MOORHEAD	MN	56560	99

MEMO #: I-97-258

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *BJ*

SUBJECT: Update on Johnson Park Nature Trail Project

DATE: June 3, 1997

Mary Colson and students from Moorhead Junior High School will briefly discuss this year's contributions to the Johnson Park Nature Trail Project.

RMJ/mdm

MAY 27 1997

MEMO #: B97.296

MEMO TO: DR. ANDERSON

FROM: R. LACHER



DATE: MAY 23, 1997

SUBJECT: RIVERSIDE PLAYGROUND

The Riverside P.T.A.C. has requested that the school district commit:

1. \$20,000 for playground equipment development.
2. Support the P.T.A.C. for a grant application for the playground development.

The P.T.A.C. has/will contribute \$6-8,000 with possible annual contributions \$1,000 as well as volunteer labor and equipment.

Recommended Resolution: Move to approve the change in the 97-98 A.O.P to use the \$20,000 for Riverside office remodeling for playground equipment development. Accept the P.T.A.C. donation in support of the project.

Attached: Cost Estimates  
Schematics of Play Area



Earl F. Andersen, Inc.

May 22, 1997

Mr. Kerry Sewell, Principal  
Ms. Barb Cunningham  
Riverside Elementary School  
Moorhead School District #152  
310 14<sup>th</sup> Avenue South  
Moorhead, MN 56560

Re: Playground Development Cost Estimate.

Dear Kerry & Barb:

Please note the following cost estimate for development of a new playground at Riverside School. The following costs are only an estimate for planning purposes. This estimate is based on Plan "A" #C4375D, with a larger 91'x 36' area than is shown on this plan, and with the Spring Ring not included. Installation is not included in this estimate.

1	PlayStructure with Clatterbridge	\$8,979.00
1	Accessible Resilient Tiles	523.00
1	Structure with Circle Horizontal Ladder	8,376.00
81	Cubic yards Softstep wood fiber, 8" depth, with filter fabric.	2,250.00
254	Lineal Feet TuffTimber recycled plastic border and spikes	1,856.00
2	Days Installation Supervisor to work with Volunteers	1,500.00
		<u>\$23,484.00</u>

*over night etc.*

Other items associated with this project include:

Removal of existing play equipment & tires	\$(Volunteers?)
Repair/replacement of fence sections	\$ ?
Ramp up and over border edge for accessibility (Concrete or asphalt 5' wide, 5% ramp to 12" elevation above existing pavement.)	\$ ?
Removal of partial existing sand/pearock base (need 4" loose material under wood fiber and filter fabric for drainage)	\$(Volunteers?)

This plan and equipment will make a great addition to your school, providing a challenging, safe, great variety of events, wheelchair accessible playground. Please call if you have any questions. Thank you.

Yours truly,



David Owen  
Sales & Design Consultant  
Registered Landscape Architect

We have started to seek volunteer support for removal of old equipment

We will have in kind machinery and volunteer labor.  
COST: NONE

**COST FOR DISPOSAL OF EQUIPMENT**

Tires- \$65 per ton (app. 20 tires = 1 ton)	(est. 2 tons)
Equipment \$55 for container plus \$26 per ton	(est. 1-2 tons)
TOTAL COST APP. \$300	

**INSTALLATION OF NEW EQUIPMENT**

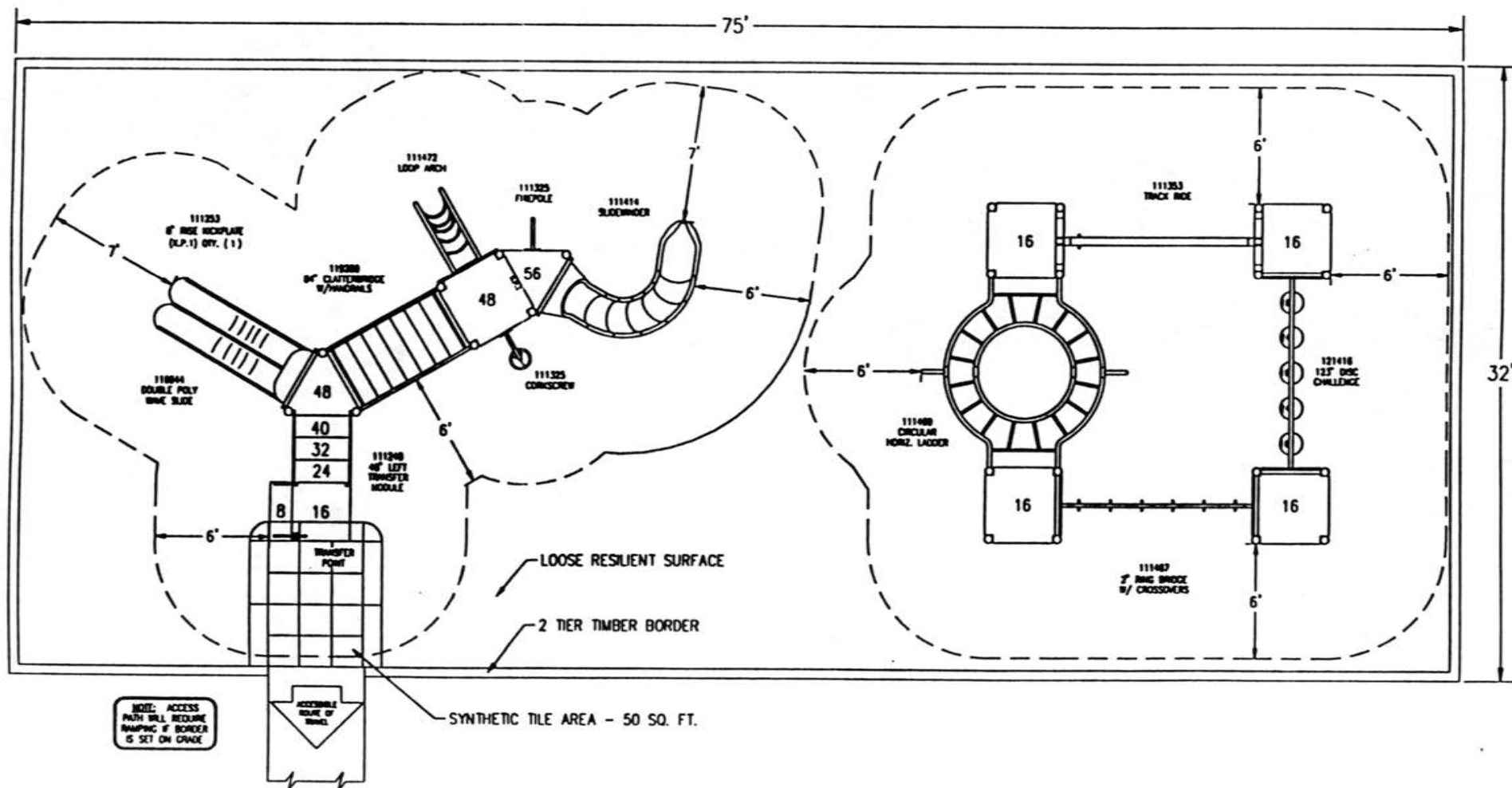
If permitted we would provide the labor under an installation supervisor  
COST up to \$1550 (2 days, overnight and travel)

**ESTIMATED COST OF FENCING and INSTALLATION**

For the equipment play area \$3,800

479

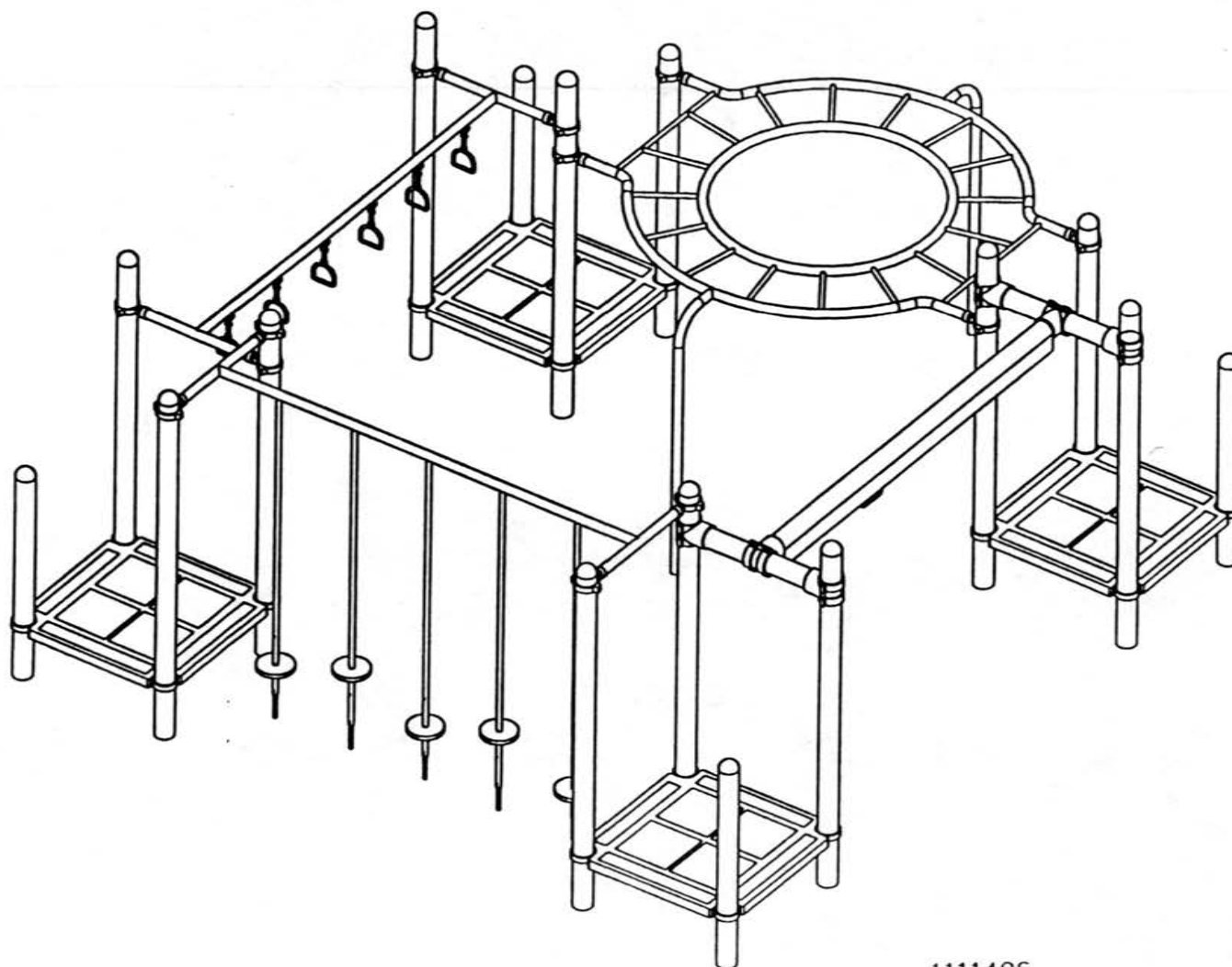
C4375D 5/3/97  
SCALE: 1/8" = 1'-0"



**PLAYBOOSTER**

Mfg. By  
**LANDSCAPE  
STRUCTURES INC.**

## RIVERSIDE ELEMENTARY MOORHEAD



1111496

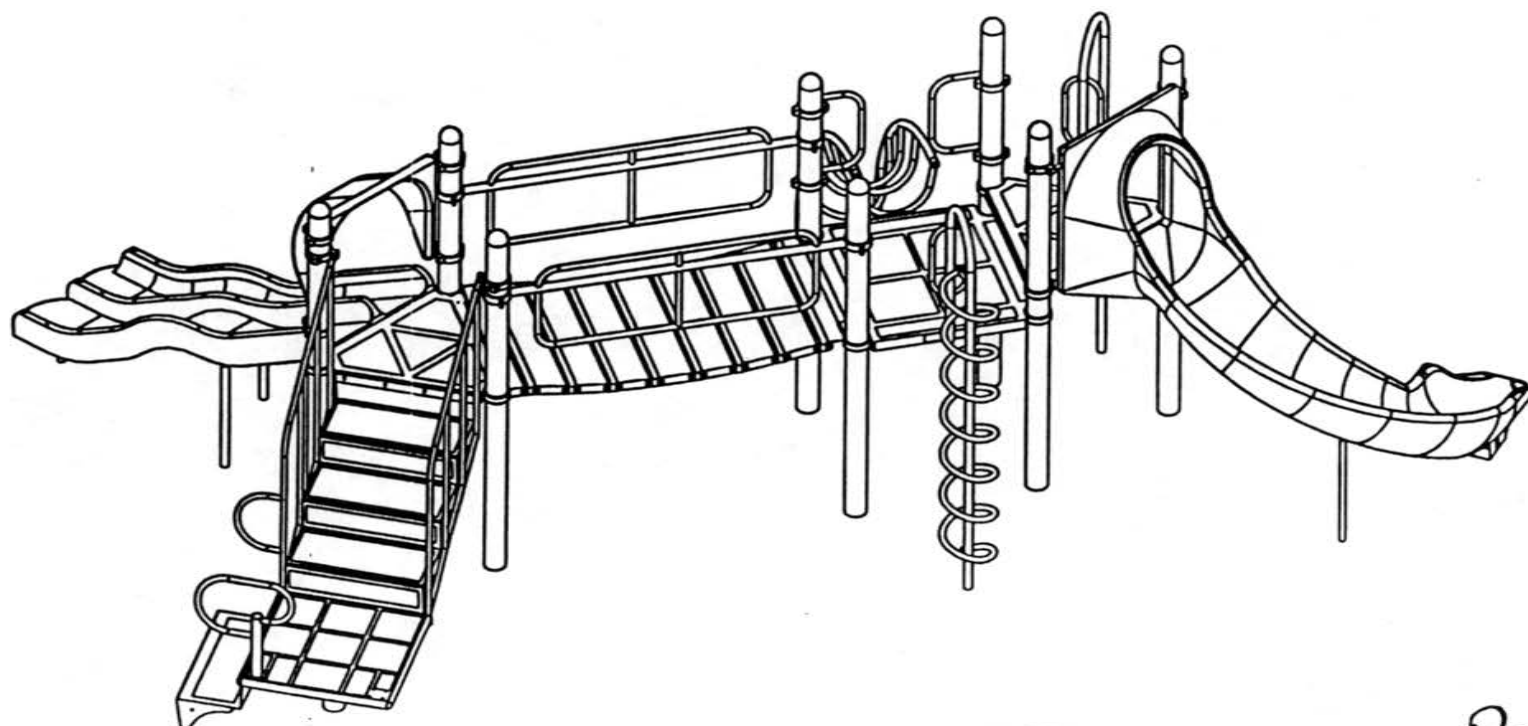




**PLAYBOOSTER**

Mfg. By:  
**LANDSCAPE  
STRUCTURES INC.**

# RIVERSIDE ELEMENTARY MOORHEAD



1111300



C4375D

## GENERAL NOTES

DESCRIPTION	QTY	UNIT
PLAYGROUND AREA ONE	2294	SQ. FT.
LOOSE RESILIENT MATERIAL AREA (12" DEPTH) - <i>CUBIC YD</i>	2244	SQ. FT.
BORDER PERIMETER	214	LIN. FT.
PLAYGROUND AREA TWO	420	SQ. FT.
LOOSE RESILIENT MATERIAL AREA (12" DEPTH)	420	SQ. FT.
BORDER PERIMETER	86	LIN. FT.
SYNTHETIC SURFACE @ 48" FALL HEIGHT	50	SQ. FT.
BASE FOR SYNTHETIC SURFACE <i>Concrete</i>	50	SQ. FT.
CONC. BASE FOR ACCESS PATH	N/A	SQ. FT.
PINE BORDER 6" x 12", NEW (2 TIER) - +.	300	LIN. FT.
DRAIN AGGREGATE (3" DEPTH)	35	TON
SOFT-STEP (10" DEPTH - COMPRESSED TO 8" DEPTH)	82	CU. YD.
GEOTEXTILE FABRIC	2664	SQ. FT.
GRADING	101	CU. YD.

- This plan requires grading, play equipment requires less than a 1% slope
- Above quantities may vary with grade site conditions
- The above listing is bill of materials to be used for installation ONLY refer to quotation, purchase order or contract agreement.

MEMO #: I-97-260  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *rf*  
SUBJECT: Riverside Playground Grant  
DATE: June 3, 1997

Attached is a copy of a grant proposal to the Bremer Foundation for Riverside playground expenses. The Riverside Playground Committee is requesting Board permission to submit this grant.

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

RMJ/mdm  
Attachment

## **Bremer Grant Proposal (Draft)**

**1. Legal name, address, and telephone number of the organization and contact person.**

Riverside Elementary, Parent Teacher Advisory Committee, PTAC  
310 14 Ave S  
Moorhead, MN 56560  
Contact Person:  
Barb Cunningham  
W-299-6308  
H- 236-7069

**2. A brief description of the organization including its goals, purposes, a short history, and any recent organizational changes, if appropriate.**

PTAC membership is made up of the parents of the Riverside students (k-4). It is a positive group with the mission of helping to improve our children's education and facilities. Over the past three years the membership has shown continual growth. One of the PTAC goals is to fund raise so that teachers and students of Riverside will be provided with instructional materials and supplies that exceed the budget allocated by the district. A playground committee was established a few years ago to design a plan for improving the present playground area. One of the most significant changes for Riverside Elementary next year is a restructuring within the district. The current enrollment of Riverside is about 330 students k-4. In the 97-98 school year we will add 3 sections of 5th graders to Riverside Elementary.

**3. A description of the project for which funds are being sought, what it is designed to achieve, and how this will be accomplished.**

Over the past several years we have had a playground fund to improve our existing playground. Riverside has no green space for outdoor use so it is essential that we provide our children with excellent physical facilities in our limited space. The play area is approximately 170 feet by 70 feet, with an enclosed equipment play space of 90 feet by 36 feet. In the past the district has put the Riverside playground on hold in the attempt to determine the future of the school and other financial demands. The district is able and willing to provide some funding for this project. But to see this project to completion, more moneies are needed. As parents of current elementary children we believe that the future is NOW and we must see that our children are given the opportunity to play on safe and quality equipment. This year we are investing a strong focus to this project as the district has agreed to resurface the play area due to its deteriorating conditions of cracks and holes, and to support partial funding for this effort. Timing is everything, and Riverside's playground facelift is NOW!!!

**a. What do you want to change?**

We want to remove existing playground equipment, and restructure our play area. This would include a new surface, a new plan (which would make our limited space more efficient, handicapped accessible, and meet the provisions of ADA), new equipment and a new fence enclosure (many parts are rusted and bent).

**b. Who wants you to do it?**

- \* Parents (PTAC) and children
- \* Teachers
- \* Administration
- \* Community

**c. How will they help you?**

In addition to allocating a portion of the spending budget, PTAC has been holding several fund raisers, including a joint effort fund raiser by WALMART, a Book Fair and A Huge spring Carnival. The PTAC appropriated \$6,000 for the project. The district is willing to allocate \$35,000 to the Riverside playground area. We are in the process of contacting some area businesses and service groups, such as the Lions Club and Kiwanis to ask for financial support. We have also begun to develop a list of volunteers who will assist in the labor of removal and installation.

**d. How will you go about changing it?**

We need to remove existing equipment, plan, purchase, and install the equipment. There is a playground committee which is meeting and planning several options. We have contacted sales representatives from companies to provide us with professional guidance regarding our space and budget. We will present our plan to district officials and the school board to finalize plans and then we will use community and professional resources for installation.

**e. What will you need to do?**

What we need to make this mission happen is financial support and volunteer labor. This effort will not happen without the availability of outside resources and grants.

**f. How will you know when it is done?**

The completion of this project will be when the new playground is accessible to the 300+ students that are so hoping it will happen.

**4. The specific amount being requested.**

We are requesting a Bremmer Grant of \$7,000

**5. Documentation of the organization's nonprofit and tax-exempt status. Please include a copy of the ruling from the US IRS.**

**6. The names and qualifications of individuals responsible for implementing this project.**

PTAC Playground Committee

Barb Cunningham, contact person 1-218-236-7069

Riverside Elementary Principal

Dr. Kerry Sewell 1-218-299-6260

Moorhead Superintendent

Dr. Bruce Anderson 1-218-299-6256

**7. Evidence that the request is endorsed by the board of directors of the applicant organization and a list of those members.**

Attached letter from Dr. Anderson

Moorhead Board of Education

Carol Ladwig, Chair

Jim Hewitt, Vice Chair

Anton Hastad, Clerk

Stacey Foss, Treasurer

Bill Cox

James Cummings

Mark Gustafson

**8. A complete Budget for the project, including projected revenues and expenses.**

Removal and Installation	\$ 6,000
(includes disposal of Equipment)	
Equipment	\$18,000
Accessible tiles	\$ 2,000
Wood Fiber or Play Safe with filter fabric	\$ 2,640
Tuff Timber border	\$ 1,856
Resurface of outer area	\$15,000
Ramp at correct slope (tar)	\$ 500
Fencing	\$ 4,000
<b>TOTAL</b>	<b>\$ 49,996</b>

In kind services for volunteer support and volunteer equipment are available.

**9. An audited financial statement, if available, for the organization's previous fiscal year, a current operational budget, and a copy of the most recent IRS 990 tax return.**



**10. A list of other funding sources to be used to support this project. The foundation encourages applicants to seek funding from a variety of sources.** At this springs carnival we had a fund raising drive which extended to the business community. Through their generous donations of money, prizes, and food we had another successful community carnival sponsored by Riverside PTAC. A large portion of the carnival proceeds were allocated for the playground. We are however cautious to request additional financial support from area business, due to the major funding needed for the area flooding.

Funds allocated:

<b>Moorhead District</b>	<b>\$35,000</b>
<b>Riverside PTAC</b>	<b>\$ 6,000</b>
<b>TOTAL</b>	<b>\$41,000</b>

Additional support of In kind volunteer labor( parents and equipment)

**11. A description of future funding plans.**

The parent organization (PTAC) will allocate funding each year for playground facilities update and maintenance, We will need no additional funding if our total financial need is met.

**12. A description of the procedures for reporting expenditures of grant funds and the progress of the project.**

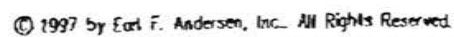
All monies will be issued to this project through the Moorhead School District business office. A record of this project will be compiled by the playground committee and will be presented for review when needed.

**13. A statement explaining how the activity supported by the grant will help eliminate racism and other forms of bigotry.**

Every child deserves equality. A playground that is accessible and safe for all children, regardless of physical or mental abilities is essential. A playground can eliminate physical and racial barriers and allows kids to be kids. The educational values of a playground are immense. On a play area our children learn the life skills of communication, respect, socialization, enjoyment, coordination and cooperation in a non competitive setting. The current Riverside playground is, by far, a lesser quality area than is seen at most elementary schools. We need to make a space where all children can do what children need and love to do most... **PLAY.**



55



MEMO #: B97.297

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: MAY 23, 1997

SUBJECT: 1997 PAPER/GENERAL SUPPLY BID AWARD

Bids were opened on Monday, May 19, 1997.

Listed are the low bid vendors meeting our specifications.

Lakes Country Service Coop Fergus Falls, MN	\$37,364.79
SPB St. Paul, MN	\$10,573.96
Unisource Fargo, ND	\$ 9,945.88
Standard Stationery Wheeling, IL	\$ 8,987.65
Office Interiors West Fargo, ND	\$ 5,450.07
Cole Paper Fargo, ND	\$ 2,049.75
Hammond & Stephens Fremont, NC	\$ 1,582.00
School Specialty Appleton, WI	\$ 1,393.00
Supreme School Arcadia, WI	\$ 377.79
Northern School Fargo, ND	\$ 235.98
	<hr/>
	\$77,960.87

Suggested Resolution: Move to approve the low vendors meeting our specification for \$77,960.87.

MEMO #: I-97-264

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *PJ*

SUBJECT: Approval of Contract for Physical Therapy Services

DATE: June 3, 1997

Attached is a contract with PT/OT Associates allowing Moorhead Public Schools to purchase physical therapy services.

This contract is for physical therapy services for the 1997-98 school year for up to 1,281 hours at the rate of \$40.16 per hour, an increase of 3 percent over the current rate.

Suggested Resolution: Move to approve the agreement with PT/OT Associates for the 1997-98 school year as presented.

RMJ/mdm  
Attachment

MEMORANDUM OF AGREEMENT FOR  
PHYSICAL THERAPY SERVICES FOR  
SCHOOL YEAR 1997-98

This contract entered into this 9th day of July 1997, by and between Moorhead Public Schools, Independent School District #152, and PT/OT Associates affirms that:

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

1. The CONSULTANT shall provide the following services, as requested by the AGENCY:
  - a. participate in AGENCY client planning, such as Education Planning committees, Individualized Planning Conferences or Medical Staffings;
  - b. evaluate each client, informally;
  - c. help determine specific program needs and plan appropriate motor activities, exercises, mobility training, self-help skills, and use of special rehabilitation equipment;
  - d. orient, train, and supervise nonprofessional staff in the prescribed treatment methods and educational techniques;
  - e. provide periodic verbal and written reports to the AGENCY;
  - f. provide inservice training for staff and families as directed.
2. The CONSULTANT shall provide these services to District 152 children enrolled and in need of services, as determined by AGENCY PERSONNEL.
3. The AGENCY/CONSULTANT shall obtain appropriate educational medical information, including medical orders, if necessary, on each client.
4. The date the service will begin on or about August 26, 1997. The number of hours contracted will be up to 1281 hours during the 97-98 school year.

5. The AGENCY shall monitor the services of the CONSULTANT through AGENCY personnel.
6. The AGENCY shall make payments for services rendered as follows: Upon receipt of statement. Fees charged will be \$40.16 per hour.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
City

\_\_\_\_\_  
City

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

MEMO #: I-97-263

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *PJ*

SUBJECT: Consolidated Application for Improving  
America's Schools Act

DATE: June 3, 1997

Attached is a budget summary and the Moorhead Public School District's plan for the Improving America's Schools Act (IASA) Consolidated Application. The narrative portion includes National Goals 1, 3, 4, and 8; the objective, the indicator, the overview, and the possible initiative for each goal related to Title I, Title II, and Title VI for the 1997-98 school year.

The funding request includes \$684,871.16 for Title I, \$41,415 for Title II, and \$35,0178 for Title VI for a total of \$761,464.16.

Suggested Resolution: Move to approve the Consolidated Application for Improving America's Schools Act in the amount of \$761,464.16 as presented.

RMJ/mdm  
Attachment



Minnesota  
Children

Learner Options  
876 Capitol Square - 550 Cedar  
St. Paul, MN 55101-2273

CONSOLIDATED APPLICATION FOR  
IMPROVING AMERICA'S SCHOOLS ACT

ED-026-18  
DUE 5-2-97

GENERAL INFORMATION AND INSTRUCTIONS: Please send the signed original and one copy to the above address by May 2, 1997. For further instructions refer to the Supplemental Instructions on Page S.I. (1).

S.Y.  
1997 - 1998

UNIFORM DISTRICT IDENTIFICATION

District Name <u>Moorhead Public Schools</u>		District Number <u>152</u>	
Address <u>810 4th Ave. S.</u>		City <u>Moorhead</u>	Zip Code <u>56560</u>
LEA Representative Name <u>Robert Jernberg</u>	Title <u>Asst. Supt. of Curr.</u>	Telephone Number <u>(218) 299-6227</u>	FAX Number <u>(218) 233-1610</u>

FUNDING INFORMATION

TITLE I	TITLE II	TITLE VI	TOTALS
\$ <u>684,871.16</u> Total Amt. Requested	\$ <u>41,415</u> Total Amt. Requested	\$ <u>35,178</u> Total Amt. Requested	\$ <u>761,464.16</u> (Amount Requested)
\$ <u>146,362</u> Amount of Funds in Schoolwide Programs	\$ _____ Amount of Funds in Schoolwide Programs	\$ _____ Amount of Funds in Schoolwide Programs	
\$ <u>21,992</u> Reserved for Admin.	\$ _____ Reserved for Admin.	\$ _____ Reserved for Admin.	\$ <u>21,992.00</u> (Administration)
\$ <u>68,040</u> Amount of Funds Used to Match AOM	\$ _____	\$ _____ Amount of Funds Used to Match AOM	
\$ _____ ADDENDUM # _____	\$ _____ ADDENDUM # _____	\$ _____ ADDENDUM # _____	

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of ISD #152 (district name) has authorized Robert Jernberg (person's name) at a monthly meeting held on June 9, 1997 to act as the LEA Representative in filing an application for funds as provided under Public Law 103-382 for the school year 1997-98. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal Statutes, Regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. The following persons are authorized as contact persons for:

Title I	<u>Patricia King</u>	Telephone Number: (218) 299-6257	FAX Number: (218) 233-1610
Title II	<u>Mary Regelstad</u>	Telephone Number: (218) 299-6376	FAX Number: (218) 233-1610
Title VI	<u>Jan Buckner</u>	Telephone Number: (218) 299-6337	FAX Number: (218) 233-1610

Signature of LEA Representative

June 9, 1997  
Date

MINNESOTA CHILDREN REVIEW / APPROVAL

Area Director Signature	Area #	Date
Final Approval Signature		Date
Comments:		



MEMORANDUM      P 97.070

TO:            Dr. Bruce Anderson  
FROM:          Dr. John Skinkle *JSS*  
DATE:          June 3, 1997  
SUBJECT:      Part Time and Substitute Pay Schedule

Attached is a copy of the Part Time and Substitute Pay Schedule.  
The administration requests approval of this schedule.

JDS:sdh

Part Time and Substitute Pay Schedule  
1997-98

ADULT ED

Vocational Licensed Teacher	20.06
Avocational Teacher	13.83
Program Assistant	5.90

SUBSTITUTE TEACHERS

Daily	64.00
10 Day Consecutive same classroom	92.00
30 Day Consecutive same classroom	Daily rate-beginning BA Teacher Salary

NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS

Part-time (non-contract)	5.46
	(or .15 over previous rate)

INTERPRETERS

Part-time (non contract)	13.16
Freelance	21.22
(due to lack of trained interpreters labor pool, may need to meet competitive rates)	

SECRETARIES

Part-time (non-contract)	6.75
--------------------------	------

PARAPROFESSIONALS (TEACHERS ASSISTANTS)

Part-time (non-contract)	7.50
Substitute	7.50

CUSTODIANS

Part-time (non-contract)	6.18
--------------------------	------

WORK STUDY/STUDENT HELP

5.15

Revised 7/01/97

MEMO #: S-97-175

TO: School Board

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

RE: Approval of Policy

DATE: June 4, 1997

Attached please find the policy, Attendance 9-12 (JEA). This draft is a modified version of the current policy and replaces the draft presented at the May 19 meeting.

It is presented for discussion with possible action intended at the second meeting of the month.

*cbf*  
Attachment

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: JEA DATE ADOPTED: 05-09-72 REVIEWED/REVISED: 12-90
------------------------------------------------------	-------------------------------------------------------------------------

(DRAFT 6/3/97)

ATTENDANCE 79-12

Philosophy Position

We believe:

- o Students with regular attendance achieve better academically in school.
- o Students with regular attendance are better adjusted to school.
- o Learning that is lost due to absence can never be adequately replaced.
- o Students with regular attendance have purpose of direction.

Attendance is of vital importance and it is essential that all efforts be made by the staff members of Moorhead Independent School District #152 to insure excellent attendance by the students of the District. The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance by positive teaching methods, individual concern, and reasonable attendance policies as determined by proper authorities.

Regular attendance and sound attendance habits requires maximum cooperation of PARENTS, STUDENTS and SCHOOL.

TYPES OF ABSENCES

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. For excused absences, a student shall be allowed two (2) school days for each absent day to make up any work missed and receive a grade. School work not turned in to a teacher within the two-day guidelines may result in the assignment receiving a lower grade or no credit. In the case of a prolonged excused absence a deadline shall be mutually agreed upon by teacher and student. A principal will mediate if mutual agreement is not reached. A teacher may require additional assignments to compensate for any loss of class discussion and lecture information.

The State of Minnesota recognizes the following reasons for excused absence: personal illness, death or medical emergency in the immediate family, and inclement weather. Other reasons that could be acknowledged are personal requests for absence made ~~48~~ 24 hours in advance; e.g., legal appointments, religious activities, travel, family vacations, state tournaments and school activities. We encourage parents to hold these requests for absence to a minimum.

Unexcused Absences: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with the consent of the parents but the excuse given is not acceptable to the school administration.

## Policy JEA

Students who exceed 10 absences in any class for a semester will be subject to restricted absences for personal reasons.

Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences are: missing bus, car trouble, oversleeping, work at home, work part-time job, need for extra sleep, babysitting, hair appointments, shopping, visiting friends, job interviews, not returning to school from noon hours, leaving school ill without checking out with the nurse, or falsifying notes or explanations for absence, etc. Students who report second period with illness as a reason for missing first period may be granted this privilege only once per semester.

Truancy: A student is considered truant when he/she skips a class, study hall or any part of the school day. A truancy charge indicates that the student is absent from school without the knowledge or approval of the parent or school. Each truancy case will be dealt with on an individual basis; however, some of the following guidelines will be used in dealing with each student:

1. The first offense Skipping will result in detention time assigned and a notification sent to parents.
2. The second Repeated offenses will result in detention time assigned as well as a parent conference/contact regarding the problem. A notice will be given that another truancy will result in losing the class for the semester.
3. A third Continued truancy in a class will result in a conference with student/parent and principal/referral to the Student Assistance Team to determine a contract regarding future attendance. A student may be removed with loss of credit, regardless of their letter grade, or removal from the class, placement in a study hall, detention time assigned, and an offer of a possible alternate method of getting a credit.
4. For any unexcused or truant absence, a student will not be permitted to participate in extra-curricular activities (practice, game, rehearsal or program) on the day of the absence in question.
5. Students who are under the compulsory attendance law will be reported to the legal authorities on the seventh occurrence of truancy/or as the Student Assistance Team advises.

Advance Make-Up: In the event that a student will be absent from school, either part day or all day, they are to make arrangements in advance by having their parent(s) request the excuse by written note at least 48 24 hours in advance of the absence. The student then must present the advance make-up to each teacher who (2) one (1) days prior to the date of absence. While it is recognized that parents of a student 16 years of age or older have the option of keeping their student out of school for a variety of reasons, it must be emphasized that the responsibility of make-up rests solely and entirely with the student. The school will be the final authority in excusing the student.

## Policy JEA

Request For Extended Absences: Students will occasionally request to be absent for an extended period of time. Requests of this nature are difficult to deal with and in an effort to be consistent, the district will try to keep the following guidelines in focus:

1. Request should be for absences that involve educational trips (usually with parents) only. Any requests to leave school for vacations, going to work, etc. could be restricted. All requests will be dealt with by appropriate grade level administration.
2. If a credit reduction absence is granted, credits will be reduces under these guidelines: 11-19 days absent = .1 reduction, 20-28 days absent = .2 reduction, 29-37 days absent = .3 reduction, etc. (All reductions will be done in the office. The actual grade is not affected, just the amount of credit given.)
3. Students who lose more the twenty percent (20%) of their credit in any required course must repeat that course for graduation.

Illness During School Day: Students becoming ill during the school day, except in case of an emergency, are to report to their regular class and then get a pass to the nurse's office. If it is necessary to go home, the nurse will contact the student's parent(s) to obtain release permission. If parents cannot be contacted, the student will remain in school. Friends will not be excused to transport students.

Medical Absences: Absences for doctor or dental appointments will be acknowledged when the student produces the appointment card verifying the appointment. Notes or phone calls will not be accepted. Requests for medical appointments are encouraged to be made before and after school, or on Saturday.

Absence Reporting Procedures: Parent(s) must contact the schools on the day of the student's absence. ~~The school will attempt to contact the parent in the case of absence after 10:30 a.m.~~ Students are not required to obtain admit slips but may report directly to class ~~if these requirements have been met~~ upon their return.

Advance Make-Up: Two (2) school days will be allowed to make up class work for each day absent or special arrangements in case of extended absences.

Home Bound Instruction: Students may apply for homebound on the sixth (6th) day of absence with a physician's verification. All requests for homebound instruction are to be directed to the nurse's office and can be initiated before the timelines are in effect.

Tardiness: Tardiness to class will be dealt with by each teacher as deemed appropriate; detention can be assigned as outlined in each teacher's discipline policy.



## Policy JEA

Student Activities: Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to suffer and decline. Under no circumstances will students be granted excused absences from classes the morning following out-of town activities. If unusual circumstances present delays, they will be dealt with on an individual basis.

Students in school-sponsored activities should not assume that they have the right to an extended deadline for school work.

Work Permit: Senior students have the privilege of requesting a work permit for one hour in place of a study hall. If truancy becomes a factor in the student's not meeting his/her schedule, this privilege will be removed.

Starting Time: Students have an option of starting school at 8:00 or 8:00 a.m. If excessive absences or tardies occur at the 8:00 start, this privilege will be withdrawn from students.

Detention: Detention will be assigned from 8:00 a.m. to 12:00 noon on Saturday in the study hall at the Senior High. Students must report on the hour to begin serving detention time. Students reporting late will not receive credit for that hour. Detention will be held daily after school, failure to attend assigned detention will result in in-school suspension.

Students who skip detention will have the time doubled. Students who skip twice will be suspended and arrangements for reinstatement worked out with a parent conference.

Reviewed/Revised: 12/90



MEMO #: S-97-178

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Approval of Policy  
DATE: June 4, 1997

Attached please find two options for the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC).

Option #1 is the same policy presented May 19 allowing for a per diem meal allowance. Option #2 is the current policy requiring receipts for meal reimbursement. Both policies have a new addition stating "Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement."

The options are being presented for discussion only with action intended at the second meeting of the month.

BRA: cbf  
Attachment

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: DLC  
DATE ADOPTED: 06-24-86  
REVISED: 01-14-92

(DRAFT 5/97 - Option #1)

REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

POLICY STATEMENT

Independent School District #152 pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "Request to Attend Professional Conference" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

EXPENSES REIMBURSED BY THE DISTRICT

Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a District vehicle is not available, individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare, based on the lowest fare available at the time planning is initiated. When a District vehicle is available but you choose to use a private vehicle the reimbursement rate is \$.10/mile.

Commercial Airlines: ~~Advance~~ Air travel arrangements are made by each individual/ and must be made through AAA of Minnesota THE DISTRICT APPROVED travel agency (Moorehead). Reimbursement will not be made for air travel arrangements made through any other vendor. ~~For reimbursement, attach receipts to the expense report form.~~

Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

## Policy DLC

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

### Lodging:

Actual lodging expenses, including applicable taxes, are paid by the District. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

### Meals:

Meals, including gratuities, are reimbursed on the following schedule:

- Breakfast - ~~Up to~~ \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)
- Lunch - ~~Up to~~ \$7.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)
- Dinner - ~~Up to~~ \$12.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

~~When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$24.00 is available for dinner. Attach receipts to the expense report form. Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits per diem allowance. Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.~~

### ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

### VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: DLC  
DATE ADOPTED: 06-24-86  
REVISED: 01-14-92

(DRAFT 5/97 - Option #2)

REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

POLICY STATEMENT

Independent School District #152 pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "Request to Attend Professional Conference" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

EXPENSES REIMBURSED BY THE DISTRICT

Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a District vehicle is not available, individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare, based on the lowest fare available at the time planning is initiated. When a District vehicle is available but you choose to use a private vehicle the reimbursement rate is \$.10/mile.

Commercial Airlines: ~~Advance~~ Air travel arrangements are made by each individual. and must be made through AAA of Minnesota THE DISTRICT APPROVED travel agency (Moorhead). Reimbursement will not be made for air travel arrangements made through any other vendor. ~~For reimbursement, attach receipts to the expense report form.~~

Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

## Policy DLC

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

### Lodging:

Actual lodging expenses, including applicable taxes, are paid by the District. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

### Meals:

Meals, including gratuities, are reimbursed on the following schedule:

- Breakfast - Up to \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)
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When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$24.00 is available for dinner. Attach receipts to the expense report form. Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits. Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.

### ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

### VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

MEMO #: S-97-176

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Approval of Policy  
DATE: June 4, 1997

Attached please find the policy, Acceptable Use Policy for Network Resources (EHAA), as recommended for approval.

As requested by the Board, the policy recommendation is for discussion with action intended at the second meeting of the month. However, due to the fact this policy was discussed at the May 19 meeting, a "Suggested Resolution" is being included in the event the Board is prepared to take action at this time.

Suggested Resolution: Move to approve the policy, Acceptable Use Policy for Network Resources (EHAA), as presented.

:cbf  
Attachment



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

(DRAFT 5/97)

## ACCEPTABLE USE POLICY FOR NETWORK RESOURCES

### Vision

In a free and democratic society, access to information is a fundamental right of citizenship. Part of the district's responsibility in preparing students for the 21st Century is to prepare students for success in life and work by providing them access to the tools they will be using as adults. The School Board of ISD #152 recognizes the need for its staff and students to have access to the global information network. The Board supports access by students and staff to rich information resources along with the development of appropriate skills to use a network to gather information as well as to develop the skills to analyze and evaluate these resources. Accordingly, ISD #152 shall operate an information network to enhance and expand its educational mission. The Moorhead Public Schools Information Network is defined as information systems owned by the district as well as other information systems outside the district to which the district provides intentional or unintentional access. The network is provided for users to conduct research and communicate with others in an ethical and efficient manner. The District supports these purposes by providing opportunities for users to develop the technical skills needed to use a network to access information. In addition to access skills, curriculum supported for the analysis and evaluation of ~~electronic~~ information resources will be in place in all instructional areas at all grade levels.

### Policy

The District's information network shall be used for all educational purposes consistent with the District's mission and goals. If students or employees desire greater freedom or require use beyond what is specified in the ~~Appropriate Use~~ section of administrative procedures which implement this policy, they can obtain such freedom by acquiring their own personal account through a private provider.

Reviewed/Revised:



MEMO #: S-97-177

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Approval of Policy  
DATE: June 4, 1997

Attached please find the policy, Review of School Board Performance (AFA), as recommended for approval.

As requested by the Board, the policy recommendation is for discussion with action intended at the second meeting of the month. However, due to the fact this policy was discussed at the May 19 meeting, a "Suggested Resolution" is being included in the event the Board is prepared to take action at this time.

Suggested Resolution: Move to approve the policy, Review of School Board Performance (AFA), as presented.

*(cbf)*  
Attachment

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: AFA  
DATE ADOPTED: 06-28-83  
REVIEWED: 05-12-92

(DRAFT 2/97)

SCHOOL BOARD SELF-EVALUATION  
REVIEW OF SCHOOL BOARD PERFORMANCE

The Moorhead School Board believes the personal growth of the board members, district goal setting and the efficiency of board operations directly affects the quality of education. Therefore, the Board will conduct an annual evaluation made up of:

- A/ A self-evaluation instrument for each board member,
- B/ A self-evaluation instrument for the Board as a whole,

The Moorhead school board believes that the personal and professional growth of its members and the individual and collective performance by board members of their role affects the quality of education in Moorhead and the daily operation of the school district. The Moorhead school board believes and has directed that every person employed by the ISD #152 have systematic performance reviews and thus the board desires to model this belief by having a review of its own performance.

The review will MAY include a self-evaluation and may include the utilization of feedback from the varying publics it serves as the board sees fit DISTRICT STAKE HOLDERS.

The following conditions are to be considered review shall be performed in accordance with the following guidelines:

- A. Board members should know the standards against which they will be evaluated ~~themselves~~. They will be involved in the development of the standards.
- B. The ~~self~~-evaluation instrument designed for the Board ~~as a whole~~ will be completed by each board member and others as determined by the board and the results tabulated.
- C. The evaluation should take place a minimum of once a year with all board members present.
- D. The school board should not limit itself to those items which appear in the evaluation. No terms or set guidelines could encompass the totality of a school board's responsibility.

Reviewed/Revised: 5/12/92

MEMO #: S-97-179

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BR*  
RE: Approval of Policy  
DATE: June 4, 1997

Attached please find the policy, Prohibition of Harassment and Violence (JFCFA), as recommended for approval.

As requested by the Board, the policy recommendation is for discussion with action intended at the second meeting of the month. However, due to the fact this policy was discussed at the May 19 meeting, a "Suggested Resolution" is being included in the event the Board is prepared to take action at this time.

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

:cbf  
Attachment

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JFCFA  
DATE ADOPTED: 05/27/86  
REVISED: 09/14/93

(DRAFT 4/97)

## PROHIBITION OF HARASSMENT AND VIOLENCE

### I. GENERAL STATEMENT OF POLICY

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

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

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

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

### II. RELIGIOUS, RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

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

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

(2) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

(3) that conduct or communication has the purpose of effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

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

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

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

C. National Origin Harassment; Definition. National origin harassment consists of physical or verbal conduct which is related to an individual's place of birth or any of the individual's lineal ancestors, when the conduct:

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



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

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

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

Sexual violence may include, but is not limited to:

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

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

G. National Origin Violence; Definition. National Origin violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to the individual's place of birth or any of the individual's lineal ancestors.

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

I Ø. Assault; Definition. Assault is:

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

III. REPORTING PROCEDURES

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

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

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

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

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

C. Submission of a good faith complaint or report of religious, racial, national origin, or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory.



## Policy JFCFA

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

### IV. INVESTIGATION

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

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

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

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

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

### V. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.

## Policy JFCFA

B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

### VI. REPRISAL

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

### VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

### VIII. HARASSMENT OR VIOLENCE AS ABUSE

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

### IV. DISSEMINATION OF POLICY AND TRAINING

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

Reviewed/Revised: 5/90  
9/14/93

\* \* \* ATTENTION \* \* \*

DISTRICT 152 POLICY AGAINST RELIGIOUS,  
RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE

1. Everyone at District 152 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, national origin, or sexual harassment and violence of any kind.

2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, national origin, sex or gender:

- a. name calling, jokes, or rumors;
- b. pulling on clothing;
- c. graffiti;
- d. notes or cartoons;
- e. unwelcome touching of a person or clothing;
- f. offensive or graphic posters or book covers; or
- g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. If any words or action make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer, \_\_\_\_\_.

4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.

5. Your right to privacy will be respected as much as possible.

6. We take seriously all reports of religious, racial, national origin, or sexual harassment or violence and will take all appropriate actions based on your report.

7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

8. This is a summary of the School District policy against religious, racial and sexual harassment and violence. Complete policies are available in the Superintendent's Office upon request.

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

DISCRIMINATION IS AGAINST THE LAW.

CONTACT:

\_\_\_\_\_  
Human Rights Officer

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

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

General Statement of Policy Prohibiting Religious, Racial or Sexual Harassment

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

Complainant \_\_\_\_\_  
Home Address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Circle as appropriate sexual \ racial \ religious.

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

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

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

Where and when did the incident(s) occur? \_\_\_\_\_

List any witnesses who were present \_\_\_\_\_

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

\_\_\_\_\_  
(Complainant Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Received by

\_\_\_\_\_  
(Date)

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

June 23, 1997  
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 Jessie Paluga, 3rd grader from Diane Johnson's class at Edison Elementary, who designed the button sold to raise money for the Children's Miracle Network. Jesse presented a check in the amount of \$1039 to telethon host Darren Selvig during the Children's Miracle Network Telethon recently held.

\*\*\* We are proud of Property Services Director Orv Kaste and the entire maintenance staff of the school district for the exceptional job they do keeping the district's facilities in excellent condition.

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

S-M9-B05

Min

June 23, 1997



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 - Page 6
- (2) Acceptance of Grant - Page 7

B. BUSINESS AFFAIRS - Lacher

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of New Employee - Page 8
- (2) Acceptance of Resignations - Page 9
- (3) Approval of Family Leaves - Page 10

D. ADMINISTRATIVE MATTERS - Anderson

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

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

3. COMMITTEE REPORTS

4. GOVERNOR/LEGISLATURE IMPASSE: Anderson  
Pages 11-15

Senator Langseth and Representative Goodno will be present to discuss the 1997 legislative session and the K-12 education bill.

5. 1996-97 STAFF DEVELOPMENT REPORT: Skinkle  
Page 16

Suggested Resolution: Move to approve the Staff Development Report.

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

6. MINNESOTA LINKS PROJECT: Jernberg  
Pages 17-27

Review of the LINKS project by NW-LINKS Project Coordinator  
Steve Jatczak and Jan Buckner.

7. WASHINGTON SCHOOL FULL-DAY PROGRAMMING: Anderson  
Page 28

Suggested Resolution: Move to approve the full-day  
programming and authorize a transfer of funding not to  
exceed \$20,000 to Community Education for program  
operations.

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

8. POLICY APPROVAL: Anderson  
Pages 29-33

Suggested Resolution: Move to approve the policy,  
Reimbursement for Travel, Professional Meetings and  
Conferences (DLC), as presented.

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

9. POLICY APPROVAL: Anderson  
Pages 34-42

Suggested Resolution: Move to approve the policy,  
Attendance 7-12 (JEA), as presented.

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

10. DEPORTMENT GRADING: Anderson/Harter/Siggerud  
Pages 43-45

Initial discussion of the need and appropriateness of  
deportment grading.



11. COMPUTER CABLING/TECHNOLOGY BIDS: Jernberg  
Page 46

Presentation of bids for initial review. Action as appropriate is intended at the next meeting.

12. BID AWARD - MILK/BREAD: Anderson  
Pages 47-50

Suggested Resolution: Move to approve low bidders for milk and bread bids to: Cass Clay Creamery and Interstate Brands Corporation.

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

13. PART-TIME & SUBSTITUTE SALARY SCHEDULE: Skinkle  
Pages 51-52

Suggested Resolution: Move to approve the pay schedule.

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

14. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

15. CLOSE PUBLIC MEETING: Anderson

Suggested Resolution: Move to close the public meeting at \_\_\_\_\_ p.m., pursuant to M.S. 471.705, for the purpose of discussing negotiations strategies.

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

16. OPEN PUBLIC MEETING: Anderson

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

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

18. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Junior High Summer School (Grs. 7-9)	June 10 - July 3	7:30 am - 12:45 pm	MJH
Extended School Year (T, W, & Th)	June 17 - July 31	8am - 12:15 pm	Washington, Asp, MJH
Summer Band (Grs. 6-8)	June 10 - July 3	7:30 am - 1pm	Asp
Beginnings (ECFE)	June 9-26 (Mon-Thurs)	9am - 3pm	ECFE Center
Summer Safari	June 16-20 23-27	9am - 12:10 pm	Asp MJH
Title I Summer School (Grs. 3-6) (M-Th)	June 10 - July 10	8am - 12pm	Asp
Migrant Summer School	June 16 - Aug. 1	8am - 4:30 pm	Probstfield
Summer Orchestra	Aug. 18-22	9am-3pm	Asp
Reading Recovery/ Literacy Summer School	June 12 - July 2	8am-12pm	Edison
Jump Start (Grs. 1-3)	Late Aug. (TBD)	AM's (TBD)	Washington

MEMO #: I-97-277  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Acceptance of Gifts  
DATE: June 16, 1997

The district has received the following gifts:

- 1) \$360 from the Moorhead Rotarians to purchase student copies of Scholastic's "Choices" and Science World" magazines to be available at the West Central Regional Juvenile Detention Center.
- 2) \$100 from Big Box Tops for Education to purchase library books at Probstfield School.
- 3) \$110 from the Amphion Chorus Award, a component fund of the Fargo-Moorhead Area Foundation, to be used for music scholarships.
- 4) An exercise bike from Sandy Van Dyke which will be utilized in the adaptive physical education program at Robert Asp School. The value is estimated at \$50.

Suggested Resolution: Move to accept the gifts as presented.

RMJ/mdm

MEMO #: I-97-276  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *BJ*  
SUBJECT: Acceptance of Grant  
DATE: June 16, 1997

The district has received a grant from The U S West/NEA Teacher Network. The grant provides four Laptop computers and five days of training on Internet/networking projects. The training will be held at Lakes County Service Cooperative in Fergus Falls. Teachers involved in this training are Karen Grant, Kathy Cole, Connie Jones, and Julie Hoffner.

In addition to computers and training the grant will also provide partial reimbursement for travel.

Suggested Resolution: Move to accept the grant as presented.

RMJ/mdm

MEMORANDUM

P 97.077

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: June 17, 1997

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:

David Nale - Chemistry Teacher, Senior High School, BA (0-6)  
\$23,740.00, effective for the 1997-98 school year.  
(Replace Meredith Holm)


Susan Lynch - Payroll Assistant, Townsite Centre, B22 (5) \$9.95,  
effective July 14, 1997.  
(New Position)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM

P 97.075

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle   
DATE: June 17, 1997  
SUBJECT: Resignation of District Employees.

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

Elise Thomason - Title I Teacher, Robert Asp, effective immediately.

Andrea Hovland - In-School Suspension Supervisor, Robert Asp Elementary, effective for the 1997-98 school year.


Christine Peloubet-Messer - Title I Paraprofessional, Edison Elementary, effective for the 1997-98 school year.

Rosa Valdez - Food Server, Probstfield Elementary, effective for the 1997-98 school year.

Suggested Resolution: Move to accept the resignations as presented.

JDS:sdh

MEMORANDUM P 97.076

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle   
DATE: June 17, 1997  
SUBJECT: Family/Medical Leave

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

Cheri Puetz - Fifth Grade Teacher, Robert Asp Elementary, to begin approximately September 8, 1997 for 30 days.

Dawn Hanson - First Grade Teacher, Probstfield Elementary, to begin approximately September 12 for 8 weeks.

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

JDS:sdh



MEMO #: S-97-188

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Governor/Legislative Impasse  
DATE: June 18, 1997

The attached material, prepared and distributed by the major Minnesota educational associations, portrays clearly the dilemma faced by Minnesota school districts. While we in Moorhead will not be facing the same level of fiscal crises because of the careful fiscal planning and management which has occurred, the potential consequences are still severe for all of us within the state.

Senator Langseth and Representative Goodno will be present to share their insights regarding the 1997 legislative session and their views on the resolution to the current deadlock between the Governor and the Legislature.

*BRA*:cbf  
Attachment

## YOUR LOCAL, PUBLIC SCHOOLS NEED PUBLIC SUPPORT...FROM YOU

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*171 out of 201 Minnesota Legislators Voted to Pass the 1997 K-12 Omnibus Education Bill for our Kids...Governor Carlson said, "VETO."*

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Why? Governor Carlson wants TAX CREDITS to begin PRIVATIZING public education in Minnesota. That's why he risked being the first Governor in 139 years to veto education funding. Funding tax credits isn't a "little" difference of opinion &shyp; it's the beginning of a radical new test of our commitment to public education.

### *YOUR LOCAL SCHOOLS NEED YOUR HELP.*

☐ Stay informed.

Until the Governor calls a special session of the Legislature and allows action in a K-12 bill, schools will be forced to open in the fall making huge cuts in their operating budgets or borrowing money. That's because nearly 25 percent of the funding, including special education, ends July 1 if there is no signed bill. We believe there may not be a new education bill until next January 20, 1998, when the next Legislature convenes.

☐ Contact Your Local Legislators ASAP.

Ask each one where they stand on the issue of tax credits. Ask them if they understand the impact that the veto will have on the schools and classrooms in their legislative district. Tell them that you expect them to solve this problem...the Minnesota Constitution states that it is the job of the Legislature to adequately fund public education for all students.

☐ The K-12 Omnibus Education Bill was good for kids.

☐ Gov. Carlson's veto hurts kids in our district.

☐ It's our job now to limit the hurt.

☐ PASS AND SIGN THE BILL.

**SAY "YES" TO PUBLIC... "NO" TO PRIVATIZATION**  
If you need legislators' phone numbers or addresses, or have questions, please contact your school district for help.

Prepared and Distributed by the Minn. School Boards Association/Minn. Association of School Administrators/Minn. Education Association/Minn. Federation of Teachers and other Minnesota education organizations

# Key Messages about the governor's veto of the K-12 education bill

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Note to speakers: Please incorporate the key messages here into each talk and each discussion you have of the governor's veto of the K-12 education bill. If we share a common vocabulary and use the key messages that are endorsed by each of our organizations, we can advance understanding of the important issues that affect each Minnesota school district.

## Key messages:

- The governor vetoed a bill that was supported by a bipartisan majority of 85 percent of our state senators and representatives-171 out of 201 legislators supported the K-12 bill.
- The veto hurts kids in our district.
- The people in this district must decide how to limit the hurt between now and the time a bill can be passed, which could be as late as Jan. 20, 1998.
- The governor's refusal to sign the K-12 education bill is part of a national strategy to send public money to private schools. The governor is one of several state governors who is working to privatize public schools.

## Here are the key messages with a bit more detail:

1. The governor vetoed a bill with the first real funding increase for public education in six years. The veto hurts kids right here in our district-and it affects all 850,000 public school students in our state.
2. The governor vetoed a bill that included everything he asked for except tuition tax credits for private schools. The bill the governor refused to sign included:
  - Funding for statewide testing and standards
  - Support for charter and lab schools
  - Technology funding
  - Support for site-based school management
  - Support for school-to-work programs to help prepare students for the world of work
  - Support for special education programs
  - Support for integration and magnet schools
3. The governor's veto hurts our students, our district and our community. This is not just a legislative problem. This veto forces us to make some tough choices as we get ready for the new school year.
  - What is the best way to limit the veto's impact on our students?
  - Will we be forced to borrow money to keep district programs alive?
  - Will we be forced to cut programs? If so, which programs?
  - Will we be forced to lay off staff?
  - Will we be forced to use all of these tactics to keep our schools going until an education bill is passed?

Note: Research shows that schools need consistent, stable policy direction and consistent, stable and

# **The K-12 Omnibus Bill Deserved to be Signed into Law**

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## **The Governor's rejection of the K-12 Bill means:**

- ☐ **Veto** the first significant increase to the basic per pupil funding formula in SIX years -- \$76 the first year, \$79 the second year, or 68 cents per day, per student
- ☐ **Veto** a longer school year -- the bill would have added three more days.
- ☐ **Veto** the beginning transition to more site-based decisions in public schools.
- ☐ **Veto** more funding for students eligible for free and reduced lunch (the old system paid only for students eligible for AFDC) -- a great benefit to many districts struggling with the consequences of poverty.
- ☐ **Veto** ALL categorical aid programs that have not been specified elsewhere:
  - ☐ SPECIAL EDUCATION (\$317 million)
  - ☐ VOCATIONAL, AMERICAN INDIAN PROGRAMS and other special categorical programs (\$80 million)
  - ☐ CATEGORICAL TRANSPORTATION AID (\$76 million)
  - ☐ TECHNOLOGY MONEY (\$75 million)
  - ☐ CAPITAL PROGRAMS including Health and Safety aid (\$14 million)
  - ☐ All other programs including NUTRITION, LIBRARIES, etc.
- ☐ **Veto** funding for the Faribault Academies for the Deaf and Blind
- ☐ **Veto** funding for Limited English Proficiency Programs
- ☐ **Veto** funding for Staff Development for technology and Graduation Standards
- ☐ **Veto** funding for the Arts School
- ☐ **Veto** funding for the Department of Children, Families, and Learning
- ☐ **Veto** will result in a \$157 million increase in property tax with no additional revenue for schools.

adequate funding in order to help kids succeed. The governor's veto is yet another example of the inconsistency of his approach to public education.

4. The governor's veto of the K-12 funding bill was the first such veto in 139 years. This isn't just politics as usual. It is very unusual. It appears that the governor is willing to damage the education of all 850,000 Minnesota public school students in order to force the legislature to approve the tuition tax credits that they rejected during the legislative session.
5. The governor vetoed the K-12 bill because the legislature refused to divert public dollars to private schools. The governor, like his counterparts in Wisconsin and Michigan, is trying to privatize public schools. His efforts and goals were recently featured in the Wall Street Journal.
6. This is the second year that the governor has tried to divert public dollars to private education systems and enterprises. Last year the governor tried to send tax payer dollars to private schools with a voucher program. The legislature and the voters rejected that effort. This year the governor tried to divert public dollars to private schools with a tuition tax credit program. The legislature rejected that effort and the governor, using the power of his office, has vetoed the entire education funding bill.
7. Educators must challenge remarks and language that attempt to slander public schools. Some people are labelling public schools 'government' or 'state' schools. Challenge this wording. Remind the speaker or the writer that our public schools have a constitutional responsibility to serve every child.

Article XIII of the Minnesota Constitution states:

"The stability of a Republican form of government depending mainly upon the intelligence of the people, it is the duty of the Legislature to establish a general and uniform system of public schools."

School board members state the following oath of office: "...affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District Number \_\_\_\_\_ to the best of my judgment and ability."

A series of federal and state decisions have held that a voucher program must not have the effect of advancing religion...*Lemon v. Kurtzman* held that to be constitutional a law must (1) have a clearly secular purpose, (2) neither advance nor inhibit religion, and (3) avoid excessive government entanglement with religion.

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MEMORANDUM

P 97.079

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: June 18, 1996  
SUBJECT: Staff Development Plan

Attached is a copy of the year end Staff Development Report. The administration recommends approval of this report for submission to the Minnesota Department of Children, Families and Learning.

Suggested Resolution: Move to approve the Staff Development Report.

JDS:sdh

MEMO #: I-97-275  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg *[Signature]*  
SUBJECT: Review of Minnesota LINKS Project  
DATE: June 16, 1997

Enclosed are materials which will assist Board members in understanding the LINKS project. LINKS is a collaborative technology effort among Northwest Minnesota school districts, public library systems and higher education institutions. It is a result of the Telecommunications Access Grant (TAG) project to connect every school district and public library in the state to the Learning Network of Minnesota. The legislation for these TAG grants began with 1995 Minnesota legislation.

Mr. Steve Jatczak, NW-LINKS Project Coordinator, will review the enclosed material with the Board of Education.

RMJ/mdm  
Enclosures



# Learning Network of Minnesota

## Vision Statement

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**People in Minnesota,  
through communications and information technologies,  
will have access to expanded and enhanced  
learning opportunities and information resources  
anywhere and anytime.**

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The Learning Network of Minnesota will:

- support learning opportunities that are responsive to learners' locations, schedules, and learning styles;
- provide support services and information for learners;
- encourage support services and professional development for faculty, administrators and other providers;
- support learning by enabling communication among people locally, nationally, and globally;
- use technology that is adaptable, expandable, and compatible with national and international standards;
- be coordinated, responsible, and efficient;
- collaborate with other public and private entities in providing learning

"Access" means that learning opportunities and information resources are available at times, locations, and costs that are convenient and manageable to users and potential users with different life circumstances.

"Expanded and enhanced learning" means:

- (1) accommodating different learning styles,
- (2) applying current research about what strengthens and deepens learning, and
- (3) reaching out to experts and unique resources not available in traditional learning environments and local settings.

Source: Telecommunications Council  
October 27, 1995

## NW LINKS MISSION STATEMENT

NW LINKS, a collaborative technology effort among school districts, public library systems and higher education institutions, will equitably establish and maintain a telecommunications infrastructure and foster the use of these improved telecommunications capabilities in northwest Minnesota to expand citizens' access to learning opportunities and information resources as envisioned by the Learning Network of Minnesota.

## NW LINKS SERVICE VALUES

*NW LINKS is a vehicle for accomplishing/realizing local and regional telecommunications goals, needs and results by:*

### ***Being a Mechanism for CONNECTIONS***

NW LINKS is a well functioning telecommunications network that connects institutions, programs, services, people, and providers.

### ***Being a Mechanism for ECONOMIC AND POLITICAL LEVERAGE***

Schools, public libraries and higher education institutions become one strong voice by banding together in the NW LINKS project; and benefit by being able to obtain better rates, faster service and advanced services. NW LINKS is a source of economic and political strength because of the many entities involved

### ***Offering COMPREHENSIVE FINANCIAL PLANNING***

Sound financial planning ensures the continued operation of the infrastructure

### ***Being a COLLABORATIVE PROCESS***

NW LINKS allows the institutions, people, programs, services and providers to work together to produce the desired results. NW LINKS uses input from its members to identify what is needed by the individual sites.

### ***Providing EQUITY OF ACCESS TO INFORMATION***

The connections to the infrastructure make access to information and human resources available regardless of geographic location.

### ***PROVIDING LEADERSHIP IN TELECOMMUNICATIONS***

NW LINKS will identify and disseminate information about emerging technologies and their possible applications.

## LONG TERM GOALS

1. NW LINKS will assist northwest Minnesota school districts, public library systems and higher education institutions to realize their telecommunications goals
2. NW LINKS will ensure the infrastructure remains responsive to the telecommunications needs of the northwest Minnesota school districts, public library systems and higher education institutions.
3. NW LINKS will provide leadership in the application of telecommunications technologies.

## OBJECTIVES

1. Establish infrastructure and make the system operational
2. Identify the telecommunications needs of the northwest Minnesota school districts, public library systems and higher education institutions.

## NW LINKS OPERATING PARAMETERS

NW LINKS shall only continue to exist as long as:

- NW LINKS is useful to its members (demonstrable use); and
- NW LINKS members participate in utilization of the network; and
- There is a financial support source provided to NW LINKS

## Frequently Asked Questions About the *Links* Project

- Q1. What is the Links Project?**  
**A1.** The Links Project is a collaborative effort among school districts and public library systems in northwestern Minnesota to enable connection to the Learning Network of Minnesota. This collaboration was encouraged by the 1995 legislature. 74 school districts and 40 library locations are involved.
- Q2. What is the Learning Network of Minnesota?**  
**A2.** The Learning Network of Minnesota is a statewide network of K-12 districts, community libraries and higher education and state government institutions with capability to transmit and receive Interactive Television (ITV) and data. The benefit of connecting to this network is limited only by our imagination.
- Q3. What kind of data can be transmitted over this network?**  
**A3.** The network can be used for both administrative (ESV, library circulation, aid payment) and instructional (Internet) data.
- Q4. How is the Links project organized?**  
**A4.** The 1995 legislation requires districts and libraries to create an organization to administer the provisions of the grant. ESV Region I, the Northwest Service Cooperative, the Lakes Country Service Cooperative, the Northern Lights Library Network and the Viking Library Network are recommending a loose confederation of member school districts, libraries and ITV cooperatives with a representative governance structure.
- Q5. What is the responsibility and authority of the Links project?**  
**A5.** Our first job is to assess the data and ITV connectivity needs of our constituents, design a communications network which will meet those needs, obtain cost estimates for the construction of that network, and craft and submit an application for the grant. Upon successful award of the grant, the Links project will implement and operate the network on behalf of its constituents. Authority to act in the best interest of our constituents would be conferred upon the Links governing board by member districts, libraries and ITV cooperatives.
- Q6. How good are our chances of obtaining this grant?**  
**A6.** Clearly, the legislature wants to see school districts and libraries brought to a level of connectivity which does not now exist. Our grant application will conform to the law. To the extent our needs can be met by available funds, we will be successful.
- Q7. What kinds of expenses are paid for under the grant?**  
**A7.** There are two categories of funds. About 80% of the funds are intended to pay for new connections, communications equipment, and the recurring costs of circuits required to bring districts and libraries to the minimum connectivity standard. The balance is available for enhancements to existing ITV and data circuits.

## Frequently Asked Questions About the *Links* Project

**Q8. What kinds of expenses are NOT paid for under the grant?**

**A8.** Grant funds cannot be used to supplant existing expenses under the ITV aid and levy, and they cannot be used to pay for ITV studios, cameras, monitors, microphones, LANs, computers, file servers, indirect costs, administration, planning/coordination, training, expenses related to in-district connectivity (such as circuits between district buildings), or video transmission on the Mnet backbone.

**Q9. Is there a local matching requirement?**

**A9.** In the new connections category, no matching funds are required. In the enhancements category, the grant pays 75% of the maximum costs and districts will be required to maintain their current level of funding for telecommunications connectivity. Current legislation requires regional public library systems to match state aid according to a formula.

**Q10. My district is remote and our community is not economically strong. The monthly costs of a circuit will be very high. Is there a maximum dollar amount I will be eligible for, and will I be expected to make up the difference?**

**A10.** The purpose of the grant is to get districts and libraries connected regardless of their location, so we can use communications technology to break down geographic and economic barriers. We will find the most cost effective way to achieve the connection, and apply for full coverage of that amount.

**Q11. How can my community benefit from this network?**

**A11.** The vision of the Minnesota Education Telecommunications Council is that people anywhere in Minnesota will have access to networked resources for lifelong learning and community development. Building this network infrastructure is a first step in accomplishing that vision.

**Q12. When are districts and libraries going to be connected?**

**A12.** Each district and library was surveyed to determine their desired timetable for connectivity, and a phased implementation is being recommended in our grant application. Grant awards will be made between May and December 1996. Upon award of the grant, we will begin releasing work orders to the telecommunications carriers.

**Q13. What role does my local telephone company play in this project?**

**A13.** The Links project will receive proposals from MNet and from MEANS, an association of most of the independent telephone companies in our area. Regardless of the overall assignment of the design, installation and network management responsibility, your local company will be part of the team.

**Q14. What obligations do I incur by participating in the Links project?**

**A14.** Per the legislation, grant applicant groups must submit evidence of support by participating districts and libraries for the governance structure and fiscal agent named in the grant application. There are no financial responsibilities incumbent on districts and libraries simply because they apply for the grant. However, if/when the grant is awarded and the network is created, there will be costs associated with the creation and operation of the Links organization and the network.



## Frequently Asked Questions About the *Links* Project

**Q15. If I already have ITV and data in my district, how can this project help me?**

**A15.** The legislation defines "new connections" as those which were implemented after June, 1995. The legitimacy of reimbursing districts and libraries for certain costs incurred as a result of making these connections is now being explored by DCFL.

If you had ITV or data capability prior to July, 1995, but your ITV network was not connected to higher education, or the facilities were below the minimum connectivity levels, you would be eligible for enhancement funding.

If nothing else, the presence of more schools and libraries on the network this project will enable will mean increased opportunities for your students, your staff and your community.

**Q16. What kinds of programs are available over ITV?**

**A16.** Low-enrollment courses for senior high school students such as foreign languages, social studies electives, AP courses and concurrent enrollment post-secondary option courses in conjunction with a higher ed institution, community education courses, college courses for adults (evenings), continuing education for professions (e.g. insurance)

**Q17. Can you compare and contrast analog and digital technology as it applies to the creation and operation of an ITV network? Discuss issues of cost, quality of transmission, performance over distance, and complexity of operation.**

**A17.** Compressed digital analog, and uncompressed digital are signal transmission technologies commonly used for ITV. Often there is a significant cost advantage of one over another. Cost advantages will vary depending on a site's location and connectivity needs.

Networks using analog or uncompressed digital technology have the following characteristics:

- All sites are seen and heard simultaneously.
- Image quality is most often superior.
- Analog is more user friendly and requires less technical support.
- Better access to nearby networks in northwestern Minnesota.
- Not suitable for vibrant data networks at the present time.

Networks using Compressed Digital technology offer the following:

- Sites are seen sequentially only when they speak. Only one site is seen at a time.
- Almost the only choice for very long distances.
- Suitable for vibrant data networks.
- Less user friendly and requires more technical support.
- There may be hourly charges for use.
- Better access to networks outside of northwestern Minnesota.

**Q18. Is analog ITV becoming obsolete?**

**A18.** Not in the immediate future. The uncompressed digital is promising, but costs a lot of money to change over from analog at this time. MSET in Little Falls may be the only system in the state to make this change.



## Frequently Asked Questions About the *Links* Project


- Q19. What are the costs of setting up a new classroom or ITV studio?**  
**A19.** Costs are for: Classroom equipment, remodeling of the classroom, furnishings, wiring the classroom, and connection to transmission system. In the past costs have ranged from \$20,000 to \$30,000 depending on your facility and needs.
- Q20. What is the impact of adding new sites on an existing ITV cluster?**  
**A20.** Before adding sites to any cluster it is important to consider the changes that may alter how the cluster will access other sites. Analog systems generally have a maximum channel capacity of 16 channels. Clusters greater than 10 or 12 sites are considered to be reaching their full capacity. Adding sites to clusters that are at full capacity will require the creation of clusters with two segments. The two segments will require additional equipment to select which channels will be shared at any given time.
- Q21. How are the existing K-12 ITV networks organized and managed?**  
**A21.** ITV networks are not organized or managed in any standard method, although many operate under joint powers agreements. Most ITV clusters are schools that have chosen to work together or are part of an Education District of some type. Some have a director who also handles technical problems; others contract with the phone company from whom they lease equipment to handle technical problems. Most also have a fiscal agent and a governing board made up of members from all the member schools.
- Q22. If I want to join an existing K-12 ITV network, what will it cost?**  
**A22.** In addition to the line lease (circuit cost) and a studio, most networks charge for management services. Some have an escrow account for equipment repair and maintenance. Some existing networks charge a membership fee to new schools to join the system. Networks charge remote site students tuition payable to the teaching school.
- Q23. If I pay for a studio and get a connection through the grant, can I connect to whomever I want?**  
**A23.** Channel capacity on existing systems is an issue. Do they have available channels? So is distance. Analog networks are more limited in distances than digital connections. A joint powers agreement and by-laws may specify that new members may be accepted if a majority or 3/4 of the members agree. So it is the existing network's decision to take in new members.
- Q24. What does it take to start getting classes or start doing videoconferencing?**  
**A24.** Start by contacting the K-12 ITV network coordinator of the network with which you are connected.
- Q25. Will the K-12 ITV networks now in operation go away?**  
**A25.** The Links project is organized as a loose confederation of school districts, libraries and existing K-12 and higher ed ITV cooperatives. We expect to improve connectivity among them, not replace them. ITV networks that are serving their needs now and are providing curriculum that may be limited in many schools should continue to operate and improve. New technologies will enhance how these systems function. Future networks could incorporate both present ITV functions with desktop video systems.

## Frequently Asked Questions About the *Links* Project

- Q26. Does somebody publish an "ITV Guide" which lists available classes?**  
**A26.** No. Each network schedules its own classes and engages in dialog with other entities with whom they wish to share classes. ITV instruction is not broadcast like commercial TV channels. ITV clusters have been created to allow them to share instruction with fiber linked sites only.
- Q27. What charges apply if I find a class I want to offer to my students?**  
**A27.** Your K-12 ITV coordinator can advise you on this. See also Question 22.
- Q28. What about desktop video, like CU-See Me?**  
**A28.** Desktop video uses proprietary technology to communicate over a data channel. It is not ITV within the scope of current legislation.
- Q29. Are there charges to transmit data?**  
**A29.** No. Generally, data circuits are charged on a monthly basis, regardless of the amount of usage. This means that a data circuit is available, seven days a week, 24 hours a day.
- Q30. If I have an ITV connection, can I get data over it?**  
**A30.** Yes and No. Yes, data can be transmitted over an ITV connection. If the connection is made via an analog lease, the lease provisions must permit data transport. Apparently it is being done in two places in Minnesota, which leads to the NO answer. The quality of data that gets transmitted over the ITV connections is poor. If you plan on using the Internet, this will not be acceptable. As part of our grant, we intend to explore how data can be reliably transported over analog ITV.
- If a digital T1 connection is provided, part of the bandwidth can be used to transport ITV signals and the remainder can be used to transport digital data, within the limits present elsewhere in the data network.
- Q31. How large a data connection should I have for my district?**  
**A31.** At this point, there is no rule of thumb to determine how large a data connection should be. Look at what applications you plan to run (Email or World Wide Web browsers) and what end-user equipment (terminals or personal computers) will be used. If you plan on installing World Wide Web browsers on four personal computers, your data connection will not need be as large as if you plan to install 50 personal computers using a browser. Conversely, if you plan on using existing terminals to Telnet to LUMINA or PALS, then a smaller data connection will be sufficient. The minimum standard data connection for a Minnesota school district or library is 56kb.
- Q32. The grant pays for a 56kb data connection. What if that isn't enough?**  
**A32.** As the legislation is currently written, if you need greater than 56kb data connection, then the cost above the 56kb price, must be paid by you.

## Frequently Asked Questions About the *Links* Project

- Q33. **Must I have a local area network in my district in order to participate in the grant?**
- A33. The grant legislation is targeted "to district" and "to library", rather than "in district" or "in library". This means that the responsibility for effective use of the connection resides in the district or library. In order to make the best use of available funds, the Links project anticipates you will have plans to or the fiscal ability to implement a local area network in at least one of your school district buildings, to receive the benefits of participating in the grant. A local area network can be as simple as installing an ethernet hub and connecting your existing personal computers to this hub.
- Q34. **How secure is the data network?**
- A34. The security of the data network, is going to be dependent upon how the network is implemented. Security is also going to depend on what applications are being used. Currently, most telecommunications equipment has enough built-in security, to stop most hackers. If you plan on sending confidential data over lines being used for Internet, you may want to investigate some form of encryption. Again, the security of the network, will be dependent upon the implementation.
- Q35. **What happens to the Informns dial-up connection I have now?**
- A35. If you plan on using your new data connection for Internet purposes, then you will want to drop that service. Why, because you will have Internet access available online, no more dialing to make an Internet connection. If you plan on using your data connection for administrative purposes, you will wish to keep your Informns dial-up.
- Q36. **If my priority is a data connection and I want more time to explore ITV, do I risk losing out on the grant?**
- A36. No, as the legislation is currently written, if you are awarded money, you will be able to install your data connection. It is unclear at this point if the Legislature will fund more connections in the future.

MEMO #: I-97-278  
TO: Dr. Bruce Anderson  
FROM: Bob Jernberg   
SUBJECT: Full-Day Programming at Washington School  
DATE: June 16, 1997

The Board previously received information regarding full-day programming at Washington School which includes kindergarten and an additional half-day programming for approximately 46 students.

Partial funding for the additional half-day will come from parental fees, grants and gifts. Students who are on free and/or reduced lunch will need additional funding support.

There is a need for the Board of Education to authorize a transfer of an amount not to exceed \$20,000 each year for a period of three years to allow the program to operate. An annual report will be given to the Board at the end of each year.

In order to accommodate this programming, Washington School will utilize three kindergarten sessions in one of the classrooms with programming times of approximately 7:30-10:05, 10:10-12:45 and 12:55 - 3:30.

George Washington School Principal Mary Jo Schmid will review the programming with the Board.

Suggested Resolution: Move to approve full-day programming and to authorize a transfer of funding not to exceed \$20,000 to Community Education for program operations.

RMJ/mdm

MEMO #: S-97-190

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Approval of Policy  
DATE: June 19, 1997

Attached please find two options for the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC).

As presented at the June 9 meeting, Option #1 allows for a per diem meal allowance and Option #2 require receipts for meal reimbursement.

Suggested Resolution: Move to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC), as presented.

BRA *cbf*  
Attachment

POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: DLC  
DATE ADOPTED: 06-24-86  
REVISED: 01-14-92

(DRAFT 5/97 - Option #1)

REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

POLICY STATEMENT

Independent School District #152 pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "Request to Attend Professional Conference" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

EXPENSES REIMBURSED BY THE DISTRICT

Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a District vehicle is not available, individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare, based on the lowest fare available at the time planning is initiated. When a District vehicle is available but you choose to use a private vehicle the reimbursement rate is \$.10/mile.

Commercial Airlines: ~~Advance~~ Air travel arrangements are made by each individual/ and must be made through AAA of Minnesota THE DISTRICT APPROVED travel agency (Moorehead). Reimbursement will not be made for air travel arrangements made through any other vendor. ~~For reimbursement, attach receipts to the expense report form.~~

Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.



## Policy DLC

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

### Lodging:

Actual lodging expenses, including applicable taxes, are paid by the District. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

### Meals:

Meals, including gratuities, are reimbursed on the following schedule:

- Breakfast - Up to \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)
- Lunch - Up to \$7.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)
- Dinner - Up to \$12.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$24.00 is available for dinner. Attach receipts to the expense report form. Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits per diem allowance. Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.

### ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

### VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

Reviewed/Revised: 1/14/92



POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: DLC  
DATE ADOPTED: 06-24-86  
REVISED: 01-14-92

(DRAFT 5/97 - Option #2)

REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

POLICY STATEMENT

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EXPENSES REIMBURSED BY THE DISTRICT

Registration:

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Transportation:

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Commercial Airlines: ~~Advance~~ Air travel arrangements are made by each individual. and must be made through AAA of Minnesota THE DISTRICT APPROVED travel agency (Moorhead). Reimbursement will not be made for air travel arrangements made through any other vendor. ~~For reimbursement, attach receipts to the expense report form.~~

Prizes; bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

## Policy DLC

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

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Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

Reviewed/Revised: 1/14/92

MEMO #: S-97-191

TO: School Board  
FROM: Bruce R. Anderson, Supt. <sup>22A</sup>  
RE: Approval of Policy  
DATE: June 19, 1997

Attached you will find the rewritten draft policy, Attendance Grades 7-12 (JEA), as written by the sub-committee of board members and administrators.

Due to the number of new changes a copy of the original draft policy presented at the June 9 meeting is also attached for you to compare.

Suggested Resolution: Move to approve the policy, Attendance Grades 7-12 (JEA), as presented.

(cbf)  
Attachments

## ATTENDANCE GRADES 7-12

### PHILOSOPHY POSITION

We believe:

- Students with regular attendance achieve better academically in school.
- Students with regular attendance are better adjusted to school.
- Learning that is lost due to absence can never be adequately replaced.
- Students with regular attendance have purpose of direction.

Attendance is of vital importance and it is essential that all efforts be made by the staff members of Moorhead Independent School District #152 to insure excellent attendance by the students of the District. The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance by positive teaching methods, individual concern, and reasonable attendance policies as determined by proper authorities.

Regular ~~attendance and~~ sound attendance habits requires maximum cooperation of parents, students, and school.

### TYPES OF ABSENCES

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. ~~For excused absences, a student shall be allowed two (2) school days for each absent day to make up any work missed and receive a grade. School work not turned in to a teacher within the two-day guidelines may result in the assignment receiving a lower grade or no credit. In the case of a prolonged excused absence a deadline shall be mutually agreed upon by teacher and student. A principal will mediate if mutual agreement is not reached. A teacher may require additional assignments to compensate for any loss of class discussion and lecture information. (moved to Makeup section)~~

The State of Minnesota recognizes the following reasons for excused absence: personal illness, death or medical emergency in the immediate family, and inclement weather. Other reasons that could be acknowledged are personal requests for absence made ~~48~~ 24 hours in advance; (e.g. legal appointments, religious activities, travel, family vacations, legitimate competitions, state tournaments, and school activities.) We encourage parents to hold these requests for absences to a minimum.

Request for An Extended Absence: Students will occasionally request with parents /guardian approval to be absent for an extended period of time. ~~Requests of this nature are difficult to deal with and in an effort to be consistent, the district will try to keep use the following guidelines in focus:~~

1. A request should be for absences that involve educational trips or legitimate competitions (usually with parents or coaches) only. Any requests to leave school for vacations, going to work, etc. could be restricted. All requests will be dealt with by appropriate grade level administration.

~~2. If a credit reduction absence is granted, credits will be reduced under these guidelines: 11-20 days absent = .1 reduction, 20-29 days absent = .2 reduction, 29-37 days absent = .3 reduction, etc. (All reductions will be done in the office. The actual grade is not affected, just the amount of credit given.)~~

~~3. Students who lose more than twenty percent (20%) of their credit in any required course must repeat that course for graduation or be allowed to test out of the course.~~

Unexcused Absences: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with or without the consent of the parents, but the excuse given is not acceptable to the school administration.

~~Students who exceed 10 absences in any class for a semester will be subject to restricted absences for personal reason.~~

Unexcused absences ~~or truancy~~ receive no daily credit for work missed. Common unexcused absences are: missing the bus, car trouble, oversleeping, work at home, work at a part-time job, need for extra sleep, babysitting, hair appointments, shopping, visiting friends, skipping a class, job interviews, not returning to school following noon hour, leaving school ill without checking out with the school nurse, falsifying notes or explanations for absence, etc. ~~Students who report with illness as a reason for missing first period may be granted this privilege only once per semester.~~

~~Truancy: A student is considered truant when he/she skips a class, study hall or any part of the school day. A truancy charge indicates that the student is absent from school without the knowledge or approval of the parent or school. Each truancy case will be dealt with on an individual basis; however some of the following guidelines will be used in dealing with each student. (See below)~~

1. An unexcused absence ~~The first offense, Skipping~~ will result in detention time assigned and notification ~~sent to~~ of parents/guardians.
2. ~~The second~~ Repeated offenses will result in detention time assigned as well as a parent/guardian ~~peer~~ conference contact regarding the problem. ~~A notice will be given that another truancy will result in losing the class for the semester.~~
3. Continued unexcused absences or truancy in a class will result in ~~written notification to the parents/guardians and a conference with student, parent and principal~~ referral to the Student Assistance Team to determine a contract regarding future attendance. A student may be removed with loss of credit regardless of their letter grade.
4. Coaches and Advisors will be advised of team members/students who have unexcused absences. ~~For any unexcused or truancy absence, When an unexcused absence is verified,~~ a student will not be permitted to participate in each of that day's or the next scheduled extra-curricular activity(s) (e.g. practice, game, rehearsal, program, match, meet, or performance.)

## TRUANCY

When a student subject to compulsory instruction requirements is absent from instruction from school with no valid excuse, he/she is considered truant under Minnesota Statute. Students who are under the compulsory attendance law will be reported to the legal authorities in accordance to applicable Minnesota Statute or as the Student Assistance Team advises following the seventh occurrence of truancy.

## TARDINESS

Tardiness to class will be dwelt with by each teacher as deemed appropriate; detention can be assigned as outlined in each teacher's discipline policy.



## DETENTION

Detention will be held daily after school. Failure to attend assigned detention will result in in-school suspension.

## STUDENT ACTIVITIES

Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to ~~suffer and decline~~. Teachers are encouraged to report failing grades to students, parents, and administration as appropriate. ~~Under no circumstances will~~ Students will not be granted excused absences from classes the morning following out-of-town activities. If unusual circumstances present delays, they will be dealt with on an individual basis.

~~Student in school sponsored activities should not assume that they have the right to an extended deadline for school work. (See Make-up Policies below)~~

## MAKE-UP POLICIES FOR EXCUSED ABSENCES

Excused Absences: For excused absences, a student shall be allowed two (2) school days for each absent day to make up any work missed and receive a grade. School work not turned in to a teacher within the two-day guidelines may result in the assignment receiving a lower grade or no credit. In the case of a prolonged excused absence a deadline shall be mutually agreed upon by teacher and student. A principal will mediate if mutual agreement is not reached. A teacher may require additional assignments to compensate for any loss of class discussion and lecture information. ~~Two (2) school days will be allowed to make up class work for each excused absence. Special arrangements will be made in case of extended absences.~~

\*Student Activities: Students in school-sponsored activities should not assume that they have the right to an extended deadline for school work. *\*(Moved out Student Activities)*

\*Advance Make-up: In the event that a student is aware they will be absent from school, either part of a day or all day, they are to make arrangements in advance by having their parent/guardian request the excuse by written note at least ~~48-24~~ hours in advance of the absence. The student then must present the advance made-up to each teacher ~~two (2)~~ one (1) days prior to the date of absence. ~~While it is recognized that parents of a student 16 years of age or older have the option of keeping their student out of school for a variety of reasons, it must be emphasized that the responsibility of make up rests solely and entirely with the student. The school will be the final authority in excusing the student and issuing an Advance Make-up slip.~~

*\*(MOVED UP FROM A SECTION LISTED BELOW)*

## ILLNESS RELATED ABSENCES

Absence Reporting Procedures: Parent (s)/Guardian(s) must contact the school on the day of the student's absence. ~~The school will attempt to contact the parent in the case of absence after 10:30 a.m.~~ Students are not required to obtain admit slips, but may report directly to class ~~if these requirements have been met upon their return.~~

Physician verification will be required for excused absences if personal illness goes beyond three (3) consecutive days or if administration believes other reasons, other than illness, may underlie the repeated absences.

Illness During the School Day: Students becoming ill during the school day, except in case of an emergency, are to report to their regular class and then get a pass to the nurse's office. If it is necessary to go home, the nurse will contact the student's parent(s)/guardian or authorized representative to obtain release permission. If parents/guardian or authorized representative cannot be contacted, the student will remain in school. Friends will not be excused to transport students.

Medical Absences: An excused absence for doctor or dental appointments will be acknowledged when the student produces the appoint card verifying the appointment. Notes or phone calls will not be accepted. Unless for an emergency, requests for medical appointments are encouraged to be made before and after school, or on Saturday.

Home Bound Instruction: Students, with a physician's verification, may apply for homebound instruction on the sixth (6) day of absence. All requests for homebound instruction are to be directed to the nurse's office and can be initiated before the time lines are in effect.

~~Work Permit: Senior students have the privilege of requesting a work permit for one hour in place of a study hall. If truancy becomes a factor in the students not meeting his/her schedule, this privilege will be removed.~~

~~Starting Time: Students have an option of starting school at 8:00 a.m. or 9:00 a.m. If excessive absences or tardies occur at the 8:00 start this privilege will be withdrawn from the students.~~



POLICY OF THE  
BOARD OF EDUCATION  
MOORHEAD, MN.

DISTRICT CODE: JEA  
DATE ADOPTED: 05-09-72  
REVIEWED/REVISED: 12-90

(DRAFT 6/17/97)

ATTENDANCE 7-12

Philosophy Position

We believe:

- o Students with regular attendance achieve better academically in school.
- o Students with regular attendance are better adjusted to school.
- o Learning that is lost due to absence can never be adequately replaced.
- o Students with regular attendance have purpose of direction.

Attendance is of vital importance and it is essential that all efforts be made by the staff members of Moorhead Independent School District #152 to insure excellent attendance by the students of the District. The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance by positive teaching methods, individual concern, and reasonable attendance policies as determined by proper authorities.

Regular attendance and sound attendance habits requires maximum cooperation of PARENTS, STUDENTS and SCHOOL.

TYPES OF ABSENCES

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. For excused absences, a student shall be allowed two (2) school days for each absent day to make up any work missed and receive a grade. School work not turned in to a teacher within the two-day guidelines may result in the assignment receiving a lower grade or no credit. In the case of a prolonged excused absence a deadline shall be mutually agreed upon by teacher and student. a principal will mediate if mutual agreement is not reached. A teacher may require additional assignments to compensate for any loss of class discussion and lecture information.

The State of Minnesota recognizes the following reasons for excused absence: personal illness, death or medical emergency in the immediate family, and inclement weather. Other reasons that could be acknowledged are personal requests for absence made 48 24 hours in advance; (e.g. legal appointments, religious activities, travel, family vacations, state tournaments and school activities). We encourage parents to hold these requests for absence to a minimum. Physician verification will be required for excused absences if personal illness becomes excessive.

Unexcused Absences: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with the consent of the parents but the excuse given is not acceptable to the school administration.

*Students who exceed 10 absences in any class for a semester will be subject to restricted absences for personal reasons.*

Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences are: missing bus, car trouble, oversleeping, work at home, work part-time job, need for extra sleep, babysitting, hair appointments, shopping, visiting friends, job interviews, not returning to school from noon hours, leaving school ill without checking out with the nurse, or falsifying notes or explanations for absence, etc. Students who report second period with illness as a reason for missing first period may be granted this privilege only once per semester.

Truancy: A student is considered truant when he/she skips a class, study hall or any part of the school day. A truancy charge indicates that the student is absent from school without the knowledge or approval of the parent or school. Each truancy case will be dealt with on an individual basis; however, some of the following guidelines will be used in dealing with each student:

1. ~~The first offense~~ Skipping will result in detention time assigned and a notification sent to parents.
2. ~~The second~~ Repeated offenses will result in detention time assigned as well as a parent ~~conference~~ contact regarding the problem. ~~A notice will be given that another truancy will result in losing the class for the semester.~~
3. ~~A third~~ Continued truancy in a class will result in a ~~conference with student, parent and principal~~ referral to the Student Assistance Team to determine a contract regarding future attendance. A student may be removed with loss of credit, regardless of their letter grade, or removal from the class, placement in a study hall, detention time assigned, and an offer of a possible alternate method of getting a credit.
4. For any unexcused or truant absence, a student will not be permitted to participate in extra-curricular activities (practice, game, rehearsal or program) on the day of the absence in question. Coaches will be advised of team members who have unexcused absences.
5. Students who are under the compulsory attendance law will be reported to the legal authorities on the seventh occurrence of truancy or as the Student Assistance Team advises.

Advance Make-Up: In the event that a student will be absent from school, either part day or all day, they are to make arrangements in advance by having their parent(s) request the excuse by written note at least ~~48~~ 24 hours in advance of the absence. The student then must present the advance make-up to each teacher ~~two (2)~~ one (1) days prior to the date of absence. ~~While it is recognized that parents of a student 16 years of age or older have the option of keeping their student out of school for a variety of reasons, it must be emphasized that the responsibility of make-up rests solely and entirely with the student.~~ The school will be the final authority in excusing the student.

Request For Extended Absences: Students will occasionally request to be absent for an extended period of time. Requests of this nature are difficult to deal with and in an effort to be consistent, the district will try to keep the following guidelines in focus:

1. Request should be for absences that involve educational trips (usually with parents) only. Any requests to leave school for vacations, going to work, etc. could be restricted. All requests will be dealt with by appropriate grade level administration.
2. If a credit reduction absence is granted, credits will be reduced under these guidelines: 11-19 days absent = .1 reduction, 20-28 days absent = .2 reduction, 29-37 days absent = .3 reduction, etc. (All reductions will be done in the office. The actual grade is not affected, just the amount of credit given.)
3. Students who lose more the twenty percent (20%) of their credit in any required course must repeat that course for graduation.

Illness During School Day: Students becoming ill during the school day, except in case of an emergency, are to report to their regular class and then get a pass to the nurse's office. If it is necessary to go home, the nurse will contact the student's parent(s) to obtain release permission. If parents cannot be contacted, the student will remain in school. Friends will not be excused to transport students.

Medical Absences: Absences for doctor or dental appointments will be acknowledged when the student produces the appointment card verifying the appointment. Notes or phone calls will not be accepted. Requests for medical appointments are encouraged to be made before and after school, or on Saturday.

Absence Reporting Procedures: Parent(s) must contact the schools on the day of the student's absence. ~~The school will attempt to contact the parent in the case of absence after 10/30 a.m.~~ Students are not required to obtain admit slips but may report directly to class if these requirements have been met upon their return.

Advance Make-Up: Two (2) school days will be allowed to make up class work for each day absent or special arrangements in case of extended absences.

Home Bound Instruction: Students may apply for homebound on the sixth (6th) day of absence with a physician's verification. All requests for homebound instruction are to be directed to the nurse's office and can be initiated before the timelines are in effect.

Tardiness: Tardiness to class will be dealt with by each teacher as deemed appropriate; detention can be assigned as outlined in each teacher's discipline policy.

Student Activities: Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to suffer and decline. Under no circumstances will students be granted excused absences from classes the morning following out-of town activities. If unusual circumstances present delays, they will be dealt with on an individual basis.

Students in school-sponsored activities should not assume that they have the right to an extended deadline for school work.

Work Permit: Senior students have the privilege of requesting a work permit for one hour in place of a study hall. If truancy becomes a factor in the student's not meeting his/her schedule, this privilege will be removed.

Starting Time: Students have an option of starting school at 8:00 or 9:00 a.m. If excessive absences or tardies occur at the 8:00 start, this privilege will be withdrawn from students.

Detention: Detention will be assigned from 8:00 a.m. to 12:00 noon on Saturday in the study hall at the Senior High. Students must report on the hour to begin serving detention time. Students reporting late will not receive credit for that hour. Detention will be held daily after school, failure to attend assigned detention will result in in-school suspension.

Students who skip detention will have the time doubled. Students who skip twice will be suspended and arrangements for reinstatement worked out with a parent conference.

MEMO #: S-97-187

TO: School Board  
FROM: Bruce R. Anderson, Supt. *BRA*  
RE: Deportment Grading  
DATE: June 18, 1997

It seems appropriate to have a board dialogue regarding the need and appropriateness of separating academic grades from behaviors (deportment).

The attached, prepared by the high school administration, is a draft for discussion purposes.

*BRA*:cbf  
Attachment



## Deportment Grading Concept Paper - For Discussion Purposes Only

Deportment grading is a rubric-based grade that measures student success in the areas of responsibility, reliability, and task management.

There are two dilemmas that I expect will be impacted by improved reporting: The validity of academic achievement grades (whether they actually measure what they claim to measure) and the assessment of behaviors that may have implications for future education or employment as well as the present school climate.

Currently, grades have a validity of .64. In other words, grades are roughly accurate as a measurement of learning about two-thirds of the time. This is in part because of the tendency to assign grades based on academic achievement in combination with other non-academic attributes of the learner. Typically they may include additions for good-faith effort and participation, or deductions for cheating, unexcused absences on the day of a graded assignment, or poor effort.

There are these advantages to moving toward a grading system which separates achievement from behavior:

- 1) Separation of behavior and achievement increases the validity of academic grading. Because of additions for good-faith effort, or deductions for unexcused absences, poor behavior, cheating or other issues separate from the measurement of learning, we currently do not know if a "C" student is really a "D" student that tried hard or a "B" student that skipped school on the day of a test.
- 2) Separate grades place a value on work ethic. The Graduation Rule, SCANS, School- to Work models, College personnel, and almost any survey of industry point to the concern over the declining ethical standards of future workers and students. Local chambers of commerce have also expressed concern over the "soft skills" of future employees.
- 3) Separate grades allow future employers or post-secondary institutions accurate information on the attitude and dependability of applicants, as well as a more valid measure of academic success and learning.
- 4) Meaningful, accurate deportment grades serve as an incentive for good attendance and conduct.
- 5) Deportment grades would be useful to the school, parents, future higher education institutions and future employers in determining:
  - accurate assessment of work ethic
  - accurate assessment of achievement
  - class rank
  - eligibility for participation in activities
  - appropriate classroom or course placement
  - alternative education or special education placement
  - early intervention for troubled students
  - better information for counselors working with students

Both grades would be entered on a student's report card as well as on their permanent record.

### Possible options for scoring:

Many ways for determining a grade exist. Perhaps the simplest option for scoring criteria would be the development of a point system. Although in some ways unsophisticated, it is the easiest to administer fairly and consistently on a school-wide basis. A typical scale would be:

Score	Letter Grade	Definition
100 pts	= "A"	Exceeds expectations
90 pts	= "B"	Meets expectations
80 pts	= "C"	Falls short of expectations
70 pts	= "D"	Falls significantly short of expectations
69 or fewer	= "F"	Unacceptable

The usual assumptions associated with rubric scoring place a typical student meeting expectations at a level 3, or a "B" average. Following that line of reasoning, a student would start the course at 90 points. To earn an "A" in deportment, evidence must be presented that the student has contributed to the climate of the class or has demonstrated exemplary task management skills.

Deductions and additions would be agreed upon by faculty based on standardized, measurable criteria.

Students could earn points based on:

Evidence of the task management skills identified in the graduation standards:

- Resource management
- Time management
- Perseverance
- Teamwork

Volunteering

Tutoring other students

Other contributions to the classroom

Points would be deducted for:

Cheating

Unexcused absence

Tardiness

Poor Behavior

Lack of effort

No contribution to class activities

**For Example:**

#### **Grade Typical student profile**

"A"	No unexcused absences and contributes to the climate of the class No unexcused absences and diligently approaches tasks
"B"	One unexcused absence and minor contribution to the climate No unexcused absences but no contribution to the class
"C"	3-5 unexcused absences and no contribution to the climate of the class cheated on an examination
"D"	7-10 unexcused absences or distracts from the climate of the class excessive tardiness, 7-10 unexcused absences, no contribution
"F"	More than 10 unexcused absences, excessive tardiness, no contribution Creates significant, repeated distractions for the class



MEMO #: B97.313

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER

DATE: JUNE 16, 1997



SUBJECT: CABLING BID AWARD

We will be opening bids at 2:00 p.m. on Thursday, June 19, 1997,  
at 2:00 pm for:

Computer Cabling/Technology

We will prepare recommendations for the board meeting after the  
opening.

MEMO #: B97.315

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER



DATE: JUNE 18, 1997

SUBJECT: AWARDING OF 1997.98 MILK AND BREAD BIDS

Bids were opened for Milk and Bread on June 16, 1997, at 2:00 pm.

The milk bid will go to Cass Clay Creamery and the bread bid will go to Interstate Brands Corporation.

Amount spent this year on:

Milk - \$153,442.85

Bread - \$ 31,043.66 (Plus 5 days in June)

Suggested Resolution: Move to approve low bidders for Milk and Bread  
Bid to: Cass Clay Creamery and Interstate Brands Corporation.

1997-98 MILK BID SUMMARY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>CASS CLAY</u>	<u>BRIDGEMAN</u>
	1. Half Pint Size 3.25% White/per container	<u>.1492</u>	<u>.1602</u>
	2. Half Pint Size 2.0% Butterfat White/per container	<u>.1445</u>	<u>.1566</u>
	3. Half Pint Size 1.0% Butterfat White/per container	<u>.1406</u>	<u>.1593</u>
	4. Half Pint Size Skim Milk/per container	<u>.1378</u>	<u>.1539</u>
	5. Half Pint Size Skim Chocolate/per container	<u>.1597</u>	<u>.1744</u>
	6. Half Pint Size NU-A Milk/per container	<u>.1492</u>	<u>NA</u>
	7. Homo Milk 1/2 Gallon	<u>1.1875</u>	<u>1.1205</u>
	8. 2.0% Milk 1/2 Gallon	<u>1.1525</u>	<u>1.0964</u>
	9. Qt. - Buttermilk	<u>.5800</u>	<u>.5802</u>
	10. Quarts 2%	<u>.5750</u>	<u>.5482</u>
	11. Pt. - Half & Half	<u>.4300</u>	<u>.3827</u>
	12. Pt. - Whipping Cream	<u>.8900</u>	<u>.6942</u>
700	13. Shake Mix-Vanilla - 1/2 Gallon	<u>1.5850</u>	<u>1.27</u>
1,100	14. Shake Mix-Chocolate - 1/2 Gallon	<u>1.6900</u>	<u>1.35</u>
1,300 BX	15. Novelties, 2 Dozen Per Box		
	A. Dixie Cups      Ice Cream	<u>5.90</u>	<u>5.64</u>
	Sherbet	<u>5.34</u>	<u>4.71</u>
	B. Creme Freeze	<u>4.70</u>	<u>3.45</u>
	C. Fudgesicles	<u>4.10</u>	<u>3.83</u>
	D. Cheerios	<u>5.23</u>	<u>5.59</u>
	E. Ice Cream Sandwiches	<u>6.01</u>	<u>5.14</u>
	F. Drumsticks	<u>12.67</u>	<u>6.87</u>

QUANTITY	DESCRIPTION	CASS CLAY	BRIDGEMAN
	16. -4- Lb. Sour Cream	<u>3.22</u>	<u>4.50</u>
	17. Lb. Butter A Parch	<u>1.50</u>	<u>1.44</u>
	18. Lb. Butter Chip 90	<u>1.73</u>	<u>1.634</u>
	19. Lb. Butter Tray Pak	<u>1.93</u>	<u>1.742</u>
	20. -8- Lb. Butter Cups	<u>2.07</u>	<u>2.114</u>
	21. -2- Lb. Rolled Butter	<u>3.00</u>	<u>2.75</u>
550 BX	22. -4- Lb. Cottage Cheese, 2% Lowfat	<u>4.07</u>	<u>5.10</u>
	23. -5- Lb. American Cheese	<u>7.57</u>	<u>8.39</u>
	24. -5- Lb. Cheddar Cheese	<u>16.69/10#</u>	<u>9.53</u>
	25. -5- Lb. Swiss Cheese	<u>NA</u>	<u>2.73/Lb.</u>
	26. -5- Lb. Monterey Jack Cheese	<u>NA</u>	<u>9.53</u>
	27. -3- Lb. Cream Cheese	<u>3.63</u>	<u>5.28</u>
	28. -36-1 Lb. Grade AA Butter	<u>1.55</u>	<u>1.50</u>
	29. -5- Lb. Swiss American Cheese, sliced, 160 ct	<u>7.37</u>	<u>8.72</u>
	30. -5- Lb. Yogurt, Lowfat, flavored	<u>1.44/24 oz</u>	<u>3.36</u>
	31. -8- Oz. Yogurt, Lowfat, flavored	<u>.4750</u>	<u>.5220</u>
	32. -4- Oz. Yogurt, Lowfat, flavored	<u>.3200/5 oz</u>	<u>.4077/6 oz</u>
	33. -6- Oz. 100% Apple Juice	<u>.18</u>	<u>.1895</u>
	34. -6- Oz. 100% Orange Juice	<u>.17</u>	<u>.1748</u>
Base Price if escalator clause proposed (per hundredweight). Adjusted for: 2% escalator clause attached.		<u>12.84</u>	<u>12.64</u>

1997-98 BREAD BID SUMMARY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>PAN-O-GOLD</u>	<u>METZ</u>	<u>INTERSTATE</u>
14,460 LVS	1 1/2 Lb.Bread, white slices per loaf <u>.21</u>	<u>1.09</u>	<u>.88</u>	<u>.70/20 ct</u>
4,170 LVS	1 1/2 Lb.Bread, whole wheat or rye slices per loaf <u>.21</u>	<u>1.19</u>	<u>.90</u>	<u>.75/20 ct</u>
7,575 DOZ	Coney Buns, sliced, bulk pack, standard length	<u>1.09</u>	<u>.90</u>	<u>2.80/40 ct</u>
32,775 DOZ	Hamburger buns, white/dark, plain/sesame seed, sliced, bulk pack 4".	<u>1.09</u>	<u>.90</u>	<u>2.10/30 ct</u>
1,000 LVS	French Bread, 1 lb.	<u>1.09</u>	<u>.95</u>	<u>.70</u>
2,530 DOZ	Footlong Buns, slice, bulk pack, 10"	<u>2.10</u>	<u>1.37/8 ct</u>	<u>.90/6 ct</u>
15,700 DOZ	Tea Biscuits white/dark, dozen	<u>.99</u>	<u>1.00</u>	<u>.70</u>
4,470 DOZ	Steak Bun, plain/sesame seed 6" slice, dozen	<u>1.30</u>	<u>1.20</u>	<u>2.10/24 ct</u>
3,600 LVS	Texas Toast, 2#	<u>1.09</u>	<u>.88/1 1/2#</u>	<u>.80/1 1/2#</u>
1,750 DOZ	Bread Sticks, Bake and Serve, bulk pack 8".	<u>1.20</u>	<u>1.05</u>	<u>NA</u>

MEMORANDUM P 97.078

TO: Dr. Bruce Anderson  
FROM: Dr. John Skinkle *JDS*  
DATE: June 3, 1997  
SUBJECT: Part Time and Substitute Pay Schedule

Attached is a copy of the Part Time and Substitute Pay Schedule.  
The administration requests approval of this schedule.

Suggested Resolution: Move to approve the pay schedule.

JDS:sdh

## Part Time and Substitute Pay Schedule

### ADULT ED

Vocational Licensed Teacher	20.06
Avocational Teacher	13.83
Program Assistant	5.90

### SUBSTITUTE TEACHERS

Daily	64.00
10 Day Consecutive same classroom	92.00
30 Day Consecutive same classroom	Daily rate-beginning BA Teacher Salary

### NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS

Part-time (non-contract)	5.46 (or .15 over previous rate)
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### INTERPRETERS

Part-time (non contract)	13.16
Freelance	21.22
(due to lack of trained interpreters labor pool, may need to meet competitive rates)	

### SECRETARIES

Part-time (non-contract)	6.75
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### PARAPROFESSIONALS (TEACHERS ASSISTANTS)

Part-time (non-contract)	7.50
Substitute	7.50

### CUSTODIANS

Part-time (non-contract)	6.18
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WORK STUDY/STUDENT HELP	5.15
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Revised 6/23/97  
Effective 7/01/97