



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

March 9, 1998
7:00 p.m.

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

ATTENDANCE:

Jim Cummings _____ James Hewitt _____
Stacey Foss _____ Carol A. Ladwig _____
Mark Gustafson _____ Kristine Thompson _____
Anton B. Hastad _____ 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 Alycia Bergeson for being named one of the top two runners-up among middle school students in the 1998 Prudential Spirit of Community Awards in Minnesota. Awards are presented annually by the nationwide recognition program for outstanding, self-initiated community service activities. Bergeson started a program to educate the public about preventing skin cancer and will receive a bronze Distinguished Finalist medallion for her efforts.

*** We Are Proud of the following top finishers in the District Spelling Bee: 1st Place - Lily Langerud, Grade 8; 2nd Place - Jay Selvaag, Grade 6; and, 3rd Place - Alicia Strnad, Grade 8. Langerud and Selvaag will represent the District in the Regional Spelling Bee. Grade Level Spelling Bee winners are: Preston Engstrom, Grade 5; Mitchell Nelson, Grade 6; Seth Harris, Grade 7; and, Charles Fangsrud, Grade 8. Lois Brown is the Spelling Bee advisor.

*** We Are Proud of the Moorhead Junior High Mathcounts Team that won the Chapter competition. Team members are Steve Tranby, Kyle Nylander, Maren Hulden, and Kris Dahl, with alternates Daniel Stone and Rachel Valenzuela. This is the fourth year in a row that this team has finished in first place.

S-Mg-806
March 9 - 98

D. "We Are Proud" (continued....)

Tranby placed second individual, Nylander placed fourth individual and second in the countdown round, and Dahl placed sixth individual and fourth in the countdown round. Mathcounts, a national competition, tests students on probability, statistics, linear algebra, and polynomials. Ken Welken is the coach.

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

*** Expansion Management Magazine Award Presentation ***
David Martin, FM Chamber of Commerce, will present the award which is made on the basis of achieving academic excellence in a "prepared" community while operating in a cost-effective manner. The citation of excellence is the result of an annual survey of 1,000 school districts nationwide, known as the Education Quotient.

2. *CONSENT AGENDA

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

- A. INSTRUCTIONAL MATTERS - Jernberg
 - (1) Approval of Grant Application - Pages 6-10
- B. BUSINESS AFFAIRS - Lacher
- C. PERSONNEL MATTERS - Skinkle
 - (1) Approval of Early Retirements - Page 11
 - (2) Approval of Resignations - Page 12
 - (3) Approval of Family/Medical Leaves - Page 13
- D. ADMINISTRATIVE MATTERS - Anderson
 - (1) Approval of February 9 & 23, 1998 Minutes - Pages 14-21
 - (2) Approval of March Claims

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. SCHOOL BOARD/STAFF 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 invited staff representatives on a wide variety of programs and issues.)

District Communications - Serhienko

5. SUMMER MIGRANT SCHOOL PROGRAM - Matheson/Dooher

Overview of the upcoming Summer Migrant School program.

6. 1998-99 ANNUAL OPERATIONAL PLAN: Anderson/Lacher
Pages 22-36

Suggested Resolution: Move to approve all the funds as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

OR, if the Board prefers to approve each individual fund:

Suggested Resolution: Move to approve the General fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

Suggested Resolution: Move to approve the Food Service fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

Suggested Resolution: Move to approve the Transportation fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

Suggested Resolution: Move to approve the Community Service fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

6. 1998-99 ANNUAL OPERATIONAL PLAN: (continued....)

Suggested Resolution: Move to approve the Capital Outlay fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

Suggested Resolution: Move to approve the Debt Service fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

Suggested Resolution: Move to approve the Enterprise fund as presented by the administration for the 1998-99 Annual Operational Plan.

Moved by _____ Seconded by _____
Comments _____

7. CLAY COUNTY COORDINATED PRESCHOOL PROGRAM: Anderson
Page 37

Review of the program's cooperative status for the 1998-99 school year.

8. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

9. CLOSE PUBLIC MEETING: Ladwig

Suggested Resolution: Move to close public meeting at _____ p.m. pursuant to M.S. 471.705, for the purpose of performing the performance evaluation of the Superintendent.

Moved by _____ Seconded by _____
Comments _____

10. OPEN PUBLIC MEETING: Ladwig

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

Moved by _____ Seconded by _____
Comments _____

11. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Early Dismissal (No PM Kindergarten)	Mar. 10	2 hours	District- wide
Long Range Planning	Mar. 12	3:45 p.m.	Townsite
Legislative Meeting (Sponsored by Com. Ed. & Chamber of Commerce)	Mar. 14	9-10:30 a.m. (OPEN TO THE PUBLIC)	Townsite
Early Dismissal (PM Kindergarten Held)	Mar. 17	2 hours	District- wide
CE Advisory Council	Mar. 17	7:00 p.m.	ECFE Center
School Board	Mar. 23	7:00 p.m.	Townsite
Early Dismissal (No PM Kindergarten)	Mar. 24	2 hours	District- wide
ITBS Testing	Mar. 23-27		
End 3rd Qtr.	Mar. 27		
Kindergarten Roundup	Apr. 2	6-8 p.m.	Edison
K-P/T Conferences (No K classes)	Apr. 3 & 6	daytime	
K-12 P/T Conferences	Apr. 6	5-8 p.m.	
K-12 P/T Conferences	Apr. 7	8am-8pm	
K-12 No School (Tchr. Comp.)	Apr. 8		
Spring Break	Apr. 9-13		
School Board	Apr. 13	7:00 p.m.	Townsite
School Board	Apr. 27	7:00 p.m.	Townsite
Retirement Tea	May 5	TBA	Edison
Early Dismissal (PM Kindergarten Held)	May 6	2 hours	District- wide
MEA Banquet	May 14		
Academic Awards	May 17	2:00 p.m.	Senior High
Baccalaureate	May 27	7:00 p.m.	Senior High
Last Day for Students	June 3		
Last Day for Staff	June 4		
Graduation	June 7	2:00 p.m.	Fargo Civic

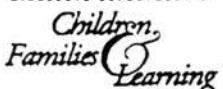
MEMO #: I-98-184
TO: Dr. Bruce Anderson
FROM: Bob Jernberg *BJ*
SUBJECT: Approval of Grant Application
DATE: March 3, 1998

The district is requesting \$18,385 in Private Equity Services funding under IASA Title I as attached. Funding will be utilized for Title I services for nonpublic students attending St. Joseph School for the 1998-99 school year.

These funds will reduce the burden for nonpublic students when we submit the 1998-99 Title I application.

Suggested Resolution: Move to approve the grant as outlined.

RMJ/mdm
Attachment

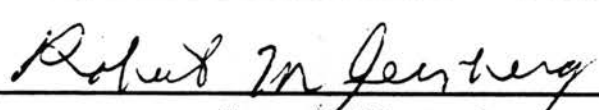
<div style="text-align: center;">  </div>	Division of Learner Options 876 Capitol Square - 550 Cedar St. Paul, MN 55101-2273	IASA TITLE I - APPLICATION FOR PRIVATE EQUITY SERVICES FUNDING	ED-01944-10
			DUE: 3/6/98

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 6, 1998**. 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 Asst. Superintendent	Telephone Number (218) 299-6224	Fax Number (218) 233-6210	
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 1998-99: \$ 18,385.00

FUNDS APPROVED
\$

LOCAL BOARD OF EDUCATION ACTION
<p>The Local Board of Education of this school district, at a meeting held on <u>March 9, 1998</u> 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 1998-1999. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.</p> <p><u>Pat King</u> as Contact Person (optional) was also approved.</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">  Signature of LEA Representative </div> <div style="text-align: center;"> <u>2-27-98</u> Date </div> </div>

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"	51
Estimated number of eligible private school students who will BE SERVED	51

**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 district selection criteria. 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 various computer and Classworks software to serve students in reading/language arts and math.

**PROJECT BUDGET
SUMMARY**Please 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	16,041.77		
2	200	Fringe Benefits	2,343.23		
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)	18,385.00		

* Except UFARS Object Code 530

MCFL BUDGET APPROVAL

This budget has been approved for implementation as described in this application.

**IASA TITLE I
APPLICATION FOR PRIVATE EQUITY SERVICES FUNDING**

ED-01944-10
Page 3

DISTRICT NAME: Moorhead Public Schools

PAGE 3 OF 4

BUDGET BREAKDOWN (FOR PRIVATE EQUITY PROJECT)

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.

UFARS OBJECT CODE	DESCRIPTION AND JUSTIFICATION	QUANTITY	ITEM COST	TOTAL PER BUDGET LINE NUMBER
170	Non-Instructional Personnel	2.5 FTE		\$ 16,041.77
200	Fringe Benefits			2343.23
TOTAL				\$ 18,385.00

**IASA TITLE I
APPLICATION FOR PRIVATE EQUITY SERVICES FUNDING**

COMPLETE ONE PAGE FOR EACH PARTICIPATING PRIVATE SCHOOL

District Name	Private School Name
Moorhead Public Schools	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 23 to review the program and to assist in setting up the program for the 1998-99 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


2-27-98

Date

MEMORANDUM

P 98.022

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle 

DATE: March 3, 1998

SUBJECT: Early Retirement of District Employees.

The administration requests approval of the early retirement of the following persons effective at the end of the 1997-98 school year:

Barbara Anton - Staff Development Teacher, Townsite Centre,
effective at the end of the 1997-98 school year.

Anita Arndt - Third Grade Teacher, Washington, effective at the
end of the 1997-98 school year.

James Hegre - English Teacher, Senior High, effective at the end
of the 1997-98 school year.

Marlys Long - Grade 4 Teacher, Edison Elementary, effective at
the end of the 1997-98 school year.

Dennis McCarl - Teacher on Extended Leave, effective at the end
of the 1997-98 school year.

Ruth Suppes - Grade 4 Teacher, Probstfield Elementary, at the end
of the 1997-98 school year.

Faye Naugle - Secretary, Moorhead Senior High, effective June 11,
1998.

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

JDS:sdh

MEMORANDUM

P 98.023

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JDS*
DATE: March 3, 1998
SUBJECT: Resignation of District Employees.

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

Sylvia Hoime - Cook's Helper, Senior High, effective February 12, 1998.

Brian Wittman - School Bus Driver, effective March 5, 1998.

Gary Lundberg - Community Partnerships Coordinator, effective March 13, 1998.

Suggested Resolution: Move to accept the resignations as presented.

JDS:sdh

MEMORANDUM P 98.024

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JDS*
DATE: March 3, 1998
SUBJECT: Family/Medical Leave

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

Tonya Matson - Paraprofessional, Early Childhood Family Education, to begin approximately April 29, 1998 to the end of the school year.

Jan Jenson - Paraprofessional, Probstfield Elementary, until released by her physician.

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

JDS:sdh

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 9, 1998
PAGE 1

MEMBERS PRESENT: Jim Cummings, Stacey Foss, Mark Gustafson, Anton B. Hastad, James Hewitt, Carol A. Ladwig, Kristine Thompson, and Dr. Bruce R. Anderson.

MEMBERS ABSENT: None

CALL TO ORDER: Chair 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: Hastad moved, seconded by Gustafson, to approve the agenda as presented. Motion carried 7-0.

"WE ARE PROUD"

We are proud of Orv Kaste, Property Services Director, for writing and receiving numerous grants, loan and settlements for various areas relating to the properties of the school district. The District has received a grand total of \$3,597,027.60 as a result of Mr. Kaste's efforts.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Ladwig announced board members have received a communication from Mr. Paul Dahlin of Moorhead Plumbing and Heating, and a communication from Alyce VanWie, a parent in the District.

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

Grant - Accept the \$900 Youth Service Learning School grant from the ND 4-H Foundation/Cass County Extension for a service-learning project to create school bags for homeless children, in partnership with the Churches United for the Homeless and the YWCA Shelter for Women and Children.

Townsite Lease Agreement - Approve the revised lease with the Minnesota Department of Revenue (Suite #200) as presented.

Boiler/Machinery Insurance Renewal - Approve the renewal for boiler and machinery insurance coverage with Hartford Steam Boiler, in the amount of \$4,536.00.

New Employees

Toni Fietek - EBD/LD Teacher, Riverside, BA (6) .50 FTE
\$5592.72, effective immediately.

Virginia Rutter - Technology/Title I Secretary, Townsite Centre, A12 (0) \$8.28 per hour, 4 hours daily, effective February 10, 1998.

Colette Haskins - Switchboard Operator, Senior High, B21 (0)
\$8.85 per hour, 4.75 hours daily, effective February 10, 1998.

REGULAR MEETING
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INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 9, 1998
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Faye Smiley-Aakre - Indian Education Teacher, District Wide, BA
(6) \$19.02 per hour, 5 hours daily, effective from January 26,
1998 through June 30, 1998.

Resignations

Toni Fietek - Paraprofessional, Washington, effective
immediately.

Early Retirement

Janice Johnson - Grade 3 Teacher, Riverside, effective June 4,
1998.

Leslie Wahl - Science Teacher, Junior High, effective June 4,
1998.

Family/Medical Leave

Angella Burud - O.T. Teacher, Edison, to begin approximately
April 13, 1998 to the end of the 1997-98 school year.

Extension of Leave

Lisa Schmidt - Paraprofessional, Senior High, to extend her
family leave for the remainder of the 1997-98 school year.

Pat Hinze - Teacher on a Extended Leave of Absence, for an
additional one year leave for the school year 1998-99.

Community Education Grant - Accept the grant of \$400.00 from the
March of Dimes Birth Defects Foundation-North Dakota Chapter to
Community Education's CHOICES program to purchase videos.

Approval of Minutes - Approved the January 8, 12 & 26, 1998
minutes as presented.

Claims - Approve the January claims, subject to audit, in the
amount of \$ 1,113,747.88.

General Fund:	\$553,849.71
Food Service:	43,670.05
Transportation:	154,131.96
Community Service:	33,014.41
Capital Expenditure:	312,008.81
Debt Redemption:	62.50
Townsite Centre:	17,010.44
TOTAL	\$1,113,747.88

Motion carried 7-0.

COMMITTEE REPORTS: Reports were given regarding the Global
Exchange and Joint Powers committee meetings.

SCHOOL BOARD/STAFF 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 invited staff representatives on a
wide variety of programs and issues.)

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
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Home-School Liaison - Coordinator Pat King introduced staff members Ann Wilson, Jane Knoff, Jerry Koenig, Donna Longie, Joelle Hoefer, and Christina Rosita who reviewed their positions within the District. King stated that the home/school liaison positions serve to better connect families within the home and between the schools. Services are provided to a variety of families and needs.

Koenig stated that the many positions and agencies involved are very careful not to overwhelm families and overlap services. The collaborative network between the different service agencies is very good.

Shanks noted the District's Long Range Plan called for these services and she is happy to see it working so well.

English as a Second Language (ESL) - Program Coordinator Pat King introduced staff members Michelle Kaspari, Diane Erickson, Sally Doran, and Kathleen Andrews. The ESL staff have written a handbook entitled, "A Handbook For Teachers of English As A Second Language Students," which is a condensed version of the program. It includes topics describing the ESL program, student assessments, state definitions of ESL students, myths related to Limited English Proficiency (LEP) student learning, culture related to learning and literacy, first and second language acquisitions, LEP students differences from learning disability students, LEP learners in the mainstream classroom, and how students exit the program.

The meeting recessed at 8:32 p.m.; it reconvened at 8:47 p.m.

FIVE YEAR EDUCATIONAL PLAN: Jernberg briefly reviewed the 1993-98 Progress Report and the 1998-2003 Plan.

1998-99 SCHOOL CALENDAR: Anderson reviewed the proposed 1998-99 school calendar. Clarification was requested on the snow make-up dates listed, and that the appropriate measures be taken to secure a location within Moorhead for graduation ceremonies.

A recommendation will be presented at the next meeting.

1998-99 ANNUAL OPERATIONAL PLAN: Initial review of the Food Service, Community Education, Transportation, Debt Service, and Enterprise funds was conducted.

Food Service - The Board requested something possibly being done to simplify the forms for free and/or reduced meal applications to encourage better participation, if thought had been given to incorporating the current system software into the District's network when available, and possibly doing student surveys to find out student opinion with regard to meal variety, etc.

REGULAR MEETING
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TOWNSITE CENTRE
FEBRUARY 9, 1998
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Transportation - Bacon noted few changes from the 1997-98 AOP.

Community Education - Davies noted the fund balance is being spent down slightly.

Debt Service - Lacher noted no significant changes from 1997-98.

Enterprise - Lacher noted the increase in rented space at Townsite Centre.

GRADUATION STANDARDS IMPLEMENTATION/DISMISSAL DATES: Hastad moved, seconded by Cummings, to approve the two-hour early dismissal of students in grades 1-12 on March 10, March 17, March 24, and May 6, and cancel afternoon kindergarten on March 10 and March 24, for the purpose of preparing for Graduation Standards implementation, and have each building provide an outline of activities scheduled prior to each date and report outcomes after each inservice. Motion carried 7-0.

POLICY APPROVAL: Cummings moved, seconded by Hewitt, to approve the policy, Special Education & Related Services to Private Schools (IGBA), as presented. Motion carried 7-0.

POLICY APPROVAL: Hastad moved, seconded by Thompson, to approve the policy, Performance Appraisal of ISD #152 Staff (AFCD) as presented, and delete the policies Teacher Professional Growth Plan (GCNA) and Support Staff Evaluation Plan (GDN) from the District Policy Manual. Motion carried 7-0.

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

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Ladwig requested board members interested in attending the NSBA annual conference to contact her, and reported that MSBA has requested the Board to pass a resolution regarding "Read Across America Day" honoring Dr. Seuss's birthday on March 2.

Ladwig informed the Board that the Superintendent's formal evaluation was not conducted in October. The Board concurred to conduct the evaluation at its March 9, 1998 meeting.

Due to the late hour, reports from the MSBA conference attendees will be given at the next meeting.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 10:28 p.m.

Mark Gustafson, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 23, 1998
PAGE 1

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

MEMBERS ABSENT: 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 that item #7, Junior High Curriculum Realignment, would be delayed until a March meeting, and an overview of the Clay County Coordinated Preschool Program would be placed on the agenda instead. Anderson requested adding two items under Other Pertinent Items to Come Before the Board, Letters of Understanding with the Moorhead Principals Association, and if they are approved, Consideration of Early Retirement.

Gustafson left the meeting at 7:05 p.m.

APPROVAL OF AGENDA: Foss moved, seconded by Hewitt, to approve the agenda as amended. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Ladwig announced she had received a letter from David K. Martin, Fargo Moorhead Chamber of Commerce, announcing that Moorhead Public Schools has been awarded a citation of excellence from Expansion Management magazine and will be officially presented the award at the March 9 board meeting.

Ladwig reminded administration that March 3 is Precinct Caucus Night and that no school-sponsored activities are allowed after 6 p.m. that evening.

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

Grants - Accept the Goals 2000 grant from the Minnesota Department of Children, Families and Learning, in the amount of \$35,220, for development of graduation standards and staff development.

Accept the Moorhead Area Education Foundation grants, \$350 for a Kindergarten Learning Fair and \$444 for drug and alcohol education videos.

REGULAR MEETING
BOARD OF EDUCATION
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Gifts - Accept the gift of \$1,000 from the Moorhead Spud Boosters to purchase two new machines for the weight room at Moorhead High School; accept the gift of a plotter, approximate value of \$600, from the Clay County Highway Department for use by eighth grade Technology Education classes; and, accept the gift of three-ring binders, approximate value of \$240, from the Moorhead Area Chamber of Commerce to use at various Technology Education work stations.

Release from Contract - Approve releasing Moorhead Electric, Inc. from any further contractual obligations regarding the Washington Elementary School lighting retrofit contract.

New Employees

Patricia Beach - E.C.S.E. Paraprofessional, Washington, B21 (0)
\$8.85 per hour, 3.25 hours daily, effective February 24, 1998.

Family/Medical Leave

Krystal Anderson - Teacher of the Deaf/Hard of Hearing, to begin on April 30, 1998 until the end of the 1997-98 school year.
Nadine Butts - Social Teacher, Junior High, to begin on or about April 20, 1998 until the end of the 1997-98 school year.

Early Retirement

Roger West - Science Teacher, Junior High, effective at the end of the 1997-98 school year.
Ron Rustad - Grade 3 Teacher, Edison, effective at the end of the 1997-98 school year.

Resignation

Susan Cox - MSMI Paraprofessional, Robert Asp, effective March 27, 1998.

Motion carried 5-0.

COMMITTEE REPORTS: Reports were given regarding the Instructional Curriculum Advisory, Interagency Early Intervention, Clay County Joint Powers Collaborative, District Student/Staff Assistance, and Community Education Advisory committees.

"READ ACROSS AMERICA-READ TO KIDS DAY" RESOLUTION: Hewitt moved, seconded by Cummings, to adopt the resolution as presented.
Motion carried 5-0.

1998-99 SCHOOL CALENDAR: Foss moved, seconded by Thompson, to approve the 1998-99 school calendar as presented. Motion carried 5-0.

Gustafson rejoined the meeting at 7:25 p.m.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
FEBRUARY 23, 1998
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MSBA REPORT BY BOARD MEMBERS IN ATTENDANCE: Board members who attended the Minnesota School Boards Association annual conference reported on some of the seminars they attended. Topics included the Minnesota Board of Teaching Rules, teacher preparation and training, Foster Grandparent programs, Foreign Language Immersion program site visits, and superintendent evaluation processes.

JUNIOR HIGH CURRICULUM REALIGNMENT TO MEET GRAD STANDARDS: This item was delayed until the second meeting in March to allow for more research.

CLAY COUNTY COORDINATED PRESCHOOL PROGRAM (CCCPP) UPDATE: Jernberg updated the board with regard to Barnesville, Hawley and Ulen/Hitterdal schools removing themselves from the CCCPP cooperative beginning in the 1998-99 school year. Two options would be: 1) To continue the cooperative agreement with Dilworth/Glydon- Felton, meaning the Lakes Area Service Cooperative would continue fiscal management of the program; or, 2) Possibly Moorhead Public Schools could become the "host district" to Dilworth/Glyndon- Felton. A meeting of all involved members is scheduled to discuss the changes. Specific space and personnel issues will need to be addressed.

1997-98 BUDGET REVISION - GENERAL FUND: Cummings moved, seconded by Foss, to approve the 1997-98 budget revisions as follows: Revenues - add \$295,139; Expenditures - add \$204,384; and, Ending Fund Balance - add \$499,523 (\$5,631,371 total). Motion carried 6-0.

1998-99 ANNUAL OPERATIONAL PLAN: Anderson reviewed the General Fund projections. If the present course of spending continues, the \$5 million general fund balance will be close to zero by 2001-2002. Money will be necessary for building and technology needs. Anderson briefly discussed the possibility of asking voters to increase the excess tax levy to fund items such as these that could not be met by the capital outlay budget. For every \$1 levied locally the state contributes \$3. This would be the advantage to raising money through an excess levy versus a bond issue. Anderson stated he is introducing this "option" at for discussion purposes and is not making a recommendation to move in that direction at this time.

Increases in special education spending is budgeted. Hewitt stated he feels that with Moorhead being one of the top per-student-expenditure districts in the state with regard to special education, it is necessary to hire an independent consultant to audit the special education practices and procedures to verify that what is being done is accurate.

The meeting recessed at 8:50 p.m.; it reconvened at 8:57 p.m.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
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CLOSE PUBLIC MEETING: Thompson moved, seconded by Cummings, to close the public meeting at 8:58 p.m. pursuant to M.S. 471.705, for the purpose of discussing negotiation strategies for the central administration unit. Motion carried 6-0.

OPEN PUBLIC MEETING: Cummings moved, seconded by Thompson, reopen the public meeting at 9:44 p.m. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Letters of Understanding - Gustafson moved, seconded Hewitt, to accept the Letters of Understanding with the Moorhead Principals Association as presented. Motion carried 6-0.

Early Retirement - Cummings moved, seconded by Foss, to approve the early retirement of Darrel Naugle, Assistant Principal-Moorhead Junior High, effective June 30, 1998. Motion carried 6-0.

Superintendent Evaluation - The Superintendent's evaluation will be held after the regular meeting on March 9.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 9:55 p.m.

Mark Gustafson, Clerk

MEMO #: S-98-190

TO: School Board
FROM: Dr. Bruce R. Anderson, Supt. *BRA*
RE: 1998-99 Annual Operational Plan
DATE: March 4, 1998

Attached please find identified changes for inclusion in the Annual Operational Plan documents received earlier. The Transportation fund has been retyped for purposes of clarity.

If you are prepared to approve all of the funds, the general resolution would be appropriate. If you wish to approve one or more of the funds but not all, the individual resolutions are provided.

BRA: *cbf*
Attachments

MEMO #: B98.239

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: MARCH 3, 1998

SUBJECT: 1998.99 ANNUAL OPERATING PLAN ALL BUDGETS

The preliminary budgets for the 1998.99 AOP are as follows:

<u>FUNDS</u>	<u>BEGINNING FUND BALANCE</u>	<u>REVENUES</u>	<u>EXPENDITURES</u>	<u>ENDING FUND BALANCE</u>
I General Fund	\$ 5,631,371	\$33,545,852	\$34,181,669	\$ 4,995,554
II Food Service	\$ 235,247	\$ 1,172,296	\$ 1,197,470	\$ 210,073
*III Transportation	\$ 105,256	\$ 2,158,274	\$ 2,105,411	\$ 158,119
IV Community Serv.	\$ 415,749	\$ 1,041,642	\$ 1,256,749	\$ 200,642
*V Capital Outlay	\$ 993,486	\$ 1,507,509	\$ 2,370,453	\$ (718,900)
VII Debt Service	\$ 241,999	\$ 851,858	\$ 895,008	\$ 198,849
VIII Enterprise	\$ (717,041)	\$ 313,890	\$ 315,749	\$ (718,900)

Attached are the Fund changes.

* Now part of General Fund for annual reporting to the State of Minnesota.
ISD #152 has chosen to maintain a separate fund for management purposes.

Suggested Resolution: Move to approve all funds as presented by the administration for the 1998.99 Annual Operation Plan.

FUND III

TRANSPORTATION FUND

III

CONSIDERATIONS FOR DEALING WITH THE CHANGED FUNDING STRUCTURE:

New programs always have a transportation cost associated with them; for example, the MCAP program. I based the expected costs for this program on a van with one driver. It rapidly grew to a program requiring a school bus with one driver and one para professional for each group of 10 students transported. In addition we provided transportation in support of programs at the High School: Classroom work, Lunch and Physical Education. Total time for transportation support in this program today is approaching 10 hours of bus time. The current cost for this program is approximately \$113,000 per year. The cost for the van as we had planned originally would have been approximately 10,000 per year.

Per Mile Depreciation Cost		
Activity	1995 miles traveled	Dollars to Bus Purchase account
Regular to from	73100	\$ 25,585.00
Kindergarten	19000	\$ 6,650.00
Late Activity	15000	\$ 5,250.00
Between Building Regular	5450	\$ 1,907.50
Targeted Needs Disabled	114400	\$ 40,040.00
Board and Lodging	927	\$ 324.45
Field Trips	0	\$ -
Activity Trips	0	\$ -
Athletic Trips	0	\$ -
Other Trips	25145	\$ 8,800.75
Total to Bus Purchase	253022	\$ 88,557.70

Table 1 Estimate of revenue to bus depreciation fund

DEDICATED FUND BALANCE FOR PURCHASE OF SCHOOL BUS

INTEROFFICE MEMO

Date: March 4, 1998
To: Mr. Lacher
CC:
From: Dan Bacon
Subject: Potential cost savings by grade level if the transportation eligibility is changed to 2 miles.

In the Annual Operating Plan I referenced the requirement to provide transportation from a distance of 2 miles. I have estimated the cost savings for eliminating the one to two mile transportation service. I assumed we would want to look at it by eliminating the service for the oldest students first.

Eliminate 1 to 2 mile transportation for:	Number of Students Affected	Reduce buses by:	Estimated Costs Saved
Senior High School	562	No Change in number of buses	miles only
Junior High	289	2 Buses in combination with Senior High	\$50,000
Asp Elementary	216	4 -- 6 Buses in combination with Senior and Junior High School	\$100,000 to \$150,000
Elementary Schools	726	No Change in number of buses	miles only

The students who live 1 to 2 miles from Asp Elementary would also be crossing major highways to get to school, Highway 75, and Highway 10 as well as Main Avenue, and 1st Avenue North.

Changing the policy for the Elementary schools would have students traveling along 20th St. S, and Highway 75 to go to Probstfield, and Crossing Highway 231 going to Edison.

Changing this policy will also increase automobile traffic around all schools.

FUND IV

COMMUNITY EDUCATION

Revenue Rationale

The funds are: General Community Education, Early Childhood Family Education, Kindergarten Readiness, Adult Basic Education and Adults With Disabilities. Youth Service is a designated amount in the General Community Education fund. Extended day must also be kept separate within general community education.

1. All levies are certified in December of each year for the forthcoming school year. Community Education funds are categorical funds, meaning they cannot be transferred from one fund to another.
 - a. This revenue is based on district population, currently 37,093. The population will remain constant until the 2000 census. Recent increases in the General Community Education levy have been directed specifically to youth service. Past and current levy amounts are:

1994-95	\$ 6.95
1995-96	\$ 6.95
1996-97	\$ 6.95
1997-98	\$ 6.95
1998-99	\$ 6.95
1999-2000	\$ 6.95
2000-01	\$ 6.95
2001-02	\$ 6.95
2002-03	\$ 6.95

The Community Education Advisory Council recommended levying 80% for 1998-99 because of the large fund balance.

- b. The state grant and local levy are based on the number of children in the district age 0-4. The population high was 2323 in 1994-95. The count in November 1997 was 1708. Starting in 1992-93 we were allowed to apply for \$1.60 per child for in-service for home visitors for violence prevention. For 1997-98 only, the legislature added \$10/capita (\$19,650) but kept the per capita amount at \$101.25. The per capita funding increases to \$113.50 starting in 1998-99. History of the funding is:

1994-95	$2,323 \times (\$101.25 + \$1.60)$
1995-96	$2,003 \times (\$101.25 + \$1.60)$
1996-97	$2,030 \times (\$101.25 + \$1.60)$
1997-98	$1,965 \times (\$101.25 + \$1.60) + \$10/\text{capita}$
1998-99	$1,708 \times (\$113.50 + \$1.60)$
1999-2000	$1,708 \times (\$113.50 + \$1.60)$
2000-01	$1,708 \times (\$113.50 + \$1.60)$
2001-02	$1,708 \times (\$113.50 + \$1.60)$
2002-03	$1,708 \times (\$113.50 + \$1.60)$

- c. Kindergarten Readiness gained stable funding in 1993-94 as a grant from the Minnesota Department of Education. The 1996-97 legislature changed the funding formula so it is now based on population and K-12 free/reduced lunch numbers.

Revenue Assumptions

d. Disabled Adult levy and state aid

<u>Year</u>	<u>Local Levy</u>	<u>State Aid</u>	<u>Total</u>	<u>Change</u>
1994-95	13,000	13,000	26,000	0%
1995-96	13,000	13,000	26,000	0%
1996-97	13,000	13,000	26,000	0%
1997-98	13,000	13,000	26,000	0%
1998-99	13,000	13,000	26,000	0%
1999-2000	13,000	13,000	26,000	0%
2000-01	13,000	13,000	26,000	0%
2001-02	13,000	13,000	26,000	0%
2002-03	13,000	13,000	26,000	0%

e. Adult Basic Education funding

<u>Year</u>	<u>Local Levy</u>	<u>State & Federal Aid</u>	<u>Total</u>	<u>Change</u>
1994-95	16,388	134,838	151,226	Actual
1995-96	18,298	123,797	142,095	Actual
1996-97	20,229	123,391	143,620	Actual
1997-98	20,304	135,598	155,902	Budget
1998-99	21,826	134,076	155,902	0%
1999-2000	21,826	134,076	155,902	0%
2000-01	21,826	134,076	155,902	0%
2001-02	21,826	134,076	155,902	0%
2002-03	21,826	134,076	155,902	0%

f. Early Childhood screening (state aid only)

<u>Year</u>	<u>State Aid</u>	<u>Change</u>
1994-95	9,469	Actual
1995-96	6,639	-30%
1996-97	10,025	+51%
1997-98	10,000	-25%
1999-2000	10,000	0%
2000-01	10,000	0%
2001-02	10,000	0%
2002-03	10,000	0%

g. Non-Public funding (state aid only)

<u>Year</u>	<u>State Aid</u>	<u>Change</u>
1994-95	19,170	Actual
1995-96	19,000	-1%
1996-97	30,089	+58%
1997-98	19,910	-34%
1999-2000	19,910	0%
2000-01	19,910	0%
2001-02	19,910	0%
2002-03	19,910	0%

h. Extended Day Program

<u>Year</u>	<u>Tuition</u>	<u>Gifts & Reimb.</u>	<u>Dist Subsidy</u>	<u>Local Levy</u>	<u>State Aid</u>
1998-99	\$28,461	\$12,000	up to \$20,000	\$7,236	\$2,764

Revenue Rationale

- d. Disabled Adult funding is based on a grant from the state and local levy authority. It is unlikely there will be an increase. There has been no increase since 1990-91.
- e. ABE local levy is based on tax capacity. The State and Federal grant is applied for annually and in the future will be based on enrollment numbers. The local levy will increase slightly for 1997-98 and 1998-99. ABE is the only program in Community Education that receives Federal funds. Federal monies may decrease or disappear. In recent years we have taken advantage of grant opportunities and sub-contracting with other groups.
- f. We receive \$25 from the Department of Education for each preschooler who is screened.
- g. Revenues are based on actual expenditures as this is a reimbursable program. Non-public student count increased in 1994-95 but is anticipated to remain stable in the future.

Authorized Rates of Entitlement:

The authorized rates of entitlement per eligible pupil to be used in computing district allotments for non-public pupil aids for school year 1997-98 are as follows:

Textbooks, standardized tests and individualized instructional materials	\$ 43.62
Public Health Services	\$ 31.89
Secondary pupil guidance and counseling services	\$114.29

- h. Extended Day Program. This pilot program at Washington charges fees, receives gifts and gets child care reimbursement. The district guaranteed up to \$20,000 to pay any shortfall. Experience the first half-year indicated higher than expected revenues so that the district subsidy will probably not exceed \$10,000. A Community Education program that offers an extended day program (Washington kindergarten) can collect revenue for actual additional costs of providing services to children with disabilities.

FUND V

CAPITAL OPERATING REVENUE

FOOD SERVICE	17
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Food Service will be self supporting for its equipment. However, there is a need to utilize facilities capital for built-in equipment such as walk-in coolers, dishwashers, and necessary remodeling projects related to preparation and serving of food. i.e. Washington Kitchen . . . 17.1

SPECIAL ASSESSMENTS & TAXES	18
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Special Assessments will be based on city improvements including projects related to repaving streets, curb and gutter work, and needed improvements for city services. As of December 1994 we had paid off all existing City assessments. A new assessments is: 34 St. Construction \$20,087.

MAINTENANCE PROJECTS	19
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Capital Maintenance Projects for buildings and grounds will be based on priorities established through input from principals to the Buildings and Grounds Supervisor, who will recommend the priority needs to the Superintendent or his designee. It is assumed that the capital maintenance projects will increase at the standard rate. Listing of projects can be found on pages V-11.

TELEPHONE/TELECOMMUNICATIONS	20
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Telephone/Telecommunication expenses include equipment and line lease expense. It is anticipated that lease expenses will increase at the standard rate. We should consider a review of our telecommunication network. What level of service do we want to provide?

BUILDING CONSTRUCTION	21
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All building construction during the period of July 1, 1993 through July 1, 1995 was completed through referendum expenses and that construction in 1998.99 will include needed repairs. In 1999, there is \$160,000 for the renovation of Washington kitchen.

LEASE LEVY	22
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Lease Levy facility expenses will continue to include space for Moorhead Sports Center, rental of football fields and other facilities. The leases will be dependent on annual prior approval by the Minnesota Department of Children, Families and Learning. We will review space options for alternative education programs and use the lease levy to provide that space. There is a limit of \$100 per WADM on the lease levy.

BUILDING ALLOCATION	23-30.1
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Allocation of \$25 per WPU as of the prior October actual enrollment.

Technology expenses will include technology support and software upgrades for the District's computer systems and for purchase of equipment for long-term technology needs and replacements. Add \$225,000 to 1997 from line 44 Textbook Adoptions to address North Central Suggestions.

TECHNOLOGY NETWORKING			35
			<u>OPTION</u> <u>YEAR</u>
Phase II	Sr. High	\$ 351,400	Completed Phase II, III & IV within the 97.98 Budget. \$762,600 1997.1998
	Jr. High	281,800	
	Asp	25,000	
	Remote Dial In	104,400	
Phase III	Edison	\$ 158,600	
	Probstfield	206,200	
	Washington	178,800	
Phase IV	Riverside	\$ 155,200	\$543,600 1998.1999
	Townsite	91,200	
	Transportation	35,400	
	WAN to all buildings	495,000	
Phase V	Video Rollabouts	\$ 325,000	
	Voice	103,900	
		<u>\$2,511,900</u>	
		\$281,800	1999.2000
		\$923,900	2000.2001

See V-10B for fund balance using option for implementing networking.

INTERACTIVE TELEVISION 36
We are allowed a levy for this category. Expenses are included in line 35. Levy will continue to 2000.

REPLACEMENT OF EQUIPMENT 37
Equipment which must be replaced immediately for continuity of instructional programs or for equipment essential for school district operation will be purchased when necessary from this contingency budget. Non-emergency items will not be replaced from this budget.

MAINTENANCE/TRANSPORTATION 38
Maintenance/transportation equipment will be purchased based on the recommendations of the Buildings and Grounds Supervisor and Transportation Supervisor. These expenditures do not include school bus purchases or repair. These expenses are for maintenance/transportation.

VEHICLES 39
Vehicle equipment expense will be utilized to replace used vehicles for out-of-town transportation. The Director of Transportation will make recommendations regarding purchasing of vehicles. It is assumed that the budget for these expenditures will remain constant for the period of projections.

MEDIA/A.V. 40
Media/A.V. equipment and application software will be purchased based on recommendations of the Director of Media Services after consultation with principals, building media personnel and other staff. Attention will be given to curricular areas that are implementing program changes as a part of the District Curriculum Review Cycle. This budget area will increase at the standard rate.

FUND VIII

ENTERPRISE FUND

VIII

TOWNSITE CENTER LEASING

03-Mar-98	Fiscal year July 1, 1997 to June 30, 1998					
SUITE	LESSEE	ENDING DATE OF LEASE	SQ. FT.	RATE SQ. FT.	RENT PER MONTH	RENT YEAR
	RoofWireless North	7-15-98	NA	1.03 NA	NA	6,000
	101 B.O.B.E. Office	6-30-98	324	5.46	147.39	1,768.72
	101 C Special Education Offices	6-30-98	445	3.82	141.71	1,700.48
	104.2 Superintendent's Office	6-30-98	301	9.75	86.70	2,934.75
	104.1 Supt. Sec. Office	6-30-98	364	9.75	110.50	3,549.00
	105 Chapter 1	6-30-98	124	5.41	110.50	670.84
	106 Migrant Health Serv.	7-31-98	546	9.75	443.63	5,323.50
	120 Migrant Health Serv.	7-31-98	1,188	9.75	965.25	11,583.00
	120 Migrant Storage	7-31-98	513	2.91	124.40	1,492.83
	126 Migrant Health Serv.	7-31-98	150	9.75	121.88	1,462.50
	128 Migrant Health Serv.	7-31-98	137	9.75	111.31	1,335.75
	130 Migrant Health Serv.	7-31-98	142	9.75	115.38	1,384.50
	132 Migrant Health Serv.	7-14-98	172	9.75	139.75	1,677.00
	134 Good Will - Easter Seal	11-30-98	480	10.00	400.00	4,800.00
	139.1 Three Treasures- Dan Olson	12-21-97	242	10.00	201.67	2,420.00
	139.2 Three Treasures- Dan Olson	12-21-97	80	10.00	66.67	800.00
	139.3 Three Treasures- Dan Olson	12-21-97	57	10.00	47.50	570.00
	140 Tri Valley	9-30-98	805	11.32	759.38	9,112.60
	141 A.R.C.	12-31-97	388.8	9.94	322.06	3,864.67
	142 Val Ed Joint Venture	11-30-98	840	10.41	728.70	8,744.40
	144 Cultural Diversity	12-30-98	459	2.18	83.33	1,000.00
	146A&B Cultural Diversity	10-31-97	928	8.24	637.23	7,646.72
	148 VACANT	8-31-98	500	0.00	0.00	0.00
	152 Elementary Avenue	4-30-98	2,500	9.76	2,033.33	24,400.00
	153 VACANT - Above Phy Ed Office	Vacant	459	10.00	382.50	4,590.00
	154.1&0.2 Clay County Diversified Services	10-31-98	454	10.00	378.33	4,540.00
	154 Clay County Diversified Services	10-31-98	1,884	10.00	1,570.00	18,840.00
	156 VACANT	8-31-98	4,069	0.00	0.00	0.00
	160 Community Education	8-31-98	728	10.30	624.87	7,498.40
	161 Clay County Diversified Services	10-31-98	349	10.00	290.83	3,490.00
	153.1 Spec. Serv.\Phy. Ed.	12/01/97	342	5.41	154.19	1,850.22
	200 MN Dept. Revenue	12-31-97	900	9.50	712.50	8,550.00
	201 Clay County Diversified Services	10-31-98	186	10.00	155.00	1,860.00
	202A Special Ed Offices	8-31-98	664	10.00	553.33	6,640.00

TOWNSITE CENTER LEASING

03-Mar-98		Fiscal year July 1, 1997 to June 30, 1998				
SUITE	LESSEE	ENDING DATE OF LEASE	SQ. FT.	RATE SQ. FT.	RENT PER MONTH	RENT YEAR
202B	Special Ed Offices	8-31-98	204	10.00	113.33	2,040.00
203	Community Ed	9-31-98	450	10.30	386.25	4,635.00
204	Clay County Diversified Services	10-31-98	610	10.00	508.33	4,066.67
206A.1	Trans EM	9-25-97	184	0.00	0.00	0.00
	\$10 for each group meeting in other space.					
206B.3	Oden Licensed Psychologist	3-31-98	185	10.30	158.79	1,905.50
206C.2	Trans EM	10-31-98	102	10.00	85.00	1,020.00
206D.4	Oden Licensed Psychologist	3-31-98	168	10.00	140.00	1,680.00
220	Multi Regional Center	6-30-98	900	8.30	622.50	7,470.00
230A	Region I ESV	6-30-98	2,183	8.79	1,599.05	19,188.57
230C	Added Main Office	6-30-98	500	8.18	340.83	4,090.00
230B	Computer Room	6-30-98	1,867	7.08	1,101.53	13,218.36
239	Storage Region I (Old Restroom)	6-30-98	400	6.03	201.00	2,412.00
250B	F-M Symphony	6-30-99	450	9.71	364.13	4,369.50
	Move to 250 A&B 11/92					
250A	VACANT	Vacant	350			
260	Foss Associates	2-28-98	2,216	11.00	2,030.88	24,370.50
263	Foss Associates Storage	2-28-98	936	4.00	312.00	3,744.00
265	Region I Storage (Over Job Srv.)	6-30-98	1,064	3.03	268.66	3,223.92
	Southwest 1/2					
265	Foss Unsecured Space	2-28-98	888	2.73	202.02	2,424.24
265A	Training Room Region I	7-1-99	1,026	0.00	0.00	0.00
267	East Otter Tail Telephone Co. & Val Ed. J	1-14-98	600	2.90	145.00	1,740.00
272	Vision Impaired	8-31-98	218	5.41	98.28	1,179.38
342	School Ballet	12-31-97	1,500	3.00	375.00	4,500.00
TOTALS			38,721.30	6.96	21,772.38	269,377.51
101A	I. S. D. 152 Office	6-30-97	6,276.00	3.82	1,998.54	23,982.48
TOTALS			44,997.30	6.52	23,770.92	293,359.99
Total School District Use			14,667	3.86	6,962	56,599
VACANT SPACE			32.60%			19.29%
Rented Space (None School)			1,870			
			4.16%			
			28,460			
			63.25%			
TOWNSITE LEASING, PROGRAM: LEASE98			100.00%			
TOTAL						

MEMO #: I-98-183

TO: Dr. Bruce Anderson

FROM: Bob Jernberg *RJ*

SUBJECT: Clay County Cooperative Preschool Program Review

DATE: March 3, 1998

The district has reviewed options for the Clay County Coordinated Preschool Program based on the withdrawal of Barnesville, Hawley and Ulen-Hitterdal from the program. After review of this program we find that it is not advantageous for us to withdraw from the program. Financially, we will lose approximately 15 percent of the students and will be able to reduce our budgets by 20 percent in the General Fund area. The cooperative receives approximately \$25,000 from Clay County and also utilizes over \$19,000 in interagency early intervention committee funds. The continued collaboration and utilization of these funds is a clear advantage for us to cooperate with Dilworth-Glyndon-Felton for the upcoming year.

Leases for the county space will terminate as of July 1, 1998 and we have ample time to make decisions regarding utilizing space at the Family Service Center and/or Voyager School.

This information will be reviewed with the Board. Dilworth-Glyndon-Felton is also reviewing information at their March 9 Board meeting. No action is necessary in that we are assuming we will continue to operate as a cooperative through the 1998-99 school year.

RMJ/mdm

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

March 23, 1998

6:00 p.m. - Work Session (Graduation Standards)

7:00 p.m. - Regular Meeting

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

ATTENDANCE:

Jim Cummings	James Hewitt
Stacey Foss	Carol A. Ladwig
Mark Gustafson	Kristine Thompson
Anton B. Hastad	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 Junior High Science Olympiad team who is proceeding to state competition. Team members include Megan Axtman, Ryan Schumacher, Kris Dahl, Karen Wettstein, Sam Lenius, Paul Anderson, Jason Miller, Craig Powers, Lee Richards, Jeff Broten, Aaron Galles, Michele Nelson, James Moyano, Paul Anderson, Katy Thompson, and with assistance by Robert Bekkerus. Lois Brown is the coach.

*** We Are Proud of the Moorhead Junior High Math team for placing first at the Tri-College Math Contest. Team members were Robert Bekkerus, Tim Cumings, AJ Flom, Dave Grandbois, Kris Dahl, Kyle Nylander, Steve Tranby, and Daniel Stone. Also, Cumings placed first individual, Bekkerus placed second individual, and Dahl, Flom and Vanyo top ten individuals. Ken Welken is the coach.

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

5-M9-105
Min
Mar 23-98

2. *CONSENT AGENDA

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

A. INSTRUCTIONAL MATTERS - Jernberg

- (1) Approval of Special Education Agreement - Pages 5-6

B. BUSINESS AFFAIRS - Lacher

C. PERSONNEL MATTERS - Skinkle

- (1) Approval of New Employees - Page 7
- (2) Approval of Leave of Absence - Page 8
- (3) Acceptance of Resignation - Page 9
- (4) Approval of Family/Medical Leave - Page 10
- (5) Approval of Transfer - Page 11

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Grant Amendment - Page 12

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. 1998-2003 FIVE YEAR EDUCATIONAL PLAN: COMMUNITY PARTNERSHIPS: Priority-Creating Partnerships for Learning
Anderson

Overview of the visit to the American School of Yaounde (Cameroon) by teachers Jan Childs and Jay Raymond.

5. 1998-2003 FIVE YEAR EDUCATIONAL PLAN: STUDENT LEARNING ACHIEVEMENT: Priority-Curriculum, Graduation Standards
Jernberg Pages 13-21

Review of the proposed realignment of the junior high curriculum in areas of Industrial Education and Family and Consumer Science for Graduation Standards.

6. FIRST READING OF POLICIES: Anderson
Pages 22-37

Conduct the first reading of the following policies:
Curriculum Selection and Review, Alternative Instruction,
and Instructional Resource Reevaluation Policy (IIAC);
Employee Assistance (GBEB); and, Child Abuse (JHG).

7. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

8. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
ITBS Testing	Mar. 23-27		
Early Dismissal (No PM Kindergarten)	Mar. 24	2 hours	District- wide
End 3rd Qtr.	Mar. 27		
Kindergarten Roundup	Apr. 2	6-8 p.m.	Edison
K-P/T Conferences (No K classes)	Apr. 3 & 6	daytime	
K-12 P/T Conferences	Apr. 6	5-8 p.m.	
K-12 P/T Conferences	Apr. 7	8am-8pm	
K-12 No School (Tchr. Comp.)	Apr. 8		
Spring Break	Apr. 9-13		
School Board	Apr. 13	7:00 p.m.	Townsite
School Board	Apr. 27	7:00 p.m.	Townsite
Early Dismissal (PM Kindergarten Held)	May 6	2 hours	District- wide
MEA Banquet	May 14		
Academic Awards	May 17	2:00 p.m.	Senior High
Baccalaureate	May 27	7:00 p.m.	Senior High
Last Day for Students	June 3		
Last Day for Staff	June 4		
Graduation	June 7	2:00 p.m.	Fargo Civic

MEMO #: I-98-199

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Agreement for an Assessment of Sheltered/Supported
Employment for a Student

DATE: March 17, 1998

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

Total cost of the contract will not exceed \$1,428.80. The district will receive \$742.98 in state special education aid and will bill the remaining cost of \$685.82 to the Minnesota Department of Rehabilitation.

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

AKS:dr
Attachment

MOORHEAD INDEPENDENT SCHOOL DISTRICT
AND
CONNECTIONS (CLAY COUNTY DIVERSIFIED SERVICES INC.)
CONTRACTUAL AGREEMENT FOR THE 1997-1998 SCHOOL YEAR

This contract entered into this 23rd day of March, 1998 by and between Moorhead Independent School District #152 and Connections (Clay County Diversified Services Inc.), a nonprofit corporation witnesses that:

1. The term of this contractual agreement shall commence on the 24th day of March 1998, to and including June 3, 1998, for an agreed cost during the full term of the contract agreement as follows:
 - \$22.44 per a three (3) hour day for on-site vocational assessment and programming, not to exceed 47 days for a total of \$1,054.68.
 - Transportation of the student to the Connections (DSI) assessment and programming site will be provided by Connections (DSI) staff at a rate of \$7.96 per day for 47 days not to exceed a total of \$374.12.
 - Technical assistance can be provided upon request from Independent School District No. 152.
 - Total cost of the contract will not exceed \$1,428.80 for the period of time of March 24, 1998, through June 3, 1998.
2. Clay County Diversified Services, Inc. agrees to bill Independent School District No. 152 at the end of the vocational programming and provided Independent School District No. 152 a written copy of the student progress reports.
3. This agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties hereto.

NAME

NAME

Authorized Signature

Authorized Signature

Title

Title

DATE

DATE

MEMORANDUM

P 98.025

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JSS*

DATE: March 17, 1998

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:

Tammy Sweeten - MSMI Paraprofessional, Junior High, B21 (0) \$8.85 per hour, 6.5 hours daily, effective March 24, 1998.
(Replace Bette Carney)

Hasnat Jahan - Food Server, Riverside Elementary, \$5.46 per hour, 1.75 hours daily, effective March 13, 1998.
(Replace Karen Evanson)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM

P 98.026

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: March 17, 1998

SUBJECT: Leave of Absence

The administration requests approval for Leave of Absence for the following person:

Steve Zielinski - 3rd Grade Teacher, Washington Elementary, for the 1998-99 school year.

SUGGESTED RESOLUTION: Approve the Leave as presented.

JDS:sdh

MEMORANDUM P 98.027

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JDS*
DATE: March 17, 1998
SUBJECT: Resignation of District Employee.

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

Karen Pickar - Lunch Computer Operator, Junior High, effective
March 20, 1998.

Suggested Resolution: Move to accept the resignation as presented.

JDS:sdh

MEMORANDUM P 98.028

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JDS*
DATE: March 17, 1998
SUBJECT: Family/Medical Leave

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

Angelique Gunderson - 5th Grade Teacher, Riverside Elementary,
effective from August 26, 1998 through
November 13, 1998.

Laurie Schafer - Multi Grade 1 & 2 Teacher, Washington
Elementary, to begin March 16, 1998 for the
remainder of the 1997-98 school year.

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

JDS:sdh

MEMORANDUM P 98.029

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JDS*

DATE: March 17, 1998

SUBJECT: Transfer

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

Bette Carney - Paraprofessional, Junior High, to
Paraprofessional, Probstfield Elementary,
effective immediately.

Suggested Resolution: Move to accept the transfer as presented.

JDS:sdh

MEMO #: S-98-219

TO: School Board
FROM: Dr. Bruce R. Anderson, Supt. *BRA*
RE: Amendment of Service Learning Grants
DATE: March 18, 1998

The District has received additional funding for the Riverside Elementary Learn and Serve and Promise School-To-Work Learn and Serve grants. The increase, in the total amount of \$1200, is to assist with costs for teachers attending the National Service-Learning Conference.

Suggested Resolution: Move to approve the additional funding as presented.

BRA: cbf

MEMO #: I-98-179 R e v i s e d
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Junior High Curriculum Realignment to meet
Graduation Standards
DATE: March 18, 1998

In order to meet the Graduation Standards at the middle school level it is required to realign the junior high curriculum in the areas of Industrial Education and Family and Consumer Science. Current curriculum offerings and requirements include:

- o Practical Arts 7 (One semester required) Four, 4 1/2 week long blocks (two Industrial Technology and two Personal and Family Life Science)
- o Personal and Family Life Science 8 (One Semester Elective Offering)
- o Industrial Technology 8 (One Semester Elective Offering)

Students are required to take one of the two electives listed above.

The recommended change due to Middle Level Graduation Standards include:

- o Family and Consumer Science 7 (One Semester Required)
- o Technology Education 8 (One Semester Required)
- o Family and Consumer Science 8 (One Semester Elective)

Moorhead Junior High School Principal Colleen Tupper and staff will review the attached proposed curriculum changes with the Board. In addition, this information has been reviewed by the Instruction and Curriculum Advisory Committee and their recommendation is to approve the realignment and to request that the Junior High provide ICAC with an update at a later date regarding their research and what materials/content they find is appropriate for the recommended changes.

Needed materials will be purchased from existing budgets. Staffing will remain based on average class sizes for the building without additional staff needed for the realignment.

This item is for information and will be brought back for approval at the April 27 meeting.

RMJ/mdm
Attachment

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

1998-99 School Year

CURRICULUM PROPOSAL FORM

Complete a description of your program proposal. All eight (7) areas must be addressed. Information in support of your proposal should be as comprehensive as possible.

Section I. Statement of Proposal

Junior High Curriculum Realignment to meet Graduation Standards

In order to meet the Graduation Standards at the middle school level it is required to realign the junior high curriculum in the areas of Industrial Education and Family and Consumer Science. Current curriculum offerings and requirements include:

- o Practical Arts 7 (One semester required) Four, 4 1/2 week long blocks (two Industrial Technology and two Personal and Family Life Science)
- o Personal and Family Life Science 8 (One Semester Elective Offering)
- o Industrial Technology 8 (One Semester Elective Offering)

The recommended change due to Middle Level Graduation Standards include:

- o Family and Consumer Science 7 (One Semester Required)
- o Technology Education 8 (One Semester Required)
- o Family and Consumer Science 8 (One Semester Elective)

Section II. Rationale and Need

For many years the curriculum has included a required one semester with four, 4 1/2 week blocks covering various topics of Industrial Technology and utilizing 4 1/2 weeks primarily of Foods and Nutrition as well as 4 1/2 weeks of Clothing Construction. Eighth grade curriculum has included elective offerings in Industrial Technology and Personal and Family Life Science. Minnesota Graduation Standards are required of all students. Some of the content has been a part of the elective program at Moorhead Junior High School. It is therefore necessary to make changes for all students to do work and be assessed with performance packages including all parts of the MN Graduation Standards in the Middle Level Profile of Learning. Realignment is necessary for this purpose.

Section III. Objectives of Proposal

1. To provide access for all students to meet the standards in the Middle Level Profile of Learning in the MN Graduation Standards.
2. To realign the curriculum to better meet the needs of all students in the areas of Personal and Family Life Science and Industrial Technology.
3. To offer standards in the area of technical reading and technology applications which best allow for utilization of content in an interdisciplinary manner.
4. To make required curricular and instructional revisions in a way which enhances rather than disrupts other programs and the students educational processes.
5. To provide change in a way which will provide additional opportunities for students and will continue to allow them to participate in elective programming.

Section IV. Procedures for Program Development and Coordination

The entire staff has been involved in revising placement of Graduation Standards in a way which allows for optimal student achievement and provides for balance in student work with performance packages at the middle school level. All departments at the junior high level have reviewed standards and performance packages with 10 days of planning during the Summer of 1998 and utilization of workshops and other meetings through this school year. Staff has also reviewed research and program information regarding Personal and Family Life Science and Industrial Technology current practices, have visited other schools, and have received inservice on best practices.

Section V. Implementation

Moorhead Junior High School Principal Colleen Tupper, Assistant Superintendent Bob Jernberg, Graduation Standards Technician Mary Regelstad, and consultants have been used for resources in planning.

Implementation - Staff has received training on standards and training related to the curriculum changes necessitated by the attached Graduation Standards.

Area

Read, View, Listen
Writing and Speaking

Standard

Technical Reading
Writing - Part one which is
writing technical procedures for
a set of directions.

Managing Resources
Managing Resources

Informed Consumerism
Technology Applications, in
conjunction with Grade 6, Junior
High Media Department, and
support from other content areas.

Needed equipment for Industrial Technology currently exists but will be supplemented with new equipment from existing budgets. Materials for the Informed Consumerism standards will be purchased from the current textbook budget.

Current space for these departments is sufficient.

Class selections are as follows:

- o Family and Consumer Science 7 (One Semester Required)
- o Technology Education 8 (One Semester Required)
- o Family and Consumer Science 8 (One Semester Elective)

Section VI. Evaluation

Evaluation of student performance will be based on the tasks and checklists required in the performance packages for Graduation Standards. These will be reported to parents, the Instruction and Curriculum Advisory Committee and Board of Education. The program will be evaluated through the North Central Association review process which includes self evaluation, and a review by an outside team, response to visiting team findings with one, three and five year followups.

Section VII. Course Description

FAMILY AND CONSUMER SCIENCE (HOME-EC) 7 This class will be offered for one semester and will include three units of study: "You and Your Food," "Learn to Sew," and "Informed Consumerism." The foods unit will cover information on kitchen safety, use of equipment, understanding and following a recipe, and nutrition. Students will prepare, service, and evaluate nutritious foods. The clothing unit will help the student develop hand sewing and sewing machine skills while constructing a pillow project. The goal for the consumer unit is for students to become informed consumers.

TECHNOLOGY EDUCATION 8 This semester course is required by all students. Students will explore several areas of technology and receive hands-on experience with multimedia equipment, robots, computer-aid drafting, CNC milling machines, desk top publishing, and hydraulics. Other areas of interest that students have the opportunity to explore include designing and building bridges, planes and maglev vehicles. Students will spend approximately two weeks in each area to study basic safety, computer and machine operation, and career information. Several small projects are completed during the course.

FAMILY AND CONSUMER SCIENCE (HOME-EC) 8 To take this class, you must have passed seventh grade Family and Consumer Science with a "C" grade or better.

read, view, listen



Read, view and listen to complex information in the English language

Technical Reading

Comprehend technical information from documents or electronic media.

What students should know:

1. Know relevant technical vocabulary, use of tools and safety procedures

What students should do:

1. Apply step-by-step directions using appropriate tools and safety procedures (e.g., set up a lab, assemble/construct a product)
2. Understand information from visual or graphic data (e.g., graphs, charts, tables, technical drawings, flow charts)

In addition:

1. Performance package must be based on authentic sources such as owners' manuals, assembly procedures, instructions for age-appropriate models, computer manuals, multi-step procedures such as complete lab directions, complex recipes, clothing patterns and schedules.
2. Students must perform at least two different applications to meet the standard.

Students may be asked to ...

- Repair a small engine based on instructions in a repair manual

read, view, listen M.3

writing and speaking

Write and speak effectively in the English language



Writing

Write for a variety of academic and technical purposes, situations and audiences.

What students should do:

- ①. Write a technical procedure or set of directions that includes:
 - (a) technical terminology and/or use of tools to perform an action
 - (b) original visual representations to support text, such as illustrations, diagrams, charts or technical drawings
 - (c) sequenced steps using a numbered, bulleted or outlined format
 - (d) precise wording and objective style
 - e. a glossary of technical terms used in text
2. Write a narrative: *English 8*
 - a. describe events from direct experience or observation
 - b. use relevant detail and figurative language to create an image of setting, characters and events
 - c. include dialogue between characters
 - d. show sequence of events or ideas leading to a logical ending
3. Write about an idea or an opinion: *English 7*
 - a. give a rationale which includes reasons to support or oppose the opinion
 - b. use evidence (e.g., factual information, expert opinion) to support ideas
- ④. Finished products should have correct spelling and mechanics *and English 7, 8*

In addition:

1. Document the student writing process through observations and/or conferences.
2. Collect rough drafts along with final products.

writing and speaking

*Personal, Family Life,
Sciences 7*

*Students may be
asked to ...*

- Write a story about two people who have been friends since they were small children

managing resources



Manage resources for a household, community or government

Informed Consumerism

Understand the impact of purchases in the areas of household, business, community and environment.

What students should know:

1. Know consumer rights and responsibilities
2. Know factors which affect consumer decisions
3. Know the impact of consumer decisions in a global context
4. Know how to access information about consumer products

What students should do:

1. Describe a variety of personal or household purchases over a period of time
2. Compare wants, needs and available resources
3. Use information to compare and contrast potential purchases
4. Evaluate the quality of product/services according to criteria
5. Evaluate the impact of the total purchases on the total household budget
6. Evaluate how consumer choices affect the community according to criteria
7. Evaluate the affect of the purchases on the environment according to criteria

In addition:

Teacher will provide, or develop with students, the criteria for evaluating purchases and the environmental effect.

idents may be asked to ...

- Evaluate the effect of household purchases on the family budget

managing resources



Manage resources for a household, community or government

Technology Applications

Use appropriate computer technology to access, evaluate and organize information and to produce products.

What students should do:

1. Access and evaluate information from electronic sources (e.g., CD-ROM, media catalogues, Internet) *media*
2. Produce products, selecting language, format and graphics appropriate for purpose and audience. Use the following types of software:
 - word processing *Gr. 6*
 - graphics (drawing)
 - multi-media
 - spreadsheets
 - databases*} other disciplines provide the content*
3. Recognize and use appropriate keys and techniques for entering data and/or keying written work at an age appropriate level of speed and accuracy. *Gr. 6*

In addition:

1. Students should recognize and apply ethical considerations when accessing information and producing products.
2. Students should transfer technology skills and concepts curriculum areas and software.

*Industrial Technology
& with support
from others*

Students may be asked to ...

- Use a spread sheet to track purchases made at your school for a three-month period of time

managing resources M.4

MEMO #: S-98-221

TO: School Board

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

RE: First Reading of Policies

DATE: March 18, 1998

Attached please find the following policies for your review:
Employee Assistance (GBEB), Curriculum Content Selection and
Review, Alternative Instruction and Instructional Resource
Reevaluation Policy (IIAC).

The Policy Review Committee recommends approval of each policy.

(cbf)
Attachments

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: IIAC
DATE ADOPTED: 12-13-88
REVISED: 4-27-93

(DRAFT 3/98)

RESOURCE SELECTION/ REVIEW/OBJECTION AND REEVALUATION POLICY
REVIEW AND/OR REEVALUATION OF CURRICULUM CONTENT
CURRICULUM CONTENT SELECTION AND REVIEW, ALTERNATIVE INSTRUCTION,
AND INSTRUCTIONAL RESOURCE 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.

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 when possible.
- 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 and becomes sole property of ISD #152.
- 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 1992 Legislature:

Section 1/ Minnesota Statutes 1996/ Section 126.6669/
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:

(7) 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 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 (7)/ 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 (~~17~~12).

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.

ADMINISTRATIVE PROCEDURES FOR THE REVIEW OF CURRICULUM CONTENT AND ALTERNATIVE INSTRUCTION ARE OUTLINED IN THE PROCEDURE DOCUMENT.

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.

VII. Procedure for Review of Instruction Resources

PROCEDURES FOR REEVALUATION OF RESOURCES
LIBRARY MEDIA CENTER RESOURCES SELECTION POLICY

STATEMENT OF POLICY

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.

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. ADMINISTRATIVE PROCEDURE IIAC-A OUTLINES THE PROCEDURE TO BE FOLLOWED WHEN AN OBJECTION TO AN EDUCATIONAL RESOURCE OCCURS.

An objection is defined as a verbal or written statement of opposition to a resource, requesting that it be excluded, included or restricted.

All residents and employees of the school district shall adhere to the Policy and Procedure of Selection and Reevaluation of Resources.

Reviewed/Revised:

(DRAFT 3/16/98)

EMPLOYEE ASSISTANCE

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

The School District, the associations and union bargaining units believe it is in the best interest of the employee, and the employee's family, AND that the School District provide an employee service which deals with such problems. Therefore, it is the policy to handle such problems within the following framework/
THAT A FRAMEWORK FOR DEALING WITH SUCH PROBLEMS BE DEFINED.

Definitions

Supervisor / anyone who evaluates the work performance of an employee/

Diagnostician / agency as distinguished from a specific person/ assuming responsibility for determination of the problem/

Caregiver / agency who administers treatment/ counseling/ etc or other appropriate service/

1. Any employee who has a problem which he/she feels may affect their HIS/HER work performance is encouraged to voluntarily seek counseling and information on a confidential basis by contacting a designated agency or resource.
2. The School District, associations and union bargaining units recognizes that almost any human problem can be successfully resolved provided it is identified in its early stages and referral is made to an appropriate caregiver APPROPRIATE TREATMENT/PROFESSIONAL ASSISTANCE IS OBTAINED. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
3. The purpose of this program is to assure employees that if such personal problems are the cause of unsatisfactory job performance, they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner/ Employee work performance can be affected by the problems of an employee's spouse or other dependents/ The program is available to the families of our School District employees as well/

3. EMPLOYEES ARE ASSURED THAT THEIR REPUTATION WILL NOT BE JEOPARDIZED BY SEEKING ASSISTANCE. THIS STATEMENT OF POLICY BY THE SCHOOL DISTRICT IS INTENDED TO ENCOURAGE EMPLOYEES TO UTILIZE APPROPRIATE SERVICES BEFORE THE PROBLEM AFFECTS THEIR JOB PERFORMANCE.

4. When an employee's job performance or attendance is unsatisfactory and the employee is unable or unwilling to correct the situation, this is an indication that there may be some cause outside of the realm of his/her job responsibilities which is the basis of his/her problem.

EMPLOYEES ARE ASSURED THAT IF SUCH PERSONAL PROBLEMS ARE THE CAUSE OF UNSATISFACTORY JOB PERFORMANCE, THEY WILL RECEIVE AN OFFER OF ASSISTANCE TO HELP RESOLVE SUCH PROBLEMS IN A CONFIDENTIAL MANNER.

5. Employees will be are assured by the school district that their job and future, and reputation will not be jeopardized by utilizing this employee service. Hopefully, this statement of policy of by the school district should encourage employees to use the service long before the problem is apparent to others.

WHEN IT IS NOTED THAT JOB PERFORMANCE HAS DETERIORATED OR UNSATISFACTORY CHANGES HAVE TAKEN PLACE, E.G. ATTENDANCE PROBLEMS, THE SUPERVISOR OF THE EMPLOYEE IN QUESTION SHOULD CONTACT THE PERSONNEL OFFICE. SUBSEQUENTLY, THE SUPERVISOR SHOULD HOLD A CONFERENCE WITH THE EMPLOYEE AND ADVISE THE EMPLOYEE OF THE FOLLOWING:

A. SPECIFIC JOB PERFORMANCE AREAS THAT ARE UNSATISFACTORY AND MUST BE CORRECTED.

B. THE ASSISTANCE THAT IS AVAILABLE IF HEALTH/EMOTIONAL PROBLEMS ARE A CONTRIBUTING FACTOR.

C. THAT FAILURE TO CORRECT JOB PERFORMANCE WILL LEAD TO FURTHER ACTION BY THE SCHOOL DISTRICT.

6. An employee's unsatisfactory job performance shall be handled in a forthright manner by his/her supervisor. Those serving agencies/caregivers serving the employee shall maintain complete confidentiality in employee interviews and agency records, with the exception of those items required by previous disciplinary actions.

IF THE EMPLOYEE'S PERFORMANCE DOES NOT IMPROVE WITHIN A REASONABLE PERIOD OF TIME, OR THE EMPLOYEE IS UNWILLING TO CORRECT THE SITUATION, THE SCHOOL DISTRICT MAY PROCEED WITH NOTICE OF PROPOSED DISCIPLINARY ACTION WITH RESPECT TO THE JOB PERFORMANCE ISSUES.

7. In instances where it is necessary, sick leave shall be granted for treatment or rehabilitation on the same basis it is granted for ordinary health problems. In all cases, if an employee requests a leave of absence without pay for purposes of receiving treatment or therapy, up to a one year shall be granted. Employees referred through to the program by their supervisor may be requested by the school district to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems. The employee shall receive full compensation as if he/she remained regularly employed for the duration of the treatment and/or rehabilitation as limited by the individual working agreements.

IF THE EMPLOYEE SEEKS TREATMENT/ASSISTANCE, THE PROPOSED DISCIPLINARY ACTION WILL BE HELD IN ABEYANCE AND REVIEWED FOLLOWING THE COMPLETION OF TREATMENT/ASSISTANCE.

8. Record of contact, referral or treatment with any caregiver, will not be recorded or included in any form on employee permanent personnel record or file or used in disciplinary actions, unless required by previous disciplinary action.

IN INSTANCES WHERE IT IS NECESSARY, SICK LEAVE SHALL BE GRANTED FOR TREATMENT/ASSISTANCE OR REHABILITATION ON THE SAME BASIS IT IS GRANTED FOR ORDINARY HEALTH PROBLEMS AND AS PROVIDED IN ANY APPLICABLE COLLECTIVE BARGAINING AGREEMENT.

9. If the employee refused the offer of help, and job performance or attendance problems continue, the matter may be brought before the superintendent of schools.

IF THE JOB PERFORMANCE ISSUES ARE NOT CORRECTED WITHIN A REASONABLE TIME FOLLOWING THE COMPLETION OF TREATMENT/ASSISTANCE, THE SCHOOL DISTRICT MAY PROCEED WITH THE PROPOSED DISCIPLINARY ACTION.

10. If the matter cannot be satisfactorily resolved by the superintendent, disposition of the matter will proceed under the policies of the school district.

IMPLEMENTATION

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

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: JHG
DATE ADOPTED: 05-27-86
REVIEWED/REVISED: 2-11-92

(DRAFT 3/10/98)

CHILD ABUSE

I. ELEMENTARY & SECONDARY POLICY

A. Maltreatment of Minors

1. It is the policy of ISD #152 to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to strengthen the family by making the school community safe for children by promoting responsible child care in all settings.
2. It is the policy of ISD #152 to comply with the law of requiring the reporting of suspected physical or sexual abuse and conditions of neglect involving children.
3. The reporting of maltreatment of minors shall be strictly in accordance with the provisions of Minnesota State Statute 626.556 sub. (3). All persons responsible for the child's care means a parent, guardian, teacher, school administrator or other lawful custodian of a child having either full-time or short term care responsibilities including but not limited to, daycare, baby-sitting whether paid or unpaid, counseling, teaching, and coaching.

B. Definitions

1. Physical Abuse: Any physical, mental, or threatened injury inflicted by a parent, guardian, teacher or other person responsible for the child's care, on a child other than by accidental means; or, any physical injury that cannot reasonably be explained by the history of injuries. Such injuries may include but are not limited to:
 - bruises and welts,
 - burns and scaldings,
 - abrasions and lacerations,
 - wounds or cuts,
 - bites and punctures,
 - bone fractures,
 - concussions,
 - soft-tissue swelling.
2. Sexual Abuse: The subjection by the child's parent, teacher, guardian or person responsible for the child's care, to any act of incest, rape, sodomy, intercourse, indecent liberties and/or sexual penetration (as covered in Minnesota Statutes, 609.341 to 609.345 and 609.365). Sexual abuse also includes any acts of sexual exploitation involving a minor child (Section 617.246), or the involvement of a minor child in prostitution (Section 609.324). Sexual abuse includes threatened sexual abuse.
3. Neglect: The failure by a parent, teacher, guardian or other person responsible for a child's care to provide a child with necessary food, clothing, shelter or medical care when reasonably able to do so. Neglect also includes the failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical and mental health when reasonably able to do so.

Neglectful conditions may include:

- failure to thrive,
- abandonment,
- lack of special care for a physical or mental condition,
- inadequate parental care or supervision,
- inadequate foster care or illegal child placement,
- malnutrition.

"Neglect" includes prenatal exposure to a controlled substance, as defined in section 253B.02, used by the mother for a non-medical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance. It is not construed to mean that a child is neglected solely because the parent, guardian or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment of disease or remedial care of the child.

4. Mental Injury: An injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
5. Threatened Injury: A statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

C. Reporting - Who Must Report

1. A person who knows or has reason to believe a child is being neglected or physically or sexually abused as defined in this policy, or has been neglected or physically or sexually abused within the preceding three years, shall immediately report the information to the local welfare agency, police department or the County Sheriff if the person is:
 - a. A person who is a professional or professional's delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, or law enforcement.
2. Employees of the School District who are to be considered professionals or their delegates and thus be responsible for reporting pursuant to this section, include but are not limited to:

Administrators	Counselors
Teachers	Substitute Teachers
Principals	Speech Clinicians
Superintendents	School Nurse/Health Tech.
School Board Members	Bus Drivers
Social Workers	Secretaries
Psychologists	Custodians
Child Care Staff/	Coaches
Paraprofessionals	Occupational Therapists/
Food Service Personnel	Occ. Therapist Assistants
Supervisors of Students	

3. For purposes of this section, "immediately" means as soon as possible, but in no event longer than 24 hours. After the oral report, the reporting party shall report in writing, within 72 hours, the information to the appropriate authorities.
4. In addition, persons not required to report but who know or have reason to believe that a child has been abused or neglected may voluntarily report the information to the appropriate authorities.
5. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected. All that is required is that the reporter knows or has reason to believe a child is being neglected or abused.
6. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports participating in good faith and exercising due care in the making of report or assisting in the assessment pursuant to this section has immunity from any liabilities civil or criminal, that otherwise might result by reason of their action.
7. Retaliation prohibited: There shall be no retaliation against the person for reporting in good faith suspected abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report.
 - a. The employer of any person required to make a report under this subdivision who retaliates against the person because of a report of suspected abuse or neglect is liable to that person for actual damages and, in addition, a penalty up to \$10,000
 - b. Any adverse action taken by the employer, within 90 days of a report, toward a person required to report will be considered retaliatory. This retaliatory action includes but is not limited to:
 - (1) discharge, suspension, termination, or transfer from the school;
 - (2) discharge from or termination of employment;
 - (3) demotion or reduction in remuneration for services;
 - (4) restriction or prohibition of access to the facility, institution, school, agency, or persons affiliated with it.
8. Falsified reports: Any person who willfully or recklessly makes a false report under the provisions of this section shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury.
9. Failure to report: Any person required by this section to report suspected physical or sexual child abuse or neglect who willfully fails to do so shall be guilty of a misdemeanor. If the child's health is in serious danger and a mandated reporter fails to report, and if the child suffers substantial or great bodily harm because of the lack of medical care, it is a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (M.S. 626.556, subd. 6).

II. POLICY PROCEDURES

A. Responsible Reporter

1. Any employee who knows or has reason to believe that a child is being physically or sexually abused or neglected shall immediately report this information to Clay County Child Protection Services or to the proper city or county law enforcement agency. The employee should also report this information to the building administrator.

2. Whenever circumstances suggest that a child's health or welfare may be immediately in jeopardy, the employee shall first report these circumstances to the proper law enforcement agency and then contact the designated administrator.
3. When helpful, building staff are encouraged to seek additional consultation through appropriate school staff, such as a social worker, nurse, counselor, psychologist, or crisis management team leader.
4. The decision to report is the responsibility of the individual employee. Consultation with the designated administrator or other school personnel must not inhibit the individual from reporting when, in their own best judgement, a concern remains for the welfare of the child.

B. Reporting Process

1. An oral report shall be made immediately (within 24 hours), to the Clay County Child Protection Services or the proper city or county law enforcement agency.

Clay County Social Services
P.O. Box 1177 or 123 1/2 21st St. So.
Moorhead, MN 56560 Phone: 299-5180
(Ask for service intake worker)
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division
915 North 9th Avenue
Moorhead, MN 56560 Phone: 299-5111
24 hours a day, seven days a week

Clay County Sheriff's Department
915 9th Ave. No.
Moorhead, MN 56560 Phone: 299-5111
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

2. A written report must be completed by the reporting person using the appropriate county form. Forms for reporting child abuse or neglect are in each building administrator's office. The report must be made within 72 hours. Any report shall include child's name, birth date, address, parent/guardian's name and address, the nature and extent of abuse or neglect and the name and address of the reporter. Reporting staff may request follow-up information regarding investigation results. A copy of the report of child abuse or neglect must be kept in the building administrator's confidential file.

Point of Information

Written reports received by a police department or the county sheriff are forwarded immediately to the local welfare agency. The police department or the county sheriff may keep copies of the reports received by them. Copies of the written report received by a local welfare agency are forwarded immediately to the local police department or the county sheriff.

C. Local Social Service Agency and Local Law Enforcement
Interview of Child on School Premises

The schools will cooperate with the local social service agency and the local law enforcement agency in their conducting of assessment interviews of children without parental consent or knowledge of the alleged perpetrator.

1. To be authorized to conduct an assessment interview of a child on school property, the local social services or local law enforcement agency shall, prior to the interview, provide notice to school officials containing the following information:
 - a. the name of the child to be interviewed;
 - b. the purpose of the interview;
 - c. a reference to the statutory authority to conduct an interview on school property; and,
 - d. if the notification is from the local social services agency, a signature by the chairperson of the county welfare board or his/her designee.
2. Except where the alleged perpetrator is believed to be a school official or employee, the school officials shall have discretion to set reasonable conditions as to the time, place and manner of interview on school premises, but the local social services or law enforcement agency shall have exclusive authority to determine who may attend the interview. The classroom teacher needs to be sufficiently informed so he/she can provide appropriate support to the child. The interview shall be conducted not more than 24 hours after receipt of such written notification, unless another time is deemed necessary by mutual agreement between the school officials and the local social services agency or the local law enforcement agency.
3. The written notification of intent to interview referred to in paragraph 1 is private data on individuals. However, no school official shall disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local social services or law enforcement agency that the investigation or assessment has been concluded. Any notification of intent to interview shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation.
4. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

D. Follow-Up Procedures

It is important to provide follow-up support to the staff who works with the child. It is necessary to be sensitive to the needs and concerns of the teacher who made the report, and aware that other staff may see some effect on the student who has experienced the neglect or abuse. While confidentiality must be a high priority in handling these matters, an informed staff can often be the most supportive in dealing with the student.

Policy JHG

1. Elementary: After the report has been made, the designated building administrator will confer with the building crisis management team leader to consider which staff members need to be informed. The designated administrator will then meet individually or collectively with these staff members, sharing information which would be helpful to them. The designated administrator will notify the school social worker in all instances. Reporting staff may request follow-up information regarding investigation results.
2. Secondary: After the report has been made, the designated administrator will confer with the student, counselor, and the crisis management team leader to discuss the necessity and procedure for informing other staff. The school social worker will be notified in all instances. Reporting staff may request follow-up information regarding investigation results.
3. Testimony: Staff members (teachers, designated administrators, support personnel, etc.) who might be required to testify in court or meet with the Child Protection Team or law enforcement personnel will be released from school to do so. The staff member may request that the designated administrator or other appropriate staff member accompany him/her to such meetings. Consideration shall be given to accessing legal services. Contact the Superintendent's Office or designated assistant for further information. Appropriate substitutes will be provided by the school district if such meetings are scheduled during school hours. In order to be prepared for such testimony, it is helpful to document information such as observations, comments made by child, dates, etc.

E. Confidential Files

1. All records regarding a report of maltreatment, including any notification of intent to interview which was received by a school under subdivision 10, paragraph (d), shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation. The agency shall order the destruction of the notification when other records relating to the report under investigation or assessment are destroyed under this subdivision.
2. If or when the child transfers to another building within the district, the confidential file will be delivered to the designated administrator of the receiving building. That administrator will then implement policy provision Section II, D.

III. POLICY AWARENESS

- A. Staff Inservice - Each building administrator or designee will review the policy and procedures prior to opening of school.
- B. Prevention and Awareness - Each building administrator shall ensure that prevention awareness and personal body protection are addressed by classroom teachers through guidance, utilization of resource persons and appropriate curricular areas.
- C. Community Awareness - 1) Policy provisions I. A-1, 2, and 3 will be published in the back to school newsletter each fall; and, 2) A copy of provisions I. A-1, 2, and 3 will be posted in each school building and included in each school handbook, policy book, or placed in a parent newsletter.

Reviewed/Revised: 12/90
2/11/92

CHILD ABUSE/NEGLECT FORM

CASE NAME _____ DATE _____ TIME _____
Report Received by _____ Type: ☐ physical ☐ sexual ☐ neglect
=====

REPORTER/COMPLAINANT:

Name _____ Relationship _____
Address _____ Mandated Reporter: ☐ *yes
_____ * if yes, ☐ no
Phone # _____ written report required
=====

FAMILY INFORMATION:

FATHER _____ Address _____ Phone _____
d.o.b. _____
Place of Employment _____ Phone _____

MOTHER _____ Address _____ Phone _____
d.o.b. _____
Place of Employment _____ Phone _____

CHILDREN: {} _____ d.o.b./age _____ Sex _____
{} _____ d.o.b./age _____ Sex _____
{} _____ d.o.b./age _____ Sex _____
{} _____ d.o.b./age _____ Sex _____
{} _____ d.o.b./age _____ Sex _____

"x" - Victim
=====

ALLEGED OFFENDER:

Name _____ Relationship _____
Address _____ Place of Employ _____
Phone # _____ Work Phone _____
=====

NATURE OF COMPLAINT: (describe concern, injury, date, time, place, child's whereabouts)

=====

INVESTIGATOR-ASSESSOR ASSIGNED:

LEC _____ SS _____
(Name) (Name)
LEC Notified: Date _____ Time _____
=====

Copy to: Social Services/LEC

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

April 13, 1998
7:00 p.m.

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

ATTENDANCE:

Jim Cummings	James Hewitt
Stacey Foss	Carol A. Ladwig
Mark Gustafson	Kristine Thompson
Anton B. Hastad	Bruce R. Anderson

A G E N D A

1. CALL TO ORDER

A. Pledge of Allegiance

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

C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

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

2. *CONSENT AGENDA

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

SCHOOL BOARD AGENDA - April 13, 1998
PAGE 2

- A. INSTRUCTIONAL MATTERS - Jernberg
 - (1) Approval of Donations - Page 6
 - (2) Approval of Reallocation of Title I Funds - Page 7
- B. BUSINESS AFFAIRS - Lacher
 - (1) Approval of Townsite Rental - Page 8
 - (2) Approval of Change Order #1, Probstfield - Page 9
- C. PERSONNEL MATTERS - Skinkle
 - (1) Approval of New Employee - Page 10
 - (2) Acceptance of Resignation - Page 11
 - (3) Approval of Retirement - Page 12
 - (4) Approval of Leave of Absence - Page 13
 - (5) Approval of Family/Medical Leave - Page 14
 - (6) Approval of Summer School Administration - Page 15
- D. ADMINISTRATIVE MATTERS - Anderson
 - (1) Approval of March 9 & 23, 1998 Minutes - Pages 16-23
 - (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 EDUCATIONAL PLAN: STUDENT LEARNING ACHIEVEMENT: Priority-Curriculum, Graduation Standards:
Jernberg Page 24

Suggested Resolution: Move to approve the Junior High curriculum realignment to meet graduation standards as presented, and instruct the Junior High principal and/or staff to present the curriculum as revised to the Instruction and Curriculum Advisory Committee in the Fall of 1998 with copies being transmitted to the School Board.

Moved by _____ Seconded by _____
Comments _____

5. CHANGE SECOND MEETING DATE IN MAY: Anderson
Page 25

Suggested Resolution: Move to change the second May board meeting to Tuesday, May 26, 1998.

Moved by _____ Seconded by _____
Comments _____

6. RESOLUTION DISCONTINUING/REDUCING PROGRAMS AND POSITIONS:
Skinkle Pages 26-27

Suggested Resolution: Move to approve the resolution as presented.

Moved by _____ Seconded by _____
Comments _____

7. APPROVAL OF POLICY: Anderson
Pages 28-34

Suggested Resolution: Move to approve the policy, Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation (IIAC), as presented.

Moved by _____ Seconded by _____
Comments _____

8. APPROVAL OF POLICY: Skinkle
Pages 35-38

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

Moved by _____ Seconded by _____
Comments _____

9. APPROVAL OF POLICY: Anderson
Pages 39-45

Suggested Resolution: Move to approve the policy, Child Abuse (JHG), as presented.

Moved by _____ Seconded by _____
Comments _____

10. NEGOTIATIONS STATUS REPORT: Skinkle
Pages 46

Overview of contract negotiations in progress and an update of contracts due to expire in June.

11. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

12. CLOSE PUBLIC MEETING: Ladwig

Suggested Resolution: Move to close public meeting at
_____ p.m. pursuant to M.S. 471.705, for the purpose of
discussing negotiations strategies.

Moved by _____ Seconded by _____
Comments _____

13. OPEN PUBLIC MEETING: Ladwig

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

Moved by _____ Seconded by _____
Comments _____

14. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Spring Break	Apr. 9-13		
School Board	Apr. 13	7:00 p.m.	Townsite
Policy Review	Apr. 20	7:00 p.m.	Townsite
Community Education Appreciation Event	Apr. 21	6:30 p.m.	Townsite
School Board	Apr. 27	7:00 p.m.	Townsite
Early Dismissal (PM Kindergarten Held)	May 6	2 hours	District- wide
Joint Powers	May 7	7:00 a.m.	Townsite
School Board	May 11	7:00 p.m.	Townsite
MEA Banquet	May 14		
Academic Awards	May 17	2:00 p.m.	Senior High
Memorial Day	May 25		
Baccalaureate	May 27	7:00 p.m.	Senior High
Last Day for Students	June 3		
Last Day for Staff	June 4		
Graduation	June 7	2:00 p.m.	Fargo Civic
School Board	June 8	7:00 p.m.	Townsite
School Board	June 22	7:00 p.m.	Townsite

MEMO #: I-98-218
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Acceptance of Gifts
DATE: April 7, 1998

This district has received the following gifts:

- 1) \$1,300 from Riverside's PTAC to purchase a laminator for building use.
- 2) A metal newspaper display stand from The Forum. This stand is valued at \$45 and will be used in the Junior High School Media Center.
- 3) \$45 from J.C. Penney Company, Inc. and \$5 from Dennis Schock to be used to purchase instructional supplies at Probstfield School.
- 4) Two Ablenet switches, one Ablenet control unit and one trike from Gayle Knecht, Moorhead. The total estimated value is \$500. This equipment will be used for special education students in the district.

Resolution: Move to accept the gifts as presented.

RMJ/mdm

MEMO #: I-98-220
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: 1997-98 Title I Amendment
DATE: April 7, 1998

The district has received authorization to utilize \$94,448 in Title I carryover funds. The funds will be utilized for Extended Year Early Literacy, Jump Start and Title I Summer School (grades 3-6) Programs. These programs are continuing programs which will be funded with carryover and/or reallocation funds with the approval of the Minnesota Department of Children, Families and Learning.

The General Fund budget for 1997-98 will be revised as follows:

	<u>Current</u>	<u>Revised</u>
Beginning Fund Balance	\$ 4,853,172	\$ 4,853.172
Revenue	32,933,850	33,088,298
Expenditures	32,658,259	32,752,707
Ending Fund Balance	5,128,763	5,128,763

Suggested Resolution: Move to approve the receipt and utilization of Title I carryover funds as presented and to revise the General Fund final budget as listed above.

RMJ/mdm

APR 6 1998

MEMO #: B98.264

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: APRIL 3, 1998

SUBJECT: TOWNSITE CENTRE RENTAL

Minnesota Council of Churches will be renting space for 6 months,
May 1, 1998 through October 31, 1998.

SUITE	SQ. FT.	MONTHLY RATE	TOTAL
156.5	100 SQ. FT.	\$326.00	\$1,956.00
156.8	226 SQ. FT.		

Suggested Resolution: Move to approve a six (6) month lease to
the Minnesota Council of Churches for \$1,956.00.

APR 6 1998

MEMO #: B98.265

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER 

DATE: APRIL 3, 1998

SUBJECT: CHANGE ORDER #1: PROBSTFIELD LIGHTING RETROFIT

Listed below is a Change Proposal to provide additional work at Probstfield Elementary.

1. Room 204 - provide (16) F32T8 4-lamp ballasts and (2) F32T8 2-lamp ballasts in lieu of (17) F32T8 ballasts as scheduled.
2. Room 226, Classroom - provide (19) F32T8 2-lamp ballast and (2) F32T8 lamps.
3. Room 220, Classroom - provide (19) F32T8 4-lamp ballasts for this area and (76) F32T8 lamps.
4. Room 253 - provide (1) additional F17T8 2-lamp ballast and (2) F17T8 lamps.
5. Room 264 - provide (1) additional F32T8 4-lamp ballast and (4) additional F32T8 lamps.
6. Room 265 - provide (1) additional F25T8 2-lamp ballast and (2) additional F25T8 lamps.

Add: \$1,177.00

Suggested Resolution: Move to approve Change Order #1 for Probstfield Elementary School Lighting Retrofit for an additional \$1,177.00 as listed above.

MEMORANDUM P 98.031

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JSS*

DATE: April 7, 1998

SUBJECT: New Employee

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


Robin Johnson - AOM Paraprofessional, Probstfield Elementary,
B21 (0) \$8.85 per hour, 3.5 hours daily,
effective immediately.
(Replace Ronda Underwood)

Suggested Resolution: Move to approve the employment as presented.

JDS:sdh

MEMORANDUM

P 98.036

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle 
DATE: April 7, 1998
SUBJECT: Resignation of District Employee.

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

Colette Haskins - Switchboard Operator, Senior High, effective
April 17, 1998

Suggested Resolution: Move to accept the resignation as presented.

JDS:sdh

MEMORANDUM P 98.032

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle 

DATE: April 7, 1998

SUBJECT: Early Retirement of District Employee.

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

Marlene Fagerland - MMMI Paraprofessional, Junior High, effective April 30, 1998.

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

JDS:sdh

MEMORANDUM P 98.033.

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JJS*
DATE: April 7, 1998
SUBJECT: Leave of Absence

The administration requests approval for Leave of Absence for the following persons:

Karen Grubb - LD Teacher, Washington Elementary, for the 1998-99 school year.

Gail Fisk - Currently on Leave of Absence, wishes to extend for an additional year 1998-99.

SUGGESTED RESOLUTION: Approve the Leave as presented.

JDS:sdh

MEMORANDUM P 98.034

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JJS*
DATE: April 7, 1998
SUBJECT: Family/Medical Leave

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

Paula Falk - EBD Teacher, Probstfield Elementary, to begin about May 26, 1998 for the remainder of the 1997-98 school year.

Audrey Shafer Erickson - Social Studies Teacher, Senior High, to begin about May 11, 1998 for the remainder of the 1997-98 school year.

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

JDS:sdh

MEMORANDUM P 98.037

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JSS*
DATE: April 7, 1998
SUBJECT: Junior High Summer School Director

The administration requests approval of the resignation of Summer School Director and the appointment of a new director:

Resignation of Deb DeMinck, present director and the appointment of Steve Morben, new director at a salary of \$2927.00.

SUGGESTED RESOLUTION: Move to approve the resignation and new appointment as presented.

JDS:sdh

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

MEMBERS ABSENT: Kristine Thompson.

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. Anderson stated that he would report on the trip to our partner school in Yaounde, Cameroon by teachers Jan Childs and Jay Raymond under the Other Pertinent Items section of the agenda.

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

"WE ARE PROUD"

*** We Are Proud of Alycia Bergeson for being named one of the top two runners-up among middle school students in the 1998 Prudential Spirit of Community Awards in Minnesota. Awards are presented annually by the nationwide recognition program for outstanding, self-initiated community service activities. Bergeson started a program to educate the public about preventing skin cancer and will receive a bronze Distinguished Finalist medallion for her efforts.

*** We Are Proud of the following top finishers in the District Spelling Bee: 1st Place - Lily Langerud, Grade 8; 2nd Place - Jay Selvaag, Grade 6; and, 3rd Place - Alicia Strnad, Grade 8. Langerud and Selvaag will represent the District in the Regional Spelling Bee. Grade Level Spelling Bee winners are: Preston Engstrom, Grade 5; Mitchell Nelson, Grade 6; Seth Harris, Grade 7; and, Charles Fangsrud, Grade 8. Lois Brown is the Spelling Bee advisor.

*** We Are Proud of the Moorhead Junior High Mathcounts Team that won the Chapter competition. Team members are Steve Tranby, Kyle Nylander, Maren Hulden, and Kris Dahl, with alternates Daniel Stone and Rachel Valenzuela. This is the fourth year in a row that this team has finished in first place. Tranby placed second individual, Nylander placed fourth individual and second in the countdown round, and Dahl placed sixth individual and fourth in the countdown round. Mathcounts, a national competition, tests students on probability, statistics, linear algebra, and polynomials. Ken Welken is the coach.

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MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: David Martin and Mike Hulett of the Fargo-Moorhead Chamber of Commerce presented the Expansion Management Magazine Award to Board Chairwoman Carol Ladwig. This award is presented on the basis of achieving academic excellence in a "prepared" community while operating in a cost-effective manner. The citation of excellence is the result of an annual survey of 1,000 school districts nationwide, known as the Education Quotient.

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

Grant Application - Approve the grant application, in the amount of \$18,385 in Private Equity Services funding, for Title I services for St. Joseph School in 1998-99.

Early Retirements (All effective the end of the 1997-98 school year unless noted otherwise.)

Barbara Anton - Staff Development Teacher, Townsite Centre
Anita Arndt - Third Grade Teacher, Washington
James Hegre - English Teacher, Senior High
Marlys Long - Grade 4 Teacher, Edison Elementary
Dennis McCarl - Teacher on Extended Leave
Ruth Suppes - Grade 4 Teacher, Probstfield Elementary
Faye Naugle - Secretary, Moorhead Senior High, effective June 11, 1998.

Resignations

Sylvia Hoime - Cook's Helper, Senior High, effective February 12, 1998.
Brian Wittman - School Bus Driver, effective March 5, 1998.
Gary Lundberg - Community Partnerships Coordinator, effective March 13, 1998.

Family/Medical Leaves

Tonya Matson - Paraprofessional, Early Childhood Family Education, to begin approximately April 29, 1998 to the end of the school year.
Jan Jenson - Paraprofessional, Probstfield Elementary, until released by her physician.

Approval of Minutes - Approve the minutes of February 9 & 23, 1998 as presented.

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Claims - Approve the March claims, subject to audit, in the amount of \$1,049,490.69.

General Fund:	\$565,552.93
Food Service:	61,807.97
Transportation:	178,745.07
Community Service:	18,018.04
Capital Expenditure:	211,265.97
Townsite Centre:	<u>14,600.71</u>
TOTAL	\$1,049,490.69

Motion carried 6-0.

COMMITTEE REPORTS: Reports were heard regarding the Washington and Edison read-a-thons, the Ethical Decision Making in the Workplace and Society seminar, and the Joint Powers meeting.

SCHOOL BOARD/STAFF 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 invited staff representatives on a wide variety of programs and issues.)

District Communications - Communications Coordinator Nikki Laine Serhienko discussed and requested input to determining priorities of the Communications department with the Board. Items discussed were a new school district logo and the use of it, policies for the use of school district letterhead paper, copyrighting or licensing of a new logo, Website information and maintenance, school calendar/district information piece, and ways to promote ISD #152 to the community and persons new to the area.

SUMMER MIGRANT SCHOOL PROGRAM - Directors Scott Matheson and Tom Doohar presented an overview of the upcoming Summer Migrant School program. The tentative dates for this summer are June 12-July 31 at Probstfield School. The program is federally funded by grants submitted by the program directors. Students must meet specific qualifications to enroll. Student evaluations and assessments are provided, which follow the students to their schools to which they proceed. It was noted that the program operates on a year-to-year basis depending upon the need and student numbers. 1997 enrollment ended with 35 less students than in 1996.

1998-99 ANNUAL OPERATIONAL PLAN: Anderson reviewed the few changes to the General fund. He also reminded the Board that the discussions at the last meeting of an excess levy or referendum have in no way bound the Board into moving in that direction.

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Gustafson moved, seconded by Hewitt, to approve all of the funds by the administration for the 1998-99 Annual Operational Plan as follows: (Revenues/Expenditures) General-\$33,545,852/\$34,181,669; Food Service-\$1,172,296/\$1,197,470; Transportation-\$2,158,274/\$2,105,411; Community Service-\$1,041,642/\$1,256,749; Capital Outlay-\$1,507,509/\$2,307,453; Debt Service-\$851,858/\$895,008; Enterprise-\$331,890/\$315,749. Motion carried 6-0.

CLAY COUNTY COORDINATED PRESCHOOL PROGRAM: Anderson reviewed the program's cooperative status for the 1998-99 school year. It is the administration's recommendation to continue in the cooperative agreement with Dilworth-Glyndon-Felton Public Schools to take advantage of the financial benefits provided by the county for this program. Program space/location will be an issue that must be resolved prior to July 1, 1998, which is when the current lease expires at the Family Service Center.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Anderson announced that teachers Jan Childs and Jay Raymond are visiting our partner school in Yaounde, Cameroon this week. They went to assist with music and art curriculum development. A report of their trip will be given at a future meeting.

Ladwig reminded board members of the meeting with area legislators sponsored by the FM Chamber of Commerce and Moorhead Community Education that is scheduled for Saturday, March 14 at Townsite Centre.

The meeting recessed at 8:33 p.m.; it reconvened at 8:42 p.m.

CLOSE PUBLIC MEETING: Foss moved, seconded by Gustafson, to close public meeting at 8:43 p.m. pursuant to M.S. 471.705, for the purpose of performing the performance evaluation of the Superintendent. Motion carried 6-0.

OPEN PUBLIC MEETING: Hastad moved, seconded by Hewitt, to reopen the public meeting at 10:32 p.m. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 10:33 p.m.

Mark Gustafson, Clerk

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

MEMBERS ABSENT: Anton B. Hastad.

GRADUATION STANDARDS WORK SESSION: Ladwig called the meeting to order at 6:00 p.m. Bob Jernberg, Mary Regelstad, Colleen Tupper, Gene Boyle, and Mike Siggerud reviewed the outcomes from the two early release days that the staff have used to prepare for the graduation standards.

The work session recessed at 6:55 p.m.

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

PREVIEW OF AGENDA: Superintendent Anderson previewed the agenda, requesting removal of item 2.C-5, Approval of Transfer, as presented.

Ladwig reported on the earlier work session.

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

"WE ARE PROUD"

*** We Are Proud of the Junior High Science Olympiad team who is proceeding to state competition. Team members include Megan Axtman, Ryan Schumacher, Kris Dahl, Karen Wettstein, Sam Lenius, Paul Anderson, Jason Miller, Craig Powers, Lee Richards, Jeff Broten, Aaron Galles, Michele Nelson, James Moyano, Katy Thompson, Josh Aaker, and assisted by Robert Bekkerus. Lois Brown is the coach.

It was announced at the meeting that the following students placed in state competition: Michelle Nelson and Robert Bekkerus, 3rd Place in "Road Scholar"; Craig Powers and Robert Bekkerus, 1st Place in "Wheeled Vehicle"; Josh Aaker, 1st Place in "Surfing the Net"; and, Ryan Schumacher and Megan Axtman, 1st Place in "Bioprocess Lab".

*** We Are Proud of the Moorhead Junior High Math team for placing first at the Tri-College Math Contest. Team members were Robert Bekkerus, Tim Cumings, AJ Flom, Dave Grandbois, Kris Dahl, Kyle Nylander, Steve Tranby, and Daniel Stone. Also, Cumings placed first individual, Bekkerus placed second individual, and Dahl, Flom and Vanyo top ten individuals. Ken Welken is the coach.

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

Special Education Agreement - Approve the agreement with Connections (Clay County Diversified Services, Inc.) for completion of a student assessment, for a total cost not to exceed \$1428.80.

New Employees

Tammy Sweeten - MSMI Paraprofessional, Junior High, B21 (0) \$8.85 per hour, 6.5 hours daily, effective March 24, 1998.
Hasnat Jahan - Food Server, Riverside, \$5.46 per hour, 1.75 hours daily, effective March 13, 1998.

Leave of Absence

Steve Zielinski - 3rd Grade Teacher, Washington, for the 1998-99 school year.

Resignation

Karen Pickar - Lunch Computer Operator, Junior High, effective March 20, 1998.

Family/Medical Leave

Angelique Gunderson - 5th Grade Teacher, Riverside, effective from August 26, 1998 through November 13, 1998.
Laurie Schafer - Multi-Grade 1 & 2 Teacher, Washington, to begin March 16, 1998 for the remainder of the 1997-98 school year.

Transfer - This item was removed from the agenda.

Grant Amendment - Approve the additional funding, in a total amount of \$1200, for the Riverside Elementary Learn and Serve and Promise School-to-Work Learn and Serve grants.

Motion carried 6-0.

COMMITTEE REPORTS: Reports were heard regarding the Community Education Advisory Council, and the Policy Review, Long Range Planning, and Instruction Curriculum Advisory committees. Ladwig reported on attending the legislative meeting sponsored by the Fargo-Moorhead Chamber of Commerce and Moorhead Community Education Program, and the Clay County Joint Powers Collaborative Board meeting.

1998-2003 FIVE YEAR EDUCATIONAL PLAN: COMMUNITY PARTNERSHIPS:
Priority-Creating Partnerships for Learning: Anderson introduced Global Exchange Committee co-chairs Paul Berggren and Connie Jones and reiterated the Board's goal of establishing international exchanges. The Global Exchange committee has met for approximately three years and has the motto "A Clearinghouse of Opportunities."

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Anderson said that the District has had several visitors here and that it is nice to send staff in exchange. The next goal of the committee is to possibly exchange a teacher and a student for a longer period of time, such as a semester.

Teachers Jan Childs and Jay Raymond presented an overview of their visit to the District's partner school, the American School of Yaounde (ASOY) in Cameroon, Africa. Both agreed they came home with much more than they left. Since Childs and Raymond work in different buildings, the trip also provided an excellent opportunity to get to know other staff. Numerous art and music curriculum items were brought to the school to assist the staff with such programs. Donated items, such as a video of a concert by the Concordia College Choir and compact discs, were also presented to the school. Childs and Raymond taught classes and provided staff development also. ASOY students sent books back to students at Washington and Moorhead Senior High, and a gift of a handmade drum made by a local artist was given to Childs and Raymond that posed both as a musical instrument and piece of art. A plaque made by the same artist was presented to Superintendent Anderson. ASOY provided monies to make this trip possible.

1998-2003 FIVE YEAR EDUCATIONAL PLAN: STUDENT LEARNING
ACHIEVEMENT: Priority-Curriculum, Graduation Standards:

Jernberg reviewed the proposed realignment of the junior high curriculum in areas of Industrial Education and Family and Consumer Science for Graduation Standards. The recommended changes include one required semester of Family and Consumer Science 7 and Technology Education 8, and one semester elective of Family and Consumer Science 8. The current offerings and requirements include one semester required of Practical Arts 7, one semester elective of Personal and Family Life Science 8 and Industrial Technology 8.

The changes are recommended so that all students receive the same content amounts, therefore allowing Graduation Standards assessment. The changes would provide access for all students to meeting the standards in the Middle Level Profile of Learning, realign the curriculum to better meet the needs of all students in those areas, offer standards in the area of technical reading and technology applications, make required curriculum and instructional revision in such a way to enhance rather than disrupt student learning, and provide change that will provide additional opportunities for students and continue to allow participation in elective programming.

Action on this item will be recommended at the next meeting.

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FIRST READING OF POLICIES

Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation Policy (IIAC) - Anderson reviewed the recommended changes. The Board requested clarification on the term "appropriateness" when speaking of videos and movies being shown in the classroom.

Employee Assistance (GBEB) - Skinkle reviewed the policy noting that its emphasis is on helping an employee.

Child Abuse (JHG) - Anderson reviewed the changes.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

Ladwig reminded board members of the MSBA Advanced Academy being held in Duluth in April.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:38 p.m.

Mark Gustafson, Clerk

MEMO #: I-98-219
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Junior High Curriculum Realignment
to meet Graduation Standards
DATE: April 7, 1998

At the March 23 meeting the Board reviewed the Junior High curriculum realignment to meet Graduation Standards. The realignment was reviewed by Assistant Superintendent Bob Jernberg and Junior High Principal Colleen Tupper with the understanding that approval would be made at a subsequent meeting.

Currently junior high seventh grade students are required to take two semesters of Practical Arts including nine weeks (two 4 1/2 week blocks) of Industrial Technology and 9 weeks of Personal and Family Life Science. In grade 8 students are required to choose one of two electives, either Personal and Family Life Science 8 or Industrial Technology 8.

The recommended change due to Middle Level Graduation Standards include:

- o Family and Consumer Science 7 (One Semester Required)
- o Technology Education 8 (One Semester Required)
- o Family and Consumer Science 8 (One Semester Elective)

Suggested Resolution: Move to approve the Junior High Curriculum Realignment to meet Graduation Standards as presented and to instruct Junior High School Principal and/or staff to present the curriculum as revised to the Instruction and Curriculum Advisory Committee in the Fall of 1998 with copies being transmitted to the Board of Education.

RMJ/mdm

MEMO #: S-98-251

TO: School Board

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

RE: Change May Meeting Date

DATE: April 9, 1998

The Chair and Vice-chair recommend moving the second board meeting in May to Tuesday, May 26, 1998, because of Memorial Day.

Suggested Resolution: Move to change the second May board meeting to Tuesday, May 26, 1998.

BRA: *cbf*

MEMORANDUM

P 98.035

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle

DATE: April 7, 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>
Secondary	
.356	English
.286	Math
.500	Social Studies
.216	German
.286	Science
.070	Spanish

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 12, 1998 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 1997-98.

<u>FTE</u>	<u>POSITION</u>
Secondary	
.356	English
.286	Math
.500	Social Studies
.216	German
.286	Science
.070	Spanish

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-98-254

TO: School Board
FROM: Dr. Bruce R. Anderson, Supt. *BLH*
RE: Approval of Policy
DATE: April 9, 1998

Attached please find the policy, Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation (IIAC).

Suggested Resolution: Move to approve the policy, Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation (IIAC), as presented.

:cbf
Attachment

(DRAFT 4/98)

RESOURCE SELECTION/ REVIEW/OBJECTION AND REEVALUATION POLICY
REVIEW AND/OR REEVALUATION OF CURRICULUM CONTENT
CURRICULUM CONTENT SELECTION AND REVIEW, ALTERNATIVE INSTRUCTION,
AND INSTRUCTIONAL RESOURCE REEVALUATION POLICY

I. Statements of Philosophy and Definition

- A. ~~It is the policy of~~ ISD #152 ~~to~~ SHALL provide a wide range of instructional resources ~~on all~~ AT VARYING 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.

The utilization of movie and video recordings by professional staff will be consistent with copyright laws and adhere to the Motion Picture Association of America (MPAA) guidelines related to age appropriateness. Any requested exception to this policy will be submitted to the principal for prior approval on Administrative policy IIAC-A. ALL MOVIES AND VIDEO RECORDINGS NOT ORDERED THROUGH THE DISTRICT'S MEDIA PERSONNEL WILL REQUIRE THE COMPLETION OF AN EXCEPTION REQUEST FORM.

- 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.

POLICY IIAC

- 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.

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 when possible.
- 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 and becomes sole property of ISD #152.
- 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/

/////////17) 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 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 171. 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 pProcedures 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.

ADMINISTRATIVE PROCEDURES FOR THE REVIEW OF CURRICULUM CONTENT AND ALTERNATIVE INSTRUCTION ARE OUTLINED IN THE PROCEDURE DOCUMENT.

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.

VII. Procedure for Review of Instruction Resources

PROCEDURES FOR REEVALUATION OF RESOURCES
LIBRARY MEDIA CENTER RESOURCES SELECTION POLIC.

Statement of Policy

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.

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.

ADMINISTRATIVE PROCEDURE IIAC-A OUTLINES THE PROCEDURE TO BE FOLLOWED WHEN AN OBJECTION TO AN EDUCATIONAL RESOURCE OCCURS.

An objection is defined as a verbal or written statement of opposition to a resource, requesting that it be excluded, included or restricted. VERBAL OBJECTION SHOULD BE MADE TO THE PROFESSIONAL STAFF MEMBER CLOSEST TO THE SITUATION.

All residents and employees of the school district shall adhere to the Policy and Procedure of Selection and Reevaluation of Resources.

POLICY IIAC

POLICY IIAC-A

FORM IIAC-A

CURRICULUM CONTENT SELECTION & REVIEW
EXCEPTION FOR USE REQUEST
OF MOVIE/VIDEO RECORDINGS AS AN INSTRUCTIONAL RESOURCE

Teacher Name _____ Date _____

Name & Class Level for Which Resource Requested _____

Name of Movie/Video Recording _____

MPAA Rating _____

Is there an edited version for educational purposes available? Y__ N__

Does the use of the film adhere to copyright laws? Y__ N__

Briefly state the instructional rationale for the use of this movie/video recording and why you believe it is appropriate for the age, social and emotional development and ability level of the students with whom its use is intended.

Signature _____ Date _____
(Requesting Staff)

Approval Yes__ No__

Signature _____ Date _____
(District Media Specialist)

Approval Yes__ No__

Signature _____ Date _____
(Building Principal)

Upon Completion-Copy To: Asst. Supt.-Instruction
Requesting Staff

MEMO #: S-98-255

TO: School Board

FROM: Dr. Bruce R. Anderson, Supt. *B.R.A.*

RE: Approval of Policy

DATE: April 9, 1998

Attached please find the policy, Employee Assistance (GBEB).

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

:cbf
Attachment

(DRAFT 3/16/98)

EMPLOYEE ASSISTANCE

The School Board of ISD #152 and the respective bargaining units and associations recognize that an employee may experience a wide range of problems not directly associated with one's job function can have an effect on an employee's job performance. In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal assistance will serve either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, the employee cannot resolve his/her problems and unsatisfactory performance persists.

The School District, the associations and union bargaining units believe it is in the best interest of the employee, and the employee's family, AND that the School District provide an employee service which deals with such problems. Therefore, it is the policy to handle such problems within the following framework/ THAT A FRAMEWORK FOR DEALING WITH SUCH PROBLEMS BE DEFINED.

Definitions

Supervisor / anyone who evaluates the work performance of an employee/

Diagnostician / agency as distinguished from a specific person assuming responsibility for determination of the problem/

Caregiver / agency who administers treatment/ counseling/ etc of other appropriate service/

1. Any employee who has a problem which he/she feels may affect their HIS/HER work performance is encouraged to voluntarily seek counseling and information on a confidential basis by contacting a designated agency or resource.
2. The School District, associations and union bargaining units recognizes that almost any human problem can be successfully resolved provided it is identified in its early stages and referral is made to an appropriate caregiver APPROPRIATE TREATMENT/PROFESSIONAL ASSISTANCE IS OBTAINED. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
3. The purpose of this program is to assure employees that if such personal problems are the cause of unsatisfactory job performance, they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner. Employee work performance can be affected by the problems of an employee's spouse or other dependents. The program is available to the families of our School District employees as well.

3. EMPLOYEES ARE ASSURED THAT THEIR REPUTATION WILL NOT BE JEOPARDIZED BY SEEKING ASSISTANCE. THIS STATEMENT OF POLICY BY THE SCHOOL DISTRICT IS INTENDED TO ENCOURAGE EMPLOYEES TO UTILIZE APPROPRIATE SERVICES BEFORE THE PROBLEM AFFECTS THEIR JOB PERFORMANCE.

4. When an employee's job performance or attendance is unsatisfactory and the employee is unable or unwilling to correct the situation, this is an indication that there may be some cause outside of the realm of his/her job responsibilities which is the basis of his/her problem.

EMPLOYEES ARE ASSURED THAT IF SUCH PERSONAL PROBLEMS ARE THE CAUSE OF UNSATISFACTORY JOB PERFORMANCE, THEY WILL RECEIVE AN OFFER OF ASSISTANCE TO HELP RESOLVE SUCH PROBLEMS IN A CONFIDENTIAL MANNER.

5. Employees will be are assured by the school district that their job and future, and reputation will not be jeopardized by utilizing this employee service. Hopefully, this statement of policy of by the school district should encourage employees to use the service long before the problem is apparent to others.

WHEN IT IS NOTED THAT JOB PERFORMANCE HAS DETERIORATED OR UNSATISFACTORY CHANGES HAVE TAKEN PLACE, E.G. ATTENDANCE PROBLEMS, THE SUPERVISOR OF THE EMPLOYEE IN QUESTION SHOULD CONTACT THE PERSONNEL OFFICE. SUBSEQUENTLY, THE SUPERVISOR SHOULD HOLD A CONFERENCE WITH THE EMPLOYEE AND ADVISE THE EMPLOYEE OF THE FOLLOWING:

A. SPECIFIC JOB PERFORMANCE AREAS THAT ARE UNSATISFACTORY AND MUST BE CORRECTED.

B. THE ASSISTANCE THAT IS AVAILABLE IF HEALTH/EMOTIONAL PROBLEMS ARE A CONTRIBUTING FACTOR.

C. THAT FAILURE TO CORRECT JOB PERFORMANCE WILL LEAD TO FURTHER ACTION BY THE SCHOOL DISTRICT.

6. An employee's unsatisfactory job performance shall be handled in a forthright manner by his/her supervisor. Those serving agencies/caregivers serving the employee shall maintain complete confidentiality in employee interviews and agency records, with the exception of those items required by previous disciplinary actions.

IF THE EMPLOYEE'S PERFORMANCE DOES NOT IMPROVE WITHIN A REASONABLE PERIOD OF TIME, OR THE EMPLOYEE IS UNWILLING TO CORRECT THE SITUATION, THE SCHOOL DISTRICT MAY PROCEED WITH NOTICE OF PROPOSED DISCIPLINARY ACTION WITH RESPECT TO THE JOB PERFORMANCE ISSUES.

7. In instances where it is necessary, sick leave shall be granted for treatment or rehabilitation on the same basis it is granted for ordinary health problems. In all cases, if an employee requests a leave of absence without pay for purposes of receiving treatment or therapy, up to a one year shall be granted. Employees referred through ~~to~~ the program by their supervisor may be requested by the school district to secure adequate medical, rehabilitative counseling or other services as may be necessary to resolve their problems. The employee shall receive full compensation as if he/she remained regularly employed for the duration of the treatment and/or rehabilitation as limited by the individual working agreements.

IF THE EMPLOYEE SEEKS TREATMENT/ASSISTANCE, THE PROPOSED DISCIPLINARY ACTION WILL BE HELD IN ABEYANCE AND REVIEWED FOLLOWING THE COMPLETION OF TREATMENT/ASSISTANCE.

8. Record of contact, referral or treatment with any caregiver, will not be recorded or included in any form on employee permanent personnel record or file or used in disciplinary actions, unless required by previous disciplinary action.

IN INSTANCES WHERE IT IS NECESSARY, SICK LEAVE SHALL BE GRANTED FOR TREATMENT/ASSISTANCE OR REHABILITATION ON THE SAME BASIS IT IS GRANTED FOR ORDINARY HEALTH PROBLEMS AND AS PROVIDED IN ANY APPLICABLE COLLECTIVE BARGAINING AGREEMENT.

9. If the employee refused the offer of help, and job performance or attendance problems continue, the matter may be brought before the superintendent of schools.

IF THE JOB PERFORMANCE ISSUES ARE NOT CORRECTED WITHIN A REASONABLE TIME FOLLOWING THE COMPLETION OF TREATMENT/ASSISTANCE, THE SCHOOL DISTRICT MAY PROCEED WITH THE PROPOSED DISCIPLINARY ACTION.

- 10.//If the matter cannot be satisfactorily resolved by the superintendent, disposition of the matter will proceed under the policies of the school district.

IMPLEMENTATION

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

Reviewed/Revised: 3/9/93

MEMO #: S-98-256

TO: School Board

FROM: Dr. Bruce R. Anderson, Supt. *B.R.A.*

RE: Approval of Policy

DATE: April 9, 1998

Attached please find the policy, Child Abuse (JHG).

Suggested Resolution: Move to approve the policy, Child Abuse (JHG), as presented.

cbf
Attachment

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: JHG
DATE ADOPTED: 05-27-86
REVIEWED/REVISED: 2-11-92

(DRAFT 3/10/98)

CHILD ABUSE

I. ELEMENTARY & SECONDARY POLICY

A. Maltreatment of Minors

1. It is the policy of ISD #152 to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to strengthen the family by making the school community safe for children by promoting responsible child care in all settings.
2. It is the policy of ISD #152 to comply with the law of requiring the reporting of suspected physical or sexual abuse and conditions of neglect involving children.
3. The reporting of maltreatment of minors shall be strictly in accordance with the provisions of Minnesota State Statute 626.556 sub. (3). All persons responsible for the child's care means a parent, guardian, teacher, school administrator or other lawful custodian of a child having either full-time or short term care responsibilities including but not limited to, daycare, baby-sitting whether paid or unpaid, counseling, teaching, and coaching.

B. Definitions

1. Physical Abuse: Any physical, mental, or threatened injury inflicted by a parent, guardian, teacher or other person responsible for the child's care, on a child other than by accidental means; or, any physical injury that cannot reasonably be explained by the history of injuries. Such injuries may include but are not limited to:
 - bruises and welts,
 - burns and scaldings,
 - abrasions and lacerations,
 - wounds or cuts,
 - bites and punctures,
 - bone fractures,
 - concussions,
 - soft-tissue swelling.
2. Sexual Abuse: The subjection by the child's parent, teacher, guardian or person responsible for the child's care, to any act of incest, rape, sodomy, intercourse, indecent liberties and/or sexual penetration (as covered in Minnesota Statutes, 609.341 to 609.345 and 609.365). Sexual abuse also includes any acts of sexual exploitation involving a minor child (Section 617.246), or the involvement of a minor child in prostitution (Section 609.324). Sexual abuse includes threatened sexual abuse.
3. Neglect: The failure by a parent, teacher, guardian or other person responsible for a child's care to provide a child with necessary food, clothing, shelter or medical care when reasonably able to do so. Neglect also includes the failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical and mental health when reasonably able to do so.

Policy JHG

Neglectful conditions may include:

- failure to thrive,
- abandonment,
- lack of special care for a physical or mental condition,
- inadequate parental care or supervision,
- inadequate foster care or illegal child placement,
- malnutrition.

"Neglect" includes prenatal exposure to a controlled substance, as defined in section 253B.02, used by the mother for a non-medical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance. It is not construed to mean that a child is neglected solely because the parent, guardian or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment of disease or remedial care of the child.

4. Mental Injury: An injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
5. Threatened Injury: A statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

C. Reporting - Who Must Report

1. A person who knows or has reason to believe a child is being neglected or physically or sexually abused as defined in this policy, or has been neglected or physically or sexually abused within the preceding three years, shall immediately report the information to the local welfare agency, police department or the County Sheriff if the person is:
 - a. A person who is a professional or professional's delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, or law enforcement.
2. Employees of the School District ~~who are to be considered professionals or their delegates and thus SHALL~~ be responsible for reporting pursuant to this section, include ING but ~~are~~ not limited to:

Administrators	Counselors
Teachers	Substitute Teachers
Principals	Speech Clinicians
Superintendents	School Nurse/Health Tech.
School Board Members	Bus Drivers
Social Workers	Secretaries
Psychologists	Custodians
Child Care Staff/	Coaches
Paraprofessionals	Occupational Therapists/
Food Service Personnel	Occ. Therapist Assistants
Supervisors of Students	

Policy JHG

3. For purposes of this section, "immediately" means as soon as possible, but in no event longer than 24 hours. After the oral report, the reporting party shall report in writing, within 72 hours, the information to the appropriate authorities.
4. In addition, persons not required to report but who know or have reason to believe that a child has been abused or neglected may voluntarily report the information to the appropriate authorities.
5. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected. All that is required is that the reporter knows or has reason to believe a child is being neglected or abused.
6. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports participating in good faith and exercising due care in the making of report or assisting in the assessment pursuant to this section has immunity from any liabilities civil or criminal, that otherwise might result by reason of their action.
7. Retaliation prohibited: There shall be no retaliation against the person for reporting in good faith suspected abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report.
 - a. The employer of any person required to make a report under this subdivision who retaliates against the person because of a report of suspected abuse or neglect is liable to that person for actual damages and, in addition, a penalty up to \$10,000
 - b. Any adverse action taken by the employer, within 90 days of a report, toward a person required to report will be considered retaliatory. This retaliatory action includes but is not limited to:
 - (1) discharge, suspension, termination, or transfer from the school;
 - (2) discharge from or termination of employment;
 - (3) demotion or reduction in remuneration for services;
 - (4) restriction or prohibition of access to the facility, institution, school, agency, or persons affiliated with it.
8. Falsified reports: Any person who willfully or recklessly makes a false report under the provisions of this section shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury.
9. Failure to report: Any person required by this section to report suspected physical or sexual child abuse or neglect who willfully fails to do so shall be guilty of a misdemeanor. If the child's health is in serious danger and a mandated reporter fails to report, and if the child suffers substantial or great bodily harm because of the lack of medical care, it is a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (M.S. 626.556, subd. 6).

II. POLICY PROCEDURES

A. Responsible Reporter

1. Any employee who knows or has reason to believe that a child is being physically or sexually abused or neglected shall immediately report this information to Clay County Child Protection Services or to the proper city or county law enforcement agency. The employee should also report this information to the building administrator.

Policy JHG

2. Whenever circumstances suggest that a child's health or welfare may be immediately in jeopardy, the employee shall first report these circumstances to the proper law enforcement agency and then contact the designated administrator.
3. When helpful, building staff are encouraged to seek additional consultation through appropriate school staff, such as a social worker, nurse, counselor, psychologist, or crisis management team leader.
4. The decision to report is the responsibility of the individual employee. Consultation with the designated administrator or other school personnel must not inhibit the individual from reporting when, in their own best judgement, a concern remains for the welfare of the child.

B. Reporting Process

1. An oral report shall be made immediately (within 24 hours), to the Clay County Child Protection Services or the proper city or county law enforcement agency.

Clay County Social Services
P.O. Box 1177 or 123 1/2 21st St. So.
Moorhead, MN 56560 Phone: 299-5180
(Ask for service intake worker)
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division
915 North 9th Avenue
Moorhead, MN 56560 Phone: 299-5111
24 hours a day, seven days a week

Clay County Sheriff's Department
915 9th Ave. No.
Moorhead, MN 56560 Phone: 299-5111
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

2. A written report must be completed by the reporting person using the appropriate county form. Forms for reporting child abuse or neglect are in each building administrator's office. The report must be made within 72 hours. Any report shall include child's name, birth date, address, parent/guardian's name and address, the nature and extent of abuse or neglect and the name and address of the reporter. Reporting staff may request follow-up information regarding investigation results. A copy of the report of child abuse or neglect must be kept in the building administrator's confidential file.

Point of Information

Written reports received by a police department or the county sheriff are forwarded immediately to the local welfare agency. The police department or the county sheriff may keep copies of the reports received by them. Copies of the written report received by a local welfare agency are forwarded immediately to the local police department or the county sheriff.

Policy JHG

C. Local Social Service Agency and Local Law Enforcement Interview of Child on School Premises

The schools will cooperate with the local social service agency and the local law enforcement agency in their conducting of assessment interviews of children without parental consent or knowledge of the alleged perpetrator.

1. To be authorized to conduct an assessment interview of a child on school property, the local social services or local law enforcement agency shall, prior to the interview, provide notice to school officials containing the following information:
 - a. the name of the child to be interviewed;
 - b. the purpose of the interview;
 - c. a reference to the statutory authority to conduct an interview on school property; and,
 - d. if the notification is from the local social services agency, a signature by the chairperson of the county welfare board or his/her designee.
2. Except where the alleged perpetrator is believed to be a school official or employee, the school officials shall have discretion to set reasonable conditions as to the time, place and manner of interview on school premises, but the local social services or law enforcement agency shall have exclusive authority to determine who may attend the interview. The classroom teacher needs to be sufficiently informed so he/she can provide appropriate support to the child. The interview shall be conducted not more than 24 hours after receipt of such written notification, unless another time is deemed necessary by mutual agreement between the school officials and the local social services agency or the local law enforcement agency.
3. The written notification of intent to interview referred to in paragraph 1 is private data on individuals. However, no school official shall disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local social services or law enforcement agency that the investigation or assessment has been concluded. Any notification of intent to interview shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation.
4. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

D. Follow-Up Procedures

It is important to provide follow-up support to the staff who works with the child. It is necessary to be sensitive to the needs and concerns of the teacher who made the report, and aware that other staff may see some effect on the student who has experienced the neglect or abuse. While confidentiality must be a high priority in handling these matters, an informed staff can often be the most supportive in dealing with the student.

Policy JHG

1. Elementary: After the report has been made, the designated building administrator will confer with the building crisis management team leader to consider which staff members need to be informed. The designated administrator will then meet individually or collectively with these staff members, sharing information which would be helpful to them. The designated administrator will notify the school social worker in all instances. Reporting staff may request follow-up information regarding investigation results.
2. Secondary: After the report has been made, the designated administrator will confer with the student, counselor, and the crisis management team leader to discuss the necessity and procedure for informing other staff. The school social worker will be notified in all instances. Reporting staff may request follow-up information regarding investigation results.
3. Testimony: Staff members (teachers, designated administrators, support personnel, etc.) who might be required to testify in court or meet with the Child Protection Team or law enforcement personnel will be released from school to do so. The staff member may request that the designated administrator or other appropriate staff member accompany him/her to such meetings. Consideration shall be given to accessing legal services. Contact the Superintendent's Office or designated assistant for further information. Appropriate substitutes will be provided by the school district if such meetings are scheduled during school hours. In order to be prepared for such testimony, it is helpful to document information such as observations, comments made by child, dates, etc.

E. Confidential Files

1. All records regarding a report of maltreatment, including any notification of intent to interview which was received by a school under subdivision 10, paragraph (d), shall be destroyed by the school when ordered to do so by the agency conducting the assessment or investigation. The agency shall order the destruction of the notification when other records relating to the report under investigation or assessment are destroyed under this subdivision.
2. If or when the child transfers to another building within the district, the confidential file will be delivered to the designated administrator of the receiving building. That administrator will then implement policy provision Section II, D.

III. POLICY AWARENESS

- A. Staff Inservice - Each building administrator or designee will review the policy and procedures WITH STAFF prior to the opening of school.
- B. Prevention and Awareness - Each building administrator shall ensure that prevention awareness and personal body protection are addressed by classroom teachers through guidance, utilization of resource persons and appropriate curricular areas.
- C. Community Awareness - 1) Policy provisions I. A-1, 2, and 3 will be published in the back to school newsletter each fall; and, 2) A copy of provisions I. A-1, 2, and 3 will be posted in each school building and included in each school handbook, policy book, or placed in a parent newsletter.

Reviewed/Revised: 12/90
2/11/92

MEMORANDUM

P 98.038

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *JS*

DATE: April 7, 1998

SUBJECT: Negotiations

The current status of continuing negotiations for various bargaining units is as follows:

1. We have recently entered into negotiations with the Food Service bargaining unit. We have previewed language correction changes and are putting together a financial package for expected review by the Board at their April 27 meeting.
2. We have received a request to begin negotiations in the near future from the Principals Association and Minnesota State Employee Association (MSEA), which represents three bargaining units - Custodians, Secretaries, and Paraprofessionals.
3. We will also be conducting negotiations with the Supervisors Association, Confidential Secretaries and Bus Drivers.
4. The Administration contract has yet to be finalized.

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

April 27, 1998

5:45 p.m. St. Francis Site Visit
7:00 p.m. Regular Meeting

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

ATTENDANCE:

Jim Cummings	James Hewitt
Stacey Foss	Carol A. Ladwig
Mark Gustafson	Kristine Thompson
Anton B. Hastad	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 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.

Probstfield Team "Pageant Wagon" (Div. I)
Members: Lindsay Biller, Tory Boyd, Dana Erickson, Karl Kratzke, Katie Larson, Kendra Larson, Erica Schierholz, and coaches Susan Kratzke and Mary Boyd.

MSH Team "Morph ^{Magic} Music" (Div. III)
Members: Brad Meixner, Erik Thompson, Dominique Karlsson, Michal Sieben, Summer Schwartz, Karen Galles, Aaron Weir, and coach Gay Galles. (This team also won the Ranatra Fusca award presented to teams demonstrating exceptional creativity.)

Robert Asp Team "Marvelous Mentor" (Div. I)
Members: Alex Stalboerger, Anna Frost, Emma Davis, Klara Kludt, Sarah Utech, Ingrid Anderson, Heather Maier, and coaches Sandra Anderson and Susn Utech.

MJH Team "Create and Animate" (Div. II)
Members: Kristi Haugstad, Carrie Fogel, Jeff Broten, Kit Smemo, Aaron Galles, Paul Anderson, Rob Martin, and coach Debra Fogel.

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

5-Mg-305
Min
April-27-98

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 5
- (2) Approval of Grant Submissions
 - Homeless Children & Youth Project Grant - Pages 6-8
 - Prevention & Intervention Delinquent Grant - Pages 9-11

B. BUSINESS AFFAIRS - Lacher

- (1) Approval of Change Order #2-Computer Cabling - Page 12

C. PERSONNEL MATTERS - Skinkle

- (1) Acceptance of Resignation - Page 13
- (2) Approval of Leave of Absence - Page 14
- (3) Approval of Family/Medical Leaves - Page 15

D. ADMINISTRATIVE MATTERS - Anderson

- (1) Approval of Community Education Grant Submissions
 - Adult Basic Education Grant - Page 16
 - Even Start Grant Submission - Page 17

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. DIRECTOR OF TECHNOLOGY POSITION: Anderson
Page 18

Suggested Resolution: Move to approve the employment of Mr. Dan Markert as the Director of Technology at D63-Step 5 for 1997-98 and D63-Step 5 for 1998-99, in accordance with the Supervisor's Master Agreement. It is further moved that Mr. Markert will work the equivalent of seven days between April 27 and June 15, 1998 at the 1997-98 daily rate of pay, and will assume full-time responsibility on June 15, 1998.

Moved by _____ Seconded by _____
Comments _____

5. POLICY APPROVAL: Anderson
Pages 19-25

Suggested Resolution: Move to approve the policy, Curriculum Content Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation (IIAC), as presented.

Moved by _____ Seconded by _____
Comments _____

6. FIRST READING OF POLICIES: Anderson
Pages 26-66

Conduct a first reading of the following policies: Drug and Alcohol Testing (GBEC); Community Relations-Use of School Facilities (KG); Transportation Eligibility Guidelines (EEA); Sale, Disposal and Recycling of Books Equipment and Supplies (DN); Use of All School Equipment and Materials for Instructional Purposes Off School Premises (EDCA); and, School/Community Relations (KB).

7. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

8. CLOSE PUBLIC MEETING: Ladwig

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 _____

9. OPEN PUBLIC MEETING: Ladwig

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

Moved by _____ Seconded by _____
Comments _____

10. ADJOURNMENT

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Early Dismissal (PM Kindergarten Held)	May 6	2 hours	District- wide
Joint Powers	May 7	7:00 a.m.	Townsite
School Board	May 11	7:00 p.m.	Townsite
MEA Banquet	May 14		
Academic Awards	May 17	2:00 p.m.	Senior High
School Board	May 26	7:00 p.m.	Townsite
Baccalaureate	May 27	7:00 p.m.	Senior High
Last Day Students/Staff	June 3/4		
Graduation	June 7	2:00 p.m.	Fargo Civic
School Board	June 8	7:00 p.m.	Townsite
ESY - Spec. Ed.	6/16-7/30 T,W,Th	8-10 a.m. 10:15-12:15 8-12:15	Washington MSH MJH & Asp
Jr. High Summer School (7, 8, 9)	6/8-7/6 M-F	7:30-9:55 10:05-12:30	MJH
Summer Orchestra	8/17-21	9-3	MSH
Summer Band	6/5-7/2	7:30-1:30	Asp
Beginnings (ECFE)	6/15-7/2	9:30-12	Lincoln
Summer Safari	6/15-19 6/22-26	8:45-12 8:45-12	Asp MJH
Summer Safari Computer Class	6/15-19	8:45-10:15	MSH
Title I (Grs. 3-6)	6/8-7/9 M-Th	8-12	Asp
Summer Migrant School	6/12-7/31	8-4	Probstfield
Reading Recovery/ Early Literacy (Gr. 1)	6/8-7/2	8-12	Edison
Jump Start (K-2)	August	8-11	Washington
Detention Center/ Shelter Care	6/9-8/21 M-F	8:30-12	Juvenile Center
Outreach	6/15-6/25 7/6-8/21 M-Th	8-12	Sports Ctr.
School Board	June 22	7:00 p.m.	Townsite

MEMO #: I-98-234

TO: Dr. Bruce Anderson

FROM: Bob Jernberg

SUBJECT: Acceptance of Gift

DATE: April 22, 1998

This district has received \$432.85 from the Big G BoxTops for Education Program for Probstfield School to purchase library books.

Suggested Resolution: Move to accept the gift as presented.

RMJ/mdm

MEMO #: I-97-233
TO: Dr. Bruce Anderson
FROM: Bob Jernberg
SUBJECT: Approval to Submit Grants
DATE: April 22, 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

Applicant District/Consortium Name:
Moorhead Public Schools

District Type and Number:
ISD 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 children and youth across educational settings. The Project will continue to provide for a licensed school social worker to facilitate the enrollment, attendance and academic success of homeless preschool and school aged children, as well as the coordination of "wrap around" processes to reduce educational barriers (ie: YWCA Shelter, Youthworks, Churches United Shelter, School Building CARE Teams and School Support Staff). 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. Project activities will ensure that homeless students in the Moorhead District will have the opportunity to attain the same challenging State performance standards to which other students are held. The Project will assist homeless students in realizing their 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 goal of the Education for Homeless Children and Youth Project will be to engage homeless students in the learning process, to prepare them for meeting the proficiencies of the State Graduation Standards and Goals 2000, to ensure that they participate in statewide testing, and to provide them with a solid background for meeting vocational and educational goals beyond high school. The Project will increase protective factors for homeless children and youth and address the barriers that impact their educational progress. Homeless students are at-risk in the learning process. They are impacted by risk factors such as chemical abuse, domestic violence, mental illness, teen pregnancy, physical illness and poverty. Homeless students have unique personal, social, emotional and educational needs. Often the students are experiencing a personal crisis and have great difficulty coping with the myriad of personal, social and family concerns. Many homeless families are very mobile and as a result, the children have experienced fragmented and inconsistent educational experiences. Homeless families and youth require assistance in identifying and accessing school and community resources (ie: health care, economic assistance, mental health services, support services, legal assistance, recreational outlets, etc.). The parents of homeless children require education and training, to include knowledge of their rights and available resources which may benefit their child. Some homeless youth no longer live with their parents on a regular basis (ie: runaways and other youth who are no longer able to live at home) and encounter barriers to accessing needed services (ie. not of legal age, etc.). Homeless youth often encounter circumstances that make it difficult to attend school during the traditional calendar and school hours. Homeless students and families must receive services and support in order to be empowered to overcome related barriers.

The Homeless Education Funded Project Grant has served over 300 homeless children, youth, and families during the past three years (unduplicated count). Many of the families have experienced multiple episodes of homelessness, and have received services throughout the Project. The services provided by the Project include the following: 1) prompt evaluations of the strengths and needs of homeless students, including eligibility for programs and services; 2) referral services for medical, dental, and mental health services; 3) assistance with transportation costs and arrangements; 4) referrals to early childhood programs as appropriate; 5) assistance with extended day programming for homeless children and youth (ie: tutoring, homework assistance, etc.); 6) assistance with costs and arrangements to access educational records and related documents; 7) referral services for counseling, social work and psychological services, including violence counseling and referrals for such services; 8) referral services to community based programs and services to address the needs of homeless children and youths (ie: temporary shelter, mental health triage for homeless children, economic assistance, recreational programs, etc.); 9) development and supervision of school and community projects that heighten

LEARNER OPTIONS DISCRETIONARY FUNDING APPLICATION
PROJECT DESCRIPTION

Applicant District/Consortium Name
Moorhead Public Schools

District/Territory Number
ISD 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.

community awareness to the specific personal and educational needs of runaway and homeless youths;
10) purchase of supplies for non-school facilities to provide services to homeless children and youths;
11) provision of school supplies to be distributed at the shelter or temporary housing facilities; and
12) coordination to ensure that all homeless students are identified and participate in Statewide testing on the designated dates.

The Homeless Education Funded Project Grant has made a significant impact in the promotion of a broader awareness of the homeless population in the Fargo-Moorhead area as well. The Project has included staff development activities to increase staff awareness and sensitivity to the needs of homeless students. The School Social Worker and other educators have been actively involved in a variety of school and community campaigns that have brought awareness to the plight of the homeless (ie: food drives, school supply drives, Homeless Awareness Week, etc.). The Homeless Education Project has become part of the community network to support homeless children and their families. The Project has been adopted by the Clay County Homeless Prevention and Assistance Program Advisory Council, who are active in supporting and advising the Project.

The Moorhead School District and the collaborative partners for this project are committed to the continued provision of services to homeless children and youth and related programming. The Funded Homeless Education Project has supported the addition of a licensed school social worker and the development of a computer-based learning lab for homeless adolescents at the Moorhead Community Alternative Program. The MCAP Computer Lab is well developed at this point in time. The current project will continue the efforts of the social worker to work with needs related to the education of homeless children and youth and will include the services of a tutor-liaison. The School District anticipates that the needs of the Project will continue to increase due to welfare reform, as well as the continued impact of the major flood disaster that occurred regionally in April of 1997. The District will also pursue Homeless Student Discretionary funding to assist in accomplishing the objectives of the Homeless Education Project for the 1998-99 school year.

Applicant District/Consortium Name
Moorhead School District

District Type and Number
ISD 152

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

The Prevention and Intervention Delinquent Grant for which the Moorhead School District is applying will be used to continue the development of a computer learning lab at the West Central Regional Juvenile Center (WCRJC) and to provide the services of a paraprofessional / technician (para/tech) for the Center. The Project is part of a District-wide initiative to provide consistent and comprehensive academic programming for learners at-risk in the Moorhead District. The Project is in its fourth year and encompasses the development of parallel computer learning labs with complimentary software at the WCRJC, Youth Educational Services Area Learning Center (YES), the Moorhead Community Alternative Program (MCAP), and the Senior High School. The labs are part of a broader effort to provide transition services to at-risk learners entering the District and/or transitioning within the Moorhead School District. The labs will provide remediation for students who have not met the Basic Standards and comprehensive programming for students who are working on the Higher Standards. The ultimate vision includes an assessment center, an array of academic programming, vocational programming, and "wrap around" processes.

The goal of the Prevention and Intervention Delinquent Grant funded Project will be to engage delinquent students in the learning process, to prepare them for meeting the proficiencies of the Graduation Standards and Goals 2000, and to provide them with a solid background for meeting vocational and educational goals beyond high school. The Grant will be used to purchase computers for the computer laboratory, as well as provide upgrades for existing equipment in order to bring the older models online. The Grant will also be used to provide the services of a computer paraprofessional/ technician. The para/tech will maintain the condition of the equipment, assist teaching staff to incorporate computer based learning across the curriculum (ie: Plato and other educational software, use and development of internet materials, multimedia, etc.) and develop staff competencies related to technology as needed. Computer based learning 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 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.

Moorhead School District is working towards having adequate resources available to assure that all of the high-risk students in the District who are involved with educational opportunities at the WCRJC have access to computer-based instruction for individualized and remedial programming. Currently, computer labs are established at the WCRJC, the MCAP, the YES Program, and the Moorhead Senior High and include "stand-alone" software. Plans of the District include each site having direct access to a District "server" in order to provide a broader array of complimentary software. The long range plan includes a full time technician at each site to manage the stations, enter information related to the objectives, manage the technical assessment processes at the site, and to assist with student transition between the computer laboratories established at each sight.

The successful transition of delinquent youth within the Moorhead system is a priority of this project. Unlike some correctional settings, the WCRJC is an integral part of Moorhead School District's programming for learners at-risk. From academic year 1994-95 through 1996-97, approximately 270 Moorhead learners (ie: 90 per year) were

Applicant District/Consortium Name
Moorhead School District

District Type and Number
ISD 152

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

served by the WCRJC, accounting for thirty percent of the total population at the WCRJC. The remaining 70% come from the other twelve counties served by the Center. Twenty percent of the Moorhead learners had multiple placements at the Center and the MCAP. Placements have increased since the expansion of the WCRJC in June of 1997, to include eight additional beds in the Secured Care Program (now twenty-four beds) and the addition of a twelve bed Shelter Care Program. This expansion has increased the demand for the computer-based learning lab and the transitioning of students within the Moorhead system.

The Moorhead School District has received the Prevention and Intervention Delinquent Grant for three years. The grants have contributed to the establishment of the computer-based learning labs at the WCRJC and the MCAP. The learning labs include two PLATO computer work stations and four Power Macintoshes for the MacLab at the WCRJC, one PLATO station at the YES Area Learning Center, a five station PLATO lab (with funding through Title I, Education 2000, Special Education, and Prevention and Intervention Programs) and a Macintosh computer at the MCAP, and two Plato workstations at Moorhead Senior High School. The grants also provided for the part time services of the para/tech. Over the past four years (including July 1, 1997, through March 31, 1998), 1125 students who were placed at the WCRJC earned credits towards high school graduation. Academic gains were made in areas tested on the Wide Range Achievement Tests (WRAT). Average increases include a .92 year increase in Reading, 1.00 year increase in Mathematics, and .75 year increase in Spelling.

During 1997-98, one Plato computer was available in the classrooms for use throughout the school day. Approximately twenty-two students per classroom were engaged with Plato software and/or the Steck Vaughn PreGED 2001 software. In the last nine months, fourteen students from the WCRJC have received their Graduation Equivalency Diplomas (GED). Three hundred fifty students were able to utilize the computer lab from July 1997, through March 1998. Students responded positively to the opportunities provided by using the computer software and the internet. The students learned how to use search engines for finding information on specific topics, which were then incorporated into thematic units. The students also mastered a word processing program and worked with desktop publishing. The lab has been a successful intervention and instructional tool to engage and promote student involvement. The success students experience at the WCRJC with technology continues as they transition to other sites in the Moorhead School District.

The initiative to provide consistent and comprehensive academic programming via the computer-based learning labs has contributed to systematic changes in the School District related to work with youth at-risk. As a result of this collaborative effort, coordinated efforts between District administrators, supervisors, and instructional staff promoted an increased awareness of the need of this high-risk population. This resulted in a more effective model of services to youth at-risk, including transition, collaboration, and educational and support services.

This service model for youth at-risk has become a priority in the School District technology goals. For example, a cooperative effort resulted in the WCRJC to be the first site in Moorhead to provide direct Internet access to classrooms during the 1996-97 school year. This focus on technology has allowed these high-risk students to develop a pro-social "specialty" (technology) which can be shared with others during their reintegration into other settings. During the 96-97 school year, the students at the WCRJC had access to one internet computer. For the major internet project, students joined the Maya Quest and journeyed across Mexico and parts of Central American searching for ruins of ancient Mayan cultures. Students had daily contact with the questers via e-mail and updates. Teaching staff incorporated history, geography, mathematics, and art into the comprehensive unit. For the 97-98 school year, students were involved in internet research on racism, segregation, civil rights, and intolerance during the Martin Luther King unit. Students learned about Alaska's history, geography, and people while "running" in the Iditarod Dog Sled Race. Daily reports via the internet were received and presented in

LEARNER OPTIONS DISCRETIONARY FUNDING APPLICATION
- PROJECT DESCRIPTION -

Applicant District/Consortium Name
Moorhead School District

District Type and Number
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1. **PROJECT DESCRIPTION:** The Project Description should include the program requirements.

class. Students participated in "chat" sessions with a musher. The internet is also used for current events. Students at the WCRJC used the internet to follow the Winter Olympics in Nagano, Japan. Use of the internet for these types of projects give the students an understanding of how the system works and enables them to be able to use this knowledge when they transition back to their home schools and later into the world of work. Because of the success of the WCRJC in incorporating a vast array of technology with youth at-risk, the expansion of this delivery system (ie: internet access, multimedia projects) to other District sites who serve these youth will be a priority in the District Technology Plan. Comprehensive training in the technology will continue to be offered to all staff across sites to keep them updated as the technology changes. The services of the para/tech will be an integral part of this training process. Currently, the para/tech is offering a weekly training session for interested education staff on all technology available at the WCRJC.

The Neglected and Delinquent Grant funded Project has been a catalyst to expand and improve the delivery of educational services to delinquent youth in the Moorhead District. Technology has been incorporated into the instructional plan of each learner at-risk, to include: 1. the assessment of student's academic levels, life skills and other indicators of need; 2. the identification of learning objectives, aligned with Goals 2000 and Graduation Standards; 3. the development of learning activities; 4. mechanisms to measure student achievement; and 5. the transition of youth from the WCRJC to further education or employment. The development of complimentary learning labs across sites within the Moorhead District has facilitated a more coordinated network of services to youth at-risk with a more focused model of educational and student support services. The current Project is consistent with the Moorhead District's mission of developing the maximum potential of every learner to thrive in a changing world. The success of this Project supports the continued development of the lab at the WCRJC for direct student benefit and training at other sites within the Moorhead District which serve delinquent youth.

APR 22 1998

MEMO #: B98.275

MEMO TO: DR. ANDERSON

FROM: ROBERT LACHER *R. Lacher*

DATE: APRIL 21, 1998

SUBJECT: CHANGE ORDER #2 - COMPUTER CABLING/TECHNOLOGY PROJECT

Deduct:

1. Edison - delete 400 ft Type "T" corridor raceway	\$ 1,452.00
2. Jr. High - delete 1300 ft Type "T" corridor raceway	\$ 4,719.00
3. Washington - Delete 250 ft Type "T" corridor raceway	\$ 907.50
4. Probstfield - Delete 200 ft Type "T" corridor raceway	\$ 726.00
5. Jr. High - Cost to clean classroom computers	\$ 90.00
	<u>\$ 7,894.50</u>

1. Jr. High - 9 access panels at Jr. High	\$130
	<u>X 9</u>
	\$1176
Material & Labor	<u>\$2500</u>
	<u>\$ 3,670.00</u>

Total Deduct: (\$ 4,224.50)

Suggested Resolution: Move to approve Change Order #2 for a total of \$4,224.50.

MEMORANDUM

P 98.039

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle *JDS*
DATE: April 22, 1998
SUBJECT: Resignation of District Employee.

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

Tanis Wichmann - Secretary, Indian Education, effective April 30, 1998.

Suggested Resolution: Move to accept the resignation as presented.

JDS:sdh

MEMORANDUM

P 98.041

TO: Dr. Bruce Anderson

FROM: Dr. John Skinkle *J.S.*

DATE: April 22, 1998

SUBJECT: Leave of Absence


The administration requests approval for Leave of Absence for the following person:

David Traaseth - Grade 4 Teacher, Riverside Elementary, for
school year 1998-99.

SUGGESTED RESOLUTION: Approve the Leave as presented.

JDS:sdh

MEMORANDUM P 98.040

TO: Dr. Bruce Anderson
FROM: Dr. John Skinkle 
DATE: April 22, 1998
SUBJECT: Family/Medical Leave

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

Becky Anderson - Grade 2 Teacher, Riverside Elementary, beginning on August 26, 1998 through September 20, 1998.

Renee Kerzman - Grade 5 Teacher, Robert Asp, to begin about September 10, 1998 for six months.

Bradley Stroup - Social Studies Teacher - High School, to begin on Monday, April 20, 1998 for six months.

Susan Husel - In School Suspension - High School, to begin April 30, 1998 and continue for approximately 8 weeks.

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

JDS:sdh

MEMORANDUM

TO: Dr. Anderson
FROM: Mary Davies
DATE: April 16, 1998
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 funds for 1998-99. We will apply for the following funds:

State funds	\$82,598
Federal funds	\$53,000
total	\$135,598

The money from the grants plus our local levy of \$21,826 will provide the operating costs for our Adult Basic Education program which served 481 students during the past year. Thirty-six percent of these students were from minority groups.

Suggested Resolution: Authorize Community Education to prepare an application for \$82,598 in state funds and \$53,000 in federal funds for Adult Basic Education programming.

To: Dr. Bruce Anderson
From: Mary Davies
Subject: Even Start grant
Date: April 17, 1998

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 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, Eventide, and the Moorhead Public Library have been meeting since September to develop the proposal and write the grant. Head Start (Clay Wilkin Opportunity Council) will be the co-applicant. The grant request is for \$137,654.15.

Suggested Resolution: Move to approve the submission of an application for an Even Start grant with Community Education Director Mary Davies as the contact person.

MEMO #: S-98-262

TO: School Board

FROM: Dr. Bruce R. Anderson, Supt.

RE: Director of Technology

DATE: April 21, 1998

It is my pleasure to recommend Mr. Daniel Markert as the Director of Technology for the Moorhead Public Schools. Dan currently is serving as a Technology Coordinator in the Little Falls Public Schools, where he has been since 1993.

Following are observations about Mr. Markert from employers and members of the interview team:

Current Employer

- * "A strong force for technology."
- * "The finest technology person in the state."
- * "Tremendous around people."
- * "One of the finest educators I have worked with in 25 years."
- * "He is terrific, just terrific. It would be a devastating loss if he left Little Falls."
- * "He gives 110% all the time."

Interview Team

- * "His educational background"
- * "A team player."
- * "Unique experience."
- * "Innovative"
- * "Works well under pressure."
- * "Commitment to training."
- * "Energy and enthusiasm"
- * "Did homework on Moorhead."
- * "Focus on student growth."
- * "Understands comprehensive program of data, voice and video."
- * "Future focused and solution orientation."
- * "A can-do attitude."
- * "Family values."
- * "Students are #1."
- * "Believer in partnerships."
- * "Strong communication skills."
- * "Will challenge the status quo."
- * "Forthright, decisive and candid."

Suggested Resolution: Move to approve the employment of Mr. Dan Markert as the Director of Technology at D63-Step 5 for 1997-98 and D63-Step 5 for 1998-99, in accordance with the Supervisors' Master Agreement. It is further moved that Mr. Markert will work the equivalent of seven days between April 27 and June 15, 1998 at the 1997-98 daily rate of pay, and will assume full-time responsibility on June 15, 1998.

BRA:cbf

MEMO #: S-98-270

TO: School Board

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

RE: Approval of Policy

DATE: April 23, 1998

Attached please find the policy, Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation (IIAC), which has been revised due to the questions that arose at the April 13 meeting.

Suggested Resolution: Move to approve the policy, Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation (IIAC), as presented.

cbf
Attachment

(DRAFT 4/98)

RESOURCE SELECTION/ REVIEW/SELECTION AND REEVALUATION POLICY
REVIEW AND/OR REEVALUATION OF CURRICULUM CONTENT
CURRICULUM CONTENT SELECTION AND REVIEW, ALTERNATIVE INSTRUCTION,
AND INSTRUCTIONAL RESOURCE REEVALUATION POLICY

I. Statements of Philosophy and Definition

- A. It is the policy of ISD #152 to SHALL provide a wide range of instructional resources ~~on all~~ AT VARYING 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.

The utilization of movie, video AND AUDIO recordings by professional staff will be consistent with copyright laws and adhere to the Motion Picture Association of America (MPAA) guidelines related to age appropriateness. Any requested exception to this policy will be submitted to the principal for prior approval on Administrative policy IIAC-A. "IN THE EVENT AN EXCEPTION IS APPROVED, PARENTS ARE TO BE MADE AWARE OF THE INTENDED USE OF THE MEDIA ONE WEEK PRIOR TO ITS UTILIZATION." PRIOR PARENT APPROVAL IS REQUIRED FIVE (5) SCHOOL DAYS IN ADVANCE OF THE USE OF THE MEDIA IN THE EVENT AN EXCEPTION IS MADE TO THIS POLICY. ALL "THE UTILIZATION OF" MOVIES AND VIDEO RECORDINGS NOT ORDERED THROUGH THE DISTRICT'S MEDIA PERSONNEL WILL REQUIRE THE COMPLETION OF AN EXCEPTION REQUEST FORM. "SAID MEDIA USED ON AN ON-GOING BASIS SHALL BE REVIEWED FOR PURCHASE FOR THE INSTRUCTIONAL MEDIA CENTER COLLECTION."

POLICY IIAC

- 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.

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 when possible.
- 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 and becomes sole property of ISD #152.
- 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/~~

17) 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 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 17)/ 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 procedure for review of curriculum content and alternative instruction is are incorporated into the District's policy AFE (1212).

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.

ADMINISTRATIVE PROCEDURES FOR THE REVIEW OF CURRICULUM CONTENT AND ALTERNATIVE INSTRUCTION ARE OUTLINED IN THE PROCEDURE DOCUMENT.

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.

VII. Procedure for Review of Instruction Resources

PROCEDURES FOR REEVALUATION OF RESOURCES
LIBRARY MEDIA CENTER RESOURCES SELECTION POLICY

STATEMENT OF POLICY

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.

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.

ADMINISTRATIVE PROCEDURE IIAC-A OUTLINES THE PROCEDURE TO BE FOLLOWED WHEN AN OBJECTION TO AN EDUCATIONAL RESOURCE OCCURS.

An objection is defined as a verbal or written statement of opposition to a resource, requesting that it be excluded, included or restricted. VERBAL OBJECTION SHOULD BE MADE TO THE PROFESSIONAL STAFF MEMBER CLOSEST TO THE SITUATION.

All residents and employees of the school district shall adhere to the Policy and Procedure of Selection and Reevaluation of Resources.

CURRICULUM CONTENT SELECTION & REVIEW
EXCEPTION FOR USE REQUEST
OF MOVIE/VIDEO RECORDINGS AS AN INSTRUCTIONAL RESOURCE

Teacher Name _____ Date _____

Name & Class Level for Which Resource Requested _____

Name of Movie/Video Recording _____

MPAA Rating _____

Is there an edited version for educational purposes available? Y__ N__

Does the use of the film adhere to copyright laws? Y__ N__

Briefly state the instructional rationale for the use of this movie/video recording and why you believe it is appropriate for the age, social and emotional development and ability level of the students with whom its use is intended.

Signature _____ Date _____
(Requesting Staff)

Approval Yes__ No__

Signature _____ Date _____
(District Media Specialist)

Approval Yes__ No__

Signature _____ Date _____
(Building Principal)

Upon Completion-Copy To: Asst. Supt.-Instruction
Requesting Staff

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: GBEC DATE ADOPTED: REVIEWED/REVISED:
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(DRAFT 9/97)

DRUG AND ALCOHOL TESTING

(NOTE: Drug and Alcohol Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under III of the policy. Testing of other employees is optional but can be done under state law only if a policy containing provisions such as the provisions of IV of this policy are adopted. To preserve the right to request or require non-bus driver school district employees and applicants to undergo drug and/or alcohol testing, a school district should adopt IV as part of its drug and alcohol testing policy.)

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. It is the belief of the school board that a work environment free drug and alcohol use will not only be safer, healthier, and more productive, but will also be more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. 181.950 through 181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950 through 181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

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III. DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy. All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroine), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions.

1. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the Evidential Breath Testing Device (EBT).
2. "Commercial motor vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
3. "Driver" includes full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
4. "Evidential Breath Testing Device" (EBT) means an EBT approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration.
5. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving laboratory results generated by the school district's drug testing program who has knowledge of substance abuse disorders and appropriate medical knowledge and training to interpret and evaluate an individual's positive test result together with that individual's medical history and any other biomedical information.
6. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
7. "Screening Test Technician" (STT) means anyone meeting the requirements for a BAT who may act as an STT, provided that the individual has demonstrated proficiency in the operation of non-evidential screening devices (approved for use in lieu of EBTs to perform screening tests).
8. "Substance Abuse Professional" (SAP) means a licensed physician or a licensed or certified psychologist, social worker, employee assistance professional, or a certified addiction counselor with the knowledge and clinical experience in the diagnosis and treatment of alcohol, controlled substances, and related disorders.

C. Policy and Education Materials.

(NOTE: The federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 C.F.R. 382.601. Almost all of the required information is contained within this model policy. Additional materials to be provided to employees are described in paragraph 2 of this Section C.)

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem is suspected, including confrontation, referral to an employee assistant program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

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4. The school district shall require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

(NOTE: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. 49 C.F.R. 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.)

D. Alcohol and Controlled Substances Testing Program Manager

(NOTE: School districts are required by federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C above and to notify the drivers of the designation. 49 C.F.R. 382.601(b)(1).)

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers.

(NOTE: The specific prohibitions for drivers are contained, in large part, in 49 C.F.R. 382.201-382.215.)

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who tests greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No drivers shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV.
8. Positive Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

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- F. Other Alcohol-Related Conduct. No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least 24 hours. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04.

(NOTE: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 C.F.R. 382.505.)

- G. Prescription Drugs. A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV.

H. Testing Requirements.

1. Pre-Employment Testing.

(NOTE: 49 C.F.R. 382.301 details the requirement for pre-employment testing.)

- a. A driver applicant shall undergo testing for controlled substances before the first time the driver performs safety sensitive functions for the school district.

(NOTE: The Federal Highway Administration suspended its pre-employment alcohol testing requirement in May 1995. As a part of its alcohol misuse program, a school district is now permitted but not required to conduct pre-employment testing for the use of alcohol. See Proposed Revisions to the federal regulations 61 Fed. Reg. 21149 (1996).)

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or greater, or positive results for controlled substances, or refusals to be tested, and any SAP referrals, within the preceding two (2) years.

(NOTE: The federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety sensitive functions, if feasible. 49 C.F.R. 382.413. If not feasible, school districts must make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.)

2. Post-Accident Testing.

(NOTE: 49 C.F.R. 382.303 governs post-accident testing of drivers.)

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight hours.

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- f. If a post-accident alcohol test is not administered within eight hours following the accident or a post-accident controlled substances test is not administered within 32 hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

3. Random Testing.

(NOTE: C.F.R. 382.305 governs random testing of drivers.)

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing.
- d. Drivers shall proceed immediately to the collection site upon notification of selection.

4. Reasonable Suspicion Testing.

(NOTE: 49 C.F.R. 382.307 governs reasonable suspicion testing of drivers.)

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
 - b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
 - c. Alcohol testing shall be administered within two hours following a determination of reasonable suspicion. If it is not done within two hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test, and state in the record the reasons for not administering the test.
 - d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.
 6. Follow-Up Testing. When a SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
 7. Consent to Testing. Each driver and driver applicant tested under this policy will be requested to sign a consent form in the form of Attachment C at the specimen collection site which authorizes the taking of the sample and the release of the results to the proper authority.

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8. Right to Refuse and Consequences.

- a. A driver or driver applicant has the right to refuse to undergo drug and alcohol testing.
- b. Refusal to submit to testing means the employee or applicant (1) fails to provide adequate breath for testing without a valid medical explanation after he/she has received notice to report for the test; (2) fails to provide adequate urine for a controlled substances test without a valid medical explanation after he/she has received notice to report for the test; or (3) engages in conduct that clearly obstructs the testing process.
- c. Refusal to submit to testing will establish a presumption that the driver or driver applicant would test positive if a test were conducted and, therefore, the driver or driver applicant is subject to discipline or disqualification under this policy.
- d. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally-offered position.
- e. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. The employee will be evaluated by a SAP and must submit to a return-to-duty test prior to being reassigned to safety-sensitive functions.
- f. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D.

I. Testing Procedures.

1. Controlled Substances Testing.

- a. Controlled substances testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink not more than 24 ounces of fluid and, after a period of not more than two (2) hours, again attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The MRO shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect not to have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the school district. If the results are negative, the school district is informed and no further action is necessary. If the test result is positive, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test results. The MRO shall notify each donor that the donor has 72 hours in which to request a test of the split specimen at the donor's expense.

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- d. If the donor requests an analysis of the split specimen within 72 hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services-SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within 72 hours, the donor may present the MRO information documenting that serious illness, injury, or inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that there is a legitimate explanation for the donor's failure to contact him/her within 72 hours, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether there is an acceptable medical reason for the positive result. The MRO shall confirm and report a positive test result to the school district when there is no legitimate medical reason for a positive test result as received from the testing laboratory.
 - e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the school district who will direct the donor to contact the MRO. If the school district is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
 - f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results; or
 - (2) The donor has not contacted the MRO within five (5) days of being instructed to do so by the school district.
2. Alcohol Testing.
- a. The federal alcohol test rules require breath testing to be administered by a BAT using an EBT. Two (2) breath tests are required to determine if a person has a prohibited alcohol concentration.
 - b. Any result less than 0.02 breath alcohol concentration (BAC) is considered a "negative" test. If the alcohol concentration is 0.02 or greater, a second confirmatory test is required to be performed.
 - c. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.
 - d. For initial screening test, non-evidential test devices are approved. The school district may use these devices for screening purposes, and the STT will perform the test. If the device shows alcohol concentration of greater than 0.02, a confirmatory test conducted on an EBT will be required within 15-20 minutes.
 - e. Alcohol tests are reported directly to the school district's testing program manager.
- J. Driver/Driver Applicant Rights.
1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances, have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

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2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. the employee refuses to meet with the SAP for the purpose of an evaluation for alcohol and/or controlled substance use/abuse and recommendations for an educational/counseling or treatment programs;
 - b. the employee fails to enter the recommended program, or fails to successfully complete the program; or
 - c. the employee fails a return-to-duty test for alcohol or controlled substances following the evaluation or successful completion of the recommended program, or the subsequent unannounced follow-up alcohol and controlled substances testing.
- K. Testing Laboratory. The testing laboratory for controlled substances will be (name, address, telephone number), which is a laboratory certified by the Department of Health and Human Services-SAMHSA to perform controlled substances testing pursuant to federal regulations.
- L. Confidentiality of Test Results. All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.
- M. Recordkeeping Requirements and Retention of Records.
 1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

(NOTE: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 C.F.R. 382.401 et seq. The Federal Department of Transportation ("DOT") publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual. This document is available from the St. Paul office of the Federal Highway Administration, DOT, (612) 290-3230.)
 2. The required records shall be retained for the following minimum periods:

Basic records	-	5 years
Collection and training records	-	2 years
Negative and cancelled controlled substance tests	-	1yr
Alcohol tests with less than 0.02 concentration	-	1yr
 3. The school district shall also maintain an annual calendar year summary of the results of required testing.
- N. Training. The school district shall designate certain employees to make determinations of reasonable suspicion. The designated employees shall receive at least 60 minutes of training on alcohol misuse and at least 60 minutes of training on controlled substance use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances.
- O. Consequences of Prohibited Conduct and Enforcement.
 1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions.
 2. Referral, Evaluation, and Treatment.
 - a. A driver who has engaged in prohibited conduct:
 - i. Shall be advised of resources available for evaluating and resolving problems associated with misuse of alcohol and drugs.
 - ii. Shall be evaluated by a SAP, who shall determine what assistance, if any, the driver needs.
 - iii. Must undergo return-to-work testing before returning to duty.
 - b. If the driver is identified as needing assistance for resolving drug/alcohol problems and is referred to rehabilitation, the SAP will evaluate him or her to determine that the driver has followed the rehabilitation program. The driver will be subjected to unannounced follow-up testing.

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- c. The requirements of this paragraph regarding Referral, Evaluation, and Treatment do not apply to driver applicants who refuse to submit to a required test or who have a confirmed positive test result for controlled substances or for alcohol with a concentration of 0.04 or greater.
3. Disciplinary Action.
 - a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
 - b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
 - c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., non-school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III of this policy.)

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations.
 - a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. 181.953, Subd. 1.
 - b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.
2. Job Applicant Testing. The school district may request or require any job application whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.
3. Random Testing. The school district may request or require only employees in safety-sensitive positions to undergo drug and alcohol testing on a random selection basis. SAFETY-SENSITIVE POSITIONS SUBJECT TO THIS POLICY ARE IDENTIFIED ON ATTACHMENT H OF THIS POLICY.
4. Reasonable Suspicion Testing. The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:
 - a. is under the influence of drugs or alcohol;

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- b. has violated the school district's written work rules prohibiting the use, possession, sale or transfer of drugs or alcohol while the employee is working or while the employee is on the school district premises or operating the school district's vehicles, machinery, or equipment;
 - c. has sustained a personal injury, as that term is defined in Minn. Stat. 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
 - d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.
5. Treatment Program Testing. The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.
- B. No Legal Duty to Test. The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.
- C. Definitions.
1. "Drug" means a controlled substance as defined in Minnesota Statutes.
 2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
 3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for compensation, either full-time or part-time, in whatever form, except for persons whose positions require a commercial driver's license, for the school district, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
 4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
 5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. 181.953, Subd. 1.
 6. "Random selection basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
 7. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
 8. "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

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- D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal.
1. Right of Other Employee or Job Applicant to Refuse to Undergo Drug and Alcohol Testing. Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in paragraph 2 and 3 of this section D.
 2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing. Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.
 3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing. Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.
- E. Reliability and Fairness Safeguards.
1. Pretest Notice. Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment E to this policy on which to (1) acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy, and (2) indicate any over-the-counter or prescription medications that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
 2. Notice of Test Results. Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.
 3. Notice of and Right to Test Result Report. Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.
 4. Notice of and Right to Explain Positive Test Result.
 - a. In the case of a positive test result on a confirmatory test, the school district shall also, at the time of providing notice of the test results, provide written notice to inform an employee or job applicant of the right to explain the results and to submit additional information.
 - b. The employee or job applicant may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result.
 5. Notice of and Right to Request Confirmatory Retests.
 - a. In the case of a positive test result on a confirmatory test, the school district shall also, at the time of providing notice of the test results, provide written notice to inform an employee or job applicant of the right to request a confirmatory retest of the original sample at the employee's or job applicant's own expense.

- b. An employee or job applicant may request a confirmatory retest of the original sample at the employee's or job applicant's own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of the employee's or job applicant's intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
 6. In the case of a positive test result on a confirmatory test, the school district shall also, at the time of providing notice of the test results, provide written notice to inform an employee or job applicant of other rights provided under sections F or G below, whichever is applicable. Attachment F to this policy provides the notices described in paragraphs 2 through 6 of this section E.
- F. Discharge and Discipline of Employee Whose Positions Do Not Require a Commercial Driver's License.
1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
 2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which, includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
 3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
 4. Notwithstanding paragraph 1, the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

POLICY

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
6. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.
- G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License. If a job applicant has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.
- H. Chain-of-Custody Procedures. The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:
 1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
 2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
 3. A sample must be accompanied by a written chain-of-custody record; and
 4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.
- I. Privacy, Confidentiality and Privilege Safeguards.
 1. Privacy Limitations. A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.
 2. Confidentiality Limitations. Test result reports and other information acquired in the drug or alcohol testing process are, with respect to employees and job applicants, private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.
 3. Exceptions to Privacy and Confidentiality Disclosure Limitations. Notwithstanding paragraphs 1 and 2, evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.
 4. Privilege. Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

POLICY

- J. Notice of Testing Policy to Affected Employees. The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on school district premises that the school district has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in the school district's personnel office or other suitable locations.

Legal References: Minn. Stat. 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
49 U.S.C. 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Department of Transportation rules implementing Omnibus Transportation Employee Testing Act of 1991)

Cross References: MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 417 (Chemical Use/Abuse)
MSBA Model Policy 418 (Drug-Free Workplace/ Drug-Free Schools)

POLICY

ATTACHMENTS TO DRUG AND ALCOHOL TESTING POLICY

Attachments A through D are to be used in conjunction with the drug and alcohol testing of bus drivers and driver applicants.

- * Attachment A is a "Driver Acknowledgment -- Drug and Alcohol Testing Policy Materials" form which should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III, Section C, paragraph 4 of the policy.
- * Attachment B is a "Bus Driver or Driver Applicant -- Authorization to Release Information" form. It is referred to in Article III, Section H, paragraph 1 of the policy.
- * Attachment C is a "Bus Driver or Driver Applicant -- Drug and Alcohol Test Consent, Release, and Acknowledgement" form. It is referred to in Article III, Section H, paragraph 7 of the policy.
- * Attachment D is a "Bus Driver or Driver Applicant -- Refusal to Submit to Testing" form. It is referred to in Article III, Section H, paragraph 8 of the policy.

Attachments E through G are to be used in conjunction with drug and alcohol testing of non-bus drivers and applicants.

- * Attachment E is a "Pretest Notice" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV, Section E, paragraph 1 of the policy.
- * Attachment F is a "Notice of Test Results and Various Rights" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV, Section E, paragraph 6 of the policy.
- * Finally, the District may wish to use Attachment G, entitled "Acknowledgment -- Drug and Alcohol Testing Policy," to document that written notice of the policy was given to all affected employees. It is referred to in Article IV, Section J of the policy.

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

- DRIVER ACKNOWLEDGMENT -
DRUG AND ALCOHOL TESTING POLICY AND MATERIALS

I have received a copy of the Drug and Alcohol Testing Policy of Independent School District No. _____, _____, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Drug and Alcohol Testing for Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

- _____ Upon adoption of the policy. (employee).
- _____ Upon my hire. (job applicant/new employee).
- _____ After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing. (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected.

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

- BUS DRIVER OR DRIVER APPLICANT -
AUTHORIZATION TO RELEASE INFORMATION

I authorize all my previous employers and other contracting entities for whom I worked to provide to Independent School District No. ____, _____, Minnesota, all records and information on any of the following within the two-year period preceding this release:

- a. my alcohol tests which showed a concentration result of 0.04 or greater;
- b. my drug tests which showed a positive test result;
- c. my refusals to take a drug/alcohol test; and/or
- d. referrals to a substance abuse professional.

I release any of my prior employers and other contracting entities and their directors, officers, agents, and employees from all causes of action, claims, or debts which I or my heirs may have as a result of providing this information.

I realize that if I refuse to execute this release and give Independent School District No. ____ the opportunity to obtain this information, I may not be employed or, if employed, I will not be allowed to perform any safety-sensitive functions after fourteen (14) days from the time this information is requested and not provided by my former employers and other contracting entities, and my employment will be terminated.

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

- BUS DRIVER OR DRIVER APPLICANT -
DRUG AND ALCOHOL TEST CONSENT,
RELEASE, AND ACKNOWLEDGMENT

Date: _____

Time: _____

I hereby authorize _____ (hospital or clinic) its physicians, nurses, and technicians, to withdraw specimens of my urine/breath for the purpose of determining the presence of alcohol or of controlled substances therein and to further determine the content thereof. I understand and agree that the result of this test will be disclosed to Independent School District No. _____, Minnesota, and hereby release (hospital or clinic) and any employees and/or agents thereof from any and all claims or causes of action resulting from the disclosure of these results. I hereby further agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of the results of these tests.

I further acknowledge that I have had the opportunity to review and read the drug and alcohol testing policy of Independent School District No. _____, and understand that this procedure is in conformance with that policy.

I am using the following medications _____.

Dated: _____

Signature of Patient/Employee/Applicant

Typed or Printed Name

Witness:

Supervisor (Optional)

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

- BUS DRIVER OR DRIVER APPLICANT -
REFUSAL TO SUBMIT TO TESTING

I hereby refuse to submit to drug/alcohol testing by doing the following:

- _____ Failing to provide adequate breath for testing without a valid medical explanation after I received notice to report for the test; or
- _____ Failing to provide adequate urine for a controlled substances test without a valid medical explanation after I received notice to report for the test; or
- _____ Engaging in conduct that clearly obstructs the testing process.

I recognize that this refusal constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, will be considered insubordinate and subject to disciplinary action, up to and including dismissal, will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being re-assigned to safety-sensitive functions.

Date: _____

Time: _____

Signature of Employee/Applicant

Supervisor: _____

Supervisor's Signature

Comments: _____

_____ Employee refusal to sign

Supervisor's Initials: _____

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

- PRETEST NOTICE -

I the undersigned employee/job applicant of Independent School District No. _____, Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School District's Drug and Alcohol Testing Policy.

I am currently taking or have recently taken:

- _____ no over-the-counter or prescription medications; or
- _____ the following over-the-counter or prescription medications:

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

Date: _____

Signature of Employee/Job Applicant

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

{Employee Name}
{Employee Address}

RE: Drug and/or Alcohol Test
{Date of Testing}

NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District No. _____, _____, Minnesota, has received the test result report from the testing laboratory:

_____ Your initial screening test result was negative.

_____ Your confirmatory test result was negative.

_____ Your confirmatory test result was positive.

Test Result Report: You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test.

Right to Explain Positive Test Result: In the case of a positive test result on a confirmatory test, you have the right to explain the results and to submit additional information.

You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result.

Right to Request Confirmatory Retests: In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

POLICY

Other Rights: In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
3. Notwithstanding paragraph 1, the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

- B. Withdrawal of Applicant's Job Offer. If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

(D R A F T)

{TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD}

- ACKNOWLEDGMENT -
DRUG AND ALCOHOL TESTING POLICY

I have received a copy of the Drug and Alcohol Testing Policy of Independent School District No. _____, _____, Minnesota and have read it in its entirety.

The District's policy was provided to me:

- _____ Upon adoption of the policy. (employee).
- _____ Upon my hire. (job applicant/new employee).
- _____ After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing. (job applicant).

Dated: _____

_____ Signature of Employee/Applicant

_____ Typed or Printed Name

Draft Matrix - Safety-Sensitive positions will be identified at Monday's meeting.

SAFETY-SENSITIVE POSITIONS

<i>Classification / Position</i>	<i>CDL</i>	<i>Drives Occasional</i>	<i>Drives Primary</i>	<i>Drives Students</i>	<i>Boller Operator</i>	<i>Power Equipment</i>	<i>Provides Medication</i>	<i>Physical care of students</i>	<i>Athletic / Sports</i>	<i>Kitchen</i>	<i>Security</i>	<i>Direct Supervision of others in SSP</i>	<i>Potential for Violent situations</i>	<i>Works with hazardous substances</i>
Superintendent														
Assistant Superintendent Business														
Instruction Personnel														
Senior High Principal														
Assistant High School Principal														
Elementary Principals / Assistants														
Junior High Principal / Assistants														
Technology Coordinator														
Library / Medial Director														
Special Services coordinators														
Teachers														
Elementary K-4														
Middle 5-6														
Junior High														
Science														
Math														
Social Studies														
Science														
Physical Education														
Senior High														
Science														
Industrial Tech														
Physical Education														
Social Science														

Examples of safety-sensitive positions.

Classification / Position	CDL	Drives Occasional	Drives Primary	Drives Students	Boller Operator	Power Equipment	Provides Medication	Physical care of students	Athletic / Sports	Kitchen	Security	Direct Supervision of others in SSP	Potential for Violent situations	Works with hazardous substances
Mathematics														
Language Skills														
Counselors														
Social Workers														
Psychologists														
Coaches														
Transportation Director	x		x	x		x		x				x		x
Property Services Director														
Transportation Secretary	x			x										
School Bus Drivers	x		x	x		x		x					x	x
Transportation Assistants		x	x	x		x		x					x	x
Custodian Mechanic	x		x	x		x		x				x		x
Kitchen Employee														
Food Service Supervisor														
Community Education Coordinators														
Community Education Teachers														
Home / School Liaison														
Communication Coordinator														
Community Ed Program Coordinator														
Computer Analyst														

Examples continued....

<i>Classification / Position</i>	<i>CDL</i>	<i>Drives Occasional</i>	<i>Drives Primary</i>	<i>Drives Students</i>	<i>Boller Operator</i>	<i>Power Equipment</i>	<i>Provides Medication</i>	<i>Physical care of students</i>	<i>Athletic / Sports</i>	<i>Kitchen</i>	<i>Security</i>	<i>Direct Supervision of others in SSP</i>	<i>Potential for Violent situations</i>	<i>Works with hazardous substances</i>
Student Resource														
Custodian Head														
Second														
Night														
Others														
Secretary's														
Confidential														
To Instruction														
Payroll														
To Principals														
Special Services														
Special Education Supervisors														
Community Education														
Property														
Transportation														
Technology														
Computer Operators														
Director														
Accounting														
Bookkeeper														
Secretary's														
Student Supervisor														
Sub Callers														
Athletic Equipment Manager														
Census Clerk		x		x										

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: KG
DATE ADOPTED: 10-10-78
REVISED: 05-25-93

(DRAFT 4/98)

COMMUNITY RELATIONS
USE OF SCHOOL FACILITIES

A. Rules and Regulations for Use of Buildings and Grounds

1. All persons are welcome and encouraged to attend authorized public activities or meetings and to use properly the areas or equipment scheduled or made available for such use.
2. Upon entering school property, all persons not described in paragraph above who are not employed or assigned by the School District, are required to secure permission from the principal or other school officials to remain on the school premises.
3. No person shall deface, damage, destroy or in any way vandalize school property.
4. No person shall commit any act which disrupts the educational process or program or interferes with the entrance to or egress from school property by other persons.
5. No person shall commit any act leading to or constituting a breach of the peace.
6. No person shall use offensive or abusive conduct, or language against any person or persons on school property.
7. Any person on the school premises who is violating the above or without proper business authorization shall be considered trespassing. If a person is asked to leave the school premises by a school or police official and refuses to do so, he/she shall be considered to be trespassing. Persons having been ordered to leave the premises by a school or police official shall re-enter said premises only with written approval of the principal or an official designated by him/her.
8. No written material shall be distributed in school buildings or on school property without permission of the building administrator or other officials designated by the building administrator. This does not apply to non-school activities or groups, individuals, organizations utilizing school facilities on a rental or community function permit.

B. General Rules and Regulations Governing Use of School Buildings and Properties

1. School groups and organizations have first priority for use of school facilities. This would include parent-teacher organizations and school-sponsored groups or activities.

Second priority goes to Community Education activities. Once space has been reserved for Community Education, and the event or class has been publicized, the activity cannot be displaced.

Third priority is for programs sponsored by Moorhead Parks and Recreation.

Lowest priority is to community groups approved for free uses and to rentals.

Use of school facilities shall not interfere with the regular educational program without special permission of the School Board.

2. Application for use of buildings or grounds must be made through the building administrator of each building.
3. The school plant will not be opened for use except upon presentation of an official Building Use Request Form KG-A at the building. Use of building will be limited to the terms of the request.
4. Rental charges shall be made in accordance with the schedule of rental rates. THESE CHARGES CANNOT BE CHANGED WITHOUT OFFICIAL APPROVAL BY THE SCHOOL BOARD.
5. The applicant agrees to assume full responsibility for injury to persons and damages to property that may occur in the section of the building they are using. If the activities proposed seem to involve more than usual hazards, the School Board may require the applicant to take out liability insurance.
6. The custodian on duty will supervise the operation of the physical plant, and shall not be required to supervise groups or activities. During any time when the school heating plant is in operation, the building may not be occupied by any community group unless a qualified custodian is present.
7. Building must be vacated by 10:30 p.m. Holder of the request will be charged custodial overtime beyond that hour per existing labor agreements (see page 3, #19). Programs must be concluded in time for clearance of building in accordance with the terms of the permit.
8. Administrators may use the building for group and committee meetings in the evenings. Administrators must assume full responsibility for the building if the custodian is not on duty. Administrators may not give keys to non-school employees for the use of school buildings unless approved by the superintendent or his/her designee.
9. Sunday, vacation and custodial employee holidays: community use of school buildings shall not be permitted except with the approval of the superintendent or his/her designee.
10. No flag except the United States national flag and the Minnesota state flag shall be displayed at any time or in the school buildings or grounds without the special permission granted by the superintendent of schools or his/her designee.

11. Coffee and cookies may be served without using the kitchen. The organization must provide its own cups, coffee, cream, etc. If available the school will provide coffee making equipment. Preparing coffee is the responsibility of the organization.
12. Permission to use gymnasiums and other school physical education or athletic facilities does not include the use of supplies or equipment. Use of equipment is permitted only when the leader is competent to instruct and permission has been granted by the building administrator. Supplies are not furnished at any time.
13. Motion pictures projectors, sound equipment, etc. may be operated only by those approved by the person responsible for audio-visual equipment in the building.
14. Street Shoes in Gymnasium: Every user is required to take every reasonable precaution to see that snow, water, or mud are removed from shoes before persons are admitted to the gymnasium.
15. Leaders shall confine the members of their group to the facilities stated on the permit.
16. Smoking is prohibited on school district property with the sole exception of the designated areas at Townsite Centre.
17. Violation of any of the rules governing the use of the school buildings by any person or organization shall be sufficient grounds for canceling the request and for denying future applications from such persons or organizations.
18. For days and hours when normal staff is not on duty, all labor rates will be charged at the appropriate contractual agreement with additional charges made for social security, PERA, LTD, and workers' compensation, which presently would be an additional sixteen percent (16%) (see page 2, #7).
19. Additional regulations apply to the use of the high school auditorium. These regulations are available in the building administrator's office.

C. Free Use of School Facilities (reference limited Open Forum Policy)

1. The following non-profit groups have been approved for free use of school buildings during the hours that custodians are on duty. Those groups must vacate the building by 10:30 p.m. unless special permission is granted, or a charge equal to the custodial overtime hourly-rate will be made for each hour or part of an hour beyond 10:30 p.m. (This time limit does not apply to parent-teacher groups for their regular scheduled meetings.) Convention or large meetings are not included.

FREE USE OF FACILITIES SHALL BE GRANTED TO:

COMMUNITY Education Classes	MOORHEAD Service Clubs
Official Elections	MOORHEAD Civic Organizations
POLITICAL PARTY Caucuses	MOORHEAD Jaycees
League of Women Voters	YOUTH Groups/ BOY SCOUTS/
CLAY COUNTY Association of	GIRL SCOUTS/ CUB SCOUTS/
Retarded Citizens	Brownies/ 4-H Clubs/
Maxlin Swim Club	Camp Fire
MOORHEAD Parks & Recreation Programs	
MOORHEAD School Groups & Organizations	

Free use of school buildings during the hours that custodians are on duty is extended to the following: Community Education classes, city recreation programs, organized youth groups (e.g. Scouts, 4H) civic charitable groups, official elections and party caucuses, and public agencies and/or nonprofit organizations for educational purposes. Convention or large meetings are not included.

These groups must vacate the building by 10:30 p.m. unless special permission is granted or a charge equal to the custodial overtime hourly rate will be made for the time needed to clean the area for the next school day.

Groups will be charged for any property damage.

If admission tickets are sold, groups are charged according to section F.

2. Other non-profit organizations and school related groups that are approved by the superintendent of schools or his/her designee.
3. Equal Access Act: Title VIII of Public Law 98-377
Limited Public Forum - All Secondary Buildings
 1. Any non-curriculum related extracurricular group, so long as it is not disruptive, discriminatory or illegal.
 2. Arrangements must be made through the building administrator's office.
 3. Non-instructional time is defined as before and after school. The lunch period is part of the instruction time.
 4. The meeting must be voluntary and initiated by students.
 5. The meeting must not be sponsored by the school, the government, or their agents or employees.
 6. School employees may be present at the meeting "Only in a nonparticipating capacity".
 7. The meeting must not "materially and substantially interfere with the orderly conduct of educational activities".
 8. "Non-school persons may not direct, conduct, control, or regularly attend activities of student groups".

D. Cafeteria Facilities

1. Banquets and dinners served in ISD 152 cafeterias shall be limited to community groups and rentals.
2. Use of the kitchens and kitchen equipment shall be granted only upon the condition one or more food service employees or approved person familiar with the operation of the food service program are present and the rental fee is paid according to the fee schedule.

E. Fees for Use of Kitchens/Swimming Pool by Groups Approved for Free Use of School Facilities:

Since the policy of the School Board is to permit the use of the kitchen equipment only upon condition that one or more lunchroom employees are present, kitchen facilities are not included free to any group. The rental fees for the above groups are as follows:

1. Fees for Kitchen:
 - a. Opening fee for use of kitchen ----- \$10.00
 - b. Employees will be paid the rate approved in the salary settlement (see page 3, #19).
2. Fees for Swimming Pool:
 - a. The above groups shall pay a fee of \$20.00 to help cover the cost of cleaning and maintaining the pool. This fee is not charged to approved Moorhead school groups or activities sponsored by the recreation department or community education classes.
 - b. A certified life guard is required and must be provided by the group using the pool.

F. Schedule of Rental Fees for Non-Commercial Groups and/or Groups Selling Tickets for Admission

1. The following fees are for non-commercial groups that are not approved for free use of school facilities. These groups include church organizations, private school groups, other public schools and community organizations. The listed fees are to be charged for four (4) or less hours. Time in addition to four (4) hours will be on an hourly basis on a proportionate rate. Those groups that are listed under Free Use of School Facilities will be charged if an entrance fee is charged to the activity. This means that if tickets are sold to the general public for admission then Schedule F will apply. These fees DO NOT include supervisors, ticket takers, concessions or the use of the kitchen for making coffee.

A. K-12 Buildings

Sr. High Auditorium -- 40.00	Sr. High Field ----- 50.00
2-4/hr= 80.00	2-4/hr =100.00
Each addl. beyond 4hr= 20.00	Each addl. beyond 4 = 25.00
A \$250 advance deposit for the use of equipment will be required.	
Sr. High Gymnasium -- 40.00	Swimming Pool ----- 50.00
2-4/hr= 80.00	Community Swim --.50/person
Each addl. beyond 4hr= 20.00	
Sr. High Half Gym --- 25.00	
Sr. High Cafeteria --- 20.00	
Sr. High Kitchen ----- 20.00	
Sr. High Classroom --- 15.00	
Jr. High Kitchen ----- 20.00	Jr. High Gym ----- 60.00
Jr. High Cafeteria --- 20.00	Jr. High Football --- 100.00
Jr. High Classroom -- 15.00	
Elementary Kitchen --- 20.00	Elementary Gymnasium - 40.00
Elementary Cafeteria - 20.00	Elementary Field ---- 100.00
Elementary Classroom - 15.00	

Approved Groups: Groups will be charged for real costs incurred in pool usage. Most instances this will be limited to the charge for the life guard(s). The rental will include the use of the locker room and shower facilities. Groups will be required to provide proper supervision of all ancilliary areas.

G. Fees for Audio-Visual Equipment

1. Audio-visual equipment, lighting and public address systems may be operated only by those approved by the person responsible for audio-visual equipment in the building. Approval may be given to individuals outside the school system if training and experience are satisfactory. This equipment must be requested in advance.

- H. Rental of school buses by non-school groups is discouraged and not permitted except by special permission from the superintendent or his/her designee.

Legal Reference: M.S. 123.36 School Houses and Sites,
Independent School Districts

Reviewed/Revised: 5/25/93

BUILDING USE REQUEST

Independent School District No. 152
Moorhead, Minnesota

DATE: _____

REQUESTED BY: _____
(Name of Organization)

(Address)

(City, State, Zip)

*
* TOBACCO *
*
* FREE *
*

Building Requested: _____

Area(s) Requested: _____

CHARGES/FEES

\$ _____

SUB-TOTAL = \$ _____

DATES REQUESTED:

HOURS REQUESTED:

EQUIPMENT REQUESTED: _____

PURPOSE/USE OF BUILDING: _____

CUSTODIAL SERVICES:

CHARGES/FEES

Regular Time _____ @ \$ _____/hour

Overtime _____ @ \$ _____/hour

Addl. Services _____ @ \$ _____/hour

SUB-TOTAL = \$ _____

ADDITIONAL CHARGES = \$ _____

DEPOSIT RECD.: \$ _____

TOTAL \$ _____

BUILDING USE REQUEST

The organization or individual requesting usage of Independent School District 152 facilities hereby agrees to compensate said school district at the established rate. The user further agrees to be responsible for all damages of equipment as a result of their usage.

Certificates of Liability insurance may be required by the School Board and shall be submitted to the Assistant Superintendent for Business when requested.

The users agree to hold harmless and indemnify Independent School District 152 for any losses or actions resulting from said building usage.

Usage is granted subject to compliance with Board Policy KG and administration rules and regulations pertaining to community use of school facilities.

ADDITIONAL CHARGES OR FEES:

```
*****
*                                *
*          TOBACCO              *
*                                *
*          FREE                 *
*                                *
*****
```

THIS IS A TOBACCO FREE BUILDING ALL HOURS OF THE DAY
AND EVENING!!

CERTIFICATE OF INSURANCE REQUIRED? YES _____ NO _____

<u>Independent School District 152</u>		
Approvals		
_____	_____	Approved
Building Principal	Date	
_____	_____	Approved
Asst. Supt. - Business	Date	
Rental Charge or Fee \$ _____		

Signed: _____
(for above organization)

Title: _____

Phone: _____

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: EEA DATE ADOPTED: 10-31-81 REVISED: 01-14-92
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(DRAFT 4/98)

TRANSPORTATION ELIGIBILITY GUIDELINES

- I. Moorhead Public Schools will provide regular transportation, to and from, to students who meet the following criteria:
- A. Elementary students, K-6, who reside one (1) mile or more from the building to which the school district assigns the student;
 - B. Secondary students, 7-12, who reside one (1) mile or more from the building to which the school district assigns the student;
 - C. Students who must cross or use an area identified as being an extraordinary traffic hazard to and from school (refer to eligibility guidelines);
 - D. Kindergarten students who live .5 mile or more from the building to which they are assigned will receive noon transportation services...morning and afternoon service will follow the same guidelines as other elementary students/.
 - E/ Kindergarten students who live 1/2 miles or more from Lincoln Elementary/ They are the only age group which attends this school/

II. Eligibility Guidelines

- A. The following will be used as guidelines for reviewing and developing school bus transportation for the Moorhead Public School District.

Δ/ Recommended maximum walking distances to bus stops:

<u>Grade Level</u>	<u>Distance to Stop</u>
K - 4	.15 mile (1-2 blocks)
5 - 6	.25 mile (3-4 blocks)
7 - 8	.3 mile (4-5 blocks)
9 - 12	.5 mile (6-7 blocks)

These are recommended distances to bus stops and will not be possible in all areas of the school district.

B. Hazardous crossings or walking areas in Moorhead School District are only those which lie within the normal walk zone (one (1) mile walking distance) for the specific schools:

- a. Washington, Voyager and Robert Asp Elementary:
 - *11th Street North - north of 15th Avenue North - There is no sidewalk along this roadway. This is a high volume traffic areas; especially, at the time of day when students will be walking.
 - *1st Avenue North - This is a high volume traffic area and is a primary vehicle access to Minnesota Highway 10.
- b. Park Christian:
 - *1st Avenue North - Same rationale as for transportation to Washington, Voyager and Robert Asp Elementary.
 - *Highway 75 - This is a state highway which does not have appropriate sidewalks or crossing signals.
- c. Edison:
 - *8th Street South - This state highway does have walk/do not walk signals at 12th Avenue South; however, this is a very busy and hazardous crossing for students in K-4 grades.
- d. Riverside:
 - *8th Street South - Same rationale as Edison
 - *24th Avenue South - From Rivershore Drive to 8th Street
- e. Probstfield:
 - *I-94 - The available bridges do not allow adequate pedestrian crossings.
 - *8th Street South - Same rationale as Edison
- f. St. Joseph School:
 - *8th Street South - Same rationale as Edison
 - *Main Avenue South
- g. Moorhead Junior High:
 - *I-94 - Same rationale as Probstfield
- h. Moorhead Senior High:
 - *Highway 75 North of Highway 10 - This highway has no sidewalks or pedestrian crossing areas.
- i. Lincoln:
 - *11th Street North / This street is crossed only by kindergarten students/

- C. Hazardous areas for using student or adult crossing guards will be identified by the director of transportation.
- D. Service to Private Roads - Buses being used to serve Moorhead Public School students will not be allowed to use private drives except for handicapped transportation vehicles whose students cannot walk to a regular bus stop and regular transportation vehicles with specific approval from the Director of Transportation.
- E. Transportation to Alternate Addresses - Moorhead Public Schools will accept responsibility for one AM address and one PM address for a child.

If a parent wishes to have a daycare site as the regular stop for their child, that stop must be the same every day. Any changes in bus stop will require a five (5) day written notice to the transportation office. The new address must be for a permanent change.

Emergency address changes will not be accepted by the transportation office or the bus driver. They must be approved by the building administrator.

- F. Authorized Riders - Moorhead Public School bus drivers will only accept passengers assigned to the route. Students who will be attending parties, non-school classes or meetings, etc. will not be accepted as passengers on school routes.

Building administrators may provide temporary authorization to students for emergencies if space is available on the school bus.

Reviewed/Revised: 4/25/89
1/14/92

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: DN
DATE ADOPTED: 08-08-78
REVISED: 03/22/94

(DRAFT 4/98)

SALE, DISPOSAL AND RECYCLING OF BOOKS, EQUIPMENT AND SUPPLIES
(School Properties Disposal Procedure)

1. The school district shall be allowed to sell, give away, dispose of and/or recycle books, equipment and supplies ~~media~~ that are no longer useful to the district.
2. The board shall be governed by the provisions of M.S. 123.36, subd. 2., which reads as follows, "The board shall purchase, sell, and exchange school apparatus, furniture, stoves, buses, and other equipment as may be deemed necessary by the board for school purposes."
3. School property which has been released by its user as no longer needed for the school program shall first be offered to school administrators and other personnel for possible use in other phases of the school program.
4. When there is no reasonable use for school property within the school district, it may be offered for sale to school personnel and the general public. The administration shall place a value on the properties consistent with the market for such properties.
5. Where it appears that the sale value of the property will exceed ~~\$500~~ \$2,500, written sealed bids will be solicited.
6. Proceeds of sale of excess books and supplies shall be deposited in the general fund and proceeds of sale of excess equipment shall be deposited in the capital outlay ~~fund~~ account unless otherwise designated by the Board of Education.
7. Sales to Employees - No officer or employee of the school district shall sell or procure for sale or possess or control to any other officer or employee of the school district any property or materials owned by the school district unless sold at a public auction, or by the quotation procedure specified above, or by sealed bid after reasonable public notice where the employee is the highest bidder and is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district in any 12 month period. This section shall not apply to the sale of property or materials acquired or produced by the school district in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the normal course of the employee's duties.

Reviewed/Revised: 3/27/90
3/22/94

POLICY OF THE
BOARD OF EDUCATION
MOORHEAD, MN.

DISTRICT CODE: EDCA
DATE ADOPTED: 04-10-84
REVISED: 03-23-93

(DRAFT 4/98)

USE OF ALL SCHOOL EQUIPMENT AND MATERIALS
FOR INSTRUCTIONAL PURPOSES OFF SCHOOL PREMISES

It may be necessary for faculty and students to use school equipment off the school premises, for instructional purposes not for recreational purposes or personal gain. Use of school equipment will be limited to organizations affiliated with the school district.

Each building level administrator, in consultation with appropriate staff, shall have the responsibility of developing a circulation policy for instructional materials that will encourage access to these materials by students and faculty. It must be recognized that restrictions on the out of the building circulation of certain types of materials and equipment may be necessary. This would occur when their circulation would result in a violation of contractual or copyright agreements that the school district has entered into with other agencies (example: teacher's manuals, computer software, commercial video tapes).

Each borrower shall bear the responsibility for returning the equipment or materials in the same condition as when received. The school district shall be reimbursed by the borrower for the loss or damage to any school equipment or materials. This would include textbooks, library books, athletic equipment, music equipment, computers, audiovisual equipment, etc. The cost of the reimbursement shall be based on the amount of the original purchase price in the event of loss or damage beyond repair. When repair is possible, the reimbursement shall be ~~based on~~ set at the exact costs of repair or an amount agreed upon by the school administration.

Form EDCA-A will be used for off-premise use of district equipment.

Reviewed/Revised: 3/23/93

OFF PREMISE USE OF DISTRICT EQUIPMENT

Item (s) Borrowed: _____ Ident. No. _____

Borrower _____
(if an organization, both the person and organization)

Date Borrowed _____ Checked Out By _____

Date to be Returned _____ Date of Return _____

Intended Use _____

Place Equipment is to be Used _____

Department to Whom the Equipment is Assigned _____

Additional Explanation (if necessary) _____

The undersigned assumes responsibility for loss, theft, and/or damage beyond normal wear. District 152 assumes no liability for personal injury resulting from equipment use. The undersigned also asserts that this usage is not for personal gain.

Signed _____

Usage must be in accordance with Copyright Policy EGAA.

POLICY OF THE BOARD OF EDUCATION MOORHEAD, MN.	DISTRICT CODE: KB DATE ADOPTED: 09/14/93 REVIEWED/REVISED:
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(DRAFT 4/98)

SCHOOL/COMMUNITY RELATIONS

The School Board of ISD #152 is committed to establishing and supporting planned and systematic two-way communications between the Moorhead school district and its internal and external publics. Such communications will further student achievement by building confidence, morale, goodwill, cooperation and support between and among staff, school board, students, and community.

The Board affirms the following objectives for the communications program:

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

The Superintendent of Schools will present to the School Board an annual Communications Plan as part of the Long-Range Plan. The communications plan and activities will be evaluated annually.

Reviewed/Revised: 9/14/93