

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

> January 12, 2004 7:00 p.m.

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

ΑT	TEND	ANCE:	
Lisa	a Erick	son	Mike Siggerud
Cin	dy Fag	erlie	Kristine Thompson
Son	ia Hoh	nadel	Bill Tomhave
Car	ol A. L	adwig	Larry P. Nybladh
		A	AGENDA
1.	CAL	L TO ORDER	
	A.	Pledge of Allegiance	
	B.	Preview of Agenda - Dr. Larry	P. Nybladh, Superintendent
	C.	Approval of Meeting Agenda	
			Seconded by
		Comments	
	D	"We Are Proud"	

\*\*\* We Are Proud of Dan Bock, an eighth-grader at Moorhead Junior High School, for winning the school-level competition of the National Geography Bee. Eighthgrader Adam Fitzgerald placed second. The school-level Geography Bee is the first round of the National Geographic Society's Annual Geography Bee. The first place winners from each school take a written test, and the top 100 in each state are eligible to compete in the state Geography Bee in April. The Geography Bee advisor is Beth Thorpe.

#### SCHOOL BOARD AGENDA - January 12, 2004 PAGE 2

\*\*\* We Are Proud of the Moorhead High School Music Department for being selected for the third time as a Grammy Signature School by the Grammy Foundation of the National Association of Recording Artists.

Moorhead High School was chosen as one of the 100 finest public high school music programs in America, out of more than 18,000 applicants. The competition was held in three phases, requiring extensive written, audio and video submissions from the contending schools.

Moorhead High School music faculty Doug Engstrom (chair), Dr. Mark Ring and Jon Larson were specifically cited by the Foundation for their outstanding work with the Moorhead High School student ensembles.

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

#### 2. ORGANIZATION OF THE SCHOOL BOARD: Thompson

<u>UK</u>	GANIZATION OF THE SCHOOL BOARD: Inompson
A.	Oath of Office Ceremony
B.	Election of Officers
	Chairperson -
	Vice-Chair -
	Clerk -
	Treasurer -
	Suggested Resolution: Move to nominate the following slate of officers for the one-year term (2004) on Moorhead School Board, and cast a unanimous ballot by acclamation:
	Moved bySeconded by

#### SCHOOL BOARD AGENDA - January 12, 2004 PAGE 3

Committee Assismments

C.	Committee Assignments
	Suggested Resolution: Move to approve the committee assignments as determined.
	Moved bySeconded by

#### 3. CONSENT AGENDA

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

- A. TEACHING/LEARNING MATTERS Kovash
  - (1) Acceptance of Gifts Pages 7-8
  - (2) Approval of Agreement Pages 9-13
- B. BUSINESS SERVICE MATTERS Weston
  - (1) Authorization for Bids Page 14
  - (2) Approval of Replats Pages 15-18
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Approval of New Employees Page 19
  - (2) Acceptance of Resignations Page 20
  - (3) Approval of Family/Medical Leave Page 21
  - (4) Approval of Leave of Absence Page 22
- D. SUPERINTENDENT MATTERS Nybladh
  - Approval of December 1, 2003 Special Meeting and December 8, 2003 Regular Meeting Minutes - Pages 23-30
  - (2) Approval of January Claims

# SCHOOL BOARD AGENDA - January 12, 2004 PAGE 4

Moved by	Seconded by
COMMITTEE REPOR	<u>TS</u>
STRUCTURAL BALAN	NCE: Weston
Pages 31-35	
Suggested Resolution: M	Iove to approve the Individual Settlement-Balanced Budget
Projection as presented i	n regards to the Master Agreement for Bus Drivers/Assistants
Moved by	Seconded by
2003-2005 BUS DRIVE	RS'/ASSISTANTS' MASTER AGREEMENT: Nielsen
Page 36	
Suggested Resolution: M	fove to approve the 2003-2005 Bus Drivers'/Assistants'
Suggested Resolution: Master Agreement as pro	
Master Agreement as pro	esented.
Master Agreement as pro	
Master Agreement as pro Moved by Comments	Seconded by
Master Agreement as pro Moved by Comments	Seconded by
Master Agreement as pro  Moved by Comments  SALE OF EDISON, LI Page 37	Seconded by  NCOLN AND RIVERSIDE SCHOOLS: Weston
Master Agreement as pro  Moved by Comments  SALE OF EDISON, LI Page 37  Suggested Resolution: M	Seconded by
Master Agreement as pro  Moved by Comments  SALE OF EDISON, LI Page 37  Suggested Resolution: M commercial real estate br	Seconded by

# SCHOOL BOARD AGENDA - January 12, 2004 PAGE 5

11. ADJOURNMENT

1.	ELEMENTARY SCHOOL ATTE	INDANCE AREA TASK FORCE REPORT:
	Nybladh	
	Pages 38-49	
8.	MOORHEAD HIGH SCHOOL B	ENHANCEMENT RESEARCH STUDY GROUP
	PROPOSAL: Kovash	
	Pages 50-57	
	Suggested Resolution: Move to app	prove the schedule and credit recommendations for
	implementation in the 2004-05 school	ool year.
	Moved by	Seconded by
	Comments	
9.	MIDDLE SCHOOL IMPLEMEN	TATION TEAM RECOMMENDATION
	REPORT: Kovash	
	Pages 58-75	
10.	OTHER PERTINENT ITEMS TO	O COME BEFORE THE BOARD

## SCHOOL BOARD AGENDA - January 12, 2004 PAGE 6

## **CALENDAR OF EVENT**

Event	Date	<u>Time</u>	Place
Building Unity in Our			
Community Events	January 13-19		
MCA (Grade 7 Reading)	January 13		
MCA (Grade 7 Math)	January 14		
Health/Safety/Wellness Com	January 15	9:30 am	Townsite Centre
Martin Luther King Jr. Day/	- 174 ×		
K-12 Staff Development Day	January 19	No School	
HS PTAC	January 19	6:30 pm	Library
Probstfield PTAC	January 19	7 pm	Library
Policy Review Com	January 19	7-8:30 pm	Board Room
Riverside PTAC	January 20	7 pm	Library
Interagency Early Interv Com	January 21	12 pm	Family Service Center
Clay County Jt Powers Collab	January 21	3:30 pm	Family Service Center
Instr and Curr Adv Council	January 22	7 am	Board Room
Spec Ed Parent Adv Com	January 22	12 Noon	<b>Townsite Centre</b>
End of 2nd Qtr/1st Sem	January 23		
School Board	January 26	7 pm	Board Room
Basic Skills Test (Writing)	January 27		
Technology Com	January 27	3:45 pm	<b>Townsite Centre</b>
Robert Asp PTAC	January 27	7 pm	Media Center
Com Ed Adv Council	January 27	7 pm	Board Room
Activities Council	January 28	7 am	Board Room

#### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.076



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash \$\mu\$\mu

SUBJECT:

Gift Acceptance

DATE:

December 11, 2003

Moorhead High School AYES Automotive Program has received 2 donations:

Pro-Cut On-Car Brake Lathe,
Rotunda Model 201-00002 with all attachments.
Estimated Value \$4500.00
Donated by Lunde Lincoln Mercury
3901 2nd Ave SW
Fargo, ND 58103
Service Manager: Kelly Lambert

Pro-Cut On-Car Brake Lathe Rotunda Model 201-00002 Estimated Value \$2000.00 Donated by Luther Valley Ford 3302 36th St Sw Fargo, ND 58104 Service Manager: Brad Jordet

<u>SUGGESTED RESOLUTION:</u> Move to approve the donation of the Pro-Cut On-Car Brake Lathe from Lunde Lunde Mercury and the Pro-Cut On-Car Brake Lathe from Luther Valley Ford. Direct administration to send a letter of thanks to Lunde Lincoln Mercury and Luther Valley Ford.

LAK/kmr

### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.079



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Gift Acceptance

DATE:

December 19, 2003

Target Stores has informed Washington School that a grant has been approved in the amount of \$2,500.00 for support of a donation on behalf of Sally Doran. Sally Doran attended the Partnering for School Success conference and was the winner of a drawing that was held. A check in the amount of \$2,500.00 has been received by Washington School.

**SUGGESTED RESOLUTION:** Move to approve the donation of \$ 2,500.00 from Target and send a thank you letter to Sally Doran and to Target.

Target PO Box 1296 Minneapolis, MN 55440-1296

LAK/kmr

#### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.082



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Renewal Agreement with Lakeland Mental Health Center, Inc.

DATE:

January 12, 2004

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

The renewal agreement which covers the period from January 1, 2004 - December 31, 2004, is in the amount of \$569,910.00. The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment form Clay County Social Services.

<u>SUGGESTED RESOLUTION:</u> Move to approve the January 1, 2004 to December 31, 2004 renewal agreement with Lakeland Mental Health Center to continue mental health services to students and families as part of the Clay County Outreach Treatment Program in the amount of \$569,910.00 The entire cost of the program is to be paid with combination of state aid, medical assistance funds, and payment for the Clay County Social Services and is contingent upon approval of the Clay County Social Services Board.

LAK/kmr Attachment

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

THIS AGREEMENT is in force for a period from January 1, 2004 to December 31, 2004.

#### WITNESSETH

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

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

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

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

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

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

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

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

- 1. Licensed mental health professionals (approximately 4.4 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of the contract. Personnel will hold appropriate licensure issued by the Board of Teaching or the Commissioner of CFL for the necessary service for which they provide. If neither issue a license for the necessary service, the professionals will be members of good standing in their professional organization.
- 2. Mental Health Practitioner social workers (2.35 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of this contract.
- 3. Direct service will be provided each day school is in session, including the regular school year, Extended School Year and beyond. The student's IEP will document need for services, including need for extended school year.
- 4. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the day treatment mental health component can be integrated, and coordinated with the educational component.
- 5. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Moorhead Independent School District #152, Clay County Department of Social Services and Lakeland Mental Health Center, inc. The process of providing a service offered through this contractual agreement will be done as an IEP team decision function and not solely by a decision of a district or agency.
- 6. The mental health professionals will receive back-up clinical consultation from appropriate psychiatrists, psychologists, registered nurse and clinical social workers of Lakeland Mental Health Center, Inc.

- 7. Direct clinical time and direct administrative supervision will be provided by the Lakeland Mental Health Center staff.
- 8. The Moorhead Independent School District #152 agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education program, shall provide an atmosphere conducive to learning, and shall meet students' special physical, sensory and emotional needs.
- 9. The cost of the Interagency Day Treatment Program for Children, including the clinical backup consultation for program staff at Lakeland Mental Health Center, Inc., therapy supplies and equipment, travel, postage and printing, secretarial expenses, maintenance/utilities, benefits and administrative expenses will be \$569,910.00.
- 10. The Moorhead Independent School District #152 agrees to pay Lakeland Mental Health Center, Inc. \$569,910.00 in accordance with the following: Twelve equal payments of \$47,492.50 from January 2004 through December, 2004.
- 10.5 The Moorhead Independent School District #152 will bill Lakeland Mental Health Center, Inc. \$19,289.25 monthly for January 1, 2004 December, 2004 for a total of \$231,471.00. If Lakeland Mental Health Center does not receive this Medical Assistance revenue as anticipated, the monthly bill will be reduced accordingly. Any additional M.A. dollars earned will help reduce costs to Clay County Social Services.
- 10.6 Lakeland Mental Health Center will bill Medical Assistance for each of the clients eligible for Medical Assistance, accepting Medical Assistance payment schedule as reimbursement for services rendered. Lakeland Mental Health Center will seek reimbursement from other sources only for those costs which are not covered by Medical Assistance, or for those individuals that are not M.A. qualified.
- 11. The Moorhead Independent School District #152 will collect from the Unique Learner's Section of the State Department of Education for an estimated \$296,353.20 in State reimbursement.
- 12. It is understood and agreed that in the event the reimbursement to Moorhead Independent School District #152, Lakeland Mental Health Center, Inc., and/or the County from State and Federal Sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder shall thereupon be modified or terminated. If contract is modified or terminated, notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.

13. The Director of Special Education for Moorhead Independent School District #152 shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

Chair, Board of Education	Date
Moorhead Independent School District #152	
bul Klein	12-9-03
Provider Services Director	Date
Lakeland Mental Health Center, Inc.	

#### **BUSINESS SERVICES MEMO#:**

B.04.023



To: Dr. Larry P. Nybladh

From: Mark Weston mu

Date: December 3, 2003

RE: CALL FOR BIDS

The 2003-04 Annual Operating Plan calls for the replacement of the high school swimming pool liner, and mechanical system upgrades. Zerr/Berg Architects have assembled bid specifications for the work. The project is estimated to cost \$100,000 as indicated in the AOP. At this time I am recommending that we go out for bid on this project.

<u>Suggested Resolution:</u> Move to authorize the advertisement for bids on the high school pool liner replacement, and mechanical systems upgrade.

MLW/dmh

#### **BUSINESS SERVICES MEMO#:**



To: Dr. Larry P. Nybladh

From: Mark Weston 71

Date: January 8, 2004

RE: Replat of Horizon Middle School:

Ulteig Engineers, Inc has conducted a Replat of the Horizon Middle School. This replat is a direct result of the construction project and development of the Moorheadville Subdivision, to the City of Moorhead. Without this replat the school district would have to pay for the construction of this road as well as the maintenance and policing of traffic.

B.04.027

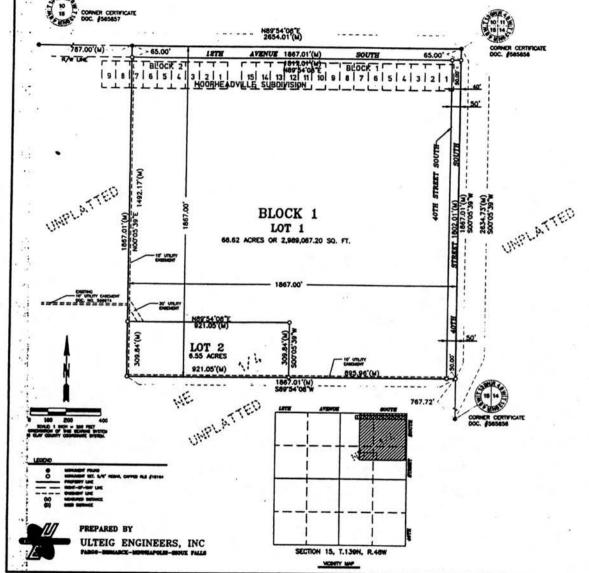
Suggested Resolution: Move to approve the attached replat dated 11/18/03 and entitled "Middle School Addition" to the City of Moorhead, Minnesota and dedicate to the public, for public use, all streets, avenues, and easements as shown on the plat.

MLW/dmh

Attachment:

## MIDDLE SCHOOL ADDITION

A TRACT OF LAND IN THE NORTHEAST QUARTER OF SECTION 15, T.139N., R.48W.
AND A REPLAT OF PART OF MOORHEADVILLE SUBDIVISION, TO THE CITY OF MOORHEAD,
CLAY COUNTY, MINNESOTA



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CITY ATTOMNET'S APPROVAL At a regular manifes of the Planeting Committee of the City of Manifest, Minnesda, on the \_\_\_\_\_ day of \_\_\_\_\_ 2005, MINDLE SCHOOL ADMITIST, for the City of CITY COUNCIL'S CERTIFICATE CLAY COUNTY AUDITOR'S CERTIFICATE less peld and brander calend the \_\_\_ day of CLAY COUNTY THEASURER'S CERTIFICATION

MICHAEL B. BRASH Notary Public, STATE OF NORTH DAKOTA My Commission Expires APRIL 1, 2005 **BUSINESS SERVICES MEMO#:** 

B.04.028



To: Dr. Larry P. Nybladh

From: Mark Weston TML

Date: January 8, 2004

RE: Replat of S.G. Reinertsen Elementary School:

Ulteig Engineers, Inc has conducted a Replat of the Horizon Middle School. This replat is a direct result of the construction project and development of the S.G. Reinertsen Elementary School, to the City of Moorhead. Without this replat the school district would have to pay for the construction of this road as well as the maintenance and policing of traffic.

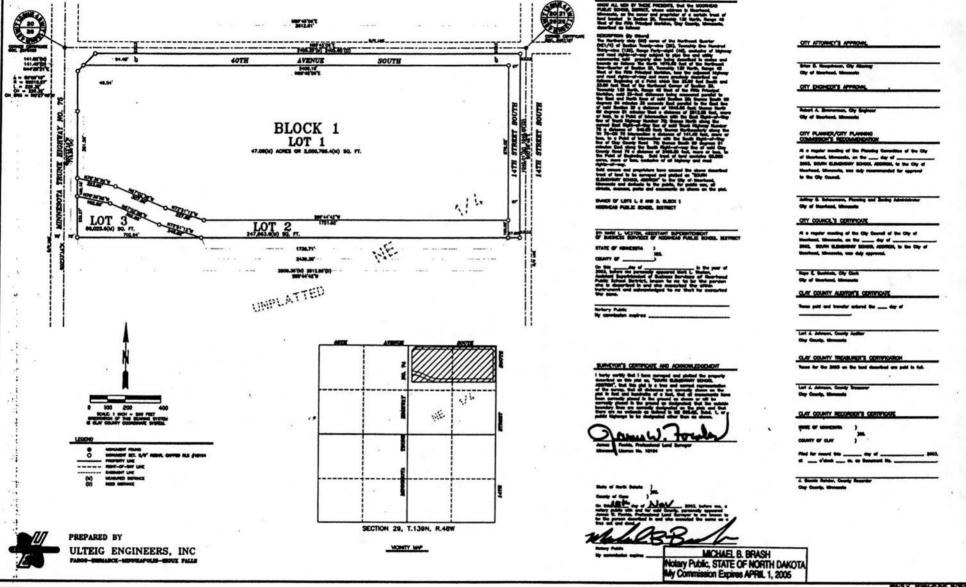
Suggested Resolution: Move to approve the attached replat dated 11/15/03 and entitled "South Elementary Addition" to the City of Moorhead, Minnesota and dedicate to the public, for public use, all streets, avenues, and easements as shown on the plat.

MLW/dmh

Attachment:

## SOUTH ELEMENTARY SCHOOL ADDITION

A TRACT OF LAND IN THE NORTHEAST QUARTER OF SECTION 29, T.139N., R.48W.
TO THE CITY OF MODRHEAD, MINNESOTA



MEMO #: HR .04.151



TO:

Dr. Larry Nybladh

FROM:

Ron Niesen

SUBJECT:

**New Employees** 

DATE:

January 5, 2004

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

Robyn Yliniemi

Media Secretary, Sr. High, A13(3) \$11.39 per hour, effective January 5,

2004. (Replace Paula Myers)

**Bonnie Beedy** 

Paraprofessional, Riverside, 6.5 hours a day, B21 (0-2) \$11.52 per hour,

effective January 5, 2004 (Replace Kelly Edwards)

Tom Oelrich

Custodian, Jr. High, 8 hours per day, B21 (3) \$11.82 per hour, effective

December 8, 2003. (Replace Ernie Klementson)

Stacy Keeping

Work Experienced Handicapped Teacher, Sr. High, BA (2.5) \$17,004.75,

effective January 5, 2004. (Replace Arnie Grossman)

Nathan Schultz

Computer Technician, Edison, B24 (3) \$12.83 per hour, effective

December 29, 2003. (Replace Mike Williams)

**SUGGESTED RESOLUTION:** Move to approve the employment of Robyn Yliniemi, Bonnie Beedy, Tom Oelrich, Stacy Keeping and Nathan Schultz.

MEMO #: HR .04.152



TO:

Dr. Larry Nybladh

FROM:

Ron N

SUBJECT:

Resignation

DATE:

January 5, 2004

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

Jeanette Grinde

Paraprofessional, Probstfield, effective December 19, 2003

Michael Cossette

Custodian, Probstfield, effective December 31, 2003

Tom Maki

Hall Monitor, Sr. High, effective December 19, 2003

Debra Krupich

Secretary, RRALC, effective December 22, 2003

<u>SUGGESTED RESOLUTION:</u> Move to approve the resignation of Jeanette Grinde, Michael Cossette, Tom Maki and Debra Krupich as presented.

MEMO #: HR .04.154



TO:

Dr. Larry Nybladh

FROM:

Roperser

SUBJECT:

Family/Medical Leave (Revised)

DATE:

January 5, 2004

The administration requests the Family/Medical Leave for the following person:

Jennie MacFarlane

5th Grade Teacher, Riverside, January 5, 2004 to March 1, 2004

**SUGGESTED RESOLUTION:** Move to accept the Family/Medical Leave for Jennie MacFarlane as requested.

MEMO #: HR .04.155



TO:

Dr. Larry Nybladh

FROM:

Ron Micke

SUBJECT:

Leave of Absence

DATE:

January 5, 2004

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

Aisha Salih Food Server, Riverside, to begin January 5, 2004 through February 6, 2004.

SUGGESTED RESOLUTION: Move to approve the request for Leave of Absence for Aisha Salih pursuant to Article 9, Section 7 of the Food Service Master Contract.

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Carol A. Ladwig, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Anton B. Hastad and Sonia Hohnadel.

<u>CALL TO ORDER</u>: Chairwoman Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

<u>PREVIEW OF AGENDA</u>: Superintendent Nybladh recommended the agenda proceed as presented.

<u>APPROVAL OF AGENDA</u>: Tomhave moved, seconded by Ladwig, to approve the agenda as presented. Motion carried 5-0.

TRUTH IN TAXATION PROPERTY TAX HEARING: Weston presented an overview of the 2003 Payable 2004 Levy and current year's budget. Weston pointed out variances in the levy compared to the prior year's levy that increases the general levy \$575,055.89. The increase is due primarily to two factors: (1) the equity revenue is now a combination of aid and levy and (2) the district is again levying the entire eligible amount under lease levy.

Last year was the first levy after the passage of the \$64,000,000 referendum. The decision was made ot lessen the impact of the referendum by under levying the lease levy and debt service levy. An increase of \$257,919.45 in the debt service levy is a result of under levying last year.

A reduction of \$42,104.10 can be seen in the Community Service levy. The reduction is a result of the Governor's unallotment in the area of Community Education.

OPEN PUBLIC HEARING: Thompson opened the public hearing at 8:03 p.m.

Thompson requested the audience to address the Board with any questions regarding the levy. This request was made two times.

CLOSE PUBLIC HEARING: Thompson closed the public hearing at 8:04 p.m.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:05 p.m.

Carol Ladwig, Clerk

<u>MEMBERS PRESENT</u>: Jim Cummings, Lisa Erickson, Anton B. Hastad, Sonia Hohnadel, Carol A. Ladwig, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Kristine Thompson.

<u>CALL TO ORDER</u>: Vice Chairwoman Erickson called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

<u>PREVIEW OF AGENDA</u>: Superintendent Nybladh recommended the agenda proceed as corrected.

<u>APPROVAL OF AGENDA</u>: Hohnadel moved, seconded by Tomhave, to approve the agenda as corrected. Motion carried 6-0.

#### WE ARE PROUD:

\*\*\* We Are Proud of Moorhead Junior High School's Knowledge Bowl teams for placing 1st, 2nd, 3rd and 4th at the final meet of the season. Twenty-four teams from the region participated in this meet which was held at Moorhead Junior High on November 26.

Team members are: Corey Amundson, Megan Buelow, Erin Clark, Stephanie Clark, Cameron Dailey-Ruddy, Peter Flom, Jimmy Foley, Billy Goracke, Maggie Hannahs, Nathan Hansen, Steve Hanson, Tom Holmgren, Reed Langerud, Jacob Lundborg, Scott Mitchell, Mandy Oanes, Kyle Olson, Sabrina Sam, Jayce Schmidt, Harrison Suits Baer, Mack Suits Baer, and Hunter Thorson. The Knowledge Bowl Team is coached by Lois Brown.

\*\*\* We Are Proud of the Moorhead High School boys cross country team for winning the Section 8AA championships and advancing to the state meet on November 1, 2003, in Northfield. The cross country team finished ninth at state. Ben Klungtvedt finished seventh. Team members are Zach Dale, Karl Nyberg, Adam Kne, Erik Hest, Luke Wixo, Andrew Larson, Beau Christian, and Tom Sederquist. The boys cross country team is coached by Tom Dooher, head coach, and Jon Moe, assistant coach.

\*\*\* We Are Proud of Kylene Ramsey and Kira Hausauer, members of the Moorhead High School girls swimming and diving team, for competing in diving at the 2003 state meet. Head

coach of the team is Pat Anderson, and assistant coaches are Andrea Ross and Sylvette Lopez-Ruth.

\*\*\* We Are Proud of the Moorhead High girls soccer team for winning the Section 8
Championships three of the last four years. This year, the girls soccer team defeated Elk River to advance to the state quarterfinals. Moorhead lost to Lakeville to end their season.

Team members are Gabrielle Karlstrom, Sara Halseth, Ashley Herold, Ashley Beutler, Beth Kremer, Tory Boyd, Danielle Enervold, Leah Millette, Quinn Morlock, Rachel Johnson, Sarah Van Nevel, Chelsea Schmidt, Alyssa Gilbery, Tracy Ritland, Lacy Wiger, Tricia Vanyo, Quin Ryan, Molly Smemo, Amy Bruggeman, Flynn Murray, Hayley Cameron, and Emily Dale. The girls soccer team is coached by Scott Middleton, head coach, and Sarah Graning, Kelli Tranby, and Britney Lundblad, assistant coaches.

\*\*\* We Are Proud of the Moorhead High volleyball team for winning the Section 8AAA and advancing to the state tournament for the first time since 1996. Moorhead lost in the state tournament to Hibbing and Chaska to end their season. The team finished its season with a record of 21-11.

Team members are Lynae Envik, Alecia Stark, Lynsey Roscoe, Jalayna Busse, Jaclyn Gulsvig, Kari Legreid, Megan Jones, Katelyn Schwartzenberger, Brianna Buth, Kayla Hooten, Sam Bourcy, and Lorena Rangel. The volleyball team is coached by Char Lien, head coach, and Allyson Boe, Mary Nelson, and Kelly Skeim, assistant coaches.

\*\*\* We Are Proud of the Moorhead High School football team for defeating top-ranked Blaine in the state quarterfinals to advance to the semifinals. Moorhead was defeated by Hastings (26-27) in the state semifinals.

Team members are Willie Roller, Gabe Stoltman, Preston Engstrom, Josh Karch, Scott Johnson, Brett Barta, Lucas Wolford, Nick Stoltman, Shawn Kostich, Justin Zander, Joe Johnson, Andrew Gaughan, Nolan Oliver, Nick Eldred, David Cullom, Chase Livdahl, Cory Johnson, Zach Stetz, Tyler Hagen, Mike Hagen, Jeremy Smith, Ty Thorsen, Brandon Schultz, Jason Schultz, Jaron Conner, Derrick Turner, John Anderson, Justin Dalen, Nick Lahlum, Sean Lofgren, Nathan Charlton, Caleb Saum, Tim Gaber, Aaron Fjeld, Sythong Sandkuai, Justin Howland, Jed Dahnke,

Evan Sebelius, Andy Shaw, Dane Whitehead, Gary Richards, Alex Hawkins, Kyle Enkers, Jamie Naasz, Phil Mogen, Tom Knutson, Joe Sumers, Kris Peterson, Matt Peterson, Nick Fee, Dustin Martin, Dan Ziemer, Billy Quiggle, Kyle Klever, Chris VandeVelde, Matt Garman, Mike Peterson, Nick Kossick, Nezir Ahmed, Nick Jaroszewski, Matt Schneider, Jake Dibble, Chris Thomsen, Adam Schultz, John Hallman, and Chris Dahl. Football cheerleaders are Alicia Burkle, Jocelyn Cossette, Kari Envik, Lynse Langeberg, Caroline Orozco, Kellee Trautmann, and Alexa Williams.

The football team is coached by Steve Connelly, head coach, and Chip Lyslo, Scott Peterson, Rick Eidsness, Eric Stenehjem, Chris Nellermoe and Jon Hagness, assistant coaches. The cheerleading advisor is Katie Kludt.

#### MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

<u>Bids</u> - Approve advertisement of bids for Furniture, Fixtures and Equipment for new and remodeled schools and for bids on the high school parking lot resurface.

#### New Employees

Claudia Frahm - Food Server, High School, 2.25 hours per day, \$7.60 per hour, effective November 24, 2003. (Replace Linda Liebelt)

Cindy Noennig - Food Server, High School, 2.25 hours per day, \$7.60 per hour, effective November 20, 2003. (Replace Betty Ostlie)

#### Resignations

Kelly Edwards - Paraprofessional, Riverside, effective December 31, 2003. Sandra Elton - Secretary, High School, effective December 4, 2003

#### Family/Medical Leave

Christina Long - English Teacher, High School, beginning approximately February 23, 2004 until April 26, 2004.

#### **Extended Leave of Absence**

Steve Connelly - Teacher, Senior High, to begin on January 26, 2004 for up to 5 years.

Minutes - Approve the November 10 and 24, 2003 Regular Meeting Minutes as presented.

Claims - Approve the December Claims, subject to audit, in the amount of \$4,404,612.55.

 General Fund:
 \$818,264.99

 Food Service:
 67,947.60

 Community Service:
 18,040.90

 Building Construction
 3,500,359.06

TOTAL \$4,404,612.55

Motion carried 6-0.

<u>COMMITTEE REPORTS</u>: Brief reports were heard regarding the Elementary School Attendance Area Task Force, Clay County Joint Powers Collaborative, Joint Powers Committee, Human Rights Committee, and Junior High PTAC meetings.

#### SCHOOL BOARD/STAFF DIALOGUE: Kovash

(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.)

<u>Improving Educational Outcomes for All Children</u> - Hohnadel, who was selected to represent the Moorhead School Board and Minnesota School Boards Association on a national level, has been active in the in the National Association of Latino Elected and Appointed Officials and the National Education Leadership Initiative Institute.

Hohnadel and Kovash presented information in a local context regarding a report released by the National Hispanic Caucus of State Legislators in February 2003 regarding improving educational outcomes for Hispanic children.

On a national, state and local level the No Child Left Behind Act of 2001 has led school districts to disaggregate achievement data for youth. While there area many "non-educational" factors that

affect educational achievement for students, it is important to work together to provide support for all students. Discussion was further held regarding data and the implications for student achievement.

<u>2004-2006 CONFIDENTIAL SECRETARY AGREEMENT</u>: Ladwig moved, seconded by Cummings, to approve the 2004-2006 Confidential Secretary Agreement as presented. Motion carried 6-0.

<u>HEALTH AND SAFETY PLAN UPDATE</u>: Ladwig moved, seconded by Hohnadel, to accept the Health and Safety Plan updates as outlined. Motion carried 6-0.

**2003-2004 ANNUAL OPERATING PLAN AMENDMENT**: Cummings moved, seconded by Tomhave, to approve the amended 2003-04 Annual Operating Plan as well as a preliminary 2004-2005 Annual Operating Plan as presented. Motion carried 6-0.

**2003 PAYABLE 2004 LEVY**: Cummings moved, seconded by Tomhave, to set the 2003 Payable 2004 Levy at \$5,473,905.68. The Clerk of the School Board is authorized to certify the proposed levy to the County Auditor of Clay County, Minnesota. Motion carried 6-0.

#### MOORHEAD HIGH SCHOOL ENHANCEMENT RESEARCH STUDY GROUP

<u>PROPOSAL</u>: Kovash and high school administrators Gene Boyle, Russ Henegar, and Dave Lawrence presented the recommendation from the Moorhead High School Enhancement Study Group. The group began meeting in September 2003 and developed a recommendation that was presented to the Instruction and Curriculum Advisory Committee for review and comment.

The recommended proposal would change the present schedule to an alternative schedule. The proposed schedule would allow for flexibility with a combination of 45 and 90 minute periods. The proposal also addresses the increased requirements of Article 1, Section (120B.0021) Required Academic Standards, Subd. 1. The recommendation proposes increasing the local requirement for graduation from 21 credits to 26 credits for the class of 2007-08.

The Study Group was charged with researching and evaluating the impact of new accountability standards on students in Moorhead Area Public Schools. The group was also charged with researching best practices, methods and/or structure to enhance the quality of student learning at

Moorhead High School.

The Study Group reviewed the requirements of the No Child Left Behind Act of 2001 and the Minnesota Academic Standards. The standards at the state and national levels were reviewed followed by discussion of reforms in secondary education across the nation. The recommendation will be presented to the Board for action at the January 12 meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Ladwig thanked Cummings and Hastad for their many years of hard work and dedication to the School Board.

Both Cummings and Hastad commented on this being their last school board meeting and have very much enjoyed their experience serving on the school board.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 9:19 p.m.

Carol Ladwig, Clerk

#### **BUSINESS SERVICES MEMO#:**

B.04.025



To:

Dr. Larry P. Nybladh

From:

Mark Weston mu

Date:

December 16, 2003

RE:

Structural Balance

The Omnibus K-12 Education Act of 2001 requires a school board to pass a resolution verifying that any collective bargaining agreement approved after July 1, 2001, does not cause structural imbalance in the school district's budget during the period of the agreement. At this time I am recommending the following resolution, which is supported with the attached information. If you have further questions regarding this matter please contact me at your convenience.

<u>Suggested Resolution:</u> Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Bus Drivers and Assistants.

MLW/dmh

Attachment:



Division of

Program Fin: Financial Mana;

## Settlement Information and Balanced Budget Projection Summary

(Minn.Stat.123.B.749 Structurally Balanced School District Budget)

DISTRICT NAME:

**MOORHEAD** 

**DISTRICT NUMBER:** 

0152-01

Name of bargaining unit	Drivers/
Date of ratification of contract	
Effective term of the contract (start)	
Effective term of the contract (end)	
The date of the "one year following" the settlement conclusion	
Number of people directly affected by the contract, i.e. membership	T. C. Taylor A.
Was the settlement the result of interest arbitration? (y/n)	
Did this settlement cause structural imbalance? (y/n)	

#### INDIVIDUAL SUMMARY

General Fund(01)	(2003)	(2004)	(2005)	(2006)	(200'
Revenues (ALL General)					
01 - Current Revenue	0	42,684,128	0	0	
Anticipated Revenue	0	42,684,128	42,268,518	41,991,055	
Expenditures					
Settlement Salary/Benefits	0	235,944	246,675	259,009	
All Other 01 Costs	0	45,770,131	46,913,415	48,930,393	
Total General Fund(01) Balance	10,849,562	7,527,615	2,636,043	-4,562,304	
Food Service Fund	(2003)	(2004)	(2005)	(2006)	(200′

(02)					
Revenues (ALL General)			,,	,	
02 - Current Revenue	0	1,370,311	1,397,710	1,425,650	
Anticipated Revenue	0	1,370,311	1,397,710	1,425,650	
Expenditures					
Settlement Salary/Benefits	0	481,389	495,830	510,710	7 5
All Other 02 Costs	0	932,822	958,450	986,901	
Total General Fund(02) Balance	436,811	392,911	336,341	264,380	
Community Service (04)	(2003)	(2004)	(2005)	(2006)	(200'
Revenues (ALL General)					
04 - Current Revenue	0	1,293,145	1,221,547	1,217,771	
Anticipated Revenue	0	1,293,145	1,221,547	1,217,771	
Expenditures					
Settlement Salary/Benefits	0	1,093,338	1,021,908	1,014,634	
All Other 04 Costs	0	273,334	255,477	253,659	
Total General Fund(04) Balance	230,720	157,193	101,355	50,833	
	(2003)	(2004)	(2005)	(2006)	(200
Staff changes affected by settlement	0	0	0	0	
Actual staff count in the unit affected by the settlement	0	18	18	18	
Anticipated Cuts	0	0	0	0	
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	XXXXXX	XXXXXX	XX
AMCPU's	6,446	6,251	6,217	5,980	

### DISTRICT SUMMARY

General Fund(01)	(2003)	(2004)	(2005)	(2006)	(200'
Revenues (ALL General)					
01 - Current Revenue	0	42,684,128	0	0	
Anticipated Revenue	0	42,684,128	42,268,518	41,991,055	
Expenditures					
Settlement Salary/Benefits	0	33,564,655	37,572,852	39,451,479	
All Other 01 Costs	0	12,441,420	9,587,238	9,737,923	
Total General Fund(01) Balance	10,849,562	7,527,615	2,636,043	-4,562,304	
Food Service Fund (02)	(2003)	(2004)	(2005)	(2006)	(200′
Revenues (ALL General)					9
02 - Current Revenue	0	1,370,311	1,397,710	1,425,650	
Anticipated Revenue	0	1,370,311	1,397,710	1,425,650	
Expenditures					
Settlement Salary/Benefits	0	481,389	495,830	510,710	
All Other 02 Costs	0	932,822	958,450	986,901	
Total General Fund(02) Balance	436,811	392,911	336,341	264,380	
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Anticipated Revenue	o	1,293,145	1,221,547	1,217,771	
Expenditures					
Settlement Salary/Benefits	0	1,093,338	1,021,908	1,014,634	
All Other 04 Costs	0	273,334	255,477	253,659	
Total General Fund(04) Balance	230,720	157,193	101,355	50,833	
	(2003)	(2004)	(2005)	(2006)	(200
Staff changes affected by settlement	0	0	0	0	7
Actual staff count in the unit affected by the settlement	0	18	18	18	
Anticipated Cuts	0	0	0	0	
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	XXXXXX	XXXXXX	XX
AMCPU's	6,446	6,251	6,217	5,980	
Did any settlement cause st	tructural imbalan	ce in the budget?			

If all of the above data is correct, click OK. You will not be able to change this data after you click OK, Send all data to MDE

## **CORRECT DATA ABOVE**

#### **HUMAN RESOURCE**

MEMO #: HR .04.153



TO:

Dr. Larry Nybladh

FROM:

Roger jelser

SUBJECT:

Bus Drivers/Assistants Master Agreement

DATE:

January 5, 2004

A tentative settlement on the Bus Drivers'/Assistants' Master Agreement was reached for the time period of July 1, 2003 through June 30, 2005. The Bus Drivers'/Assistants' indicated acceptance of the agreement.

Language changes included:

- 1. Article VI. Rates of Pay
- 2. Article VIII. Leaves of Absence
- 3. Article XIII. Seniority, Vacancies & Layoffs

The monetary settlement was as follows:

	Percent	Amount of Increase
2003-2004	4.548%	\$10,732.00
2004-2005`	4.249%	\$10,480.00
TOTAL	8.797%	\$21,212.00

**SUGGESTED RESOLUTION:** Move to approve the 2003-2005 Bus Drivers'/Assistants' Master Agreement as presented.

RN/smw

#### **BUSINESS SERVICES MEMO#:**

B.04.024



To:

Dr. Larry P. Nybladh

From: Mark Weston 77%

Date: December 15, 2003

RE:

Sale of Edison, Lincoln and Riverside Schools:

As you are aware, I have been in the process of evaluating the best methodology for the sale of the district's excess facilities (Edison, Lincoln, Riverside) since the passage of the referendum in March 2002.

After considering the various options, it is my belief that we should proceed with Coldwell Banker as the commercial real estate brokers for the sale of Edison, Lincoln and Riverside Schools. As you may recall it was Coldwell Banker that we used for the sale of Townsite Centre.

It is my recommendation that the school board authorize administration to hire Coldwell Banker as the commercial real estate brokers for the sale of Edison, Lincoln and Riverside Schools.

Suggested Resolution: Move to authorize administration to hire Coldwell Banker as commercial real estate brokers for the sale of Edison, Lincoln and Riverside.

MW:dmh

MEMO #: S-04-054

TO:

School Board

FROM:

Dr. Larry P. Nybladh, Superintendent

DATE:

January 7, 2004

RE:

Elementary School Attendance Area Task Force Report

With the full implementation of the district's Master Facilities Plan in the fall of 2004, there is a need to reconfigure the district's elementary attendance area.

Attached please find a copy of the Elementary School Attendance Area Task Force Recommendation Report. The task force began meeting in October 2003 and has developed the report through research, examination and consideration of alternative options for the district's elementary school attendance areas for implementation in 2004-05. The task force's work was conducted according to the district's goals for this process: efficiency, effectiveness, equity, and future growth.

I bring this report to you for your review and comment and will be requesting board action at the January 26, 2004 meeting.

I wish to express my deep appreciation to the parents, citizens, and staff who diligently worked on the project.

LPN:mde Attachment

# Elementary School Attendance Area Task Force Recommendation Report

Submitted to Dr. Larry P. Nybladh, Superintendent

Moorhead Area Public Schools 810 Fourth Avenue South Moorhead, Minnesota

**December 4, 2003** 

### **Table of Contents**

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#### I. Background

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp and Moorhead Junior High to K-5 elementary schools, additions and renovations at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Early Intervention Services, Head Start, Adult Basic Education, Community Education and district offices. This proposal is designed to enhance educational effectiveness, create economic efficiency, provide equity, and modernize the district's infrastructure.

As the Moorhead Area Public Schools progresses toward full implementation of the master facilities plan in the fall of 2004, the school district will go from four elementary schools to three elementary schools. Currently there are four elementary schools with grades K-4/5 (George Washington, Thomas Edison, Riverside and Probstfield). Beginning in 2004-05, there will be three grades K-5 elementary schools with similar capacity: Robert Asp Elementary School in north Moorhead, Ellen Hopkins Elementary School toward the center of Moorhead, and S.G. Reinertsen Elementary School in south Moorhead.

As a result of these changes, Superintendent of Schools Dr. Larry P. Nybladh recommended the formation of an Elementary School Attendance Area Task Force (Appendix A). The Community Task Force approach, which involves community collaboration and consensus building for its decision-making process, would be used. The task force would be comprised of staff, administrative, School Board, parent, real estate professional, and city and county representatives.

Members of the Elementary School Attendance Area Task Force are:

Julie Arnold Dan Bacon Dann Bjornstad Lisa Christian Jim Cummings Beth Henning Rosemary Hirchert Kevin Kopperud Lynne Kovash Tim Magnusson, Vice Chair Diane Mead Brenda Rapske Mark and Sue Ringham Jeff Schaumann Terri Smith Mark Weston, Chair

The purpose of the Elementary School Attendance Area Task Force was to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. The task force was charged with determining a recommendation for three elementary school attendance areas and submitting the recommendation to the Superintendent of Schools.

#### II. Introduction

The 16 members of the school district's Elementary School Attendance Area Task Force began meeting October 30, 2003, to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. The task force named Mark Weston as chair and Tim Magnusson as vice chair.

To complete its charge, the task force met approximately every other week through November with a final meeting December 4, 2003. Presentations at the first meeting provided background information for task force members to consider during their discussions.

The presentations covered the current attendance areas, estimated capacity of the elementary schools, administrative transfers, boundary exceptions, district transportation policy, Spanish Immersion Program enrollment, district goals, ethnicity and free / reduced-price meal status, and future school district, city and county growth.

At the beginning of the process the task force discussed the district's goals for the process. District goals include efficiency, effectiveness, equity and future growth. Efficiency is important as it relates to the attendance areas and transportation efficiency and minimizing the amount of travel for students. Effectiveness as it relates to the attendance areas means that a diverse mix of students is attending each of the three elementary schools. Equity refers to having three equitable elementary schools. Regardless of where a person lives the same education opportunities should be available.

Information was provided about the Spanish Immersion Program which has students from throughout the district, although most are from the Probstfield attendance area. The immersion program will be located at Ellen Hopkins beginning in 2004-05.

Lynne Kovash, Assistant Superintendent of Teaching and Learning, provided information on the district's projected enrollment. Jeff Schaumann, City of Moorhead, and Tim Magnusson, Clay County, provided the task force members with information on growth projections for the city and county. Current areas of growth are on the east side by the Meadows, in the Village Green area, and by the new elementary school. Currently the city has experienced an increase in building permits. However, it is difficult to determine whether the increase necessarily means an increase in student enrollment. The county is not projecting significant residential growth.

The task force requested that several preliminary scenarios be developed for discussion. Dan Bacon, Director of Transportation, provided five initial scenarios for further discussion by task force members. Task force members examined the scenarios taking into account the goals of the district. Alternatives to the initial scenarios were discussed and evaluated.

Following additional research and discussion, the task force completed its charge. The Elementary School Attendance Area Task Force provides the following recommendation regarding the attendance areas for the district's elementary schools.

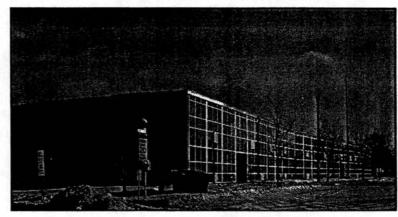
#### III. Recommendations for Elementary School Attendance Areas

#### A. Robert Asp Elementary School Attendance Area

#### **Recommendation:**

The Elementary School Attendance Area Task Force recommends that the attendance area for Robert Asp Elementary School be as follows:

- The northern edge would be the school district boundary.
- The southern edge would extend from the Red River along Center Avenue to 14th Street, south one block to Main Avenue, east following Main Avenue to 17th Street South, south on 17th Street to



4th Avenue South (including all residences facing 17th Street South), east on 4th Avenue South to Main Avenue, following Main Avenue to 20th Street South, then south on 20th Street to 12th Avenue South, east on 12th Avenue South to the district boundary, excluding the subdivision Meadows South Addition (Appendix B).

	Projected Enrollment*	Subtract Spanish Immersion	Projected Enrollment without Immersion	Estimated Building Capacity (without swing rooms)
Kindergarten	125		125	a de la companya de l
Grade 1	105	5	100	40.00
Grade 2	121	5	116	
Grade 3	112	4	108	
Grade 4	146	12	134	
Grade 5	122	3	119	
	731	29	702	767

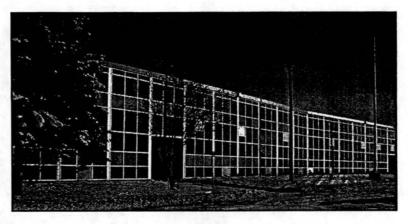
<sup>\*</sup> Source: Office of Teaching and Learning November 2003 Projections

#### **B. Ellen Hopkins Elementary School Attendance Area**

#### **Recommendation:**

The Elementary School Attendance Area Task Force recommends that the attendance area for Ellen Hopkins Elementary School be as follows:

 The northern edge would extend from the Red River along Center Avenue to 14th Street, south one block to Main Avenue, east following Main Avenue to 17th Street South, south on 17th Street to 4th Avenue South (excluding all residences



facing 17th Street South), east on 4th Avenue South to Main Avenue, following Main Avenue to 20th Street South, then south on 20th Street.

- The eastern edge would be 20th Street South from Main Avenue to I-94.
- The southern edge, starting from 20th Street on the east, would be I-94 from 20th Street S. to Eighth Street, north along Eighth Street to 20th Avenue South, then west on 20th Avenue South to the Red River (Appendix B).

	Projected Enrollment*	Add Spanish Immersion	Projected Enrollment with Immersion	Estimated Building Capacity (without swing rooms)
Kindergarten	133	-	133	
Grade 1	108	29	137	
Grade 2	107	18	125	
Grade 3	110	17	127	
Grade 4	115	22	137	
Grade 5	86	16	102	
	659	102	761	767

<sup>\*</sup> Source: Office of Teaching and Learning November 2003 Projections

#### C. S.G. Reinertsen Elementary School Attendance Area

#### **Recommendation:**

The Elementary School Attendance Area Task Force recommends that the attendance area for S.G. Reinertsen Elementary School be as follows:

• The northern edge would extend from the Red River east along 20th Avenue South to Eighth Street South, south on Eighth Street to I-94, east along I-94 to 20th Street, north on 20th Street South to 12th Avenue South, and east to the district boundary, in-



cluding the subdivision Meadows South Addition.

• The southern edge would be the school district boundary (Appendix B).

	Projected Enrollment*	Subtract Spanish Immersion	Projected Enrollment without Immersion	Estimated Building Capacity (without swing rooms)
Kindergarten	167	-	167	
Grade 1	119	24	95	171
Grade 2	100	13	87	
Grade 3	124	13	111	
Grade 4	142	10	132	4 7 5
Grade 5	136	13	123	
	788	73	715	767

<sup>\*</sup> Source: Office of Teaching and Learning November 2003 Projections

#### D. Rationale

- The attendance area recommendation provides for three equitable sized elementary schools. The projected enrollment indicates that building capacity will be similar at all three facilities: 92 percent, 99 percent, and 91 percent.
- The attendance area recommendation provides for a balance of students eligible for free and reducedprice meals. Approximate percentages of free and reduced students in grades 1-5 at the three schools would be 35 percent, 30 percent and 24 percent.
- The attendance area recommendation allows for some growth in S.G. Reinertsen Elementary School
  where new residential construction is occurring nearby. Administrative transfers and boundary
  exceptions would provide the district with additional flexibility.
- The attendance area recommendation uses main roads and traffic corridors as boundaries, and also primarily keeps established and emerging neighborhoods intact.

#### V. Summary

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp School and Moorhead Junior High to K-5 elementary schools, an addition and renovation at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Head Start, Early Intervention Services, Adult Basic Education, Community Education and district offices.

These facilities are designed to span the needs of preschool, school-aged and adult learners and are central to the district's goals of enhancing educational effectiveness, creating economic efficiency, providing equity in programs and services, and modernizing the district's facilities.

As the school district implements the master facilities plan, the number of elementary schools will be reduced from four to three. To determine attendance areas for the three elementary schools, an Elementary School Attendance Area Task Force with parent, staff, administrative, School Board, city and county representatives was formed.

On October 30, 2003, the sixteen members of the Elementary School Attendance Area Task Force convened to begin a decision-making process to research, consider alternative options, and reach a consensus for the elementary school attendance areas for implementation in 2004-05. The recommendation presented in this report by the Elementary School Attendance Area Task Force recognizes the changes occurring to the school district's facilities and reflects the Moorhead Area Public Schools' efforts to create a more positive future.

The task force worked to determine elementary school attendance areas that will serve the school district into the future. The task force believes this recommendation meets all of the district's goals.



# Elementary School Attendance Area Task Force

#### Purpose:

The primary purpose of the Elementary School Attendance Area Task Force will be to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. Desired objectives shall be determined. Information and data shall drive the examination. A recommendation report shall be provided to the Superintendent.

#### Specific Responsibilities:

- · Select chairperson and recorder.
- · Review present enrollment and census data.
- Review projected enrollment and census data.
- Review projected city and county growth projections.
- Review No Child Left Behind (NCLB) groupings for impact upon attendance areas.
- Establish objectives and goals for attendance areas.
- Examine alternative options for attendance areas.
- · Evaluate alternatives.
- Determine a preferred attendance area option.
- Determine a process and criteria for boundary exemptions.
- Prepare a report, complete with findings and recommendations, regarding the preferred elementary school attendance area option.
- Submit the report to the Superintendent of Schools.

#### **Time Frame:**

- The Elementary School Attendance Area Task Force shall meet regularly as needed commencing approximately September 15, 2003.
- Preferably, the recommendation report shall be submitted to the Superintendent of Schools on or before December 15, 2003.

#### **Community Task Force Membership:**

The task force membership shall include:

- 6 K-5 parent representatives with representative from each building,
- 1 School Board representative,
- 1 Assistant Superintendent for Teaching and Learning,
- 1 Assistant Superintendent for Business Services,
- 1 District Transportation Director,
- 1 Clay County planning representative,
- 1 City of Moorhead planning representative,
- · 1 real estate professional,
- · 1 principal representative, and
- · 1 teacher representative.



Robert Asp Elementary School



Ellen Hopkins Elementary School

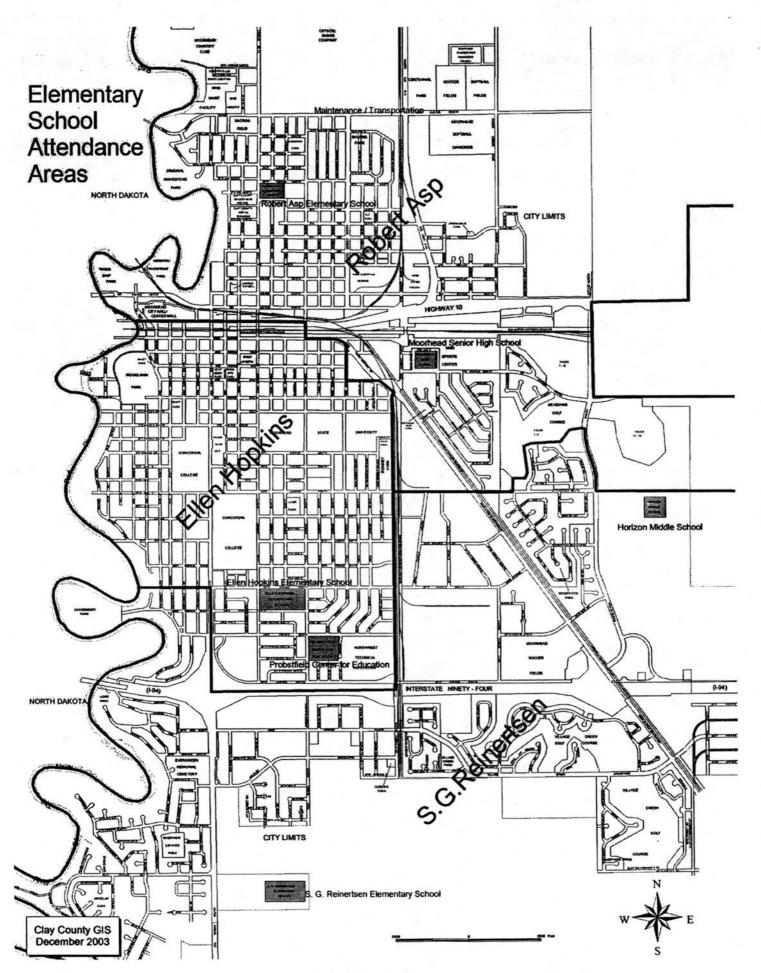


S.G. Reinertsen Elementary School

"The beauty of the district's master facility plan for elementary schools is equity.

Beginning in the fall of 2004, no matter where a child lives in Moorhead, he or she will have access to the same size school with the same educational opportunities."

- Dr. Larry P. Nybladh addressing the F-M Area Realtors Association on May 13, 2003



Appendix B

#### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.082



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Moorhead High School Enhancement

Research Study Group Proposal

DATE:

January 12, 2004

The recommendation from the Moorhead High School Enhancement Research Study Group was presented to the board at the December 8, 2003 meeting. The proposed schedule changes will be implemented in the 2004-05 school year.

The proposed recommendation consists of a student schedule with a combination of 45 or 90 minute class periods. The number of credits will be increased from the present 21 to 26. These changes incorporate the new Minnesota Academic Standards and Graduation Requirements.

<u>Suggested Resolution:</u> Move to approve the schedule and credit recommendations for implementation in the 2004-05 school year.

LAK/kmr

### Moorhead High School Enhancement Research Study Group MOORHEAD AREA PUBLIC SCHOOLS

Moorhead, Minnesota December 3, 2003

Recommendation to the Superintendent of Moorhead Area Public Schools from the Moorhead High School Enhancement Research Study Group.

#### I. Brief Description of Proposal

This proposal would change the present schedule to an alternative schedule. The proposed schedule would allow for flexibility with a combination of 45 or 90 minute periods. The proposal also addresses the increased requirements of Article1, Section 3 (120B.0021) Required Academic Standards, Subd.1.

Proposed local requirement of increasing from 21 credits to 26 credits for graduation for the class of 2007-08.

Present Cred	it System		New Credit S	<u>ystem</u>
English	3 credits		English	4 credits
Mathematic	s 2 credits		Mathematics Encompassin geometry, and statistics	
Science	2 credits		Science Biology and 2	3 credits 2 student choice
Social Scie	nce 3 credits		1-US History	ce 3.5 credits y, 1 Geography, .5 y, .5 Economics, .5
Health	.5 credit	1.56	Wellness	.5 credit
PE	1 credit	See.	Fitness	1 credit
			Art	1 credit
Electives	9.5 credits		Electives	10 credits
<u>Total</u>	21 credits		<u>Total</u>	26 credits

Schedule Description:

Present Schedule
6 – 55 minute periods
with optional 7<sup>th</sup> period at 7:30 am

Student day 330-385 minutes

Teacher day 5 - 55 minute period

Proposed Schedule 8 – 45 or 4-90 minute periods or combination of both

Student day 360 minutes

Teacher day 6-45 minute, or 3 – 90 minute periods with a 90 minute prep period or a combination of 45 and 90 minute blocks

Students will be required to register for a minimum number of credits per year.

9<sup>th</sup> grade 8 credits 10<sup>th</sup> grade 8 credits 11<sup>th</sup> grade 7 credits 12<sup>th</sup> grade 6 credits

Increasing the number of classes and credits necessary for graduation without increasing the number of specific courses all students will have more options. College bound, PSEOP, and non-college bound student will be able to better select course options to meet their individual needs.

#### II. Review of Supporting Literature

The Moorhead High School Enhancement Study Committee was charged with researching and evaluating the impact of new accountability standards on students in Moorhead Area Public Schools. The group was also charged with researching best practices, methods and/or structure to enhance the quality of student learning at Moorhead High School.

The task force reviewed the requirements of the No Child Left Behind Act of 2001 and the Minnesota Required Academic Standards. The standards at the state and national levels were reviewed followed by discussion of reforms in secondary education across the nation.

The four issues studied by the group were:

- 1. What should students know and be able to do when they graduate from Moorhead High School?
- 2. How will Moorhead High School comply with state and federal regulation?
- 3. What are the total number of credits needed to graduate from Moorhead High School?
- 4. What schedule or method of delivery will fulfill all the requirements?

The discussion and focus of the group was to create opportunities for success for all students at Moorhead High School. As the group focused on a structure to consider educational reform, the concept to restructure the student day became a focal point.

Alternative schedules are one of the reforms that has been instituted nationwide in recent years. Moorhead High School has been researching alternative schedules since 1994.

Current brain and learning research has revealed that models of instruction are more beneficial if they encourage experiential, inductive hands-on active-learning. Longer class periods may allow for more manipulative, problem solving, team orientated, higher level thinking learning activities. Longer class periods will also better facilitate out of school experiences such as field trips, service learning, and job shadowing for all students. With the emphasis on student achievement for all students, it is important to provide an educational environment that will provide for active teaching and learning.

According to a national survey in 1994 approximately 40 percent of U.S. high schools are using some type of alternative scheduling. Under an alternative system, the school day is restructured into fewer classes that run for a longer period, instead of the traditional six to eight class periods Advocates of the alternative schedule systems cite the success of individual schools, some of which report sharply higher grades and test scores, reduced disciplinary problems and increased graduation rates. There continues to be a lack of definite research on increased student achievement. However, most high schools that have adopted alternative schedules with longer class periods have enhanced the academic environment by increasing the number of courses a student can complete in a four year period (Queen, 2002).

#### The benefits of alternative schedules:

- A. Instruction is less fragmented, with greater time for discussions, cooperative activities, labs, group work and projects with longer instructional periods.
- B. It allows for extended and variable instruction for students who may need additional support or have difficulty learning in short segments.
- C. Teachers work with fewer students at a time, which allows for more personalized instruction and an improved school atmosphere.
- D. The 50 minute teacher preparations is almost doubled to 90 minutes, which provides more time to collaborate with colleagues regarding student achievement issues.
- E. The number of transitions for students between classes is reduced. This may lead to fewer discipline issues, noise and stress.
- F. When absent students may have fewer courses to make up.
- G. Opportunities for remediation can be built into the schedule and student day,
- H. Standardized test scores are maintained.
- Stronger interpersonal relationships between teachers and students are developed as teachers have less students to contact within the school day.

#### Issues and concerns with alternative schedules:

- A. Over use of lecture format in classroom instruction and study halls may show reduced student achievement.
- B. There may be lower content retention with pure block schedules.
- C. Curriculum adjustment must be made to accommodate the pacing of instruction.
- D. Graduation requirements (number of credits) must be reevaluated.
- E. Student absences can be a problem, since more work is missed for each day off.
- F. Transfer student issues can occur as students may move from a high school with a traditional schedule.
- G. Teacher training and inservice in teaching in an alternative educational schedule must be a part of the implementation.
- H. Difficulty in scheduling music and AP classes with a full block schedule.
- Concern with sequenced courses, schedule students in sequenced courses within one year.

(http://www. alliance.brown.edu) - Research from Brown University on alternative scheduling.

The Moorhead High School proposal centers on a hybrid solution of double and single class period. This model provides opportunities for those classes where the extended amount of time for practices and sequential learning and the 1/2 year longer blocks of time for extended learning opportunities. Smaller time periods such as "skinnies" or single periods may allow for concerns with AP instruction or music instruction.

#### III. Rational and Need

The new state requirements have increased the number of required credits for Moorhead High School students. With the addition of required credits, the opportunities for elective classes were diminished. With the additional credits, a change in the school schedule was needed to accommodate student options for elective courses. The number of elective choices will remain approximately the same as elective choices with the current schedule.

#### IV. Objectives of the Proposal

The proposal is to enhance educational opportunities at Moorhead High School and to add opportunities for integrating content areas. This proposal will also provide a framework for the development of small learning communities. The 9<sup>th</sup> grade house concept will be further enhanced through scheduling options for pairing of content areas. For example, science and math may work together to provide instruction for students in a math application in science.

#### V. Procedures for Program Development and Coordination

April – August, 2004 Developme

April 12, 2004

February 17, 2004

February – March 2004 January 19, 2004 Development of student and teacher schedules

Professional Development – Staff training for alternative schedules

Professional Development – Staff training for alternative schedules

Student Registration

Professional Development – Staff training for alternative schedules

Development of outcomes and goals of

alternative schedule.

Instructional strategies and other instructional methods for all students in

extended class time.

January 12, 2004 November 21, 2003 Action by Moorhead School Board Proposal presented to Instruction and

Curriculum Advisory Committee

August 2003-November 2003 Task Force meetings

1994-2003

Discussion and research regarding

alternative schedules for Moorhead High

School

#### A. Budget for program development

The schedule will require approximately four additional FTEs at a cost of \$120,000 with approximately \$70,000 being offset by eliminating the transportation costs of the 7:30 "early bird" classes The additional teachers required will minimize the number of overload classes with more than 32 students. The cost of reducing the teacher-student ratio by one student is estimated to be an addition of 4 FTEs (October 2001, Research and Recommendations of the High School Enhancement Research Study Group). Current budgets will be used along with reallocation of FTE and funding from other sources.

#### B. Professional Development Activities

Staff will have the opportunity to participate in professional development and study activities. The staff has been participating in activities and discussions regarding curriculum development, working with poverty issues, multiple intelligences and differentiated instruction over the past several years. Programming for all student groups will require additional professional development to analyze results (data) and design programs to meet the needs of all students.

C. Resources utilized in preparation of proposal
Staff members have visited schools that have been part of
scheduling reforming, such as Buffalo High School or the school for
Environmental Studies in Apple Valley. Faculty and staff from
schools with alternative schedules have been available through
telephone, email and written correspondence,.

#### VI. Implementation

A. Budget for implementation

The budget will be developed from reallocation of current funding sources.

B. Additional staff needs

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The additional staff needs will be considered from existing FTE's and other funding sources.

C. In-service training necessary to implement program
The current in-service days and professional development budgets will
be used to provide in-service necessary for the staff. A needs survey
has been conducted through the high school and will be used as a
method for determining in-service training needs.

D. Equipment and materials

The equipment and materials needs have been determined through the high school design and building process.

There may be a need to additional resource materials. Those materials will need to be a part of the curriculum revision process and budgeting cycle.

#### VII. Evaluation

#### A. Methods of evaluating program

The schedule will be evaluated annually with an independent evaluator conducting a comprehensive evaluation after the fourth year of implementation. On-going dialog and feedback is an important part of the process, it will be important to have regular feed back sessions with students, parents and faculty on what is working with the schedule and any revisions that may need to be made. Examples of the following instruments may be used to conduct the evaluation

- 1. Questionnaires and surveys
- 2. Minnesota State Testing Information
- 3. Achievement scores
- 4. Focus Groups
- Others methods of evaluation
- Plans for regular feedback.

#### VIII. Learner Outcomes

The learner outcomes, standards and benchmarks will be developed for each class and course description. Curriculum mapping will be completed for all courses to establish K-12 standards for all courses.

#### IX. Course Descriptions

Course descriptions will be developed for all courses, including standards and benchmarks for each course over the 2004-05 school year.

#### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.081



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Middle School Implementation Team Recommendation Report

DATE:

January 6, 2004

Attached is the recommendation from the Moorhead Middle School Implementation Team regarding the middle school schedule and curriculum. The group began meeting in December 2002 and developed a recommendation that was presented to the Instruction and Curriculum Advisory Committee.

The proposal will be presented to the board at the January 12, 2004 meeting for review and comment and then will be presented to the board at the January 26, 2004 meeting for board action.

The members of the task force are: <u>Teachers</u>: Kathleen Andrews, Jill Carney, Dan Dahlvang, Janelle Frost-Geiser, Teresa Herk, Diane Kahl, Jo Larson, Terri Lura, Andrea Manston, Pam Midthune, Janine Myrold, Denise Pensola, Barb Stack, Alice Swanson, Lois Brown, Sheila Hastings, Lynn Johnson, Charlotte Magin, Steve Mathiowetz, Chris Nellermoe <u>Parents</u>: Bonnie Erickson and Marcia Stavenger <u>Administration</u>: Lynne Kovash, Betty Myers, and Colleen Tupper <u>Media Specialist</u>: Kathy Cole <u>Counselor</u>: Janel Simonson

The administration would like to note appreciation to all members of the staff and community who dedicated time and energy to define the middle school schedule and curriculum.

LAK/kmr Attachment

# Middle School Implementation Team Recommendation Report Middle School Curriculum and Schedule

Submitted to Dr. Larry P. Nybladh, Superintendent

**Moorhead Area Public Schools** 

810 Fourth Avenue South Moorhead, Minnesota

**December 19, 2003** 

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#### I. Background

In December 2001, the Facility and Grade Level Configuration Model Community Task Force completed its work and presented recommendations to the Superintendent of Schools and the Moorhead School Board. The recommendations of the task force were responsive to the changing needs of the students and the school district.

The facility task force's recommendation included reports from the Middle School Model Research Study Group and Middle School Model Community Task Force. The groups researched the middle school model, and the middle school task force determined that the middle school better supports the academic and social, emotional and physical development needs of students ages 10-14. The middle school will provide communities of learners where positive relationships between students and teachers can be built. Flexible groupings of students will provide improved learning environments for students with varying abilities, interests and rates of learning.

In March 2002, voters in the Moorhead School district supported a bond referendum that will provide for improvement to all school facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp and Moorhead Junior High to K-5 elementary schools, additions and renovations at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Early Intervention Services, Head Start, Adult Basic Education, Community Education and district offices. This proposal is designed to enhance educational effectiveness, create economic efficiency, provide equity, and modernize the district's infrastructure.

As the Moorhead Area Public Schools progresses toward full implementation of the master facilities plan in the fall of 2004, the implementation of the middle school model as recommended by the community task force has been developing. Construction of the new middle school will allow the district to fully implement the middle school model with appropriate areas for instructional teacher planning and student learning. The middle school will provide an inviting and academically challenging school climate for Moorhead students in grades 6-8.

The Middle School Implementation Team has been developing the practices and procedures to implement the middle school model at Horizon Middle School. The staff members from Robert Asp School and Moorhead Junior High School have and will continue to work together for professional development with middle school philosophy and models.

A subcommittee was formed to further investigate curriculum and scheduling relative to middle schools. The subcommittee worked with John Backes, a consultant in the area of middle level education, to review and summarize information from other school districts and related research.

Members of the Middle School Implementation Team are:

Kathleen Andrews – Teacher
Jill Carney – Teacher
Dan Dahlvang – Teacher
Janelle Frost-Geiser – Teacher
Teresa Herk – Teacher
Diane Kahl – Teacher
Jo Larson – Teacher

Lois Brown – Teacher
Kathy Cole – Media Specialist
Bonnie Erickson – Parent
Sheila Hastings – Teacher
Lynn Johnson – Teacher
Lynne Kovash – Administration
Terri Lura – Teacher

Charlotte Magin – Teacher
Steve Mathiowetz – Teacher
Betty Myers – Administration
Chris Nellermoe – Teacher
Janel Simonson – Counselor
Marcia Stavenger – Parent
Colleen Tupper – Administration

Andrea Manston – Teacher Pam Midthune – Teacher Janine Myrold – Teacher Denise Pesola – Teacher Barb Stack – Teacher Alice Swanson – Teacher

Members of the Middle School Implementation Team's scheduling subcommittee are:

Lois Brown - Teacher Jill Carney - Teacher

Bonnie Erickson – Parent

Betty Myers – Administration

Kay Parries – Parent

Janelle Frost-Geiser – Teacher

Matt Naugle – Administration

Lynne Kovash – Administration

Chris Nellermoe – Teacher Denise Pesola – Teacher

Janel Simonson – Counselor Colleen Tupper – Administration

The purpose of the Middle School Implementation Team is to develop a grades 6-8 middle school for 1,300 students, based upon true middle school curriculum and philosophy. The enrollment of the middle school is now projected to be at 1,200 students.

#### II. Introduction

The members of the school district's Middle School Implementation Team (MSIT) began meeting in 2002 to begin planning for the implementation of the middle school model in the Moorhead School District. Many team members were previously involved in studying the middle school model through the Middle School Research Study Group or the Middle School Model Community Task Force. The implementation team met approximately monthly and formed several subcommittees, including a scheduling subcommittee, to conduct additional research.

Additionally parents, guardians, and community members were given eight opportunities to learn more about middle level education. Colleen Tupper, Principal, and Lynne Kovash, Assistant Superintendent of Teaching and Learning, along with MSIT members, shared information about the Middle School Implementation Team and received input at several meetings held in November and December of 2003.

Research cornerstones of middle level education used by the implementation team included *Turning Points 2000: Educating Adolescents in the 21st Century* and *This We Believe.* According to the research, quality middle schools implement programs that support the needs of the ever-changing developmental stages of students ages 10-14. Middle schools develop educational programs that are both academically sound and developmentally responsive.

The middle school model fosters the creation of an atmosphere or culture that addresses the needs of the whole student, with special attention to the unique intellectual and emotional needs of this age group. Smaller learning communities such as "houses," where students and teachers are grouped together, create a more personalized and supportive environment in which teachers and students get to know and value one another. The teams create a sense of family within the larger school community.

The interdisciplinary team organization fosters feelings of belonging to a group of students in an academic setting, while advisory groups allow time and a small group for discussion of issues. Advisory programs connect students and teachers, giving the student the opportunity to get to know an adult well outside of the classroom setting. A topical curriculum taught within the advisory program can address unique social, emotional and intellectual needs of this age group.

According to the National Middle School Association's report "This We Believe: Developmentally Responsive Middle Level Schools," an adult advocate is a key characteristic of a developmentally responsive middle school. Middle level students need assistance in resolving both educational and personal issues they face during these transitional years.

Developmentally responsive middle schools provide challenging curriculum that is interdisciplinary and exploratory in nature. Effective middle schools must provide a balance between attention to the basics, coverage of necessary skills and knowledge, and the need for students to explore a wide variety of interests and experiences. Effective middle schools provide a strong academic program that is developmentally responsive to the unique needs of the young adolescents. Exploratory classes in areas of art, music, drama, technology, foreign languages, and others offer students opportunities to explore their interests.

Middle school education is organized around teams of teachers from different subject areas providing instruction on a common set of issues or ideas. The team of teachers instructs a common set of students, making possible small communities of learners which enhances personal connections between students and teachers.

Flexible scheduling enables teaching teams to cover topics at whatever speed is appropriate for their students. Teaching teams can vary the length of class periods and vary the size of class groups. Class periods, through team cooperation and coordination, can be lengthened, shortened, or eliminated to provide time for lab work, guest speakers, and interdisciplinary activities.

"This We Believe" states that young adolescents learn best through engagement and interaction. Research cites the need for middle level students to learn by discussing and reflecting on new learning with others and then applying learning in real-life settings. Therefore, middle school teachers use many different teaching strategies such as individual and group projects, problem-solving activities, cooperative learning groups, lectures, demonstrations, and utilization of community resources.

According to the National Middle School Association, a middle school provides:

- · A friendly, inviting, and academically challenging school climate.
- Abundant opportunities to build positive relationships between and among students and teachers.
- Small communities of learners where groups know each other well and where learning experiences are interrelated and meaningful.
- A caring adult advisor or mentor who knows and is concerned about each student's academic
  progress and adjustment to school and life.
- An enthusiastic staff that provides programs designed to help students reach their potential.
- An environment that capitalizes on the curiosity and creativity of students and displays student projects, artwork, and reports.
- Flexible grouping of students to provide the best learning environment for students of varying abilities, interests, and rates of learning.
- An activity program that encourages student participation in sports and interest-centered activities.
- Extensive opportunities for students to explore, experiment, and discover.
- A positive discipline program that guides students in becoming responsible for their own behavior.
- Social experiences appropriate for the age level.
- · Partnerships with families and communities.
- A culture that celebrates human diversity and promotes tolerance among students and adults from diverse backgrounds.

Following additional research and discussion of curriculum and schedule options, the Middle School Implementation Team provides the following recommendation regarding the middle school curriculum, scheduling and philosophy.

#### III. Recommendation for Middle School Curriculum and Schedule

The mission of middle level education in Moorhead Area Public Schools is to provide a safe and supportive learning environment that meets the unique academic, social, emotional and physical needs of young adolescents.

The staff has a commitment to:

- · Affective education through advisor/advisee programs
- · A rigorous curriculum using differentiated teaching strategies for all students
- · Flexible scheduling
- · An understanding and appreciation of middle level students
- Providing innovative and diverse activities for middle level students
- Family and community partnerships
- · Each student's academic, emotional, physical and social growth

Horizon Middle School will serve students in grades 6, 7, and 8. Students will be divided into nine academic houses. The students and teachers within each house will form a small "community" which will allow the teachers to know the strengths, abilities, and areas of improvement for the students within the house.

The middle school curriculum provides unique experiences for students in transition between childhood and adolescence. The curriculum is designed to meet the unique needs of the middle school-age child and provide a bridge between elementary and high school. Emphasis is on core academic achievement, exploratory opportunities, problem solving and interest activities. The core academic skill areas are based on the school district's and the state's curriculum standards.

Horizon Middle School is committed to a learning program that promotes success for all students. Flexible ability grouping and varied instructional approaches will be used for students at all grade levels.

Middle school subjects are arranged in the traditional areas listed below. They are designed to (1) provide both comprehensive as well as in-depth learning experiences consistent with district and state standards and (2) meet the needs and interests of students.

- Art
- · Healthy Lifestyles
- Language Arts
- Mathematics
- · Music (classroom music, band, orchestra, vocal music)
- Physical Education
- Reading
- Science
- Social Studies
- Technology Education
- · World Languages: French, Spanish

Required subjects are those the student must complete to meet grade level requirements and meet district and state standards. Exploratory subjects allow students to experience opportunities in many educational areas. Elective subjects are a matter of student choice but also contribute to the total requirements of the school.

The Middle School Implementation Team recommends the following core, exploratory and elective subjects for students in grades 6-8. The curriculum and schedule recommendation is based on the MSIT Scheduling Subcommittee's proposal, which includes draft versions of possible student schedules (Appendix A). The recommended master schedule is a 13 Mod Block schedule with one mod equaling 30 minutes.

With this recommendation, students would spend the majority of their time studying core subjects (60 percent). All students in grades 6-8 would receive music instruction for 30 minutes every day. Exploratory subjects (i.e. physical education, healthy lifestyles and world language) would be studied for 60 minutes each day. Most exploratory subjects would be a trimester in length.

The curriculum and schedule recommendation addresses the needs of the majority of students. The needs of individual students will be addressed as necessary. The curriculum and schedule will need annual and comprehensive review.

#### **Grade 6 Core Subjects**

- · Reading
- Science
- Mathematics
- Social Studies
- Language Arts (2 trimesters) / Art (1 trimester)

#### Grade 6 Exploratory Subjects (Trimester)

- Physical Education (2)
- Healthy Lifestyle

#### **Grade 6 Elective Subjects**

- Classroom Music
- Orchestra
- Band
- Vocal Music

#### **Grade 7 Core Subjects**

- Language Arts
- Science
- Mathematics
- Social Studies
- Reading / Information Technology / Art (1 trimester each)

#### Grade 7 Exploratory Subjects (Trimester)

- Physical Education (2)
- French

#### **Grade 7 Elective Subjects**

- Classroom Music
- Orchestra
- Band
- Vocal Music

#### **Grade 8 Core Subjects**

- · Language Arts
- Science
- Mathematics
- Social Studies
- Reading / Information Technology / Theatre Arts (1 trimester each)

#### **Grade 8 Exploratory Subjects (Trimester)**

- Spanish
- · Physical Education
- Healthy Lifestyle

#### **Grade 8 Elective Subjects**

- Classroom Music
- Orchestra
- Band
- Vocal Music

#### **IV. Summary**

After research and review of possible curriculum and schedule options, the Middle School Implementation Team recommends a curriculum and schedule that places a strong emphasis on core subjects (math, science, social studies, language arts, and reading). Students will spend the majority of their time (60 percent) studying these core subjects. Reading remains a full year requirement for grade 6, and a trimester of reading has been added for both grades 7 and 8. Additionally art, information technology and theater arts are core subjects for all students.

While core subjects are the main focus, the curriculum and schedule proposal also takes into consideration the need to provide middle level students with exploratory options so they can explore their interests and develop skills. The recommendation also provides arts programming, physical activity and health education for all students. With this recommendation, all students have 30 minutes of music every day.

Two areas that will need further consideration are additional electives for eighth-grade students and a recommendation for current seventh-grade world language students. Continual review of the curriculum and schedule will be important to ensure that the needs of the students are being met.

Besides the focus on students' academic development, the recommendation incorporates advisor/advisee time each day. By incorporating this time into the day, attention is also given to students' social/emotional growth.

The Middle School Implementation Team believes this recommendation will provide a sustainable schedule, which over time will be workable and will survive economic changes.

### **Horizon Middle School**

Draft Curriculum and Schedule as recommended by MSIT Scheduling Subcommittee on December 12, 2003

### 13 Mod Block Curriculum and Schedule

1 mod=30 minutes

_	Grade 6	Grade 7	Grade 8
8:00- 8:30 <b>1</b>	Adviser/Advisee (Number of minutes to be determined)	Adviser/Advisee (Number of minutes to be determined)	Adviser/Advisee (Number of minutes to be determined)
8:30- 9:00 <b>2</b>			
9:00- 9:30 <b>3</b>			
9:30- 10:00 <b>4</b>	Core	Core	Core
10:00- 10:30 <b>5</b>	Science     Reading     Math	<ul><li>Language Arts</li><li>Science</li><li>Math</li></ul>	<ul><li>Language Arts</li><li>Science</li><li>Math</li></ul>
10:30- 11:00 <b>6</b>	<ul><li>Social Studies</li><li>Trimesters of: Language Arts</li></ul>	<ul><li>Social Studies</li><li>Trimesters of:     Art</li></ul>	Social Studies     Trimesters of:     Reading
11:00 7	Language Arts Art	Reading Information Technology	Theater Arts Information Technology
11:30-	(270 minutes)	(270 minutes)	(270 minutes)
12:00- 12:30 <b>9</b>			
12:30- <b>10</b>	Exploratories Trimesters of: Physical Education Physical Education	Exploratories Trimesters of: Physical Education Physical Education	Exploratories Trimesters of: Physical Education Spanish
1:00 1:30	Healthy Lifestyles (60 minutes)	French (60 minutes)	Healthy Lifestyles (60 minutes)
1:30- 2:00 <b>12</b>	(30 minutes)	Exploratories Music (30 minutes)	Exploratories Music (30 minutes)
2:00- 13	<u>Lunch</u> (30 minutes)	<u>Lunch</u> (30 minutes)	<u>Lunch</u> (30 minutes)

### Horizon Middle School - Draft -

## Sample Schedule - Grade 6 - All 3 Houses

	House 1	House 2	House 3
8:00- 8:30	<u>Trimester</u>		
8:30- 9:00 <b>2</b>	<u>Exploratories</u>	Core	Core
9:00- 9:30 <b>3</b>			
9:30- 10:00 <b>4</b>	Core	<u>Trimester</u>	Music Exploratories
10:00- 10:30 <b>5</b>		<u>Exploratories</u>	Core
10:30- 11:00 <b>6</b>		<u>Music</u> Exploratories	
11:00 11:30 <b>7</b>	Lunch	<u>Lunch</u>	Lunch
11:30- 12:00 <b>8</b>	Core	e e	<u>Trimester</u> <u>Exploratories</u>
12:00- 12:30			
12:30-10	Music Exploratories	Core	
1:00 1:30			<u>Core</u>
1:30- 12	Core		
2:00-		Annondia A 2	

# Horizon Middle School

### - Draft -

### Sample Schedule - Grade 6 Student for 1 Day

(Will vary for each trimester)

_	House 2	Schedule
8:00- 8:30 <b>1</b>	8	
8:30- 9:00 <b>2</b>	Core	Reading Language Arts
9:00- 9:30 <b>3</b>		
9:30- 10:00 <b>4</b>	Trimester	PE
10:00- 10:30 <b>5</b>	<u>Exploratories</u>	
10:30- 11:00 <b>6</b>	Music Exploratories	Orchestra Odd Days Choir Even Days
11:00 11:30 <b>7</b>	Lunch	Lunch
11:30- 12:00 <b>8</b>		
12:00- 12:30 <b>9</b>		
12:30-10	<u>Core</u>	Math Reading Science
1:00 1:30		Social Studies
1:30- 2:00 <b>12</b>		
2:00- 13		

### Horizon Middle School - Draft -

# Sample Schedule - Grade 7 - All 3 Houses

		House 1	House 2	House 3
8:00- 8:30	1			
8:30- 9:00	2		Core	Core
9:00- 9:30	3			
9:30- 10:00	4	Core		Music Exploratories
10:00- 10:30	5		Music Exploratories	
10:30- 11:00	6		<u>Trimester</u> <u>Exploratories</u>	Core
11:00 11:30	7	6	Exploratories	
11:30- 12:00	8	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
12:00- 12:30	9	Core		
12:30- 1:00	0			Core
1:00 1:30	1	<u>Music</u> Exploratories	Core	
1:30- 2:00		<u>Trimester</u> <u>Exploratories</u>		
2:00- 2:30	3		Annondis A A	<u>Trimester</u> <u>Exploratories</u>

### **Horizon Middle School**

### - Draft -

### Sample Schedule - Grade 7 Student for 1 Day

(Will vary for each trimester)

		House 2	Schedule
8:00- 8:30	1		
8:30- 9:00	2		Math
9:00- 9:30	3	<u>Core</u>	Science
9:30- 10:00	4		
10:00- 10:30	5	<u>Music</u> Exploratories	Orchestra Odd Days Orchestra Lessons Even Days
10:30- 11:00	6	Trimester	PE
11:00 11:30	7	<u>Exploratories</u>	
11:30- 12:00	8	<u>Lunch</u>	Lunch
12:00- 12:30	9		
12:30- <b>≠</b> 1:00	10		Language Arts
1:00 1:30	11	Core	Social Studies Information Technology
1:30- 2:00	12		
2:00- 2:30	13		Appendix A-5

# Horizon Middle School - Draft -

### Sample Schedule - Grade 8 - All 3 Houses

	_	House 1	House 2	House 3
8:00- 8:30	1	Music Exploratories		
8:30- 9:00	2			Coro
9:00- 9:30	3		Core	Core
9:30- 10:00	4			
10:00- 10:30	5	Core		<u>Trimester</u> <u>Exploratories</u>
10:30- 11:00	6			Exploratories
11:00 11:30	7		<u>Trimester</u> <u>Exploratories</u>	Core
11:30- 12:00	8		<u> </u>	
12:00- 12:30	9	Lunch	Lunch	Lunch
12:30- <b>/</b> 1:00	10	Trimester	Music Exploratories	
1:00 1:30	11	<u>Exploratories</u>		Core
1:30- 2:00	12	Core	Core	
2:00- 2:30	13	JUIG		Music Exploratories

## Horizon Middle School

### - Draft -

### Sample Schedule - Grade 8 Student for 1 Day

(Will vary for each trimester)

	House 2	Schedule
8:00- 8:30	1	
8:30- 9:00	2	
9:00- 9:30	3	Math Science
9:30- 10:00	4	Language Arts
10:00- 10:30	5	
10:30- 11:00	6	
11:00 11:30 11:30- 12:00	7 <u>Trimester</u> <u>Exploratories</u>	Spanish
12:00- 12:30	9 Lunch	Lunch
12:30- 1:00	Music Exploratories	Guitar-Even Days History of Rock-Odd Days
1:00 1:30	1	
1:30- 2:00	2 Core	Social Studies Theater Arts
2:00- 2:30	3	

### **Horizon Middle School**

### - Draft -

# **Grade 6, 7, 8 Music Exploratories Options**

			•		
Student	Monday	Tuesday	Wednesday	Thursday	Friday
Α	World Music	Orchestra	World Music	Orchestra	World Music
В	Band	History of Jazz	Band	History of Jazz	Band
С	Music Composition	Orchestra	Music Composition	Orchestra	Music Composition
D	Guitar	History of Rock	Guitar	History of Rock	Guitar
Е	Choir	Band	Choir	Band	Choir
F	Orchestra	Choir	Orchestra	Choir	Orchestra
G	Band	Orchestra	Choir	Band	Orchestra
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#### **INDEPENDENT SCHOOL DISTRICT #152**

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

January 26, 2004 7:00 p.m.

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

ATTEN	DANCE:	
Lisa Eric	ekson	Mike Siggerud
	ngerlie	
Sonia Ho	ohnadel	Bill Tomhave
Carol A.	Ladwig	Larry P. Nybladh
		AGENDA
1. <u>CA</u>	LL TO ORDER	
A.	Pledge of Allegiance	
B.	Preview of Agenda - Dr.	Larry P. Nybladh, Superintendent
C.	Approval of Meeting Age	enda
		Seconded by
	Comments	
D.	"We Are Proud"	
		oorhead High School's Knowledge Master team for placing
		ll Knowledge Master Open held December 3, 2003.
	•	chool teams from Minnesota participated in the
	competition. Moorhead	placed 29th out of 872 participating high schools

nationwide.

Members of the Moorhead High School Knowledge Master Team are Mia Bonitto, Andrew Chen, Loghman Fattahi, Jeremy Holm, Nick Holschuh, Kelsey Keimig, Sebastian Wai, Andrew Bakken, Sean Benedict, Sam Cameron, Adam Klinnert, Sarah Mogen, Sean Richards, Dana Rognlie, Stephen Zitzow, Ben Hanna, Thomas Kvamme, Cassie Palmer, Jamie Shaw, Annie Bakken, Matthew Dahlen, Zack Kenz, Alex Magelky, Nick Sternhagen, and Tim Weaver. The team is coached by Audrey Erickson and Eric Tollefson.

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

#### 2. CONSENT AGENDA

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

- A. TEACHING/LEARNING MATTERS Kovash
  - (1) Acceptance of Gifts Pages 7-8
- B. BUSINESS SERVICE MATTERS Weston
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Approval of New Employees Page 9
  - (2) Acceptance of Resignations Page 10
  - (3) Approval of Change in Employment Contract Page 11
  - (4) Approval of Family/Medical Leave Page 12
  - (5) Approval of Leave of Absence Page 13
- D. SUPERINTENDENT MATTERS Nybladh

Pages 42-45

	Suggested Resolution: Move to approve the Consent Agenda as presented.
	Moved bySeconded by Comments
3.	COMMITTEE REPORTS
4.	APPROVAL OF BID PACKAGE 1 PROBSTFIELD CENTER FOR EDUCATION: Weston Pages 14-38
	Suggested Resolution: Move to award contracts in the amount of \$2,922,945 for bid divisions 1 through 21, excluding 9 of Bid Package 1 relating to Probstifeld Center for Education as described in the attachment from Kraus-Anderson Construction Company.
	Moved bySeconded by Comments
5.	APPROVAL OF BID FOR MOORHEAD HIGH SCHOOL PARKING LOT: Weston Pages 39-41
	<u>Suggested Resolution</u> : Move to approve the bid of \$223,365.00 from Aggregate Industries for the north parking lot reconstruction at Moorhead High School.
	Moved bySeconded by
5.	EDISON ELEMENTARY PURCHASE AGREEMENT: Weston

Suggested Resolution: Whereas, the School District has offered Edison Elementary for sale; and Whereas, competitive bidding is not required by statute for the sale of real property; and Whereas, John Ommen made the highest purchase offer in the amount of \$975,000 plus contingencies as per purchase agreement. Be it hereby resolved, by the School Board of Independent School District No. 152, that the Edison Elementary be sold to John

Moved by	Seconded by
	F BID FOR METROPOLITAN AREA NETWORK: Weston
Pages 46-55	
Suggested Reso	lution: Move to approve the bid of \$24,000 annually from Moorhead
Public Service	for the Metropolitan Area Network.
Moved by	Seconded by
EL EMENTAD	V SCHOOL ATTENDANCE A DEA TASK EODGE DEPORT.
Nybladh	Y SCHOOL ATTENDANCE AREA TASK FORCE REPORT:
1 y ordan	
Pages 56-67	
Pages 56-67	
10 mm.	lution: Move to approve the Elementary School Attendance Area Tas
Suggested Reso	lution: Move to approve the Elementary School Attendance Area Tas endation Report as presented for implementation in the 2004-2005 sch
Suggested Reso	
Suggested Reso Force Recommon year.	endation Report as presented for implementation in the 2004-2005 sch
Suggested Reso Force Recommyear.  Moved by	
Suggested Reso Force Recommyear.  Moved by Comments	endation Report as presented for implementation in the 2004-2005 sch  Seconded by
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Suggested Reso Force Recommyear.  Moved by Comments	Seconded by Seconded Bell Seconde
Suggested Reso Force Recommyear.  Moved by Comments  RESOLUTION POSITIONS: Pages 68-69	Seconded by
Suggested Reso Force Recommyear.  Moved by Comments  RESOLUTION POSITIONS: Pages 68-69  Suggested Reso	Seconded by  N FOR DISCONTINUING AND REDUCING PROGRAMS AND Nielsen  Lution: Move to direct the administration to recommend reductions in
Suggested Reso Force Recommyear.  Moved by Comments  RESOLUTION POSITIONS: Pages 68-69  Suggested Reso	Seconded by
Suggested Reso Force Recommyear.  Moved by Comments  RESOLUTION POSITIONS: Pages 68-69  Suggested Reso programs and p and financial lin	Seconded by

#### 10. FIRST READING OF POLICIES: Nybladh

Pages 70-83

Conduct a first reading of policies: State and Federal Law Prohibiting Discrimination (102), Philosophy of Education of Moorhead Area Public Schools (103), Decision-Making in Moorhead Area Public Schools (220), Superintendent's Advisory Council (SAC) (312), Health Examination (423), Employee Assistance (426), Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference (444), and Master Agreements with Employee Groups (480).

## 11. MIDDLE SCHOOL IMPLEMENTATION TEAM RECOMMENDATION REPORT PROPOSAL: Kovash

Pages 84-93

Suggested Resolution: N	Nove to approve the schedule and curriculum for Horizon Middle
School for implementation	on in the 2004-2005 school year.
Moved by	Seconded by

#### 12. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

#### 13. ADJOURNMENT

Comments .

### CALENDAR OF EVENT

Event	Date	Time	Place
Basic Skills Test (Writing)	January 27		
Technology Com	January 27	3:45 pm	TBD
Calendar Com	January 27	3:45 pm	TC Room 266
Robert Asp PTAC	January 27	7 pm	Media Center
Com Ed Adv Council	January 27	7 pm	Board Room
Activities Council	January 28	7 am	Board Room
Washington PTAC	February 2	6:30 pm	Library
Edison PTAC	February 2	7 pm	Library
Basic Skills Test (Math)	February 3		High School/Jr High
Basic Skills Test (Reading)	February 5		High School/Jr High
Joint Powers Com	February 5	7 am	Courthouse
Human Rights Com	February 5	3:45 pm	Board Room
Junior High PTAC	February 5	7 pm	Junior High
Early Chldhd Progs Adv Com	February 5	7 pm	Lincoln
School Board	February 9	7 pm	Board Room
Probstfield PTAC	February 9	7 pm	Library
Calendar Committee	February 12	3:45 pm	Board Room
Indian Ed Parent Com	February 12	5 pm	TBD
Presidents' Day	February 16	No School	
K-12 Staff Dev Day	February 17	No School	
Early Chldhd Screening	February 17		Lincoln
Policy Review Com	February 17	7 pm	TC Room 266
Com Ed Adv Council	February 17	7 pm	Board Room
Interagency Early Interv Com	February 18	12 pm	Family Serv Center
Clay County Joint Powers	February 18	3:30 pm	Family Serv Center
Health/Safety/Wellness Com	February 19	9:30 am	Townsite Centre
Instr and Curr Adv Com	February 19	7-8:30 am	Board Room
Supt's Adv Com	February 19	7 pm	Board Room
School Board	February 23	7 pm	Board Room
Technology Committee	February 24	3:45 pm	Townsite Centre
Robert Asp PTAC	February 24	7 pm	Media Center
Riverside PTAC	February 24	7 pm	Library
RRALC Family Night	February 24	5-7 pm	RRALC
Activities Council	February 28	7 am	Board Room

#### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.084



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Gift Acceptance

DATE:

January 19, 2004

The Probstfield School has received a donation from State Bank and Trust of Moorhead in the amount of \$50.00 and from American Legion Post # 21 in the amount of \$100.00. The money received will be used to fund twelve months of dish network fee for Spanish language TV channels.

**SUGGESTED RESOLUTION:** Move to approve the donation of \$ 50.00 from State Bank and Trust of Moorhead and \$100.00 from the American Legion Post #21 and direct administration to send a thank you letter.

Neil Qualey State Bank and Trust 1338 8th St S Moorhead, MN 56560 Robert Johnson American Legion Post #21 303 30th St N Moorhead, MN 56560

LAK/kmr

### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.085



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Gift Acceptance

DATE:

January 15, 2004

The Before/After School Program at Moorhead Junior High has received donations from these businesses:

American Legion Post #21	\$ 500.00
Brunsvold Law Office	\$ 40.00
Gate City Bank	\$ 200.00
Kadrmas Lee & Jackson	\$ 200.00
Selland Motors	\$ 40.00
Smith, Bakke, Oppegard, Porsborg & Wolf	\$ 100.00
The Big Lot	\$ 100.00
Ward Muscatell	\$ 75.00

The program provides before and after school programs for Junior High students including morning basketball. The donations received will be used to pay for supervisors and supplies with the Before/ After program.

**SUGGESTED RESOLUTION:** Move to approve the above mentioned donations and direct administration to send thank you letters to each business.

LAK/kmr

MEMO #: HR .04.158



TO:

Dr. Larry Nybladh

FROM:

Ron Nelsen

SUBJECT:

New Employees

DATE:

January 19, 2004

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

Shawna Gregerson

Media Specialist, Robert Asp, BA (0) \$12,796.75, effective

February 2, 2004. (Replace Carol Johnson)

Frank Wieser

Custodian, Probstfield, A13 (3) \$11.48 per hour, effective

January 26, 2004. (Replace Michael Cossette)

<u>SUGGESTED RESOLUTION:</u> Move to approve the employment of Shawna Gregerson and Frank Wieser.

MEMO #: HR .04.156



TO:

Dr. Larry Nybladh

FROM:

Rontingse

SUBJECT:

Resignation

DATE:

January 19, 2004

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

Melinda Swanson

Food Service, Washington, effective January 14, 2004

Amy LaBounty

Food Service, Jr. High, effective January 13, 2004

Rachel Hanson

Food Service, Jr. High effective January 9, 2004

**SUGGESTED RESOLUTION:** Move to approve the resignation of Melinda Swanson, Amy LaBounty and Rachel Hanson as presented.

MEMO #: HR .04.159



TO:

Dr. Larry Nybladh

FROM:

Ron Met

SUBJECT:

Family/Medical Leave

DATE:

January 19, 2004

The administration requests the Family/Medical Leave for the following person:

Michelle Martin

Sr. High Teacher, January 5, 2004 to April 2, 2004.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Michelle Martin pursuant to Section IV Article 38, of the Teachers' Master Contract.

MEMO #: HR .04.157



TO:

Dr. Larry Nybladh

FROM:

Ron Mit

SUBJECT:

Change in Employment Contract

DATE:

January 19, 2004

Connie Filley

Computer Technician from 10.5 months to 12 months, effective

January 12, 2004. (Replace 1.5 months of Mike Williams position)

**SUGGESTED RESOLUTION:** Move to approve the change in contract for Connie Filley

MEMO #: HR .04.162



TO:

Dr. Larry Nybladh

FROM:

Ron Niek

SUBJECT:

Leave of Absence

DATE:

January 23, 2004

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

Dawn Cox

Paraprofessional, Probstfield, to begin on January 17, 2004 for one year.

**SUGGESTED RESOLUTION:** Move to approve the request for Leave of Absence for Dawn Cox pursuant to Article 8, Section 8 of Paraprofessional Master Contract.

#### **BUSINESS SERVICES MEMO#: B04.032**



To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: January 22, 2004

RE: Bid Package 1 Probstfield Center For Education

On Tuesday, January 20, 2004 at 2:00 p.m. the school district opened bids for Bid Package one for Probstfield Center For Education. Attached with this memo is a spreadsheet detailing the Bid Divisions and a recommendation from Kraus-Anderson for award. Also included with this memo is the bid tabulation sheets for each of the bid divisions. Please contact me should you have any questions regarding this issue.

<u>Suggested Resolution:</u> Move to award contracts in the amount of \$2,922,945 for bid divisions 1 thru 21, excluding 9 of Bid Package One relating to Probstfield Center For Education as described in the attachment from Kraus-Anderson Construction Company.

MLW/dmh Attachment January 23, 2004

Mark Weston Independent School District 152 810 4<sup>th</sup> Avenue South Moorhead, MN 56560

Re:

Probstfield Center for Educatoin

BP-1 - General Construction, Mechanical and Electrical

Moorhead, MN

Dear Mr. Weston:

Kraus-Anderson has completed the review with Zerr Berg Architects of the bids that were received on January 20, 2004, for BP-1 —General Construction, Mechanical and Electrical — Probstfield Center for Education in Moorhead, Minnesota. The bids recommended are of fair value for the scope and design of the Construction Documents.

Please see attached the Bid Package Analysis and Bid Tabulations for Bid Division Nos. 1 through 21 dated January 20, 2004.

We are recommending award of bids to Bid Divisions 1 through 8 and 10 through 21 as indicated on the attached Bid Package Analysis.

Please contact us if you should have any questions regarding these recommendations.

Very truly yours,

KRAUS-ANDERSON CONSTRUCTION COMPANY MIDWEST DIVISION

Ted Schweich Project Manager

TH/rh Enclosure

c: Ted Rozeboom, RMA Tim Zerr, ZBA

### KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION PROBSTFIELD CENTER FOR EDUCATION

Bid Package Analysis - Bid Package 1; General Construction, M&E

Moorhead Area Schools (ISD 152)

1/20/2004

BID	DIV#	DESCRIPTION	LOW BIDDER	L	OW BID	# OF BIDS	REMARKS
1		SITE DEMO, EARTHWORK, EXCAVATION, SITE UTILITIES ASPHALT PAVING	AGGREGATE INDUSTRIES	\$	233,700	5	COMBINED BID
1	3	LANDSCAPING, SEEDING & SODDING	OPP CONSTRUCTION	\$	39,140	3	100
1	4	STRUCT. STEEL/METAL FAB. (MATERIAL SUPPLY)	MID-AMERICAN STEEL		\$27,950	3	
1	5	BUILDING DEMO./ROUGH-FINISH CARP./ROOFING/METAL PANELS	MINNKO	\$	380,900	3	
1_	6	MILLWORK/ARCHITECTURAL WOODWORK (SUPPLY ONLY)	NW CABINETS	\$	139,485	4	
1	7	JOINT SEALERS	ELLEFSON CAULKING	\$	7,950	11	
1	8	H/M DOORS, FINISH HARDWARE, H/M FRAMES, WOOD DOORS	CENTRAL DOOR & HARDWAR	\$	53,167	1_	
1	9	COILING DOORS	Budget	\$	3,000	0	No Bids received
1	10	ALUM. ENTRANCES ELECTRO MAGNETIC OPERATORS, CURTAINWALL & GLAZING	MINNKOTA	\$	62,993	3	
1	11	DRYWALL & PLASTER	FERGUS DRYWALL	\$	202,625	5	
1	12	TILE WORK	MCARTHUR TILE	\$	75,000	2	
1	13,14	DIV 13-ACOUSTICAL CEILINGS/ACOUSTICAL PANELS; DIV 14- CARPET & RESILIENT FLOORING	FLAMENT-ULMAN	\$	128,200	7	COMBINED BID
1	15	PAINT	JR PAINTING	\$	53,684	4	
1	16	VISUAL DISPLAY BOARDS (SUPPLY ONLY)	CLARIDGE	\$	5,181	4	
1	17	TOILET COMPARTMENTS & ACCESS./MISC. SPECIALTIES (SUPPLY ONLY)	CONSTRUCTION SUPPLY	\$	12,790	3	
1	18	LAPTOP COMPUTER LOCKERS (SUPPLY ONLY)	BARTLEY SALES	\$	1,990	2	\$1,890 - WISSOTA SUPPLY - NO ADDEN, NO SECURIT
1	19	FOOD SERVICE EQUIPMENT	DAKOTA FOOD EQUIPMENT	\$	19,690	3	
1	20	MECHANICAL	AIR MECHANICAL	\$	768,500	6	

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1	21	ELECTRICAL	SUN ELECTRIC	\$ 710,000	5	
				_		
	-					
		TOTALS		\$2,925,945	11.27	

BID TABULATIONS 1/20/04 at 2:00 p.m.

MOORHEAD, MN

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 1: SITE DEMO, EARTHWORK, EXCAVATION, BACKFILL, SITE UTILITIES

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Aggregate Industries	Hough, Inc.		¥ = 1		
BID SECURITY	Yes	Yes				
ADDENDA REC'D.	1,2,3	1,2,3				v transfer
BASE BID	\$145,000.00	\$138,880.00				
COMBINED DIV. 1 & 2	\$233,700.00	N/A				
COMBINED DIV. 1 & 3	N/A	\$180,000.00				
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BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 2: ASPHALT PAVEMENT** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
		Border States	Northern			6
	Aggregate Industries	Paving, Inc.	Improvement Co.			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
BASE BID	\$113,900.00	\$149,116.00	\$125,787.00			
COMBINED DIV. 1 & 2	\$233,700.00	N/A	N/A			
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BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 3: LANDSCAPING, SEEDING AND SODDING

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Hough, Inc.	нсі	OPP Construction			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3		(1) (1) (1) (1) (1)	A - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -
BASE BID	\$51,250.00	\$46,999.00	\$39,140.00			
COMBINED DIV. 1 & 3	\$180,000.00	N/A	N/A	<u> </u>	4	
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BID TABULATIONS 1/20/04 at 2:00 p.m.

OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 4: STRUCTURAL STEEL/METAL FABRICATIONS (MATERIAL SUPPLY)

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Anderson Iron Works, Inc.	Mid America Steel, Inc.	Fargo Tank & Steel			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
BASE BID	\$38,073.00	\$27,950.00	\$31,110.00**	<del>18 m. – 18 m.</del>	1	
**Qualifications						
- 17 - 1						
Karan And			1-11-11			
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BID TABULATIONS 1/20/04 at 2:00 p.m.

MOORHEAD, MN
OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 5: BLDG. DEMO, CAST-IN-PLACE CONCRETE ROUGH-FINISH CARP., ROOFING, METAL PANELS

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Comstock Construction, Inc.	Twin City Builders, Inc.	MinKo Construction, Inc.			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
BASE BID	\$542,000.00	\$506,700.00	\$380,900.00			
Alt. No. A-3-Parent/Dist. Resource Rm 317	N/A	ADD: \$3,000.00	ADD: \$900.00	1 /4 /		
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BID TABULATIONS 1/20/04 at 2:00 p.m.

OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 6: MILLWORK, ARCH.
WOODWORK (SUPPLY ONLY)

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Cabinet Makers Inc.	Northwest Cabinets Inc.	Northern Woodworks, Inc.	LSI Corporation of America, Inc.		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
BASE BID	\$141,551.00	\$139,485.00	\$153,645.00	\$232,142.00		
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	Bildhar Hamilton (1981) Medicine Personal			2		
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BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 7: JOINT SEALERS** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Ellenson Caulking					
BID SECURITY	Yes					
ADDENDA REC'D.	1,2,3					
BASE BID	\$7,950.00					
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	8					
	1.00					
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	C. Miller St. Co.					
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BID TABULATIONS 1/20/04 at 2:00 p.m.

OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 8: H.M. DRS/FRMS, FINISH
HARDWARE, WOOD DOORS

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Central Door & Hardware, Inc.					
BID SECURITY	Yes					
ADDENDA REC'D.	1,2,3					
BASE BID	\$53,167.00				2	
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OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**BID TABULATIONS** 

1/20/04 at 2:00 p.m.

#### NO BIDS RECEIVED

**DIVISION 9: COILING DOORS** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
BID SECURITY						
ADDENDA REC'D.					Tr. le	
BASE BID						
-						
					-	
Alt. No. A-1 - Paint Existing Lockers						
Alt. No. A-2 - Existing Fin Tube Registers						
Alt. No. A-3-Parent/Dist. Resource Rm 317	1.7			2		
Alt. M-1 - Second Boiler	TROP SERVICE	THE REPORT OF				
Alt. M-2 - Water Service	e no regionie.	A				
Alt. M-3 - Mfrs Alt. for Air Temperature Controls		Transfer of the second				ii.
Alt. M-4 - Existing Fin Tube Registers						
Alt. E-1 - Second Boiler	A GEORGE SUPE					
Alt. E-2 - Parent/District Resource Room 317						
			×			

BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 10: ALUMINUM ENTRANCES, ELECTRO MECH. DOOR OPERATORS, CURTANWALL & GLAZING

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Minnkota Windows	Dakota Plate Glass, Inc.	Red River Glazing, Inc.			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
BASE BID	\$62,993.00	\$68,912.00	\$69,732.00			
Braderphaloca	1. 5.1% ( )	Last 1		¥		
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BID TABULATIONS 1/20/04 at 2:00 p.m.

MOORHEAD, MN
OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 11: DRYWALL & PLASTER** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	G & M Lathing Contractors, Inc.	Fergus Drywall, Inc.	Custom Drywall, Inc.	Miller & Sons Drywall, Inc.	Young & Davis Drywall, Inc.	
BID SECURITY	Yes	Yes	Yes	Yes	Yes	
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	
BASE BID	\$267,060.00	\$202,625.00	\$444,400.00	\$223,500.00	\$278,000.00	
		1	-			
Alt. No. A-2 - Existing Fin Tube Registers	ADD: \$2,920.00	ADD: \$1,926.00	ADD: \$9,840.00	ADD: \$5,700.00	ADD: \$6,520.00	
Alt. No. A-3-Parent/Dist. Resource Rm 317	ADD: \$2,430.00	ADD: \$2,075.00	ADD: \$1,800.00	ADD: \$230.00	N/A	
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BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 12: TILE WORK** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Grazzini Brothers & Company	McArthur Tile Co.				
BID SECURITY	Yes	Yes				
ADDENDA REC'D.	1,2 ONLY	1,2,3				
BASE BID	\$104,700.00	\$75,000.00				
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BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 13: ACOUSTICAL CEILINGS
ACOUSTICAL PANELS

	ACOUSTICAL PANELS						
	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	
	Ceilings, Inc.	Flament-Ulman, Inc.	DOW Acoustics, Inc.				
BID SECURITY	Yes	Yes	Yes				
ADDENDA REC'D.	NONE	1,2,3	1,2,3				
BASE BID	\$44,976.00	\$48,000.00	\$46,360.00				
COMBINED DIV. 13 & 14	N/A	\$128,200.00	N/A				
			~				
Alt. No. A-3-Parent/Dist.	2						
Resource Rm 317	ADD: \$1,500.00	ADD: \$1,530.00	ADD: \$2,900.00				
THE COURT OF THE	TIRES LINES						
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BID TABULATIONS 1/20/04 at 2:00 p.m.

WNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 14: CARPET/RESILIENT FLOORING

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Flament-Ulman, Inc.	F-M Flooring, Inc.	Floor to Ceiling	MCI, Inc.		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
BASE BID	\$101,000.00	\$90,900.00	\$93,000.00	\$98,899.00		
COMBINED DIV. 13 & 14	\$128,200.00	N/A	N/A	N/A		
Alt. No. A-3-Parent/Dist. Resource Rm 317	ADD: \$4,425.00	ADD: \$4,550.00	ADD: \$4,600.00	ADD: \$5,060.00		
PERSTRUCT	-	•		*		
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BID TABULATIONS 1/20/04 at 2:00 p.m.

OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 15: PAINT** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Steinbrecher		Fransen Decorating,	Rich Prairie Painters,		
	Painting, Inc.	J.R. Painting	Inc.	Inc.		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
BASE BID	\$77,500.00	\$53,684.00	\$95,955.00	\$120,000.00		
Alt. No. A-1 - Paint Existing Lockers	ADD: \$12,000.00	ADD: \$12,286.00	ADD: \$13,300.00	ADD: \$33,390.00		
Alt. No. A-2 - Existing Fin Tube Registers	ADD: \$1,900.00	ADD: \$1,240.00	ADD: \$3,360.00	ADD: \$1,882.00		
Alt. No. A-3-Parent/Dist. Resource Rm 317	ADD: \$100.00	ADD: \$347.00	N/A	ADD: \$512.00		
This is held on	ran Por National					
CONFIGURE PRODUCTION	en men e sona sen un u					
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# ROBSTFIELD CENTER FOR EDUCATION - CONVERSION AND REMODELING MOORHEAD, MN

BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 16: VISUAL DISPLAY BOARDS** 

(SUPPLY ONLY) BIDDER BIDDER BIDDER **BIDDER BIDDER BIDDER** Construction Supply, Lake Country Bartley Sales Co., Claridge Products and Equipment Inc. Resources, Inc. Inc. NONE Yes **BID SECURITY** CHECK Yes 1,2,3 1,2,3 ADDENDA REC'D. 1,2,3 1,2,3 \$5,845.00 \$6,660.00 \$5,181.00 \$5,780.00 BASE BID **COMBINED DIV. 16 &** \$18,380.00 N/A N/A N/A 17 45 I'ECT: EKAN BES HE BOARD O'D

# PROBSTFIELD CENTER FOR EDUCATION - CONVERSION AND REMODELING MOORHEAD, MN

BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 17: TOILET COMPARTMENTS & ACCESS, MISC. SPEC. (SUPPLY ONLY)

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Construction Supply, Inc.	Bartley Sales Co., Inc.	Building Material Supply, Inc.			
BID SECURITY	Yes	Yes	Yes			day y
ADDENDA REC'D.	1,2,3	1,2,3	1,2 ONLY		is 7 ists c	
BASE BID	\$12,790.00	\$15,720.00	\$16,485.56			
COMBINED DIV. 16 &	\$18,380.00	N/A	N/A			
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# PROBSTFIELD CENTER FOR EDUCATION - CONVERSION AND REMODELING OWNER: INDEPENDENT SCHOOL DISTRICT 152

**BID TABULATIONS** 1/20/04 at 2:00 p.m.

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 18: LAPTOP COMPUTER** LOCKERS (SUPPLY ONLY)

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Bartley Sales Co., Inc.	Wissota Supply Co., Inc.				
BID SECURITY	Yes	NONE				
ADDENDA REC'D.	1,2,3	NONE				
BASE BID	\$1,990.00	\$1,890.00				
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# PROBSTFIELD CENTER FOR EDUCATION - CONVERSION AND REMODELING

MOORHEAD, MN

BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

DIVISION 19: FOOD SERVICE EQUIPMENT

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Dakota Food Equipment	St. Cloud Restaurant Suply	HRS FoodService			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2 ONLY	1,2 ONLY		3.977.735	
BASE BID	\$19,690.00	\$21,160.00	\$22,878.00	4 ***		
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	PROPERTY NAME OF STREET		X			

# PROBSTFIELD CENTER FOR EDUCATION - CONVERSION AND REMODELING MOORHEAD, MN

BID TABULATIONS 1/20/04 at 2:00 p.m.

**OWNER: INDEPENDENT SCHOOL DISTRICT 152** 

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 20: MECHANICAL** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Grant's Mechanical,	Quantum	Peterson		Robert Gibb & Sons,	Skalicky Plumbing,
	Inc.	Associates, Inc.	Mechanical, Inc.	Air Mechanical, Inc.	Inc.	Heating
BID SECURITY	Yes	Yes	Yes	Yes	Yes	Yes
ADDENDA REC'D.	1,2,3	1,2,3	1,2 ONLY	1,2,3	1,2,3	1,2,3
BASE BID	\$786,620.00	\$791,860.00	\$769,400.00	\$768,500.00	\$919,500.00	\$970,000.00
	Y					
*					4	
Alt. M-1 - Second Boiler	ADD: \$46,490.00	ADD: \$48,800.00	ADD: \$43,000.00	ADD: \$45,000.00	ADD: \$52,600.00	ADD: \$64,894.00
Alt. M-2 - Water Service	ADD: \$12,830.00	ADD: \$16,800.00	ADD: \$7,700.00	ADD: \$17,300.00	ADD: \$16,420.00	ADD: \$17,258.00
Alt. M-3 - Mfrs Alt. for Air Temperature Controls	ADD: \$7,120.00	N/C	N/C	N/C	N/C	N/C
Alt. M-4 - Existing Fin Tube Registers	ADD: \$800.00	ADD: \$1,500.00	ADD: \$1,000.00	ADD: \$1,600.00	ADD: \$1,475.00	ADD: \$21,424.00
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# PROBSTFIELD CENTER FOR EDUCATION - CONVERSION AND REMODELING

BID TABULATIONS 1/20/04 at 2:00 p.m.

MOORHEAD, MN
OWNER: INDEPENDENT SCHOOL DISTRICT 152

CONSTRUCTION MGR.: KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

ARCHITECT: ZERR BERG ARCHITECTS, INC.

**DIVISION 21: ELECTRICAL** 

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Dakota Electric Construction Co.	Fritz Electric	Sun Electric, Inc.	Rick Electric, Inc.	Scott's Electric, Inc.	
BID SECURITY	Yes	Yes	Yes	Yes	Yes	
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	
BASE BID	\$726,600.00	\$759,000.00	\$710,000.00	\$756,800.00	\$724,000.00	
			16			
¥				Profile Art	3 W A	
Alt. E-1 - Second Boiler	ADD: \$300.00	ADD: \$650.00	ADD: \$800.00	ADD: \$250.00	ADD: \$345.00	
Alt. E-2 - Parent/District Resource Room 317	ADD: \$3,200.00	ADD: \$3,800.00	ADD: \$3,200.00	ADD: \$3,100.00	ADD: \$2,050.00	
LICE OF DESIGN MESSAGES LICE OF DESIGN SERVE MESSAGES	EXES TERMS IN CO.	Chineston Raws eat.	112.72	-		
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	Construction Con-	THE INC.				
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#### BUSINESS SERVICES MEMO#: B.04.029



To: Dr. Larry P. Nybladh

From: Mark Weston MC

Date: January 21, 2004

RE: North parking lot reconstruction at the Moorhead High School:

Attached with this memo, is a bid tabulation for the reconstruction of the North parking lot at the high school. Along with the bid tabulation is a recommendation to award from Steve Schilke of Ulteig Engineers, Inc. As you will note, the low bid of \$223,365.00 is well below the \$300,000 estimated for the project. I would also like to point out that the district will incur approximately another \$10,000-15,000 of expenses related to engineering costs, change orders and advertising costs. It is my recommendation that we accept the low bid received from Aggregate Industries.

Suggested Resolution: Move to approve the bid of \$223,365.00 from Aggregate Industries for the North parking lot reconstruction at the Moorhead High School.

MLW/dmh

Attachment:



# **ULTEIG ENGINEERS, INC.**

OTHER OFFICES: BISMARCK, ND MINNEAPOLIS, MN SIOUX FALLS, SD

1401 OAK MANOR AVE. FARGO, ND 58103-5245 PHONE: 701-237-3211 FAX: 701-237-3191 WEB SITE: www.ulteig.com P.O. BOX 1569 FARGO, ND 58107-1569

January 20, 2004

Mr. Mark Weston, Asst. Supt. of Business Services Moorhead Public School District #152 810 – 4<sup>th</sup> AVENUE SOUTH MOORHEAD MN 56560

Subject:

Reconstruction of North Parking Lot

Senior High School Moorhead, Minnesota UEI Project No. 2003-0113

We have evaluated the Bids for the subject project and recommend the Owner award the Contract to Aggregate Industries North Central Region, Inc. based on their low bid.

If you agree to this recommendation, please sign the attached "Notice of Award" and return to our office. We will send this "Notice of Award", along with three (3) copies of the unsigned Contract Documents, to the successful Bidder.

Steven M. Schilke, PE

SMS/dlh

Attachments: 1) Bid Tabulation

2) Notice of Award

#### Bid Tabulation North Parking Lot Reconstruction Moorhead Sr. High, Moorhead, MN UEI Project No. 2003-0113

Bid:	11:00	a.m.,	January	20,	2004
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				Aggregate Moorhea		Northern Impr Fargo,		Border States Fargo			neer's 1 of Cost
No.	Item	Unit	Quantity	Unit Cost	Ext. Price	Unit Cost	Ext. Price	Unit Cost	Ext. Price	Unit Cost	Ext. Price
BASE BID								2001/2010			ansterial services
1 Remova	al of Asphalt Pavement	SY	14,700	\$1.70	\$24,990.00	\$5.15	\$75,705.00	\$2.80	\$41,160.00	\$4.00	\$58,800.00
	al of Concrete Curb & Gutter	LF	50	\$7.00	\$350.00	\$5.95	\$297.50	\$14.60	\$730.00	\$6.00	\$300.00
	le Preparation	SY	14700	\$1.45	\$21,315.00	\$1.35	\$19,845.00	\$1.75	\$25,725.00	\$2.00	\$29,400.00
4 Aggrega		TON	4900	\$9.90	\$48,510.00	\$10.65	\$52,185.00	\$11.20	\$54,880.00	\$12.00	\$58,800.00
	ic Concrete Pavement	TON	4250	\$29.80	\$126,650.00	\$33.25	\$141,312.50	\$40.10	\$170,425.00	\$40.00	\$170,000.00
	e Apron at Inlet Casting	EA	2	\$400.00	\$800.00	\$700.25	\$1,400.50	\$430.00	\$860.00	\$500.00	\$1,000.00
	e Curb & Gutter	LF	50	\$15.00_	\$750.00	\$43.45	\$2,172.50	\$22.10_	\$1,105.00	\$14.00	\$700.00
	Base Bid To	otal			\$223,365.00		\$292,918.00		\$294,885.00		\$319,000.00

I hereby certify there were 3 sealed bids received and opened and 0 bids rejected on January 20, 2004, at Moorhead, Minnesota.

Ulteig Engineers, Inc.

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E:Projects/2003/2003-0113/BIDDING/bidtab.xls

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**BUSINESS SERVICES MEMO#:** 

B.04.031



To: Dr. Larry P. Nybladh

From: Mark Weston m()

Date: January 22, 2004

RE: Edison Elementary Purchase Agreement

Attached please find a purchase agreement for the sale of Edison Elementary to John Ommen. The purchase price is \$975,000. One should also note that the closing would occur on or before April 1, 2004. After evaluating all conditions of this agreement, I am recommending that the purchase agreement be accepted. Should you have any further questions regarding this agreement please contact me at your convenience.

<u>Suggested Resolution:</u> Whereas, the School District has offered Edison Elementary for sale; and Whereas, competitive bidding is not required by Statute for the sale of real property; and Whereas, John Ommen made the highest purchase offer in the amount of \$975,000 plus contingencies as per purchase agreement. Be it hereby resolved, by the School Board of Independent School District No. 152, that the Edison Elementary be sold to John Ommen for the amount of \$975,000 plus contingencies as per purchase agreement and that the Chair and Clerk be authorized to sign all documents necessary to complete the sale.

MLW/dmh

Attachment



# COMMERCIAL-INDUSTRIAL PURCHASE AGREEMENT

	COLDWELL
11.53	BANKER
	COMMERCIAL

RECEIVED OF John Ommen and/or Assigns  the sum of Ten Thousand and no/100  DOLLARS in the form of Check as earnest money and in part payment for the purchase of property at 1110 14th Street Sou situated in the County of Clay, State of Minnesota, and legally described as follows:  Parcel Number 589000880 ( See Attached Exhibit A)  together with following personal property:  None all of which property the undersigned has this day sold to the Buyer for the sum of: No/100 (\$975,000.00) DOLLARS, which the Buyer agrees to pay in the following manner: Earnest money here paid \$10,000.00 and \$965,000.00, cash, on (See attached addendum for closing date)  balance of \$ N/A by financing as shown on the attached addendum.  Earnest money not to be deposited until agreement is accepted by both parties, according to respective state law in a trust account of Coldwell Banker LISTING/SELLING BROKER.		PURCHAS	E AGREEMENTJanuary 19, 200
COLLARS in the form of Check as extract money and in part payment for the purchase of property at 1110.14° Street Sous instanct of the County of City.  State of Minnesots, and legally described as follows:  ogether with following personal property.  None  all of which property the undersigned has this day sold to the Buyer for the sum of Nine Hollowing the County of City.  Not 100 (275.000.00) TOLLARS, which the Buyer agreet in one by the following the County of City.  Not 100 (275.000.00) TOLLARS, which the Buyer agreet in one by the following the County of City.  By financing as shown on the attached addendum.  by financing as shown on the attached addendum.  Extracts money not to be deposited until agreement is accepted by both parties, according to respective state law in a trust account of Cellevel Blanker LISTINOSCELLING BROKER.  DEPARAMENT ABLE TITLE: Subject to preformance by the Buyer, the Seller agrees to accuse and deliver a _Warmint of the County of the Co	RECE		
situated in the County ofClayState of Minnesoffa_ and legally described as follows:  Parcel Without Sp9003080 (See Attached Exhibit A)  Note:  1 of which property the underlinged that is day sold to the Buyer for the sum of Nite Hundred. Seventh-Five Thousand at of which property the underlinged that is day sold to the Buyer for the sum of Nite Hundred. Seventh-Five Thousand at of which property the underlinged that is day sold to the Buyer for the sum of Nite Hundred. Seventh-Five Thousand at the Note of No	the sur	m of Ten Thousand and no/100	(\$\\\\$10,000.00\)
in of which property the undersigned has this day odd to the Buyer for the sum of Nine Hundred, Seventy-Eive Thousand at I of which property the undersigned has this day sold to the Buyer for the sum of Nine Hundred, Seventy-Eive Thousand at I of which property the undersigned has this day sold to the Buyer agrees to pay in the following manner. Earnest money here and \$10,000,000 and \$950,000.000. Sold, on, (Gee alleghed addedend not cofering date). The date of closing and to property the second of Coldwell Banker LISTING/SELLING BROKER.  Earnest money not to be deposited suttil agreement is accepted by both parties, according to respective state law in a trust account of Coldwell Banker LISTING/SELLING BROKER.  DEDMARKETABLE TITLE: Subject to performance by the Buyer, the Saler agrees to accoule and deliver a "Warranty Deed conveying marketable title to said parmises subject to performance by the Buyer, the Saler agrees to accoule and deliver a "Warranty Deed conveying marketable title to said parmises subject to performance by the Buyer, the Saler agrees to accoule and deliver a "Warranty Deed conveying marketable title to said parmises subject to performance by the Buyer, the Saler agrees to accoule and deliver a "Warranty Deed conveying marketable title to said parmises and the sale of the performance by the Buyer the Sale of the sale o	DOLI	ted in the County of Clay, State of Minnesota, an	d legally described as follows:
all of which property the undersigned has this day sold to the Buyer for the sum of <u>Filter Hundreds Seventy-Eve Thousand a</u> 2075,000		Parcel Number 589000880 ( S	ee Attached Exhibit A)
10.00100 (\$975,000.00) DOLLARS, which the Buyer agrees to pay in the following manner: Earnest money here balance of \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum of \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by financing as shown on the attached addendum to \$\frac{3}{NA}\$ by the \$\f	togeth	er with following personal property: None	Down for the sum of Nine Hundred Seventy-Five Thousand on
paids 510,000,000 and 3955,000.00, cash, on See attached addendum for closing date) the date of closing and the balance of 5 N/A by financing as shown on the attached addendum.  Earnest money not to be deposited until agreement is accepted by both parties, according to respective state law in a trust account of Coldwell Banker LISTINGSELLING BROKER.  DeEDMARKFATHE ITTILE: Subject to performance by the Buyer, the Seller agrees to execute and deliver a Warranty Deed conveying markeable title to said premises subject only to the following exceptions:  (3) Building and zooing laws, collinance, State and Federal regulations. (6) Raticitions relating to use or improvement of the premises without effective forfeiture provision. (6) Reservation of any minerals or mineral rights. (4) Utility and drainage easternest which do rainteries with present improvement; (6) Rights of terms as follows:  NEAL ENTATE TANKS. Based on the most current tax information at valible whether estimate or actual, shall be paid as follows. Seller shall pay, provested from day of closing 4 13464-141-8-882,004 (year) real estate taxes due and payable in the year 206 in the event the closing date is changed, there all estate taxes paid, proposed, shall be estimated to the new closing in the year 206 in the event the closing date is changed, there all estate taxes gave and payable in the year 206 in the event the closing date is changed, there are state taxes to see and payable in 2024 (year).  Sirvise out one. BUYER SHALL ASSUME / SELLER EMALL PLAY-ON DATE OF CLOSINS as the seller taxes due and payable in 2024 (year).  Sirvise out one. BUYER SHALL ASSUME / SELLER EMALL PLAY-ON DATE OF CLOSINS as of the date of this Agreement.  Solve a solve of the date of closing all installments of special assessments pending at Shall season of the date of the coloring in installment of the closing of the sale of the property herein includ but not invinced to miss, person that the provise of the coloring. The provise of the coloring in the provise of the colorin		which property the undersigned has this day sold to the	liver agrees to pay in the following manner: Earnest money herei
Earnest money not to be deposited until agreement is accepted by both parties, according to respective state law in a trust account of Coldwell Banker LISTING/SELLING BROKER.  DEDDMARKPE TAIL ETTIES. Support to preference by the Buyer, the Seller agreet to execute and deliver awarranty	paid \$	10,000,00 and \$965,000,00, cash, on (See attach	hed addendum for closing date) the date of closing and the
a trust account of Coldwell Banker, LISTING/SELLING BROKER.  Deed conveying markeable title in said premises subject only to the following exception:  Deed conveying markeable title in said premises subject only to the following exception:  Without conveying markeable title in said premises subject only to the following exception:  Without conveying markeable title in said premises subject only to the following exception:  Without effective forfature provision. (c) Reservation of any minerals or mineral rights. (d) Utility and drainage easements which do reinterfore with present improvements. (c) Rights or terman as follows:  NAA.  REAL ESTATE TAXES. Based on the most current tax mormation a valiable whether estimate or actual, shall be paid as follows. Seller shall pay, prevared from any of identify and control of the sell pays the paid of the pays and the pays to the sell pays the right of the pays and the pays to the pays	T. STATES		
Deed conveying marketable title to said premises subject only to the following exceptions:  (a) Building and zoning laws, ordinances, State and of feedra regulations. (b) Retrievations relating to use or improvement of the premise without effective forfeiture provision. (c) Reservation of any minerals or mineral rights. (d) Unity and drainage easterness which do reinterfore with present improvement. (c) Right or centants as follows.  NA.  2. REAL ENTATE TAXES. Based on the most current law information available whether estimate or shall, shall be past as follows. Soller shall pay, prorested for day of cleating \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) real estate taxes due and payable in the year \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) real estate taxes due and payable in the year \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) real estate taxes due and payable in the year \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) real estate taxes due and payable in the year \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) real estate taxes due and payable in the year \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) real estate taxes due and payable in the year \( \frac{1}{2} \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) restricted taxes due and spayable in the year \( \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) restricted taxes due and spayable in the year \( \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) restricted taxes due and spayable in the year \( \frac{1348 - 141 - 868 - 2004 \( \text{(orange)} \) restricted taxes due and spayable in the year \( \text{(orange)} \) restricted taxes due and spayable in the year \( \text{(orange)} \) restricted taxes due and spayable in the year \( \text{(orange)} \) restricted taxes and \( \text{(orange)} \) rest		Earnest money not to be deposited until agreement a trust account of Coldwell Banker LISTING/SELI	LING BROKER.
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without effective forfeiture provision. (c) Reservation of any minerals or mineral rights. (d) Utility and drainage casements which of interfere with present improvements. (c) Rights or tennas as follows:  NA  REAL ESTATE TAXES. Based on the most current tax information is trained by the provision of the part of the		(a) Building and roning laws ordinances State and Federal	regulations. (b) Restrictions relating to use or improvement of the premise
2. REAL ESTATE TAXES. Based on the most current tax mformation available whether estimate or achial, shall be past as follows. Seller shall paps, prorected from day of cloning. — 134-14-14-14-16-16-100. (pers) most altered and payable in the year		without effective forfeiture provision. (c) Reservation of any	y minerals or mineral rights. (d) Utility and drainage easements which do no
Seller shall pay, prorested to day of closing (1386-1381-1380-2)00 (year) real estate taxes due and payshle in the year 120 in the event the closing date is changed, the real estate taxes pash, if provided, shall be adjusted to the new closing date.  MINNESOTA ONLY: Seller warmst taxed the and payshle in the year 1202. In the event the closing date is changed, the real estate taxes pash, if provided, shall be adjusted to the new closing date.  MINNESOTA ONLY: Seller warmst taxed the and payshle in the year 1202. In the Company of the compan			
Buyer shall pay, provated from day of closing — 38th—18th—18th—18th—18th provided with the closing date is changed, the rate state taxes paid, in provent the closing date is changed, the rate state taxes paid, in provent, shall be adjusted to the new closing date.  MINNESOTA ONLY: Seller warrants axed due and payable in the year _2004. will be FULPARAFYON homesteed classification of the provided	2.	REAL ESTATE TAXES. Based on the most current tax m	formation available whether estimate or actual, shall be paid as follows.
in the event the closing date is changed, the real estate taxes paid, if provided, shall be adjusted to the new closing date.  MINNESOTA ONLY: Self-warrants saxed used and payable in the peut. 2024. Will be FULL-PRANTON: homescale classification.  SEFELIAL ASSESSMENTS: (Strike out one.) BUYER AND SELLER SHALL PROVIDE TAXON THE DATE OF CLOSING SELLERS SHALL PROVIDE AND ASSESSMENTS: (Strike out one.) BUYER SHALL ASSUME / SELLER SHALL PROVIDE FOR PROVIDED CONTROL OF SELLERS SHALL PROVIDE CONTROL OF SELLERS SHALL PROVI		Seller shall pay, prorated to day of closing /13the / al	
MINNESOTA ONLY: Seller warrants taxed due and payable in the year. 2004. will be PALLPARAPYON: homested classification.  SPECIAL ASSESSMENTS: (Sinke out one.) BUYER AND SELLER SHALL PRORATE AS OF THE DATE OF CLOSINS.  SELLER SHALL AAV on the date of closing all installments of special assessments certified for payment with the 2004. [year] or lettle taxe due and payable in 2004 [year].  (Sirike out one.) BUYER SHALL ASSUME / SELLER SHALL PAN ON DATE OF CLOSING all other special assessments to the date of this Agreement for improvements.  1. FRORATIONS. All items customarily prorated and adjusted in connection with the closing of the sale of the property herein includ but not limited to rents, operating expenses, interest on any debt assumed by Buyer, shall be prorated as of the date of closing. It shall assumed that the Buyer will own the property for the entire date of the closing.  5. DAMAGES TO REAL PROPERTY. If there is any loss or damage to the property between the date hereof and the date of closing, any reason, the risk of loss hall be on the Seller. If the property is destroyed or substantially damaged before the closing, this Purch Agreement shall become null and void, at Buyer's option. Buyer shall have the right to terminate this Purchase Agreement within 10% after Seller notifies Buyer of such damage. Upon said termination, the earner monory shall be refunded to Buyer and Beyor and Se Canada and the seller of the property Abstract cortified to date including proper searches covering bankruptics and State and Fedd judgments, liens, and levied and pending special assessments. Buyer shall have to business days after receipt of the Abstract of Title Registered Property Abstract excitified to date including proper searches covering bankrupticies and State and Fedd judgments, liens, and levied and pending special assessments. Buyer shall be common sharp with a Abstract of Title Registered Property Abstract certified to date including propersearches covering bankruptices and State and Fedd judgments, liens		Buyer shall pay, prorated from day of closing	naid if prograted, shall be adjusted to the new closing date.
3. SPECIAL ASSESSMENTS: (Strike out one.) BUYER AND SELLER SHALL PRORATE AS OF THE DATE OF CLOSING SHALL PAS on the date of closing all installments of special assessments certified for payment with the 2004 (year) (Strike out one.) BUYER SHALL ASSUME / SELLER SHALL BROWDE FOR PAYMENT OF special assessments lev as of the date of this Agreement.  (Strike out one.) BUYER SHALA ASSUME / SELLER SHALL BROWDE FOR PAYMENT OF special assessments lev as of the date of this Agreement.  (Strike out one.) BUYER SHALA ASSUME / SELLER SHALL BROWDE FOR PAYMENT OF special assessments lev as of the date of closing.  4. PRORATIONS. All items customarily prorated and adjusted in connection with the closing of the sale of the property herein include but not limited to rents, operating expenses, interest on any debts assumed by Buyer, shall be prorated as of the date of closing, any reason, the risk of loss shall be not the Seller. If the property is destroyed or substantially damaged before the closing, any reason, the risk of loss shall be not the Seller. If the property is destroyed or substantially damaged before the closing, any reason, the risk of loss shall be not the Seller. If the property is destroyed or substantially damaged before the closing, any reason, the risk of loss shall be on the Seller. If the property is destroyed or substantially damaged before the closing, any reason and the seller notifies Buyer of such damage. Upon said termination, the cament money shall be refunded to Buyer and Seagre to sign a cancellation of purchase agreements.  EXAMINATION OF TITLE. Within a reasonable time after acceptance of this Agreement, Seller shall furnish Buyer with an Abstract of Title of a Registered Property Abstract cities to date including proper searches covering bankruptices and State and Fed of Title or a Registered Property Adhite precision of the super shall have to business days from recipital of the super shall have to business days from recipital passessments. By super shall have to the substance of the super sha		MINNESOTA ONLY: Seller warrants taxes due and nava	ble in the year 2004 will be FULL PART/NON - homestead classification
catate taxed due and payable in 2004 (vert).  (Sirike out one). BUYER SHALL ASSUME / SELLER SHALL PROVIDE FOR PAYMENT OF special assessments lev as of the date of this Agreement.  (Sirike out one). BUYER SHALL ASSUME / SELLER SHALL PROVIDE FOR PAYMENT OF special assessments pending as the date of this Agreement for improvements.  4. PRORATIONS. All items customarily prorated and adjusted in connection with the closing of the sale of the property herein includ but not limited to rents, operating expenses, interest on any debt assumed by Buyer, shall be provated as of the date of closing. It shall assumed that the Buyer will own the property for the entire date of the closing.  5. DAMACRS TO REAL PROPERTY.  6. Eler. If the property is destroyed or substantially damaged before the closing, this Purch and the content of the	3.	SPECIAL ASSESSMENTS: (Strike out one.) BUYER.	AND SELLER SHALL PRORATE AS OF THE DATE OF CLOSING
as of the date of this Agreement.  (Strike out one, BUVER SHALL ASSUME / SELLER SHALL PROVIDE FOR PAYMENT OF special assessments pending as the date of this Agreement for improvements.  4. PRORATIONS. All items customarily prorated and adjusted in connection with the closing of the sale of the property herein includ but not limited to entst, operating expenses, interest on any debt assumed by Buyer, shall be prorated as of the date of closing. It shall assumed that the Buyer will wow the property for the entire date of the closing.  5. DAMAGES TO REAL PROPERTY. If there is any loss of damage to the property between the date hereof and the date of closing, any reason, the risk of loss shall be on the Steller. If the property and the provided provided the date of closing, any reason, the risk of loss shall be on the Steller. If the property and the provided provided the date of closing, and any reason, the risk of loss shall be on the Steller. If the property and the provided the provided to Buyer and Buyer and Seagne to sign a cancellation of purchase agreement.  5. EXAMINATION OF ITILE. Within a reasonable time after acceptance of this Agreement, Seller shall farmish Buyer with an Absto of Title or a Registered Property Abstract certified to date including proper searches covering bankruptices as the state and Federical Company of the commitment of the property and the pure's attorney examine the title and provide Seller with within choleron or, at Buy own expense, to make an application for a title insurance policy and notify Seller of the application. Buyer shall have 10 business days from receipt of Buyer's within the applicable 10 days period set forth above, except that this shall not one as a waiver of Seller's coverant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, if any objection is so must seller shall be read to the seller shall be read to the property of the commitment of Seller's in		estate taxes due and navable in 2004 (year).	
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4. PRORATIONS. All items customarily prorated and adjusted in connection with the closing of the sale of the property herein increast on any debt assumed by Buyer, shall be prorated as of the date of closing. It shall assumed that the Buyer will own the property for the entire date of the closing, any reason, the risk of loss shall be on the Selter. If the property is destroyed or substantially damaged before the closing, this Purch Agreement shall become until and void, at Buyer's option. Buyer shall have the right to terminate this Purchase Agreement within 10 d after Seller notifies Buyer of such damage. Upon said termination, the carnest money shall be refunded to Buyer and Buyer and agree to sign a cancellation of purchase agreement.  EXAMINATION OF TITLE. Within a reasonable time after acceptance of this Agreement, Seller shall furnish layor with an Abstract of Title grant of Title or a Registered Property Abstract certified to date including proper searches covering bankruptics and State and Feld judgments, lens, and levied and perceifing special seat stormey examine the title and provide Seller with written objections or at the Registered Property and the state of the property Abstract of Title Registered Property and property and the state of the property and the seat of the property and the seat of the property and the property and the seat of the property between the party of the commitment and written objections. Buyer shall addeemed to have vaccept that this shall not open as a waiver of Seller's covenant to deliver a Warrant		the date of this Agreement for improvements.	
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Agreement shall become null and void, at Buyer's option. Buyer shall have the right to terminate this Purchase Agreement within 10 d agree to sign a cancellation of purchase agreement.  EXAMINATION OF TITLE. Within a reasonable time after acceptance of this Agreement, Seller shall furnish Buyer and Buyer and Suyer shall have 10 business days after receipt of the Abstract of Title Registered Property Abstract certified to date including proper searches covering bankruptices and State and Fedd judgments, liens, and levide and pending special assessments. Buyer shall have 10 business days after receipt of the Abstract of Title Registered Property Abstract either to have Buyer's attorney examine the title and provide Seller with written objections or, at Buy own expense, to make an application for a title insurance topicty and notify 50 steller of the application. Buyer shall have 10 business days from receipt of Buyer's Seller of the application. Buyer shall have 10 business days from receipt of Buyer's written title olds a precious days that the objections in the applicable 10 days period set forth above, except that this shall not ope as a waiver of Seller's covenant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, if any objection is so must sell have 10 business days from receipt of Buyer's written title objections to notify Buyer of Seller's that this shall not ope as a waiver of Seller's covenant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, if any objection is so must be considered pending correction of title, but upon correction of title and within 10 days after written notice to Buyer that the manual provided pending correction of title, and the construction of title, and the super shall be refunded to Buyer.  By Fell Above the parties shall perfer this Purchase Agreement shall be null and void, at option of Buyer: neither	5.	DAMAGES TO REAL PROPERTY. If there is any loss	or damage to the property between the date hereof and the date of closing, I
after Seller notifies Buyer of such damage. Upon said termination, the earnest money shall be refunded to Buyer and Buyer and Se agree to sign a cancellation of pruchase agreement.  5. EXAMINATION OF TITLE. Within a reasonable time after acceptance of this Agreement, Seller shall furnish and so filled or a Registered Property Abstract certified to date including proper searches covering bankrupticis and State and Fodd judgments, liens, and levied and pending special assessments. Buyer shall have 10 business days after receipt of the Abstract of Title Registered Property Abstract either to have Buyer's attentive the title and provide Seller with a Buyer shall have 10 business days after receipt of the commitment for title insurance to provide Seller with a copy of the commitment and written objections. Buyer shall deemed to have waived any title objections not made within the applicable 10 day period set forth above, except that this shall not ope as a waiver of Seller's covenant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, except that this shall not ope as a waiver of Seller's covenant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, except that this shall not ope as a waiver of Seller's covenant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, except that this shall not ope as a waiver of Seller's covenant to deliver a Warranty Deed, unless a Warranty Deed is not specified above, except that this shall not open sealer shall have 10 business days from receipt of Buyer's written title objections to notify Buyer of Seller's intention to make to marketable within 120 days from Seller receipt of such written objection. If notice is given, payments hereumed required shall postponed pending correction of title, but upon correction		Agreement shall become null and void at Buyer's option.	Suver shall have the right to terminate this Purchase Agreement within 10 da
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This provision shall not deprive either party of the right to enforce the specific performance of this contract provided this contract has been terminated and provided action to enforce such specific performance shall be commenced within six months after such right of act shall arise.  7. POSSESSION. Seller shall deliver possession of the property on the date of closing.  8. REPRESENTATIONS AND WARRANTIES. See attached addendum.  9. TIME IS OF THE ESSENCE FOR ALL PROVISIONS OF THIS CONTRACT.  10. MINNESOTA ONLY: WELL AND SEPTIC DISCLOSURE STATEMENT. Buyer has/has not received the well and set disclosure statement.  BUYER AND SELLER INITIAL: Buyer Seller(s)  11. SPECIAL CONDITIONS / ADDENDUM. Attached are (number) TWO addenda which are made a part of this Agreement.  12. MISCELLANREOUS PROVISION.  (a) Survival. All of the warranties, representations, and covenants of this Agreement shall survive and be enforceable after the closing (b) Entire Agreement; Modification. This Agreement constitutes the complete agreement between the parties and supersedes any prior oral or written agreements between the parties regarding the property. There are no verbal agreements that change Agreement and no waiver of any of its terms will be effective unless in writing executed by the parties.  (c) Successors and Assigns. If this Agreement is assigned all provisions of this Agreement shall be binding on successors and assigns Other.  13. ACCEPTANCE DEADLINE. This offer to purchase, unless accepted sooner, shall be null and void at 11:59 P.M. N/A and in such event all earnest money shall be refunded to Buyer.  14. AGENCY DISCLOSURE Tom Kiewel (Selling Agent) DISCLOSES THAT HE OR SHE IS REPRESENTING THE (Seller) IN TH TRANSACTION. THE LISTING AGENT OR BROKER DISCLOSES THAT HE OR SHE IS REPRESENTING THE SELL IN THIS TRANSACTION. BUYER AND SELLER INITIAL: Buyer(s) Seller(s) The Seller of The Selle		contract shall be retained by Seller and agent, as their respe	ective interests may appear, as liquidated damages, time being of the essen-
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#### First Addendum to Purchase Agreement In reference to a Purchase Agreement dated the \_\_\_\_ day of between John Ommen and/or assigns, Buyer, and Independent School District No. 152, Seller, the following are additional terms and conditions to the same: 1) The purchase of the property is contingent upon the following: A) Completion of negotiations with Minnesota State University (MSU) and execution of a mutually agreeable lease agreement between the parties for the lease of the purchased property. B) Inspection and acceptance of the building by the Buyer and MSU. C) Satisfactory financing for purchase of the building from a lender of the Buyers choice, terms and conditions at the sole discretion of the Buyer. D) Execution of lease agreement, mutually agreeable to the parties, for the lease back of the purchased property (basic terms and conditions attached). 2) Upon execution of lease agreement with MSU and Seller, Buyer will remove all of the above contingencies. In the event the Buyer, at its sole discretion, determines the inspection and/or financing is unsatisfactory the Buyer may terminate this agreement and all earnest money will be refunded to him. 3) Closing date shall be within thirty (30) days of the execution of lease agreement with MSU and Seller or 4/1/2004 whichever occurs first. 4) The Seller shall have the right to accept back-up offers during the Buyers due diligence period. In the event the Buyer is unable to consummate a lease with MSU, the Buyer shall have the "first right of refusal" to match any back-up offers received by the Seller, provided he indicates his intention to proceed within twenty-four hours of written notice by the Seller of its intent to accept a back-up offer. Dated this 21 day of January 2004. In Danne .49 Dated this 22 day of January 2004.

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1	Prop	oosed Lease-back	Terms & C	onditions	
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6	Leased Premises:	1110 14 <sup>th</sup> St. So	., Moorhead	MN	
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26					70
27	<b>Building Maintenance:</b>	Interior and exte	erior mainter	nance by Tenant	, Landlord
28		responsible for a	major structi	ural items and re	placement of
29				ing lease period.	
30		0.000			7.0
31	Landlord Improvements	: None, accepted	"as-is".		
32			11		
33	Miscellaneous:	N/A		3.	
34					34
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37	Accepted this 22 day of	Jan 2004. Ac	cepted this 2	<u>7</u> day of Jan 20	
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**BUSINESS SERVICES MEMO#: B.04.030** 



To: Dr. Larry P. Nybladh

From: Mark Weston mw

Date: January 21, 2004

RE: Metropolitan Area Network Recommendation:

Attached with this memo, is a bid tabulation for the Metropolitan Area Network. Along with the bid tabulation is a recommendation to award from Elert and Associates, as well as Dan Markert. As you will note, the cost of the twenty-year lease will be \$24,000 annually before E-rate reimbursement. It is my recommendation that we accept the low bid received from Moorhead Public Service.

Suggested Resolution: Move to approve the bid of \$24,000 annually from Moorhead Public Service for the Metropolitan Area Network.

MLW/dmh

Attachment:



TO: Mark Weston

FROM: Dan Markert Dan Markert

DATE: 1/22/04

RE: Metropolitan Area Network Recommendation

The district received four proposals from three vendors to provide a Metropolitan Area Network (MAN) to deliver voice, video, and data services to district facilities, including the two new district sites, Horizon Middle School and S.G. Reinertsen Elementary. The bid also includes fiber optics connectivity to MSUM and leaves in place our connection to Townsite Center.

Our consultant for the project, Elert and Associates, is recommending we award the bid "leased dark fiber" to Moorhead Public Service for a term of twenty years. Cost of the lease will be \$24,000 annually before E-rate reimbursement.

Moorhead Public Service's proposal includes a total of six strands of fiber optic cable between each remote site and Moorhead High School. Two stands will be used for data (computer), two for voice (telephone) and two for video (ITV internal/external).

MPS's proposal will incorporate West Central Regional Juvenile Center and Red River Area Learning Center sites online with a layer-3 switched, gigabit connection. Previously these sites were connecting via a "wireless" bridge at 11 MB per second. The fiber optic network will be operational by the start of school next fall.

I have attached Elert and Associates' recommendation as well as a breakdown of vendor proposals. It is my recommendation that we enter into a 20-year agreement with MPS to provide 6 strands of dark fiber optics cable between the 11 remote sites and the high school as specified in the bid proposal.

# Moorhead School District Leased MAN Proposal Evaluation

Proposal specifications were compiled and provided to the following vendors:

702 Communications

Cable One

Idea One

McLeod USA

Moorhead Public Service

Three (3) proposals were submitted for the provision of Leased MAN services for Moorhead School District. Vendors submitting responses included:

702 Communications – proposed dark fiber lease for Part A (new construction) schools only AND also proposed leased Gigabit bandwidth services

McLeod USA - proposed dark fiber lease for Part B (existing sites) only

Moorhead Public Service - proposed dark fiber lease for all sites

#### PROPOSAL EVALUATION

Elert & Associates and School District #152 weighed all of the qualified responses based on references, qualifications and support as well as technical merit and cost. Further, consideration was given to the Proposer's skills, facilities, capacity, experience, responsibility, previous work record, the necessity of prompt and efficient completion of work described in the response documents, and other relevant factors.

Points were assessed in four categories: cost, contract terms, references, and miscellaneous factors. A detailed analysis by category is as follows:

#### COST

45 total points were possible in this category for the leased dark fiber scenario, and 35 points in the leased Gigabit bandwidth scenario. In the leased dark fiber scenario, Moorhead Public Service received full points for lowest overall cost in a 7 year time period. McLeod and 702 Communications each only proposed a partial solution for leased dark fiber. If those two offerings are combined, a complete solution is possible. To make a valid comparison, E&A did add the costs for 702 Communication and McLeod USA together for the leased dark fiber, and then compared the total to that of Moorhead

Elert & Associates

January 19, 2004

Page 2

LUST

Public Service. For a 7-year term, the combined 702 and McLeod costs are approximately 31% higher than that of MPS.

For leased bandwidth, 702 Communications was the only respondent. In a comparison of costs to Moorhead Public Service, the 702 costs are approximately 1.5 times (250%) higher for a 7-year term.

#### CONTRACT TERMS

25 points were possible in this category for both lease types. MPS was awarded full points due to offering longer contract term lengths (15 and 20 years) than any of the other respondents. (The District had noted in the RFP that it preferred a longer term contract.) All other responses were awarded 15 points for offering 7 year terms with 1 or 2 year renewal terms.

#### REFERENCES

20 or 30 points were possible in this category. All of the references checked were positive, thus all respondents were awarded full points.

#### MISCELLANEOUS FACTORS

10 points were possible in this category, allowing the District to award points for any especially attractive offerings that aren't otherwise measured in the point scoring. In this category 10 points were awarded to Moorhead Public Service for offering to connect all the Alternate sites listed at no additional cost.

#### BONUS POINTS (for extra fiber count - leased dark fiber scenario only)

Up to 15 points were possible in this category. In the leased dark fiber scenario, the District required a minimum of 4 fibers to each base site, and 2 to each Alternate site. This category was created in case any of the respondents offered additional fiber count without charge. In this case, MPS did offer 6 fibers to every site at no additional cost to the District, and thus was awarded 15 points.

#### Other Issues

In its leased Gigabit bandwidth offering, 702 Communications noted that the costs for internal cabling within the buildings would be charged at \$75 per hour plus materials. These costs were required to be included in the base proposal. 702 Communications' proposal could be disqualified based on the requirements of the RFP.

# **Point Summary**

Considering all of the above, the vendors are rated as follows (point awards for each of the categories may be found in the evaluation criteria spreadsheets included in the Appendix):

Company	Points	-3
Moorhead Public Service (leased dark fiber)	115	
702 Communications (leased Gigabit bandwidth)	63	
McLeod USA (leased dark fiber)	53	
702 Communications (leased dark fiber)	52	

Therefore, Elert & Associates recommends that Moorhead Area Public Schools select Moorhead Public Service for the provision of Leased MAN services per the specifications of the Request for Proposal.

## Recommended Award

Moorhead Public Service proposal amount: \$24,000 annually based on 20-year contract term.

When considering all 11 sites (including the Alternate sites) this equates to <u>less than \$200 per site per month</u>.

Note: Elert & Associates represents that the information and recommendations contained within this report are prepared for Moorhead School District based on the most current data made available during the specified study period.

This report is meant to be only advisory in nature. Moorhead School District's management is responsible for all consequences resulting from their decisions in accepting, rejecting, or implementing these recommendations.

# **APPENDIX**

**Evaluation Criteria and Cost Calculations** 

### **Leased Dark Fiber Evaluation**

Item evaluated	Possible Points	702 Comm. (Part A)	McLeod USA (Part B)	Moorhead Public Service	
1. Initial/upfront cost	15	6	4	15	
		\$7,000.00	\$11,200.00	\$0.00	
2. Fiber leasing costs for 7 years	15	7	6	15	See notes
		\$96,327.00	\$83,799.38	\$192,115.00	See note 2
3. Maintenance costs for 7 years	15	4	8	15	
		\$41,279.00	\$12,600.00	incl. in above	See note 2
Contract terms: length and renewal terms	25	15	15	25	MPS offers 15 & 20 year terms
5. References	20	20	20	20	1
6. Miscellaneous factors	10	0	0	10	Alternates
Bonus points for fiber count above the minimum requirement, if within base offering (at no extra cost.)	Up to 15 points	0	0	15	MPS - 6 fibers to each site
		52	53	115	

Note 1: Neither 702 nor McLeod is a complete solution. Must add the two together to reach all school sites.

Note 2: Since MPS did not break out leasing and maintenance, annual cost points were based on combined 30.

Together 702 and McLeod equal 25 out of 30 points in annual costs compared to MPS.

## **Leased Gigabit Evaluation**

		702	No other Respondents
Item evaluated	Possible Points		
1. Cost	35	18	Compared to total 7-year cost for MPS
2. Contract terms (renewal)	25	15	Compared to 15 & 20 year terms of MPS
3. References	30	30	
4. Miscellaneous factors	10	0	Extra cost for internal cabling (required)
TOTAL	100	63	

Leased dark fiber			702.0	ommunicatio				McLeod USA			Moorhea	d Public Servi	e (MPS)	
Part A		One-time		nn. Lease	Ann. Maint.	Total 1 yr.	One-time	Ann. Lease	Ann. Maint.	Total 1 yr.		Ann. Leas(An		Total 1 vr
		One-time	so A	\$11,123	\$4,767	\$15,890		\$2,592	\$0	\$4,192	\$0	Aliii. LeastAli	ii. maiiii	\$(
Reinertsen (new) Horlzon MS (new)			\$0	\$2,638	\$1,130	\$3,768		\$841	\$0	\$2,441	\$0			\$0
nonzon M3 (new)	Subtotal	-	\$0	\$13,761	\$5,897	\$19,658	\$3,200	\$3,433	\$0	\$6,633	\$0	\$0	\$0	\$0
	Subtotal		<b>\$</b> 0	\$13,761	\$3,097	\$18,030		Part B sites only		40,000	•	•••	•••	•
Part B							TO COMMOGNED !	art o and any						
Probstfield (admin)		no bid		no bid	no bid	no bid	\$1,600	\$2,592		\$4,192				
Asp Elementary		no bid		no bid	no bid	no bid	\$1,600	\$1,652		\$3,252				
Hopkins Elem		no bid		no bid	no bid	no bid	\$1,600	\$2,047		\$3,647				
Moorhead HS		no bid		no bid	no bid	no bid	\$1,600	\$0		\$1,600				
Maintenance/Transp.		no bid		no bid	no bid	no bid	\$1,600	\$2,248		\$3,848				
	Subtotal		\$0	\$0	\$0	\$0	\$8,000	\$8,538	\$1,800	\$18,338	\$0	\$0	\$0	\$
01	her/ Misc.	\$7.	000											
0.	mier miec.		000			Part A only	.c		No build out to F	Part A sites				
GRAND TOTA	AL (A & B)	\$7.	000	\$13,761	\$5,897	\$26,658	\$11,200	\$11,971	\$1,800	\$24,971	\$0	\$0	\$0	\$27,44
	()			otal annual	\$19,658	-	X No.	Total annual	\$13,771			20-yr term		\$24,00
Alternate site				otar armour	•10,000		2 fbrs 1-time	2 fbrs - annual		fbrs annual		No additional of	harge (inc	duded in I
RRAC	-	no bid		no bid	no bid	no bid	\$1,600	\$1,296.	\$3,200	\$2,592	\$0	\$0	\$0	
Townsite Center		no bid		no bid	no bid	no bid	\$1,600	\$948	\$3,200	\$1,896	\$0	\$0	\$0	
West Central Regional	i	no bid		no bid	no bid	no bid	\$1,600	\$826	\$3,200	\$1,652	\$0	\$0	\$0	
MSU - Moorhead		no bid		no bid	no bid	no bid	\$1,600	\$9481	\$3,200	\$1,896	\$0	\$0	\$0	
NOO - MOOITIBAO		no bio		no ord	110 010		\$6,400	\$4,018	\$12,800	\$8,036		1/3		
Number of fibers propo	head	6 fibers										6 - all sites		
Length of contract term				to five 1-yr ren	ewals			7 years; renewa	I not specified (a	sked 1/14)		7 yrs+ 2 year r	enewals	
Exceptions					cabling is extra	cost)		None listed (ask				5		
LACOPUOTIS	-	Trono matou	(out a	ntorrial bollowing	Cooling to Onto	000.7			National designation of the second			, , , , , , , , , , , , , , , , , , ,		
Add Alternate #1 (add	d fiber)											No additional o	harge (inc	luded in t
Probstfield (admin)		no bid		no bid	no bid	no bid	\$1,600	\$1,296	?	\$2,896	\$0	\$0	\$0	
Asp Elementary		no bid		no bid	no bid	no bid	\$1,600	\$826	?	\$2,426	\$0	\$0	\$0	
lopkins Elem		no bid		no bid	no bid	no bid	\$1,600	\$1,024	?	\$2,624	\$0	\$0	\$0	
Reinertsen (new)		no bid		no bid	no bid	no bid	\$1,600	\$1,296	?	\$2,896	\$0	\$0	\$0	
Horizon MS (new)		no bid		no bid	no bid	no bid	\$1,600	\$421	?	\$2,021	\$0	\$0	\$0	
Moorhead HS		no bid		no bid	no bid	no bid	\$1,600	\$0	7	\$1,600	\$0	\$0	\$0	
Maintenance/Transp.		no bid		no bid	no bid	no bid	\$1,600	\$1,124	?	\$2,724	\$0	\$0	\$0	
mannenance/ rransp.		no bia		1000	no bro	110 010	\$11,200	\$5,986	. \$0	\$17,186		(3.50)	108472	

new sites -only interconnect to existing does not include build out

102 10 3 0 0 45 100 7 9

several distriction lofic part for the form

and the graph of the same fort of a fine factor of the f

Leased Dark Fiber - b	pase sites (A + B)		Leased Gigabit - base sites (A + B)
	McLeod + 702	MPSD	702
One-time costs	\$18,200.00	\$0.00	\$3,467.60
	7 year offered	15 & 20 yr offered	960° E
Annual costs	\$33,429.34	\$27,445.00	\$69,262.00
Total 1st year	\$51,629.34	\$27,445.00	\$72,729.60
F	\$40E 246 70	¢427 225 00	\$349,777.60
5 years	\$185,346.70	\$137,225.00	
7 years	\$252,205.38		[ 이 구 있다. 어떻게 챙겨 보다 맛이 뭐라요]
10 years	\$352,493.40	중에 가게 되었다. 유럽 아이트 그리고 하고 있다.	
15 years	\$519,640.10		
20 years	\$686,786.80	\$480,000.00	\$1,388,707.60
Leased Dark Fiber - a	alternate sites (add'I cost	)	Leased Gigabit - alternate sites
	Min. # fibers	6 fibers per site	
1 year	\$10,417.81	\$0.00	\$9,529.00
5 years	\$26,489.05	\$0.00	\$47,645.00
7 years	\$34,524.67	\$0.00	\$66,703.00
10 years	\$46,578.10	\$0.00	\$95,290.00
15 years	\$66,667.15	\$0.00	\$142,935.00
20 years	\$86,756.20	\$0.00	\$190,580.00
S-2	Cost doubles for 2 extra	fibers	
Dark Fiber TOTAL Ba	ase + Alternate sites		Leased Gigabit - TOTAL base + alternate sites
1 year	\$43,847.15	\$27,445.00	\$82,258.60
5 years	\$211,835.75	\$137,225.00	\$397,422.60
7 years	\$286,730.05	\$192,115.00	\$555,004.60
10 years	\$399,071.50	\$274,450.00	\$791,377.60
15 years	\$586,307.25	\$411,675.00	\$1,185,332.60
20 years	\$773,543.00	\$480,000.00	\$1,579,287.60
# fibers proposed	Minimum	6 to each site	N/A
" "Boile Proposas		15 or 20 yrs + 2 yr	
Length of contract	7 years (renew??)	renewal	7 years + 1 or 2 year renewals
Exceptions	None listed (asked)	5 listed	None
(%)	· · · · · · · · · · · · · · · · · · ·		
			Cabling within
Notes:	McLeod annual cost	Fiber leasing and	buildings extra -
140163.	doubles for 2 extra	maintenance not	\$75/hr. plus
	fibers	broken out separately	materials

# Leased Gigabit Bandwidth

	12	702 C	ommunication	าร
Part A	One-time	A	nnual rec.	Total - 1yr
Reinertsen (new)		\$0	\$17,342	\$17,342
Horizon MS (new)		\$0	\$2,385	\$2,385
Subtota	ı	\$0	\$19,727	\$19,727
Part B				
Probstfield (admin)		\$0	\$8,451	\$8,451
Asp Elementary		\$0	\$4,299	\$4,299
Hopkins Elem		\$0	\$9,529	\$9,529
Moorhead HS		\$0	\$23,733	\$23,733
Maintenance/Transp.		\$0	\$3,523	\$3,523
Subtota	ıl	\$0	\$49,535	\$49,535
Misc/Othe	r\$3,4	168		
GRAND TOTAL all sites	s \$3,4	68	\$69,262	\$72,730
Alternate sites				
RRAC		\$0	\$866	\$866
Townsite Center		\$0	\$3,889	\$3,889
West Central Regional		\$0	\$1,185	\$1,185
MSU - Moorhead		\$0	\$3,589	\$3,589
Total Alternate sites	S			\$9,529

Length of contract term

Exceptions

Est. Performance Bond cost

Other/notes

7 years with 1 or 2-year renewals

\$15,000 Cabling within buildings extra -at \$75/hr. plus materials!

MEMO #: S-04-058

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: January 20, 2004

RE: Elementary School Attendance Area Task Force Report

Attached please find a copy of the Elementary School Attendance Area Task Force Recommendation Report. This report was presented at the January 12 school board meeting. If approved, the proposed reconfiguration will be implemented in the 2004-2005 school year. I recommend approval.

<u>Suggested Resolution</u>: Move to approve the Elementary School Attendance Area Task Force Recommendation Report as presented for implementation in the 2004-2005 school year.

LPN:mde Attachment

# Elementary School Attendance Area Task Force Recommendation Report

Submitted to Dr. Larry P. Nybladh, Superintendent

Moorhead Area Public Schools 810 Fourth Avenue South Moorhead, Minnesota

December 4, 2003

# **Table of Contents**

I.	Background	1
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	Appendix B: Man of Elementary School Attendance Area Recommendation	

# I. Background

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp and Moorhead Junior High to K-5 elementary schools, additions and renovations at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Early Intervention Services, Head Start, Adult Basic Education, Community Education and district offices. This proposal is designed to enhance educational effectiveness, create economic efficiency, provide equity, and modernize the district's infrastructure.

As the Moorhead Area Public Schools progresses toward full implementation of the master facilities plan in the fall of 2004, the school district will go from four elementary schools to three elementary schools. Currently there are four elementary schools with grades K-4/5 (George Washington, Thomas Edison, Riverside and Probstfield). Beginning in 2004-05, there will be three grades K-5 elementary schools with similar capacity: Robert Asp Elementary School in north Moorhead, Ellen Hopkins Elementary School toward the center of Moorhead, and S.G. Reinertsen Elementary School in south Moorhead.

As a result of these changes, Superintendent of Schools Dr. Larry P. Nybladh recommended the formation of an Elementary School Attendance Area Task Force (Appendix A). The Community Task Force approach, which involves community collaboration and consensus building for its decision-making process, would be used. The task force would be comprised of staff, administrative, School Board, parent, real estate professional, and city and county representatives.

Members of the Elementary School Attendance Area Task Force are:

Dann Bjornstad Julie Arnold Dan Bacon Beth Henning Lisa Christian Jim Cummings Lynne Kovash Kevin Kopperud Rosemary Hirchert Diane Mead Brenda Rapske Tim Magnusson, Vice Chair Terri Smith Mark and Sue Ringham Jeff Schaumann Mark Weston, Chair

The purpose of the Elementary School Attendance Area Task Force was to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. The task force was charged with determining a recommendation for three elementary school attendance areas and submitting the recommendation to the Superintendent of Schools.

## **II. Introduction**

The 16 members of the school district's Elementary School Attendance Area Task Force began meeting October 30, 2003, to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. The task force named Mark Weston as chair and Tim Magnusson as vice chair.

To complete its charge, the task force met approximately every other week through November with a final meeting December 4, 2003. Presentations at the first meeting provided background information for task force members to consider during their discussions.

The presentations covered the current attendance areas, estimated capacity of the elementary schools, administrative transfers, boundary exceptions, district transportation policy, Spanish Immersion Program enrollment, district goals, ethnicity and free / reduced-price meal status, and future school district, city and county growth.

At the beginning of the process the task force discussed the district's goals for the process. District goals include efficiency, effectiveness, equity and future growth. Efficiency is important as it relates to the attendance areas and transportation efficiency and minimizing the amount of travel for students. Effectiveness as it relates to the attendance areas means that a diverse mix of students is attending each of the three elementary schools. Equity refers to having three equitable elementary schools. Regardless of where a person lives the same education opportunities should be available.

Information was provided about the Spanish Immersion Program which has students from throughout the district, although most are from the Probstfield attendance area. The immersion program will be located at Ellen Hopkins beginning in 2004-05.

Lynne Kovash, Assistant Superintendent of Teaching and Learning, provided information on the district's projected enrollment. Jeff Schaumann, City of Moorhead, and Tim Magnusson, Clay County, provided the task force members with information on growth projections for the city and county. Current areas of growth are on the east side by the Meadows, in the Village Green area, and by the new elementary school. Currently the city has experienced an increase in building permits. However, it is difficult to determine whether the increase necessarily means an increase in student enrollment. The county is not projecting significant residential growth.

The task force requested that several preliminary scenarios be developed for discussion. Dan Bacon, Director of Transportation, provided five initial scenarios for further discussion by task force members. Task force members examined the scenarios taking into account the goals of the district. Alternatives to the initial scenarios were discussed and evaluated.

Following additional research and discussion, the task force completed its charge. The Elementary School Attendance Area Task Force provides the following recommendation regarding the attendance areas for the district's elementary schools.

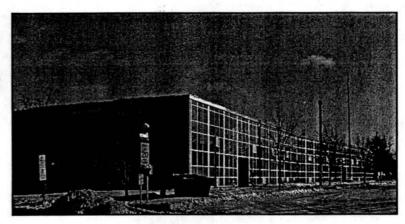
# III. Recommendations for Elementary School Attendance Areas

# A. Robert Asp Elementary School Attendance Area

### **Recommendation:**

The Elementary School Attendance Area Task Force recommends that the attendance area for Robert Asp Elementary School be as follows:

- The northern edge would be the school district boundary.
- The southern edge would extend from the Red River along Center Avenue to 14th Street, south one block to Main Avenue, east following Main Avenue to 17th Street South, south on 17th Street to



4th Avenue South (including all residences facing 17th Street South), east on 4th Avenue South to Main Avenue, following Main Avenue to 20th Street South, then south on 20th Street to 12th Avenue South, east on 12th Avenue South to the district boundary, excluding the subdivision Meadows South Addition (Appendix B).

	Projected Enrollment*	Subtract Projected Spanish Enrollment Immersion without Immers		Estimated Building Capacity (without swing rooms)	
Kindergarten	125	3.5	125		
Grade 1	105	5	100		
Grade 2	121	5	116		
Grade 3	112	4	108		
Grade 4	146	12	134	- a	
Grade 5	122	3	119	3	
	731	29	702	767	

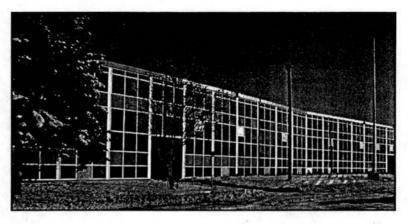
<sup>\*</sup> Source: Office of Teaching and Learning November 2003 Projections

# B. Ellen Hopkins Elementary School Attendance Area

## **Recommendation:**

The Elementary School Attendance Area Task Force recommends that the attendance area for Ellen Hopkins Elementary School be as follows:

 The northern edge would extend from the Red River along Center Avenue to 14th Street, south one block to Main Avenue, east following Main Avenue to 17th Street South, south on 17th Street to 4th Avenue South (excluding all residences



facing 17th Street South), east on 4th Avenue South to Main Avenue, following Main Avenue to 20th Street South, then south on 20th Street.

- The eastern edge would be 20th Street South from Main Avenue to I-94.
- The southern edge, starting from 20th Street on the east, would be I-94 from 20th Street S. to Eighth Street, north along Eighth Street to 20th Avenue South, then west on 20th Avenue South to the Red River (Appendix B).

	Projected Enrollment*	Add Spanish Immersion	Projected Enrollment with Building Ca (without so rooms)		
Kindergarten	133	-	133		
Grade 1	108	29	137		
Grade 2	107	18	125	1-	
Grade 3	110	17	127		
Grade 4	115	22	137	7	
Grade 5	86	16	102	4.	
	659	102	761	767	

<sup>\*</sup> Source: Office of Teaching and Learning November 2003 Projections

# C. S.G. Reinertsen Elementary School Attendance Area

### **Recommendation:**

The Elementary School Attendance Area Task Force recommends that the attendance area for S.G. Reinertsen Elementary School be as follows:

• The northern edge would extend from the Red River east along 20th Avenue South to Eighth Street South, south on Eighth Street to I-94, east along I-94 to 20th Street, north on 20th Street South to 12th Avenue South, and east to the district boundary, in-



cluding the subdivision Meadows South Addition.

• The southern edge would be the school district boundary (Appendix B).

	Projected Enrollment*	Subtract Spanish Immersion	Projected Enrollment without Immersion	Estimated Building Capacity (without swing rooms)	
Kindergarten	167	-	167 ~		
Grade 1	119	24	95		
Grade 2	100	13	87		
Grade 3	124	13	111		
Grade 4	142	10	132		
Grade 5	136	13	123		
	788	73	715	767	

<sup>\*</sup> Source: Office of Teaching and Learning November 2003 Projections

## D. Rationale

- The attendance area recommendation provides for three equitable sized elementary schools. The
  projected enrollment indicates that building capacity will be similar at all three facilities: 92 percent,
  99 percent, and 91 percent.
- The attendance area recommendation provides for a balance of students eligible for free and reducedprice meals. Approximate percentages of free and reduced students in grades 1-5 at the three schools would be 35 percent, 30 percent and 24 percent.
- The attendance area recommendation allows for some growth in S.G. Reinertsen Elementary School
  where new residential construction is occurring nearby. Administrative transfers and boundary
  exceptions would provide the district with additional flexibility.
- The attendance area recommendation uses main roads and traffic corridors as boundaries, and also primarily keeps established and emerging neighborhoods intact.

# V. Summary

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp School and Moorhead Junior High to K-5 elementary schools, an addition and renovation at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Head Start, Early Intervention Services, Adult Basic Education, Community Education and district offices.

These facilities are designed to span the needs of preschool, school-aged and adult learners and are central to the district's goals of enhancing educational effectiveness, creating economic efficiency, providing equity in programs and services, and modernizing the district's facilities.

As the school district implements the master facilities plan, the number of elementary schools will be reduced from four to three. To determine attendance areas for the three elementary schools, an Elementary School Attendance Area Task Force with parent, staff, administrative, School Board, city and county representatives was formed.

On October 30, 2003, the sixteen members of the Elementary School Attendance Area Task Force convened to begin a decision-making process to research, consider alternative options, and reach a consensus for the elementary school attendance areas for implementation in 2004-05. The recommendation presented in this report by the Elementary School Attendance Area Task Force recognizes the changes occurring to the school district's facilities and reflects the Moorhead Area Public Schools' efforts to create a more positive future.

The task force worked to determine elementary school attendance areas that will serve the school district into the future. The task force believes this recommendation meets all of the district's goals.



# Elementary School Attendance Area Task Force

### Purpose:

The primary purpose of the Elementary School Attendance Area Task Force will be to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. Desired objectives shall be determined. Information and data shall drive the examination. A recommendation report shall be provided to the Superintendent.

#### Specific Responsibilities:

- · Select chairperson and recorder.
- Review present enrollment and census data.
- Review projected enrollment and census data.
- Review projected city and county growth projections.
- Review No Child Left Behind (NCLB) groupings for impact upon attendance areas.
- Establish objectives and goals for attendance areas.
- Examine alternative options for attendance areas
- · Evaluate alternatives.
- Determine a preferred attendance area option.
- Determine a process and criteria for boundary exemptions.
- Prepare a report, complete with findings and recommendations, regarding the preferred elementary school attendance area option.
- Submit the report to the Superintendent of Schools.

#### **Time Frame:**

- The Elementary School Attendance Area Task Force shall meet regularly as needed commencing approximately September 15, 2003.
- Preferably, the recommendation report shall be submitted to the Superintendent of Schools on or before December 15, 2003.

### **Community Task Force Membership:**

The task force membership shall include:

- 6 K-5 parent representatives with representative from each building,
- 1 School Board representative,
- 1 Assistant Superintendent for Teaching and Learning,
- 1 Assistant Superintendent for Business Services.
- 1 District Transportation Director,
- 1 Clay County planning representative,
- 1 City of Moorhead planning representative,
- 1 real estate professional,
- · 1 principal representative, and
- 1 teacher representative.



Robert Asp Elementary School



Ellen Hopkins Elementary School

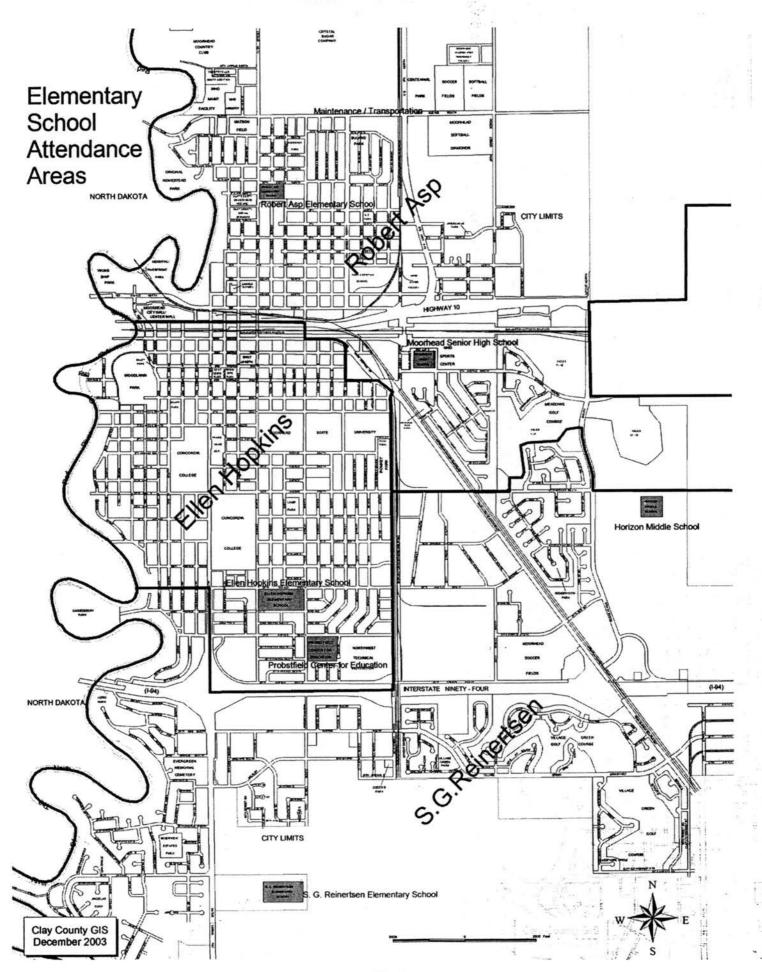


S.G. Reinertsen Elementary School

"The beauty of the district's master facility plan for elementary schools is equity. Beginning in the fall of 2004, no matter where a child lives in Moorhead, he or she will have access to the same size school with the same educational opportunities."

· Look.

- Dr. Larry P. Nybladh addressing the F-M Area Realtors Association on May 13, 2003



Appendix B

# **HUMAN RESOURCE**

MEMO #: HR .04.160



TO:

Dr. Larry Nybladh

FROM:

Ron/Sicker

SUBJECT:

Resolution for Discontinuing and Reducing Programs and Positions

DATE:

January 21, 2004

Consider the attached resolution directing the administration to make recommendations to the School Board for the discontinuance and reduction of educational programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations.

**SUGGESTED RESOLUTION:** Move to direct the administration to recommend reductions in programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations.

RN/smw Attachment

Member	introduced the following resolution and moved
its adoption:	

#### RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE.

WHEREAS, the financial condition of the school district # 152 dictates that the school board must reduce expenditures immediately, and

WHEREAS, there has been a reduction in student enrollment, and,

WHEREAS, this reduction in expenditure and decrease in student enrollment must include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 152, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions (to effectuate economies in the school district and reduce expenditures\*) and, (as a result of a reduction in enrollment\*\*), make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adop	ption of the foregoing resolution was duly seconded by
Member	and upon vote being taken thereon, the following voted
in favor thereof:	

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

MEMO #: S-04-057

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: January 20, 2004

RE: First Reading of Policies

Attached please find the following policies: State and Federal Law Prohibiting Discrimination (102), Philosophy of Education of Moorhead Area Public Schools (103), Decision-Making in Moorhead Area Public Schools (220), Superintendent's Advisory Council (SAC) (312), Health Examination (423), Employee Assistance (426), Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference (444), and Master Agreements with Employee Groups (480), for your review.

LPN:mde Attachments

Code:

102

Category:

Policy of the School Board / Moorhead, MN

Section:

100 SCHOOL DISTRICT

Name:

State & Federal Law Prohibiting Discrimination

Adopted:

4/24/1984

Revised:

12/13/1999

Reviewed:

10/22/1990 3/13/1995 12/13/1999

Policy:

I. PURPOSE

The purpose of this policy is to outline the district's responsibility in complying with state and federal law regarding discrimination.

#### II. GENERAL STATEMENT OF POLICY

Independent School District No. 152 Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in Independent School District No. 152 the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public School District also makes reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of Superintendent Townsite Centre 810 4th Avenue South Moorhead, MN 56560 (218) 284-3330

The district prohibits the harassment of any individuals for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

Legal References:

29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)
Minnesota Statute 123B.03 (Background Checks)

Minnesota Statute 43A.11 (Veteran's Preference)

Title VII. of the Civil Rights Act of 1964

Equal Pay Act of 1963

Age Discrimination in Employment Act of 1967

Civil Rights Act of 1991

Minnesota Statute 363 (Minnesota Human Rights Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et. seq. (Vietnam Era Veterans Readjustment Assistance Act)

38 U.S.C. 4211 et. seq. (Veterans Reemployment Rights Act)

#### Cross Reference:

Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 402: Grievance Procedure for Equal Opportunity
Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring Moorhead School Board Policy 501: Equal Education Opportunity

Moorhead School Board Policy 502: Student Disability Non-Discrimination Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Code:

103

Category:

Policy of the School Board / Moorhead, MN

Section:

100 SCHOOL DISTRICT

Name:

Philosophy of Education of Moorhead Area Public Schools

Adopted:

3/30/1981

Revised:

1/23/1995

Reviewed:

7/1/1990 1/23/1995

Policy:

**BELIEF STATEMENTS:** 

Our democratic society depends upon citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world require that education work in partnership with the rest of society to promote excellence, accountability, lifelong learning, and receptiveness to change. Each individual has inherent value and dignity, and every individual has the right to a public education throughout life.

#### THE LEARNERS NEED:

- to know all students can learn and achieve;
- to know that learning is more important than mere possession of knowledge;
- to have a positive attitude toward learning;
- to have successful experiences and recognition;
- to be partners with parents/families, school staff members, and community in providing a caring, secure climate and supportive environment in which to learn;
- to have feelings of self-worth;
- to strive for physical and emotional well-being;
- to learn the importance of critical thinking, communication, computation, and an appreciation for cultural diversity;
- to possess human relation and decision-making skills;
- to be responsible for his/her actions;
- to become productive and contributing citizens of society;
- to recognize that learning is lifelong;
- to meet physical, academic, social, and emotional needs of learners through programs designed to maximize individual growth in:
- A. Self-Concept to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.
- B. Human Understanding to develop a global perspective and the ability to interact, understand and appreciate individual differences in order to become effective citizens of the world.
- C. Essential Skills to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences and the arts; and, to demonstrate skills in citizenship, community service and human relations.
- D. Creative Development to have the opportunity and encouragement to be creative and

visionary.

- E. Environmental Awareness to exemplify and implant the obligation to protect and preserve the planet on which we live.
- F. Joy  $\Theta$  of Learning to enhance an eagerness for learning and a positive attitude toward work.
- G. Physical and Emotional Well-Being to procure beneficial health habits and concern for good physical and emotional stability.
- H. Self-Sufficiency to prepare for a productive, honorable and enriched self-sufficient life.

#### THE PARENTS/FAMILIES NEED:

- to provide a positive, supportive home environment where the importance of learning is emphasized;
- to be an informed partner in their child's learning process and progress;
- to be involved in schools and be knowledgeable about the decisions that affect their children's education;
- to appreciate and understand the benefits of cultural diversity;
- to have educational opportunities to grow as parents, families and individuals.

#### THE SCHOOL STAFF MEMBERS NEED:

- to be qualified, committed and effective people participating in an educational partnership;
- to know they have an impact of on self-esteem, growth and success of the learner;
- to know positive expectations influence performance;
- to recognize that excellence and success increase if they are identified and rewarded;
- to utilize various experiences, skills, styles of teaching, time management, choice of materials, assessment and evaluation;
- to be responsible for communicating with the learner, parent/family, other school staff members, and community;
- to use their leadership, integrity and flexibility to grow personally and professionally;
- to exercise opportunities for growth, wellness needs and recognition.

#### THE COMMUNITY NEEDS:

- to embrace that education a is the backbone for a strong cultural, social and economic society;
- to view education as an investment in the future;
- to work in partnership with the educational system realizing the value and mutual benefits;
- to appreciate the cultural impact provided by education;
- to provide the necessary resources to meet the needs of learners;
- to provide a safe, supporting environment for learning.

#### THE EDUCATIONAL SYSTEM NEEDS:

- to design and follow programs that address the abilities, interests, goals and needs of all students;
- to require fiscal responsibility and accountability;
- to be receptive and accommodating to change that is in the best interest of learners, parents/ family, staff and community;
- to provide a nurturing environment in which to learn;
- to communicate effectively and work in partnership with learners, parents/family, staff and community;
- to meet physical, academic, social, and emotional needs of learners through programs designed to maximize individual growth in:

- A. Self-Concept to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.
- B. Human Understanding to develop a global perspective and the ability to interact, understand and appreciate individual differences in order to become effective citizens of the world.
- C. Essential Skills to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences and the arts; and, to demonstrate skills in citizenship, community service and human relations.
- D. Creative Development to have the opportunity and encouragement to be creative and visionary.
- E. Environmental Awareness to exemplify and implant the obligation to protect and preserve the planet on which we live.
- F. Joy  $\Theta$  of Learning to enhance an eagerness for learning and a positive attitude toward work.
- G. Physical and Emotional Well-Being to procure beneficial health habits and concern for good physical and emotional stability.
- H. Self-Sufficiency to prepare for a productive, honorable and enriched self-sufficient life.

Our philosophy of education recognizes the inevitability of change. As knowledge expands, society will continue to be challenged in its ability to comprehend new information and deal with its implications. It is our belief that the principles outlined in this statement of philosophy are compatible with society as we anticipate it to be in the future, and a prerequisite for a future of which we can be proud.

Cross Reference:

Moorhead School Board Policy 104: Mission Statement

Code:

220

Category:

Policy of the School Board / Moorhead, MN

Section:

200 SCHOOL BOARD

Name:

Decision-Making in Moorhead Area Public Schools

Adopted:

8/8/1994

Revised:

4/12/1999

Reviewed:

08/08/1994 04/12/1999

Policy:

I. PURPOSE STATEMENT

The School Board believes that the opportunity for involvement and input by the stakeholders in the district results in insightful, effective and efficient decisions. The Board also believes that learning is enhanced, accountability increased and innovation and excellence are encouraged when employees and stakeholders are able to make or share in decisions within identified parameters.

The superintendent is charged with encouraging collaboration and participation in decision making as appropriate and implementing a decision-making process within the school district which empowers staff and parents within the following parameters.

#### II. GENERAL STATEMENT OF POLICY

Decision-Making Parameters in Moorhead Area Public Schools at all levels must:

- \* Be focused on how the decision will first affect students.
- \* Be directed toward the improvement of instruction and student achievement.
- \* Be inclusive of parents, students and community members.
- \* Be aligned with the mission and beliefs of the District.
- \* Be research based and data driven.
- \* Be aligned with and support the Five Year Educational Plan and the School Improvement/ Program Plan.
- \* Be consistent with the assumptions in the Annual Operation Plan.
- \* Be reflective of School Board Policy and Administrative Regulations.
- \* Be in compliance with federal, state and local laws, regulations and mandates.
- \* Be congruent with bargaining unit master contract language.

The final decision regarding parameters and <u>the</u> level at which decisions are made is determined by the superintendent unless parameters are otherwise specified by the <u>School</u> Board of <u>Education</u>, rules and statutes promulgated by the State of Minnesota, or the federal government.

#### Cross References:

Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review

Moorhead School Board Policy 301: School District Administration

Moorhead School Board Policy 810: Establishment, Adoption and Modification of School

District Financial Annual Operating Plan

Code:

312

Category:

Policy of the School Board / Moorhead, MN

Section:

300 DISTRICT ADMINISTRATION

Name:

Superintendent's Advisory Council (SAC)

Adopted:

09/12/1989

Revised:

11/16/1998

Reviewed:

08/09/1990 10/20/1997 11/16/1998

Policy:

I. PURPOSE

The <u>Superintendent's Advisory</u> Council <u>was established</u> <u>exists</u> to provide: <u>a) a communications network</u> <u>with for parents between from all buildings (elementary/juniorhigh/scnior high)</u> <u>schools across the school district and b) a communication link between parents and the district administration.</u>

#### II. GENERAL STATEMENT OF POLICY

#### A. Issues Items for discussion could be may include:

o Explanation of present policy or practices,

- o Feedback on potential changes or additions to present policy or practice,
- o Concerns regarding the instructional or other programs in the district,

o Input into short/long range planning for district,

- o Methods of improving communications within the district and community,
- o Sharing among and between buildings.

#### B. Decision Making Authority

The SAC is advisory in nature and provides input into district decisions and feedback to the Superintendent.

C. Selection of Participants Composition of Membership

The SAC membership shall be comprised of one or Ttwo members of each building PTAC group (determined by the PTAC membership), one Indian Education Parent Committee member, one Early Childhood Family Education Advisory Council member, and one Community Education Advisory Council member. The selection and length of term of members shall be determined by the representative groups. The Superintendent may appoint other representatives as deemed appropriate.

D. Length of Term

This will be determined by the PTAC.

E. Meeting Date/Time

The Council will establish appropriate meeting dates and times at the September meeting.

Carrely Again

Code:

423

Category:

Policy of the School Board / Moorhead, MN

Section:

400 EMPLOYEE/PERSONNEL

Name:

Health Examination

Adopted:

5/22/90

Revised:

6/12/00

Reviewed:

5/22/90 9/25/95 6/12/00

Policy:

I. PURPOSE

The purpose of this policy is to identify and reserve to the School Board its managerial right to require physical examinations of its employees. In this regard, the superintendent/ designee, with the consent of the employee, may require an employee to undergo a physical examination in order to obtain additional medical information for the following purposes:

- 1. Assessing the employee's continuing ability to perform the job;
- 2. For employee health insurance eligibility;
- 3. As mandated by state, local or federal law;
- Assessing the need to reasonably accommodate an employee;
- 5. Obtaining information to determine eligibility for the second injury fund under Chapter 176 relating to Workers' Compensation;
- 6. Pursuant to Minnesota Statute Sections 181.950-181.957, relating to drug and alcohol testing in the workplace;
- 76. Related and consistent with business necessity, not otherwise prohibited by law or inconsistent with the Americans with Disabilities Act.

#### II. GENERAL STATEMENT OF POLICY

The superintendent/designee may require the employee to undergo a physical examination as follows:

- 1. An employee who has been offered employment conditioned upon the employee meeting the physical and mental requirements of the job in accordance with Minnesota Statute Section 363.02, Subd. 1(9)(i).
- 2. To limit receipt of benefits payable under the fringe benefit plan for disabilities to that period of time which a licensed physician reasonably determines a person is unable to work.
- 3. To provide special safety considerations for pregnant women involved in tasks which are potentially hazardous to the health of the unborn child as determined by medical criteria.
- 4. Pursuant to Minnesota Statute Section 176.155 of the Workers Compensation Act.
- 5. Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601, et seq.

Any information, including reports or findings arising from a physical examination pursuant to this policy will be collected and maintained on separate forms, in separate medical files and treated as a confidential medical record, except that supervisors and managers may be informed regarding necessary restrictions on the work or duties of the employee and reasonable accommodations. First aid safety personnel may be informed, when appropriate, if the disability might require emergency treatment. Government officials investigating compliance with the Americans with Disabilities Act will be provided relevant information upon request. Information may be released for purposes mandated by local, state or federal law.

Legal References:

Minnesota Statute Section 176.155 (Workers Compensation Act)
Minnesota Statute Sections 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minnesota Statute Section 363.02, Subdivision 1(9)(i)
29 U.S.C. 2601, et seq. (Family Medical Leave Act of 1993)
42 U.S.C. 12101 et seq. (Americans With Disabilities Act)

Code:

426

Category:

Policy of the School Board / Moorhead, MN

Section:

400 EMPLOYEE/PERSONNEL

Name:

**Employee Assistance** 

Adopted:

4/6/1976

Revised:

4/13/1998

Reviewed:

3/9/1993 4/13/1998

Policy:

I. PURPOSE

The School Board of Moorhead Area Public Schools and the respective bargaining units and employee associations recognize that an employee may experience a wide range of problems not directly associated with one's job function that 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, employee associations and bargaining units believe it is in the best interest of the employee, the employee's family, and the school district that a framework for dealing with such problems be defined.

#### II. GENERAL STATEMENT OF POLICY

- 1. Any employee who has a problem which he/she feels may affect his/her work performance is encouraged to voluntarily seek counseling and information on a confidential basis by contacting a designated agency or resource the district provider at 1-800-626-7944 in order to access local providers of assistance.
- 2. The school district, employee associations and bargaining units recognize that almost any human problem can be successfully resolved provided it is identified in its early stages and 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. Employees are assured that their reputation will not be jeopardized by seeking assistance the services provided by the district's employee assistance program are confidential. 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. 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. 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 Human Resource 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. Theat assistance that is available if health/emotional problems are a contributing factor.
- C. That failure to correct job performance will may lead to further disciplinary action by the school district.
- 6. 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 appropriate disciplinary action with respect to the job performance issues.
- 7. If the employee seeks treatment/assistance, the proposed disciplinary action will be held in abeyance and reviewed following the completion of treatment/assistance.
- 8. In instances where it is necessary when a doctor's statement specifies a need, 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 job performance issues are not corrected within a reasonable time following the completion of treatment/assistance, the school district may proceed with the appropriate disciplinary action.

#### Cross Reference:

Moorhead School Board Policy 414: Employee Public/Private Personnel Data

Code:

444

Category:

Policy of the School Board / Moorhead, MN

Section:

400 EMPLOYEE/PERSONNEL

Name:

Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference

Adopted:

4/26/1994

Revised:

2/8/1999

Reviewed:

2/8/1999

Policy:

I. PURPOSE

The purpose of this policy is to provide guidance on the use of recording or audio/videotaping of a parent-guardian/teacher conference.

#### II. GENERAL STATEMENT OF POLICY

No electronic device shall be used to record or reproduce any part of a parent-guardian/ teacher conference unless by mutual written agreement of both parties. This is to insure a productive and meaningful conference between parent-guardian and teacher(s) that will benefit and enhance the education of the child.

No recording of any parent/guardian/teacher conference may be released to any other individual, except pursuant to the informed consent of the parent/guardian/teacher, or the student, if the student is 18 years of age or older, or pursuant to a valid court order.\*

\* Note: The release of the information is only pursuant to the consent of parties involved or a court order - not a subpoena.

Cross References:

Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Moorhead Administrative Procedure 444.1: Recording or Audio/Videotaping Agreement

Code:

480

Category:

Policy of the School Board / Moorhead, MN

Section:

400 EMPLOYEE/PERSONNEL

Name:

Master Agreements with Employee Groups

Adopted:

12/13/1999

Revised:

Reviewed:

Policy:

I. PURPOSE

This policy is intended to minimize misunderstandings related to final, officially approved changes in the master agreement by both parties.

#### II. GENERAL STATEMENT OF POLICY

- A. Approved negotiated master agreements shall be typed and signed within two weeks of the approval of a new master agreement.
- B. Any agreed to retroactive compensation shall occur only when the newly approved master agreements have been signed by all parties.
- C. Original signature copies of signed master agreements will be maintained in the Department of Human Resources for the district.
- D. Once master agreements have been signed, neither party may change contract language for the duration of the agreement. Memorandums of Understanding (MOU) may be developed during the term of the master agreement to meet specific needs of the parties to the master agreement.

#### OFFICE OF TEACHING & LEARNING MEMO #: 1.04.087



TO:

Dr. Larry Nybladh

FROM:

Lynne Kovash

SUBJECT:

Middle School Implementation Team

Recommendation Report Proposal

DATE:

January 26, 2004

The recommendation from the Middle School Implementation Team was presented to the board at the January 12, 2004 meeting. The proposed schedule and curriculum will be implemented in the 2004-05 school year.

The proposed recommendation consists of a flexible block schedule. The core curriculum will be taught in a larger block of time providing for flexible instructional and ability groupings. The exploratory classes will be taught in a block of time with music electives in an additional block.

<u>Suggested Resolution:</u> Move to approve the schedule and curriculum for Horizon Middle School for implementation in the 2004-05 school year.

LAK/kmr Attachment

# Middle School Implementation Team Recommendation Report Middle School Curriculum and Schedule

Submitted to Dr. Larry P. Nybladh, Superintendent

**Moorhead Area Public Schools** 

810 Fourth Avenue South Moorhead, Minnesota

**December 19, 2003** 

#### I. Background

In December 2001, the Facility and Grade Level Configuration Model Community Task Force completed its work and presented recommendations to the Superintendent of Schools and the Moorhead School Board. The recommendations of the task force were responsive to the changing needs of the students and the school district.

The facility task force's recommendation included reports from the Middle School Model Research Study Group and Middle School Model Community Task Force. The groups researched the middle school model, and the middle school task force determined that the middle school better supports the academic and social, emotional and physical development needs of students ages 10-14. The middle school will provide communities of learners where positive relationships between students and teachers can be built. Flexible groupings of students will provide improved learning environments for students with varying abilities, interests and rates of learning.

In March 2002, voters in the Moorhead School district supported a bond referendum that will provide for improvement to all school facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp and Moorhead Junior High to K-5 elementary schools, additions and renovations at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Early Intervention Services, Head Start, Adult Basic Education, Community Education and district offices. This proposal is designed to enhance educational effectiveness, create economic efficiency, provide equity, and modernize the district's infrastructure.

As the Moorhead Area Public Schools progresses toward full implementation of the master facilities plan in the fall of 2004, the implementation of the middle school model as recommended by the community task force has been developing. Construction of the new middle school will allow the district to fully implement the middle school model with appropriate areas for instructional teacher planning and student learning. The middle school will provide an inviting and academically challenging school climate for Moorhead students in grades 6-8.

The Middle School Implementation Team has been developing the practices and procedures to implement the middle school model at Horizon Middle School. The staff members from Robert Asp School and Moorhead Junior High School have and will continue to work together for professional development with middle school philosophy and models.

A subcommittee was formed to further investigate curriculum and scheduling relative to middle schools. The subcommittee worked with John Backes, a consultant in the area of middle level education, to review and summarize information from other school districts and related research.

Members of the Middle School Implementation Team are:

Kathleen Andrews – Teacher
Jill Carney – Teacher
Dan Dahlvang – Teacher
Janelle Frost-Geiser – Teacher
Teresa Herk – Teacher
Diane Kahl – Teacher
Jo Larson – Teacher

Lois Brown – Teacher
Kathy Cole – Media Specialist
Bonnie Erickson – Parent
Sheila Hastings – Teacher
Lynn Johnson – Teacher
Lynne Kovash – Administration
Terri Lura – Teacher

#### II. Introduction

The members of the school district's Middle School Implementation Team (MSIT) began meeting in 2002 to begin planning for the implementation of the middle school model in the Moorhead School District. Many team members were previously involved in studying the middle school model through the Middle School Research Study Group or the Middle School Model Community Task Force. The implementation team met approximately monthly and formed several subcommittees, including a scheduling subcommittee, to conduct additional research.

Additionally parents, guardians, and community members were given eight opportunities to learn more about middle level education. Colleen Tupper, Principal, and Lynne Kovash, Assistant Superintendent of Teaching and Learning, along with MSIT members, shared information about the Middle School Implementation Team and received input at several meetings held in November and December of 2003.

Research cornerstones of middle level education used by the implementation team included *Turning Points 2000: Educating Adolescents in the 21st Century* and *This We Believe*. According to the research, quality middle schools implement programs that support the needs of the ever-changing developmental stages of students ages 10-14. Middle schools develop educational programs that are both academically sound and developmentally responsive.

The middle school model fosters the creation of an atmosphere or culture that addresses the needs of the whole student, with special attention to the unique intellectual and emotional needs of this age group. Smaller learning communities such as "houses," where students and teachers are grouped together, create a more personalized and supportive environment in which teachers and students get to know and value one another. The teams create a sense of family within the larger school community.

The interdisciplinary team organization fosters feelings of belonging to a group of students in an academic setting, while advisory groups allow time and a small group for discussion of issues. Advisory programs connect students and teachers, giving the student the opportunity to get to know an adult well outside of the classroom setting. A topical curriculum taught within the advisory program can address unique social, emotional and intellectual needs of this age group.

According to the National Middle School Association's report "This We Believe: Developmentally Responsive Middle Level Schools," an adult advocate is a key characteristic of a developmentally responsive middle school. Middle level students need assistance in resolving both educational and personal issues they face during these transitional years.

Developmentally responsive middle schools provide challenging curriculum that is interdisciplinary and exploratory in nature. Effective middle schools must provide a balance between attention to the basics, coverage of necessary skills and knowledge, and the need for students to explore a wide variety of interests and experiences. Effective middle schools provide a strong academic program that is developmentally responsive to the unique needs of the young adolescents. Exploratory classes in areas of art, music, drama, technology, foreign languages, and others offer students opportunities to explore their interests.

Middle school education is organized around teams of teachers from different subject areas providing instruction on a common set of issues or ideas. The team of teachers instructs a common set of students, making possible small communities of learners which enhances personal connections between students and teachers.

#### III. Recommendation for Middle School Curriculum and Schedule

The mission of middle level education in Moorhead Area Public Schools is to provide a safe and supportive learning environment that meets the unique academic, social, emotional and physical needs of young adolescents.

The staff has a commitment to:

- · Affective education through advisor/advisee programs
- · A rigorous curriculum using differentiated teaching strategies for all students
- Flexible scheduling
- · An understanding and appreciation of middle level students
- · Providing innovative and diverse activities for middle level students
- · Family and community partnerships
- · Each student's academic, emotional, physical and social growth

Horizon Middle School will serve students in grades 6, 7, and 8. Students will be divided into nine academic houses. The students and teachers within each house will form a small "community" which will allow the teachers to know the strengths, abilities, and areas of improvement for the students within the house.

The middle school curriculum provides unique experiences for students in transition between childhood and adolescence. The curriculum is designed to meet the unique needs of the middle school-age child and provide a bridge between elementary and high school. Emphasis is on core academic achievement, exploratory opportunities, problem solving and interest activities. The core academic skill areas are based on the school district's and the state's curriculum standards.

Horizon Middle School is committed to a learning program that promotes success for all students. Flexible ability grouping and varied instructional approaches will be used for students at all grade levels.

Middle school subjects are arranged in the traditional areas listed below. They are designed to (1) provide both comprehensive as well as in-depth learning experiences consistent with district and state standards and (2) meet the needs and interests of students.

- Art
- · Healthy Lifestyles
- Language Arts
- Mathematics
- Music (classroom music, band, orchestra, vocal music)
- Physical Education
- · Reading
- Science
- Social Studies
- Technology Education
- World Languages: French, Spanish

#### IV. Summary

After research and review of possible curriculum and schedule options, the Middle School Implementation Team recommends a curriculum and schedule that places a strong emphasis on core subjects (math, science, social studies, language arts, and reading). Students will spend the majority of their time (60 percent) studying these core subjects. Reading remains a full year requirement for grade 6, and a trimester of reading has been added for both grades 7 and 8. Additionally art, information technology and theater arts are core subjects for all students.

While core subjects are the main focus, the curriculum and schedule proposal also takes into consideration the need to provide middle level students with exploratory options so they can explore their interests and develop skills. The recommendation also provides arts programming, physical activity and health education for all students. With this recommendation, all students have 30 minutes of music every day.

Two areas that will need further consideration are additional electives for eighth-grade students and a recommendation for current seventh-grade world language students. Continual review of the curriculum and schedule will be important to ensure that the needs of the students are being met.

Besides the focus on students' academic development, the recommendation incorporates advisor/advisee time each day. By incorporating this time into the day, attention is also given to students' social/emotional growth.

The Middle School Implementation Team believes this recommendation will provide a sustainable schedule, which over time will be workable and will survive economic changes.

## Horizon Middle School - Draft -

# Sample Schedule - Grade 6 - All 3 Houses

	House 1	House 2	House 3
8:00- 8:30	<u>Trimester</u> <u>Exploratories</u>		
8:30- 9:00 <b>2</b>		<u>Core</u>	Core
9:00- 9:30 <b>3</b>			
9:30- 10:00 <b>4</b>	<u>Core</u>	<u>Trimester</u> <u>Exploratories</u>	<u>Music</u> Exploratories
10:00- 10:30 <b>5</b>	** ** .	LAPIOTATORIES	Core
10:30- 11:00 <b>6</b>		<u>Music</u> Exploratories	
11:00 11:30 <b>7</b>	Lunch	<u>Lunch</u>	Lunch
11:30- 12:00 <b>8</b>	<u>Core</u>		<u>Trimester</u> <u>Exploratories</u>
12:00- 12:30 <b>9</b>			
12:30- <b>10</b>	Music Exploratories	<u>Core</u>	
1:00 1:30			Core
1:30- 2:00 <b>12</b>	Core		130 / () 210 / /-
2:00- 13			2.0- (1 ) 2-0 0 - 1 1

Appendix A-2

## Horizon Middle School - Draft -

# Sample Schedule - Grade 7 - All 3 Houses

	_	House 1	House 2	House 3
8:00- 8:30	1			Core
8:30- 9:00	2		<u>Core</u>	30,0
9:00- 9:30	3			
9:30- 10:00	4	<u>Core</u>	,	<u>Music</u> Exploratories
10:00- 10:30	5		Music Exploratories	
10:30- 11:00	6		Trimester	Core
11:00 11:30	7		<u>Exploratories</u>	
11:30- 12:00	8	Lunch	Lunch	Lunch
12:00- 12:30	9	Core		
12:30- <b>/</b> 1:00	10			Core
1:00 1:30	11	<u>Music</u> Exploratories	Core	
1:30- 2:00	12	<u>Trimester</u>		- 100
2:00- 2:30	13	<u>Exploratories</u>	Appendix A 4	Trimester Exploratories

# Horizon Middle School - Draft -

# Sample Schedule - Grade 8 - All 3 Houses

	_	House 1	House 2	House 3
8:00- 8:30	1	Music Exploratories		
8:30- 9:00	2			Core
9:00- 9:30	3		Core	Oole
9:30- 10:00	4			
10:00- 10:30	5	Core		<u>Trimester</u> <u>Exploratories</u>
10:30- 11:00	6			6
11:00 11:30	7		<u>Trimester</u> <u>Exploratories</u>	Core
11:30- 12:00	8			
12:00- 12:30	9	Lunch	Lunch	Lunch
12:30- , 1:00	10	<u>Trimester</u> Exploratories	Music Exploratories	
1:00 1:30	11			Core
1:30- 2:00	12	Core	Core	
2:00- 2:30		<u> </u>	l'v	Music Exploratories

## Horizon Middle School - Draft -

# Grade 6, 7, 8 Music Exploratories Options

Student	Monday	Tuesday	Wednesday	Thursday	Friday
Α	World Music	Orchestra	World Music	Orchestra	World Music
В	Band	History of Jazz	Band	History of Jazz	Band
С	Music Composition	Orchestra	Music Composition	Orchestra	Music Composition
D	Guitar	History of Rock	Guitar	History of Rock	Guitar
E	Choir	Band	Choir	Band	Choir
F	Orchestra	Choir	Orchestra	Choir	Orchestra
G	Band	Orchestra	Choir	Band	Orchestra
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