



156. fundur skólanefndar Fjölbrautaskóla Suðurnesja haldinn 20. júní 1990. Mættir: Guðmundur Björnsson, formaður, Sigríður Jóhannesdóttir, varaformaður, Gísli Torfason, Magnús Óskar Ingvarsson, Þorsteinn Magnússon, Bogi Hallgrímsson og Ægir Sigurðsson, skólameistari.

1. Ráðning kennara:

Skólameistari hafði framsögu um málið. Kvað hann alla kennara hafa sótt um aftur. Ingibjörg Jónsdóttir sótti ekki um, enda var hún ráðin vegna barnsburðarleyfis Þórunnar Friðriksdóttur. Skólameistari reiknaði með að allir settir kennarar verði endursettir. Allir séu að vinna að réttindamálum sínum á einhvern hátt. Umsækjendur um auglýstar kennarastöður innan FS höfðu ekki fullkomin kennsluréttindi í þeim greinum sóttu um. Ein umsókn var dregin til baka.

Eftirtaldir kennarar sóttu um endursetningu:

Alda Jensdóttir, Aldís Sigurðardóttir, Axel Nikulásson, Baldur Guðmundsson, Björn Sturlaugsson, Borgbór Arngrímsson, Eiríkur Benediktsson, Gísli Torfason, Helena Valtýsdóttir, Hjörtur Marteinnsson, Jón Pálmi Skarphéðinsson, Kristján Ásmundsson, Magnús B. Halbjörnsson, Magnús Ó. Ingvarsson, Oddný G. Harðardóttir, R. Kolbrún Valdímarsdóttir, Sigríður Bílddal, Sigríður Erla Sigurbjörnsdóttir, Sigurlaug Kristinsdóttir, Sumarrós Sigurðardóttir, Svanhildur Kjær, Viðar Oddgeirsson, Þorvaldur Sigurðsson, Ása Einarsdóttir og Ágúst Ásgeirsson.

Samkvæmt hinum nýju lögum um framhaldsskóla verður sú nýbreytni að skólameistari ræður kennara eftir tillögum skólanefndar. Skólanefnd mælir með endursetningu ofangreindra kennara.

Guðni Kjartansson, íþróttakennari, fer í ársleyfi. Um stöðuna hafa borist 2 umsóknir frá þeim Jóni Kristni Gíslasyni og Guðbjörgu S. Finnsdóttir. Bæði hafa þau fullkomin réttindi, hafa reynslu og eru bæði fyrrverandi nemendur FS. Betra verður það varla enda á ferðinni hið ágætasta fólk. Eftir nokkrar umræður var ákveðið að mæla með ráðningu Jóns Kristins Gíslasonar, vegna meiri reynslu.

2. Húsnæðismál:

Formaður hafði framsögu og greindi frá að svar hafi borist við bréfi skólameistara til nefndar um menningarmiðstöð fyrir Keflavík og Njarðvík (sbr. lið 3b í fundargerð skólanefndar FS, 155. fundi). Í svarbréfi nefndarinnar var erindi skólanefndar hafnað með rökstuddu andsvari. Formaður lýsti vonbrigðum með svárið, en skólanefnd mun halda áfram að vinna að þessum málum.

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STATE OF NEW YORK

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific information required.

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1. The first of these is the fact that the majority of the population of the United States is of European descent. This is a fact which has been recognized by the government and the people of the United States for many years. It is a fact which has been recognized by the government and the people of the United States for many years. It is a fact which has been recognized by the government and the people of the United States for many years.

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1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It is a formal communication, and it is written in a very formal and dignified style. The President expresses his regret that he cannot deliver the message in person, and he explains the reasons for this. He then proceeds to discuss the state of the Union, and he mentions the recent election of Abraham Lincoln as President. He also mentions the secession of the Southern States, and he expresses his hope that the Union will be preserved.

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3. Innritunargjöld:

Skólameistari hafði framsögu. Könnuð voru innritunargjöld í framhaldsskólum víðsvegar um landið. Reifaði meistari niðurstöður þeirrar könnunar og gerði að tillögu sinni að **innritunargjald í dagskóla grði kr. 4.500.- en í öldungadeild kr. 8.500.-** Eftir nokkrar umræður voru tillögurnar samþykktar.

4. Önnur mál.

I. Stöður innan FS.

a) Starf deildarstjóra í raungreinum innan FS var auglýst laust til umsóknar, starfið er veitt í tvö ár. 3 umsóknir bárust frá Unni Þorsteinsdóttur, Oddnýju Harðardóttur og Gísli Torfasyni. Skólanefnd taldi alla umsækjendur hæfa en mælir með ráðningu Unnar Þorsteinsdóttur.

b) Starf skólaráðgjafa (1/2 staða) var auglýst laust til umsóknar. Ein umsókn barst, frá Sigríði Bílddal sem gegnt hefur starfinu hingað til. Mælt er með ráðningu Sigríðar.

c) Starf áfangastjóra var auglýst laust til umsóknar. Starfið er veitt til 4ra ára. Engin umsókn hefur borist þrátt fyrir að umsóknarfrestur sé löngu liðinn. Nokkrar umræður fóru fram um málið og var skólameistara falið að vinna að lausn þess.

II. Nú virðist líklegt að kennsla fari af stað á iðnbraut netagerðar á haustönn 1990. Hið sama má segja um sjúkraliðabraut.

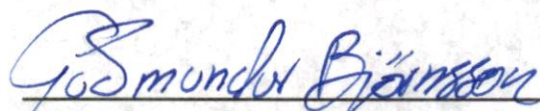
III. Viðhald húsa

Skólameistari greindi frá bréfi frá fjármálaskrifstofu menntamálaráðuneytis, dags. 29. maí 1990, þar sem fram kemur að ráðuneytið hefur úthlutað hluta óskiptrar fjárveitingar á fjárlagaliðum 02-318 5 90, vegna viðhalds tækjabúnaðar. Í þessari úthlutun fékk skólinn kr. 1.500.000 vegna viðhalds.

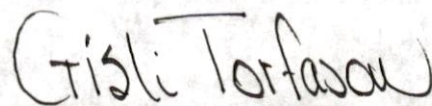
IV. Sótt hefur verið til fjármálaskrifstofu menntamálaráðuneytis um aukningu á gjaldi vegna aksturs húsvarða. Gjaldið miðast nú við 110 km á mánuði en sótt var um aukningu upp í 330 km. Þess má geta að Sigurður Steinsson tók saman akstur í febrúarmánuði s.l. var hér um að ræða 70 ferðir er gerðu um 180 km.

Gjald vegna aksturs skólameistara og fjármálastjóra er ennþá ófrágengið.

Fleira ekki gert, fundi slitið.



Guðmundur Björnsson,
formaður skólanefndar.



Gísli Torfason,
fundarritari.

1. The first step is to identify the problem. This involves understanding the situation and the goals that need to be achieved.

John William

100. I have signed the following statement under oath and I believe the contents are true and correct to the best of my knowledge and belief.

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1. The first step in the process of identifying a problem is to define the problem. This involves identifying the symptoms of the problem and determining the scope of the problem. Once the problem has been defined, the next step is to identify the causes of the problem. This involves identifying the factors that are contributing to the problem and determining the underlying causes. Once the causes have been identified, the next step is to develop a plan of action. This involves identifying the steps that need to be taken to solve the problem and determining the resources that will be needed to implement the plan. Finally, the last step in the process is to implement the plan and monitor the results. This involves putting the plan into action and tracking the progress of the solution. Once the problem has been solved, the final step is to evaluate the results and determine if the solution was effective. This involves comparing the results of the solution to the original problem and determining if the problem has been solved.

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1. 2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719-2720-2721-2722-2723-2724-2725-2726-2727-2728-2729-2730-2731-2732-2733-2734-2735-2736-2737-2738-2739-2740-2741-2742-2743-2744-2745-2746-2747-2748-2749-2750-2751-2752-2753-2754-2755-2756-2757-2758-2759-2760-2761-2762-2763-2764-2765-2766-2767-2768-2769-2770-2771-2772-2773-2774-2775-2776-2777-2778-2779-2780-2781-2782-2783-2784-2785-2786-2787-2788-2789-2790-2791-2792-2793-2794-2795-2796-2797-2798-2799-2800-2801-2802-2803-2804-2805-2806-2807-2808-2809-2810-2811-2812-2813-2814-2815-2816-2817-2818-2819-2820-2821-2822-2823-2824-2825-2826-2827-2828-2829-2830-2831-2832-2833-2834-2

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