



2020-2021

Moorhead Elementary

Parent & Student Handbook

The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

Welcome Moorhead Elementary Students and Families	3
Arrival Time and Morning Routine	3
Procedure for Dropping Off Children	3
Procedure for Picking Up Children	3
School Safety Procedures and Locked Doors	3
Absences and Tardies	4
Reporting Absences	5
If You Move	5
New Students	5
Breakfast, Lunch, Milk	5
Lunch Invitation	6
Recess	6
ACADEMIC AND ACTIVITY PROGRAMS	6
All-day Kindergarten	6
Art	7
Curriculum Review	7
Cycle Schedule	7
Elementary Guidance (Counseling)	7
Field Trips	8
Homebound Instruction	8
Homework	8
Library Media Center	8
Minnesota Academic Standards	8
Music	8
Physical Education	9
School Safety Patrol	9
Spanish Immersion Program	9
Testing	10
POLICIES	10
Activity Travel	10
Bullying/Intimidation	10
Child Abuse and Neglect	11
Crisis Management	11
Drug-Free and Weapon-Free Zones	11
Emergency Drills	11
Harassment and Violence	12
Hazing Prohibition - Policy 571	12
School District Electronic Network and Systems Responsible Use and Safety	15
Search of Student Lockers, Desks, Personal Possessions, and Student's Person - Policy 574	15
Tobacco-Free Environment	17
Weather-Related and Emergency School Closings	17
Wellness	18
DISCIPLINE PLAN	18
Discipline at School	19
Discipline Procedures	20
School Bus Service, Safety and Responsibility	31
Student Dress and Appearance	34
MEETING UNIQUE NEEDS	34
English Learner (EL) Program	34
Gifted/Talented Program	35
Health Services	35
Special Education Services	36
Other Supplemental Programs	36
PARENTS AND TEACHERS IN PARTNERSHIP	37
Addressing Concerns	37

Conferences and Progress Reports	37
Family Involvement	37
Messages and Phone Calls	38
Parent Teacher Advisory Council (PTAC)	38
Parents Right to Know (Title I)	38
PowerSchool	39
PowerSchool Enrollment	39
Visitors to the Building / Visiting Classrooms	39
OTHER INFORMATION	40
Bicycles	40
Birthday Celebrations	40
District Calendar	40
District Website	40
e~Funds for Schools	40
Gift Giving	40
Insurance	41
Lead in Water Notice	41
Lost and Found	41
Parent/Guardian Information	41
Parking	41
Party Invitations	41
Patriotic Exercises	41
Personal Electronic Devices (PEDs)	41
Pesticide Applications	42
Pets in School	42
PUBLIC NOTICE: Protection and Privacy of Student Records – Policy 504	42

Welcome Moorhead Elementary Students and Families

Welcome to the new school year! We are eager to work with the students and families at our Moorhead elementary schools to provide an exciting, challenging and rewarding school year.

We invite you to become an active member of our educational community. We believe that supportive parents/guardians who work in partnership with us at school are important to our students' success. We invite, and we value, your involvement. We are committed to making your child's first years in school full of positive and enriching experiences. You are always welcome at school, and we are excited about having a great year working with you.

The success of a community depends upon the collaborative efforts of all its members. Here's to a great year of working together toward our common goal — the best possible school year for our students!

Arrival Time and Morning Routine

We ask that children who do not ride a bus arrive no earlier than 7:45 a.m. unless they will be eating breakfast at school. Breakfast is served from 7:15 a.m. to 7:45 a.m. Since there is no playground supervisor prior to 7:45 a.m., the school does not assume the responsibility of accidents that occur during unsupervised periods. The school patrol is on duty 15 minutes before school starts and 15 minutes after school is dismissed.

Procedure for Dropping Off Children

Parents dropping off children at the beginning of the day should use the designated visitor parking lot and drop off students on the curbside. Please exercise caution when letting your child out of the car. Never allow children to run across the street or between buses or cars.

Procedure for Picking Up Children

When picking up children during the day, please park in the designated visitor lot and enter the building through the main entrance. All other doors are locked from the outside during the school day. To take a child out of class during the day, parents/guardians must come to the office and sign out their child. We do not permit students to wait outside their classroom.

Children will not be permitted to leave school with anyone other than their parents and/or legal guardians unless we have written authorization from you. Please send your child's teacher a written note in advance, notifying him/her when your child will be picked up and by whom.

After school, teacher supervision is provided until 2:50 p.m. All students should be picked up by 2:50 p.m. In the case of an emergency, please contact the office.

School Safety Procedures and Locked Doors

Visitors must enter the main entrance doors, bringing with them a valid photo ID to be scanned to register at the office and receive a printed visitor badge before being permitted into the building or classrooms. The main entrance exterior doors by the office are unlocked during building hours 7 a.m. to 3:45 p.m. and for after-school programming.

To secure the building during the school day, all other doors will be locked. Locked doors are inconvenient at times, but student and staff safety is important and worth some inconvenience. The school staff know the procedures for safety in the event of a lockdown or evacuation situation. Locked doors are a proactive step we take to decrease the likelihood of a dangerous incident at school.

Absences and Tardies

We believe:

- students with regular attendance achieve better academically in school;
- students with regular attendance are better adjusted to school;
- learning that is lost due to absence can never be adequately replaced;
- students with regular attendance have an understanding of the purpose and direction of their education.

Types of Absences

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information. In the case of a prolonged (three or more days) excused absence, the teacher and student should mutually agree upon a deadline for completion of makeup work.

The state of Minnesota recognizes the following reasons for absence: illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, or inclement weather. To be considered an excused

absence, the student's parents/guardians may be asked to verify, in writing, the reason for the student's absence from school. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g., legal appointments, religious activities, travel, family vacations, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a maximum of 15 cumulative days in a year. If your child is absent due to illness for more than three consecutive days or 12 days per school year, a doctor's statement may be required.

Parents/guardians must notify the school each day before 9 a.m. when a student will not be attending. Please call the school office, submit the student's absence through PowerSchool, or send a note to school accounting for each day missed when the student returns to school. If you leave a message, please specify your child's name, teacher and the reason for the absence. If the parent/guardian does not notify the school within two days of the student's return to school, the absences will remain unexcused.

Withdrawal: A student who has been absent from school for 15 consecutive school days during the regular school year, without receiving approved homebound instruction, shall be dropped from the roll and classified as withdrawn as soon as the parent reports or after day 15, whichever comes first (Minnesota Statute 126C.05 Subd. 8).

Unexcused Absences: Students who miss or are required to miss for reasons not acceptable to school officials may be required to report for detention and make-up work after school. Parents/guardians should not request permission for absence for personal convenience reasons (e.g., babysitting, running errands). An unexcused absence indicates the student is absent without the consent of the parent/guardian. Students who miss school for reasons not acceptable to school officials will be subject to consequences determined by the building principal or administrator.

Truancy: A student who misses the whole day or part of the day without the consent of either the school or parent/guardian is considered truant. A Family Advocate is available to assist parents/guardians who are having difficulty getting a student to school. Through the Family Advocate, the Moorhead Area Public Schools offers early intervention for attendance problems. If the interventions are not successful, a report of suspected parental neglect may be filed.

Every effort should be made to have your child at school on time. Tardiness is unfair to the child who misses instruction. It also interrupts the classroom for other children. Children should be in their classrooms by 7:50 a.m. Students who arrive at school after 7:55 a.m. for any reason, must come to the office for a tardy slip before going to class.

Refer to [School Board Policy 515](#) on the school district's website or in the school office.

Reporting Absences

Please report all absences either through PowerSchool, by calling the school attendance line by 9 a.m. each day or by sending a signed note. You also may choose to call or email your child's teacher to report an absence, but reporting the absence to the office is required. When calling, speak to the secretary or leave a message stating your child's name, the teacher's name and the reason for the absence. This report allows us to inform the teacher so that plans can be modified in the classroom. It also keeps us current on the childhood illnesses that may be affecting our students.

If You Move

Please notify the school office if you have a new address or phone number. Families register at their new school and the new school will request records from us. Stop by the school office and sign a Release of Records form if your child will be leaving and attending a school outside of the Moorhead School District.

Refer to [School Board Policy Administrative Procedure 515.1](#) on the school district's website or in the school office.

New Students

New students are a welcome addition to our school. Please register at the enrollment office at the District Operations Center. The student will start attending class as soon as practicable.

Breakfast, Lunch, Milk

A nutritious lunch and breakfast will be served every day. School breakfast is available from 7:15 a.m. to 7:45 a.m. and costs \$1. Breakfast is free for kindergarten students. Students have a 30-minute lunch period. Lunch costs \$2.30 and includes milk. Students eligible for free or reduced-price lunch are also eligible for free breakfast.

Families may apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families in the district prior to the first day of classes. In addition, applications are available on the district website and school buildings during office hours. The form should be completed electronically to ensure faster processing. If the household income or size change, families can apply for meal benefits anytime during the school year. More information about free and reduced meals is available in the school office.

We use a computerized lunch program. As the student passes through the lunch line, the student enters his or her student number. The computer keeps a record of when each child paid, how much, and when each child ate breakfast or lunch or purchased milk.

Students must prepay for meals and milk. Money is deposited into each child's account at the school office. We ask parents/guardians to deposit enough money for a week (or more) of meals. Students may put money in their account before school or during their noon hour. Parents may also use e~Funds for Schools, an online payment processing system, to pay for school meals online and receive reminders for low account balances. See the e~Funds for Schools section for more information. Access e~Funds for Schools through the district website at www.moorheadschools.org.

It is a parent/student responsibility to make sure that students have money in their account. Families will be notified by email, automated call/text, and/or letter mailed or sent home once a meal account balance reaches \$5. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their students.

The school district will provide a meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The cost of the meal will be charged to the student's account or otherwise charged to the student. If an account has a negative balance, the student will not be allowed to charge milk or snack for milk break or extra milk for meals.

The school district will make reasonable efforts to collect unpaid meal charges. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectible, and efforts are being made to collect it. Unpaid balances of more than \$5, not paid prior to the end of the month, will be turned over to the superintendent or designee for collection. For additional information refer to [School Board Policy 538](#) on the school district website or in the school office.

Students may have milk as a morning snack. Parents/guardians must mark in PowerSchool Registration whether their children may receive morning milk. There are no free or reduced arrangements for morning milk and snack. Milk for morning break is free for kindergarten students. Milk charges are taken from the

breakfast/lunch account. Milk is also available to children who choose to bring their lunch. Milk for lunch and for snack break is sold for \$.40. Milk break snacks may be purchased for \$50 per semester through a student's meal account if interested.

Lunch Invitation

Parents/guardians are welcome to eat lunch with their children. Come to the office to register, get a printed visitor's badge and pay for your lunch when you arrive. Please join us!

Recess

Students in grades K-4 will have at least a fifteen-minute recess during the school day that will be scheduled by the teacher. Please do not request that your child be kept indoors for recess unless his/her physician feels it would be detrimental for the child to be out. In most cases, if a child is well enough to attend school, he or she should be allowed to go outdoors. Fresh air and activity increase alertness for class work. A written excuse should be provided to the teacher each day a child is to stay in from recess.

Students will not go outside for recess once the temperature drops to 0 or windchill to -10 degrees. Please remember that students go outside for recess and should be dressed appropriately for the weather.

ACADEMIC AND ACTIVITY PROGRAMS

Art

Students in grades K-4 receive instruction from a certified art teacher. Students in selected grade levels will take a field trip to a local art museum. In addition to the sessions with art teachers, students will have art experiences with their classroom teachers.

Curriculum Review

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by parents/guardians rather than teachers. For more information, please contact a principal, building administrator or a counselor regarding [School Board Policy 620](#).

Cycle Schedule

Our elementary schools operate on a system of cycle days. A cycle schedule differs from a weekly schedule in that each day school is in session is lettered from A to F. The system is used to schedule classes such as art, physical education, health, music, technology, etc. so students receive consistent programming.

As a result of this schedule, our classroom teachers and specialists are able to:

Provide equitable and enriched learning experiences for all students;

- Have protected teaching time during core instruction with the goal of a minimum of 90 minutes of reading instruction and a minimum of 30 minutes of writing instruction daily;
- Provide a protected daily block of minutes for mathematics instruction that varies with grade level;
- Provide intervention or enrichment according to individual needs;
- Address students' varying learning styles with small groups; and
- Have regular opportunities for classroom teachers to meet during the day and without the use of substitute teachers to review students' reading and math data and plan corresponding instruction.

Music, art and physical education/health will be offered on a five- or six-day cycle based on the number of classroom sections. Every student will have access to the content of those areas on a regular schedule.

Elementary Guidance (Counseling)

Our elementary guidance and counseling program offers classroom guidance instruction, small group experiences and short-term individual counseling. An elementary counselor is at each school full time. Students can make an appointment to see a counselor and parents/guardians or teachers can recommend or request an appointment for a child.

The Elementary Guidance/Counseling Program has two major components: preventive guidance and individual counseling. Preventive guidance involves classroom instruction, which helps children in the areas of self-esteem, alcohol and drug awareness, decision making, problem solving, bullying and social interaction. Individual counseling is designed to help parents, students and teachers with issues that may surface at some point during normal development. These include achievement, alcohol, behavior, death, divorce, fears/phobias, illness, siblings, etc.

Please feel free to contact the counselor's office with any concerns, questions or comments. All inquiries are strictly confidential.

Field Trips

Visits to various places in our community and in other communities enhance our educational program. Field trips are held in correlation with the curriculum for a particular grade level. Trips are always well supervised, but we do ask that you sign the "field trip permission" line on the PowerSchool Enrollment form. Your child's teacher will notify you about upcoming field trips and the need for parent volunteers. If you have a question about a field trip, feel free to call the classroom teacher.

Homebound Instruction

Students who are absent due to an illness or medical condition for 10 consecutive days are eligible for homebound or hospital bound instruction with written authorization from a physician. All requests for homebound instruction are to be directed to the Office of Learner Support Services at 218-284-3710 and can be initiated before the timelines are in effect.

Homework

Students are assigned homework, although the amount assigned depends on the availability of study time in school, individual work rate, grade level, and teacher. Parent support is important, especially for projects that may require collecting materials. Parents/guardians can also help find a quiet, less distracting place to do school work and can help their child review for tests, practice math facts, and cooperatively participate in parent-child activities the teacher may send home. For some assignments, your child's teacher will want the students to work independently to encourage responsibility and independent work habits. Contact your child's teacher if you have questions about homework.

Library Media Center

Students make extensive use of the library at school. Library books support and extend school learning. Our students make regular trips to the library with their classmates but are free to check out and return books as needed. The library is open before and after school for student use.

We encourage students to check out and use library books at home as well. Parents/guardians, teachers and the media center staff are in a partnership to encourage children to read, research and access information. We encourage you to share and discuss the books brought home and find time to read daily.

You and your child should decide where their library and school materials will be stored while they are in your home. It is the responsibility of the student to take care of materials checked out and see they are returned promptly. If materials are lost or destroyed, a fee will be charged for replacement.

Minnesota Academic Standards

Academic standards in language arts, math, science and social studies have been adopted for K-12 students in Minnesota. The Moorhead School District developed standards in the areas of health and physical education, world languages and the arts.

Students will be tested yearly in grades 3-8 and in high school on the state standards. Each standard will be specific as to what students should know or be able to do within a particular subject area. The curriculum in the Moorhead schools reflects the emphasis of the state standards. For further testing information, see the [testing section on page 10](#).

Music

Music instruction is provided for grades K-4. Our music program is designed to encourage music skills and music appreciation through many musical experiences. Music class activities include singing, listening, appreciation, movement, learning and performing music fundamentals on a variety of instruments and performance opportunities. Moorhead Area Public Schools' sequential music curriculum gives students a step-by-step opportunity to learn music skills that provides the foundation for band, orchestra, and choir in their later school years.

Physical Education

Physical education instruction is provided for grades K-4. Emphasis is placed upon physical fitness, skill development and the creation of a learning environment in which all students experience success and growth based upon their own levels of ability. Students are required to wear gym shoes for both indoor and outdoor physical education class. They may not wear hard-soled shoes or only socks because of the risk of injury. Shoes must fasten with Velcro or shoelaces. Slip on, zip-up shoes, shoes with wheels, and shoes with raised heels are dangerous in school. During the spring and fall, students may need a jacket or sweatshirt to wear outdoors. When selecting clothing for school, please remember that children are physically active every day.

Articles like pens, pencils, necklaces, etc., are to be left in the classroom. It is also recommended that the children with long hair bind it with a rubber band or tie it up during physical education class.

Please send a written note to the physical education teacher if your child is unable to participate in class. In most cases, if a child is well enough to attend school he or she should be allowed to participate in physical education. If a child is unable to participate for more than three days a doctor's statement may be required.

School Safety Patrol

School patrol assists children in crossing streets on their way to and from school. Fourth-grade students are selected to serve on the patrol. These students must obey school regulations to stay on the patrol. The school safety patrol program needs the full cooperation of our students and their parents/guardians. Please encourage your children to respect the patrol. Parents/guardians set a good example by not allowing their children to cross the street anywhere except at the street corners.

Students who disobey the safety patrol will have their names turned in to their classroom teacher. The school patrol is on duty 15 minutes before school starts and 15 minutes after school is dismissed.

Spanish Immersion Program

The K-6 Spanish Immersion Program provides students the opportunity to become fluent in Spanish as well as English. All children in the district who are entering kindergarten in the fall are eligible to register for the program at Ellen Hopkins Elementary (grades K-4) and Horizon Middle School West Campus (grades 5-6). Limited space is available. Parents may choose to enroll their child as a first- or second-grader if there are openings. Parents/guardians choose to enroll their children in the program. Transportation is not provided to grades K-4 students living outside the Ellen Hopkins attendance area.

The Spanish Immersion students may work in multi-age classes. The curriculum goals of the immersion program are the same as the goals for all elementary schools in Moorhead Area Public Schools. The students will learn the same subject content that other students learn in the elementary school setting. The difference is that the classes are taught in Spanish. Students take the same standardized tests as other students.

For more information, contact Lynnelle Giddings, Ellen Hopkins Elementary principal, at lgiddings@moorheadschoools.org or 218-284-4300 or Jeremy Larson, principal at Horizon, jl Larson@moorheadschoools.org or 218-284-7300.

Testing

Minnesota's statewide assessments measure that curriculum and instruction in our schools are aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- School performance results that are publicly released and used by families and communities are negatively impacted if students do not participate in assessments.

Students in grades 3-4 take the reading and mathematics Minnesota Comprehensive Assessments in the spring. The scores are used to see how students are progressing and to evaluate our school's instructional program. The testing window runs from March to May. A complete testing calendar will be available each year on the [assessment page](#) of the district website. Student attendance on testing days is important. Absent students will be tested on a test make-up day. For additional information see the parent/guardian guide and refusal for student participation in statewide testing in the appendix or on the website. Each summer, individual student reports are sent to the school and are provided to families no later than fall conferences.

POLICIES

Activity Travel

Students and their coaches participating in athletic and/or academic activities at the state and national levels should refer to [School Board Policy 543](#) on the website or in the school office.

Bullying/Intimidation

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. “Bullying” means intimidating, threatening, abusive or harming conduct that is objectively offensive and an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

The term “bullying” specifically includes cyberbullying, which means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

If a student has been bullied or knows of other students being bullied or intimidated, the student should contact an adult staff member for help. Refer to the discipline procedures section in this handbook and to [School Board Policy 578](#) on the school district website or in the school office.

Child Abuse and Neglect

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the policy of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services or the proper city or county law enforcement agency.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years. Refer to [School Board Policy 534](#) on the website or in the school office.

Crisis Management

Each elementary school has a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school. In addition, each elementary school has a student assistance team made up of staff from the school. The team provides support to students and staff who are experiencing significant life stressors. The team attempts to meet social and emotional needs of students so that they can obtain maximum benefits from their educational program. Refer to [School Board Policies 710](#) and [553](#) on the website or in the school office.

Drug-Free and Weapon-Free Zones

The area around each elementary school is a drug-free and weapon-free zone. Anyone caught possessing or selling, alcohol or chemicals or using or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law. Refer to [School Board Policies 572](#) and [576](#) on the website or in the school office.

Emergency Drills

At school, we prepare for emergencies by practicing fire drills, lockdown drills and a tornado drill during the school year. Fire drills are held during the school year to instruct children as to the signals used, exits, and proper evacuation procedures in case of fire. We hold a tornado drill in conjunction with the state tornado drill. When the tornado signal is given, each teacher takes his or her class to an assigned area in the school.

The safety and security of all the students of Moorhead Area Public Schools is a main focus for our schools. Our schools have plans in place for crisis situations. Training and practice are essential so staff and students know what to do in different crisis situations.

Emergency drills are conducted so we can:

- practice the skills involved with evacuation or securing of the school,
- test, evaluate and refine the emergency response plan, and
- provide training for our staff to learn how to respond decisively and constructively to unexpected situations.

Refer to [School Board Policy 711](#) on the website or in the school office.

Harassment and Violence

Moorhead Area Public School District 152 Policy Against Harassment and Violence Related to Race, Color, Creed, Religion, National Origin, Sex, Age, Marital Status, Familial Status, Status with Regard to Public Assistance, Sexual Orientation, Including Gender Identity or Expression, or Disability

1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability of any kind.
2. A harasser may be a student or an adult.
3. If you believe you have been the victim of any type of harassment you should report it to any school district official.
4. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the human rights officer (executive director of human resources and operations).
5. Your right to privacy will be respected as much as possible.
The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability and the school district will take all appropriate actions based on the report.
6. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.
This is a summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

For additional information refer to [School Board Policy 570](#) on the school district website or in the school office.

Title IX officer: Kristin Dehmer, Executive Director of Human Resources and Operations.

Phone: 218-284-3355

Email: kdehmer@moorheadschoools.org

Hazing Prohibition - [Policy 571](#)

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Moorhead Area Public Schools and are prohibited at all times.

II. GENERAL STATEMENT

- A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.
Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.
Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.
Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.
- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
 - C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, school property, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events or trips.
 - D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
 - E. "Student" means a student enrolled in a public school or a charter school.
 - F. "Student organization" means a group, club or organization that meets and has students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. Moorhead Area Public Schools encourages the reporting party or complainant to use the report form ([Administrative 571.1](#)) available from the building administrator or the school district office, but oral reports shall be considered complaints as well. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The building administrator, the administrator's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district human rights officer (Human Resource Director) by the reporting party or complainant.
The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building administrator immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school

district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall promptly undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. The alleged perpetrator(s) of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian (s) of alleged perpetrators who have been involved in a reported and confirmed hazing incident and the remedial action taken, to the extent permitted by law.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, or who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building administrator is responsible for the annual review of the handbook with students and staff.

School District Electronic Network and Systems Responsible Use and Safety

The district policy addressing issues related to use of the electronic network can be read in full on the district website or obtained at a school office. The Electronic Network and Systems Responsible Use and Safety policy and procedures address: network conduct, disciplinary actions for improper use, user notification, parents' responsibility, filter, publication of materials on the network, information contact/third party supplied information, limited expectation of privacy, and limitation of school district liability. Refer to [School Board Policy 731](#) on the website or in the school office.

Search of Student Lockers, Desks, Personal Possessions, and Student's Person

- Policy 574

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public Schools' policies against contraband.

II. GENERAL STATEMENT

- A. Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.
- B. The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.
- C. Desks
School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.
- D. Personal Possessions and Student's Person
The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.
- E. A violation of this policy occurs when students use lockers and desks for unauthorized purposes. A violation occurs when students carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk

of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect lockers and desks for any reason at any time, without notices, without student consent and without a search warrant.
- B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists, an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.
- C. School officials may, upon a finding of individualized reasonable suspicion supported by articulable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.
- D. School officials may, without a search warrant, search the person and/or personal possessions based on reasonable suspicion. The search will be reasonable in its scope and intrusiveness.
- E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.
- H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include restitution (to include the cost of damaged school property), suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

Tobacco-Free Environment

Smoking and the use of all tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. Possession by an elementary, middle or high school student of any type of tobacco product, tobacco-related devices, electronic cigarettes or inhaling of vapor from any electronic delivery device while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition includes all school district property and all off campus school district-sponsored events.

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy. Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The Moorhead Area Public Schools will be proactive in tobacco-free help programs. Student help programs will be provided for students as outlined in Moorhead [School Board Policy 553](#) Crisis Intervention and Student Support. Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Refer to [School Board Policy 573](#) on the website or in the school office.

Weather-Related and Emergency School Closings

Occasionally the Superintendent will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow, ice or other emergencies. As soon as the decision to close schools is made, an announcement will be posted on the district's website at www.moorheadschoools.org, and it will be announced on local radio and television stations. The district also uses an automated notification system for weather-related announcements and other notifications. Parents are encouraged to log in to PowerSchool to choose how they are notified with this system or to review prior messages sent by the system.

If you hear no announcement concerning Moorhead Area Public Schools, you should assume that school is open and that a regular schedule is being followed. We do not close early as often as many of our neighboring rural school districts. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

Please do not call the school to find out whether school is being canceled. Our phone lines are limited, and we need to be able to make outgoing calls in an emergency situation. Please check the website, listen to radio or television, and plan ahead so that your child knows what to do in case school closes early. If your family has any unusual circumstances that might cause difficulty in case of a school closing, let us know when your child registers for school.

If there is an immediate danger that requires students to be sheltered in the school, we recommend parents refrain from coming to pick up their students before the warning expires. This would include situations such as tornado or blizzard warnings. Certain emergencies may require moving students to another site. The school has a reunification plan that will be used if needed.

Although it is important to have an emergency plan, we rarely close school early. It is difficult for the school district to contact enough bus drivers and most importantly, too many children would arrive to a locked home or would have no supervision at home.

Wellness

The school environment will promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity. Foods and beverages made available by the Moorhead Area Public Schools (including school stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards.

Moorhead Area Public Schools recognizes that parents/guardians have a primary and fundamental role in promoting and protecting their children's health and well-being. The district will support parents' efforts to

provide a healthy diet and daily physical activity for their children. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

Elementary students will be recognized for their birthdays at school, but families are asked to reserve the cake, ice cream, cupcakes, sweets and other novelty items for home birthday celebrations.

Refer to [School Board Policy 536](#) and Administrative Procedures on the website or in the school office.

DISCIPLINE PLAN

All children are expected to be courteous and respectful to each other and to members of the staff. They are expected to conduct themselves in such a manner that they will not disrupt learning or interfere with others. Any type of fighting, harassing or threatening others is unacceptable behavior. If a serious problem occurs, parents/guardians will be asked to assist us in correcting the situation. If we feel it is not serious enough to warrant a formal conference, parents/guardians will be sent a note or will be called. Successful learning is contingent upon the self-discipline of each student as well as group discipline, which supports a positive learning climate.

Discipline at School

Moorhead Area Public Schools believe that discipline is a subject that can be "taught," just as we teach reading and writing and math, and that children learn best when they are actively engaged and invested in constructing

their own understandings. The goals of our classroom and school-wide approaches to discipline are to:

- establish a calm, orderly and safe environment for learning;
- foster an appreciation for the role of rules in school; help children develop self-control and self-discipline;
- teach children to be responsible, contributing members of a democratic community; and
- promote respectful, kind and healthy teacher-student and student-student interactions.

Teachers are guided by [School Board Policy 551](#) Student Discipline which states: All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm to themselves or to another.

The board policy also states: All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm to themselves or to another.

Teachers will create classroom rules with their students during the opening days of school. If a teacher decides to involve the principal or building administrator in a disciplinary situation, or if the principal becomes involved as the result of a situation in one of the common areas of the school, they will consult if possible before deciding upon a course of action.

After-school detention is a consequence that may be assigned by a teacher or by the principal in consultation with the teacher. In cases of after-school detention, the classroom teacher or principal will contact the parent/guardian. In-school suspension is an option but it is a major and complex consequence assigned by the principal only. In cases of in-school suspension the principal will contact the parent/guardian. In-school suspension will most often be the consequence for gross disrespect, fighting or serious injury to another person. Please refer to the discipline procedures section for more information.

At the elementary level our goal is to have a positive atmosphere for learning. Our school discipline plan is intended to help children learn and practice appropriate behavior in common areas of the school. The common areas of the school are the hallways, bus lines, playground, lunchroom, bathrooms, library media center and assembly. Each teacher also has a classroom discipline plan.

Our general expectations for children in all common areas of the school are to:

follow directions	respect people
respect property	keep hands, feet, and objects to self

In addition, each area has some specific expectations. For each area our expectations are:

Lunchroom

use quiet voices and proper table manners
stay in seats until excused

Hallways

use quiet voices
walk

Bus lines

stay behind the white lines on the sidewalk
stay in line while waiting and while loading
the bus

Assemblies

use quiet voices
show courtesy to presenters
sit in assigned place
remain in the gym for the entire program

Playground

play in designated play areas
refrain from throwing snowballs and rocks
refrain from fighting

If you have any questions about the school-wide discipline plan or individual classroom plans, feel free to contact a classroom teacher or the principal or building administrator.

Discipline Procedures

General Statement

Every student and employee of Moorhead Area Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline procedures, consequences appropriate to the behavior, and a practice to do so consistently.

The Moorhead Area Public School Board believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enable all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members. Moorhead Area Public Schools utilizes Positive Behavioral Intervention and Supports (PBIS) as a foundation for behavior expectations in a building.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities. Employees will take corrective action when a student's behavior does not fall within discipline guidelines.

The following are district-wide discipline procedures. These procedures and the minimal consequences apply any time a student is present on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. The discipline procedures and consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of improper conduct that occurred on school grounds or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Listed are the violations and minimum consequences; although all actions will be taken on a case-by-case basis. Restitution, restorative discipline/justice or community service may also be utilized when appropriate for the disciplinary infraction.

Restorative practices are types of interventions that seek to restore damages made by the offending student. A reasonable follow up to a destructive action may be to try to restore, replace, repair, clean up or apologize, as the situation may dictate.

Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future. A restorative process consists of a face-to-face encounter in the presence of a trained facilitator. The affected parties are brought together by a facilitator to discuss how they and others have been harmed by the incident and how that harm might be repaired. Participants include the victim, the offender, individuals who support each of them and others who have been affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This process is used in conjunction with the Clay County Restorative Justice Program.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general procedures. These procedures describe clearly the various administrative actions taken for violations of the law and the school district standards of behavior.

These disciplinary procedures will be applied to students with disabilities if: (1) An IEP team for the student concludes that application of the disciplinary policy is indeed appropriate for the students, taking into consideration the student's disability; and, (2) if the disciplinary policy has been given to the student's parent(s)/guardian(s) with an indication that the team has concluded its application to be appropriate to the individual students.

Listed are the violations and recommended minimum consequences for first, second and third offenses. Suspension may be served in school or out of school at the discretion of the administrator. The school district or school administration may impose more severe consequences beyond those set forth in these procedures based on the particular misconduct.

These procedures are based on school board policies, available on the district's website at www.moorheadschools.org in the school offices.

Procedures

1. ABUSE, VERBAL

Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people and is prohibited. Verbal abuse that is also sexual, religious, disability or racial harassment will be addressed under the guidelines for harassment.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference Removal from class or suspension

(*) Indicates disciplinary action assigned by building administration.

2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

Definitions:

- A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.
- C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference Notification of legal authorities Referral to student assistance	Parent(s)/Guardian(s) conference 1-3 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property.

Definitions:

- A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

- C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	* Parent(s)/Guardian(s)) conference Referral to legal authorities Referral to student assistance	* Parent(s)/Guardian(s) conference Referral to legal authorities Referral to student assistance 1-3 day suspension	* Parent(s)/Guardian(s) conference Referral to legal authorities 3-5 day suspension Referral to student assistance

(*) Indicates disciplinary action assigned by building administration.

4. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grade Level	First Offense
Grades K-4	Parent(s)/Guardian(s) conference 1-5 day suspension or alternative action Immediate notification of legal authorities (police and fire marshal)

5. ASSAULT/FIGHTING

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	* Parent(s)/Guardian(s) conference Removal from class or activity	* Parent(s)/Guardian(s) conference Removal from class or activity 1-3 day suspension	* Parent(s)/Guardian(s) conference 1-5 day suspension Notification of legal authorities

(*) Indicates disciplinary action assigned by building administration.

6. ATTENDANCE, CHRONIC ABSENTEEISM

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the value of attendance each school day by each student in accordance with the school district attendance policy.

Grade Level	First Offense
Grades K-4	Parent(s)/Guardian(s) conference Referral to Truancy Intervention Program

7. BREAKING AND ENTERING

Entering a secured or restricted district location, during or after school hours, using an unauthorized mechanism of entering is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-12	Parent(s)/Guardian(s) conference 3-5 day suspension or alternative action Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

8. BULLYING

“Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying” specifically includes cyberbullying. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that is substantially and materially disrupts student learning or the school environment.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity 1-2 day suspension	Parent(s)/Guardian(s) conference Removal from class or activity or suspension 2-5 day suspension Notification of legal authorities

9. DISHONESTY, ACADEMIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Same/next day dismissal

(*) Indicates disciplinary action assigned by building administration.

10. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or

offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

11. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

- A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
- B. Willful conduct that endangers surrounding people, including school district employees, the student or other students, or the property of the school; and
- C. Willful violation of any rule of conduct specified in the student handbook adopted by the school board.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

12. DRESS AND APPEARANCE

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the school day and school-sponsored activities.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom or co-curricular activity).

Inappropriate clothing includes, but is not limited to, the following:

1. Clothing bearing a message that contains violent language or images, profanity, obscenity or pornography.
2. Clothing that exposes visible undergarments and other clothing that is not in keeping with community standards.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in [Moorhead School Board Policy 570: Prohibition of Harassment and Violence](#).
5. Any apparel or footwear that would damage school property or could be used as a weapon.

Hats or head coverings are not allowed in the building except with the approval of the building administrator (i.e., student undergoing chemotherapy, medical situations, religious purposes, class outside the building).

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress **interferes** with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be provided one of the following options:

1. Student will be asked to put on their own alternative clothing, if available at school, to be dressed according to policy for the remainder of the day.
2. Student will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
3. The student's parent or guardian will be contacted to bring alternative clothing for the student to wear for the remainder of the day.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-8	* Student conference Modify clothing	Parent(s)/Guardian(s) notification Modify clothing or send home	Parent(s)/Guardian(s) conference Modify clothing or send home

(*) Indicates disciplinary action assigned by building administration.

13. FALSE ALARM

Intentionally calling 911 (emergency call) or giving a false alarm of a fire or tampering or interfering with any fire alarm or sprinkler system is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	* Notification of legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Referral to legal authorities

(*) Indicates disciplinary action assigned by building administration.

14. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

15. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling

devices (including machines, video games and other items used to promote a game of chance for stakes) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

16. HARASSMENT

Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals. "Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	* Notification of Title IX Officer	Parent(s)/Guardian(s) conference Notification of Title IX Officer	Parent(s)/Guardian Conference Removal from class or activity or 1-2 day suspension Notification of Title IX Officer

(*) Indicates disciplinary action assigned by building administration.

17. HAZING

This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. Hazing, by its very nature, often occurs off school grounds, after school hours, on non school days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

18. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference

			Removal from class or activity or 1-2 day suspension
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(*) Indicates disciplinary action assigned by building administration.

19. MISBEHAVIOR ON THE SCHOOL BUS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral rules while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Student conference and warning	Parent(s)/Guardian(s) conference Up to 3 school day suspension from riding the bus	Parent(s)/Guardian(s) conference Up to 5 school day suspension from riding the bus

Further offenses: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

20. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects include, but are not limited to laser pointers, flammable lighters, radios, personal electronic devices, magnets, snaps, stink bombs, bolt cutters, and crowbars.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	* Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

21. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by an individual, including phones, camera, music players, calculators, electronic games, video players, computers and personal digital assistants.

- A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
- B. PEDs may not be used during school day unless used with teacher approval. Cell phones may be used before and after school.
- C. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).

The following consequences will be used for the misuse of these devices.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference

	Confiscate	Confiscate	1-2 day suspension
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22. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s) that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

23. PUSHING, SHOVING, SCUFFLING

Physical contact, which may include fighting, that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

24. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

25. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera, an automatic locking door apparatus or electronic computer network safeguards.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

26. TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites including intentional tampering or bypassing Internet content filtering system; deliberate contamination of the electronic network and file storage system; unethical use of information; or violation of copyright laws are prohibited. In addition, the denial of network access due to misuse means that the student will not have access to the electronic network and computer resources.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 2-3 day suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges

27. THEFT, ROBBERY OR EXTORTION

The unauthorized taking of and/or the unauthorized possession of the property of another person is prohibited. This may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference 1-2 day suspension Notify legal authorities

28. THREATS

A threat (bomb threat, terroristic threat, etc.) is a statement of intention to inflict pain, injury, damage or other hostile actions. Threats may be spoken, written, gestured or electronic.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	* Parent(s)/Guardian(s) conference Referral to legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities Referral to threat assessment team

(*) Indicates disciplinary action assigned by building administration.

29. TOBACCO, POSSESSION AND USE

Tobacco use or possession, including smokeless tobacco, tobacco related devices and all forms of electronic cigarettes are not permitted by any student while on school grounds or at school-sponsored events.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 1-2 day suspension

			Referral to legal authorities
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30. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

The intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-4	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension

31. WEAPON

“Possession” refers to having a weapon on one’s person or in an area subject to one’s control on school property or at a school activity.

- A. Definition: A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
- B. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- C. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the building administrator’s office shall not be considered in possession of a weapon.

The Superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Grade Level	First Offense	Second Offense
Grades K-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion

School Bus Service, Safety and Responsibility

School bus transportation is provided to any student who lives within their attendance area and who lives one mile or more from the school. Transportation is not provided to grades K-4 Spanish Immersion students outside the Ellen Hopkins attendance area. Information concerning bus routes is mailed to families prior to the start of school or may be obtained by checking PowerSchool or calling the school district transportation office at 218-284-1410. Please contact the transportation office if you have questions about bus schedules or if your address changes. Students may not ride another child's bus to go to a party or to play together after school.

Riding a school bus is a privilege, not a right. A student's bus riding privileges may be taken away if a student violates rules for appropriate conduct while on the bus or while at the bus stop. All school rules are in effect on the bus and at the bus stop.

If the school bus and bus stop rules are broken, the school district's discipline procedures will be followed. Consequences are progressive and may include suspension of riding privileges. Depending on the nature of the offense, suspension or expulsion from school may also result. Records of school bus and school bus stop misconduct will be retained in the same manner as other student discipline records.

At the beginning of each school year, time is spent in the classroom and on the bus helping children learn bus safety, appropriate behavior and bus rules for riding the bus and waiting at bus stops. Staff are on duty after school until all buses are loaded. Student behavior in the bus lines is monitored. Please help your child understand and use appropriate bus behavior. If you have concerns about bus conduct policies, please contact the transportation department at 218-284-1410.

The district's "Pupil Transportation Safety Policy" information is included here to help explain some of the school bus rules we have to keep parents/guardians, students and the public safe on and around the school bus.

Transportation is a privilege not a right: The state legislature during the 1994 session made the determination that exclusion from riding a school bus is not an "exclusion, expulsion, or a suspension" under the fair dismissal act of 1974. Students may be excluded from transportation for violation of safe riding rules or other school policy or state law governing pupil transportation.

District policies for student conduct and school bus safety: It is understood that all student rights and responsibilities outlined in the school district discipline policy and procedures apply on the school bus and at bus stops. In addition, the following rules apply on the school bus and at bus stops.

- Immediately follow the directions of the driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body and personal belongings inside the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, harassment, intimidation or horseplay.
- Do not throw any object.
- No eating, drinking or use of tobacco or drugs.
- Do not bring any weapon or dangerous objects on the school bus.
- Do not damage the school bus.

Authorized riders

- ISD 152 bus drivers will only accept passengers assigned to the route.

- Students who will be attending parties, non-school classes or meetings, etc. will not be accepted as passengers on school routes.
- Building administrators may provide temporary authorization to students for emergencies if space is available on the school bus.

Bus safety expectations

- Get to your bus stop 5 minutes before your scheduled pickup time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation or horseplay.
- No use of alcohol, tobacco or drugs.

Appropriate conduct on the school bus: Students who are sitting down, visiting quietly, doing homework, or reading are safer on the bus than students who are standing, roaming on the bus or talking loudly.

Danger zones: Teach your child that if they can reach out and touch the bus they are too close. They should always walk at least 5 big steps away from the bus when they get off.

Safe loading and unloading of a school bus: Never move to get on the bus until it stops and the driver motions that it is safe to get on the bus. When home do not move from your seat until the bus is completely stopped.

Safe vehicle lane crossing: If your child must cross the street to board the bus or when coming home, it is very important they understand the safety rules.

There are four key points:

1. Go 5 big steps in front of the bus. Students must be able to see the driver's face.
2. Wait for the driver to motion you that it is safe to cross.
3. Watch for traffic from both directions.
4. **Never ever go back** to the bus even if you dropped or forgot something. Wait until the bus leaves the area and ask your parent/guardian/child care provider to help you.

Evacuation drills: Students will have an opportunity to practice school bus evacuation drills at least twice during the school year. You should visit with your child about emergencies and the importance of staying calm and following instructions from bus drivers and teachers.

By practicing for home emergencies you are helping to prepare your child how to act during other kinds of emergencies.

Cameras on the school bus: Moorhead school buses may be equipped with audio / video surveillance equipment. Conversations and actions of those on board may be recorded.

Consequences: Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and

extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Elementary (K-4)

1st offense: Student conference and warning

2nd offense: Conference with parents/guardians / up to 3 school day suspension from riding the bus

3rd offense: Conference with parents/guardians / up to 5 school day suspension from riding the bus

Further offenses: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

** Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.*

Other Discipline: Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

Vandalism / Bus Damage: Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

Criminal Conduct: If the offense involves any criminal conduct (for example, assault, weapons possession or vandalism), then it will be reported to the Superintendent, local law enforcement officials and the Department of Public Safety, in addition to any school district disciplinary procedure.

Refer to [School Board Policy 720](#) and [721](#) on the website or in the school office.

Student Dress and Appearance

It is the policy of Moorhead Area Public Schools to encourage students to be dressed appropriately for the school day and any school sponsored event. Appropriate dress is the primary responsibility of the student and the student's parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any protected group.

The following is expected at all times:

1. A shirt (with opaque fabric in the front, back and sides under the arms);
2. Pants/Jeans or the equivalent (skirt, sweatpants, leggings, dress, or shorts); and
3. Shoes.

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the school day and school-sponsored activities (i.e., winter coats and boots in the winter).
2. Clothing that does not create a health or safety hazard (i.e., shoes with wheels).
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Clothing must not cause a disruption to the educational program. Students may not wear clothing that contains violent language or images, profanity, obscenity or pornography, clothing that promotes products or activities that are illegal for use by minors, clothing that exposes visible undergarments, and other clothing that is not in keeping with community standards. Head coverings and hats are not allowed to be

worn in the building except with the approval of the building principal (i.e., medical situations or religious purposes).

No student will be affected by dress code enforcement based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Refer to [School Board Policy 577](#) on the school district website or in the school office.

MEETING UNIQUE NEEDS

English Learner (EL) Program

Students who are identified as having a first language other than English are eligible for services through the EL program. The goal of the EL program is to support students in acquiring English to more fully access the school's curriculum and meet grade-level academic standards. At the elementary level, students' classroom teachers provide the core academic instruction. The licensed ESL teacher provides small group instruction to support students' English language development in the areas of speaking, listening, reading and writing. The amount of EL program support is determined by the student's current level of English proficiency. For more information about the EL program, please refer to the district's English Learner Plan of Service.

Gifted/Talented Program

Moorhead Area Public Schools is committed to providing learning conditions that support academic achievement for all students. A coordinating teacher provides a seamless continuum of services for high-potential students in all Moorhead Area Public Schools.

A multi-tiered system of support provides appropriate interventions or enrichments and practice, parent involvement, and other research-based practices to assist students in all schools. Moorhead Area Public Schools provides gifted education by implementing and sustaining efforts that ensure our students have access to differentiated curriculum, flexible pacing, cluster grouping, Advanced Placement, enrichment options, acceleration and other universal interventions available to all students in the regular classroom.

You will find that many writing, research, and project assignments in the classroom, as well as special events such as class projects and performances, offer all children open-ended opportunities for advanced instruction and performance. We encourage our students to take advantage of many enrichment opportunities in the community.

Health Services

A full-time health assistant trained in first aid and CPR staffs our health office during school hours. A licensed school nurse trains and supervises this position and is on call at all times in cases of serious injury or illness at school. Children's health strongly affects school attendance and performance. The school nurse is available to help students and families with any health concerns. The health office also manages immunizations, health records, medication administration, hearing and vision screening, and specialized health procedures that must be done at school. Communication and cooperation between school personnel and parents/guardians is essential in understanding and meeting our children's health.

Immunizations: Minnesota State Law, M.S. 123.70 mandates that every student must show proof of full immunization, or supply the school with a notarized exemption form in order to attend school in Minnesota.

Current immunization recommendations can be found at:

<https://www.health.state.mn.us/people/immunize/basics/readykidswhentopdf>

Transferring students have 30 days to provide the school with immunization and health records. The Clay County Public Health Clinic, located at 715 11th St. N., offers immunizations throughout the week. Please call 299-7777 for an appointment. If your family does not receive immunizations due to conscientiously held beliefs a notarized immunization form must be on file at school.

Illness and Injury at School: If your child becomes ill while in school, school personnel will need to be able to contact you. Please complete emergency information in PowerSchool Enrollment, including doctor, hospital preference and alternate persons to call in case of an emergency. We will not release ill students to go home without a parent/guardian contact and arrangements made for release of the student into the care of the parent/guardian or approved contacts.

Illness at home: Watch your child for symptoms of illness and keep him or her home if necessary. Please contact the school or health office if your child is staying home because of illness. Let us know if he or she has a contagious illness such as chicken pox, strep throat, influenza or infestations such as head lice or scabies. Students should have a normal temperature for 24 hours prior to returning to school after an illness.

Medication: No prescription medication will be administered by school personnel without written authorization from the parents/guardians and signed doctor's orders. All over-the-counter medication (including Tylenol, Ibuprofen, nasal spray, eye drops, etc.) may be given with parent signature on the medication request form. Medication request forms are available in the health office or with the [medication policy](#) on the district website. All medicine must be in the original bottle, with appropriate label, and the student's name should be on it. If at all possible, medication should be given at home. Please let the health office know if your student begins taking a new prescription medication at home that was not previously entered through PowerSchool Enrollment.

Refer to School Board Policies 530 and [532](#) on the website or in the school office.

Special Education Services

Moorhead Area Public Schools offer a variety of programs and services for children with disabilities. Disability areas include speech and language, learning disabilities, emotional/behavior disorders, hearing, vision, mental, physical, and health impairments and others. We have staff licensed to work with children in these areas as well as a school psychologist, social worker, occupational and physical therapists, and an adaptive physical education teacher. A team made up of staff and a student's parents/guardians determine the need for the program of special services. Children receive a comprehensive assessment, or evaluation, of their strengths and weaknesses before services begin. Information from parents/guardians is an important part of the process. We follow the due process procedures set by state and federal laws.

If you suspect that your child may have a disability that is interfering with school performance, a call or conference with the classroom teacher is the best place to start.

Other Supplemental Programs

At the elementary level we also offer programs that provide extra help and instruction in reading, writing, and math. These include Reading Recovery, Early Literacy Groups and Read 180/System 44 as well as Title I support at Ellen Hopkins and Robert Asp. The America Reads program provides Minnesota State University Moorhead education majors to assist students with reading. We have tutors to assist students in the area of reading through the Minnesota Reading Corps. We use an after school Targeted Services

program called EXCEL to give students extra help in reading, writing and math. We also use parent, community, and college student volunteers to assist our students.

Students who are performing below their grade level and are recommended by their teacher will be considered for these programs. If you think your child needs reading or math help or have questions about any of these programs, contact his or her classroom teacher. If you wish to volunteer, contact a teacher or principal.

Children's Dental Services and Smiles Across Minnesota provide preventive dental services, such as teeth cleaning, sealants, oral hygiene and dental fluoride, to uninsured or underinsured children in the district. CDS makes the dental appointment for your child to be seen at his or her school. Children's Dental Services will provide care for children, birth to 18. Uninsured students who are income eligible will receive free care, paid for by a foundation through CDS. Others also will be able to access Children's Dental Services on a sliding fee scale. If a family has insurance, those families are encouraged to visit their previously established dental home.

All children receiving care will need parental consent. Forms are available at the school office and should be returned to the Health Office in your child's school. Contact Children's Dental Services at 612-746-1530 with questions.

PARENTS AND TEACHERS IN PARTNERSHIP

Addressing Concerns

When parents/guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If you do not receive satisfaction from that person, then contact the building principal or administrator for assistance. If the matter is still unresolved, then contact the superintendent of schools. You may be asked by the superintendent to state the concern in writing and summarize the action taken to date.

Conferences and Progress Reports

Parent-teacher conferences are held each fall and mid year. Parents/guardians sign up for conference times when they attend Back-to-School Night and the fall Parent-Teacher Conferences. At the fall conference you can expect to review and discuss the expectations for academic learning and personal development at your child's grade level, student progress, and any concerns or questions you or the teacher have. During the midyear conference, student progress on the grade-level expectations will be discussed. The conferences are brief and do not replace regular contact with your child's teacher. If you need to conference with a teacher at other times or have a question or concern, feel free to contact him or her.

Our students receive two written progress reports each year. They are posted to PowerSchool or, if requested, mailed home in January and on the last day of school. Previous progress reports may be found in PowerSchool. In addition, Read Well by 3rd Grade Summaries are posted to PowerSchool or, if requested, mailed home in February and May. The summaries highlight student literacy performance in meeting the district literacy assessment targets.

Family Involvement

Many benefits result from a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe, disciplined learning environment.

Our elementary schools encourage family involvement. There are opportunities for parents/guardians to become involved both at home and at school. We make a special effort to reach out to parents/guardians to accommodate language, culture, or family conditions to help all participate in their child's education.

Our teachers use various channels of communication to keep families informed of their child's progress in school. Teachers encourage open communication between the family and the school.

We offer many opportunities for parents/guardians to volunteer at school. Some opportunities are offered by the school staff and some by PTAC. Please watch the newsletters and other fliers that are sent home for specific information about how to volunteer. Many of the opportunities are short term and some can be done at home, so we hope to accommodate the schedules of parent volunteers. All volunteers must sign in at the office and wear a volunteer name tag. Parents/guardians are also needed to serve on school district committees. These opportunities are described in the school district calendar sent to Moorhead Area Public Schools families in August.

Refer to [School Board Policy 901](#) on the website or in the school office.

Messages and Phone Calls

If you wish to deliver something to your child during the school day, please come to the office, and we will either handle the delivery for you or help you find your child quickly.

Taking phone calls at school is usually not convenient for a student. Although we understand that students sometimes must receive telephone messages during the school day, we appreciate our parents keeping message-delivering to a minimum. Cell phones may be used before and after school.

Parent Teacher Advisory Council (PTAC)

We have active elementary Parent Teacher Advisory Councils made up of staff representatives, parents, and the principal. PTAC serves to increase communication between parents/guardians and the school, support parent involvement, increase awareness of the school by parents and the community, aid in securing funds for equipment and activities that support education and the school environment, and assist at school functions.

Any parent or staff member is welcome to contact PTAC officers or attend PTAC meetings. Meetings are announced in the calendar and on the outdoor school signs.

Parents Right to Know (Title I)

School districts are required to notify parents/guardians of all children in all Title I schools (Robert Asp and Ellen Hopkins Elementary) at the beginning of each year, that parents/guardians have the right to request and receive timely information on the professional qualifications of the student's classroom teachers. This requirement applies to all parents/guardians of the children in the school — whether or not the students receive Title I services.

When the parent/guardian requests information on their child’s classroom teacher’s professional qualifications, Moorhead Area Public Schools must respond in a timely manner to the requested information and, at a minimum, report the following:

- a. Whether or not the teacher has met Minnesota’s licensing requirements for the grade level(s) and core academic subject(s) he or she teaches;
- b. Whether or not the teacher is teaching under a variance status;
- c. The education level and subject area of the teacher’s college degree major and any graduate degree or certificate held;
- d. Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Dorothy Dodds, Ellen Hopkins, Robert Asp and S.G. Reinertsen Elementary shall provide to each parent/guardian:

- a. Information on the level of achievement of the parent’s child on the state academic assessments.
- b. Timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

This information provided to parents/guardians shall be in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

Refer to [School Board Policy 607](#) on the website or in the school office.

PowerSchool

PowerSchool, the district’s student management system, provides information about your student’s attendance, transportation route information, meal menus, prior progress reports, and meal account transactions and balance through any Internet-capable computer or smartphone. Teacher and other school phone and email contact information also is available through PowerSchool.

PowerSchool also contains our district’s automated notification system’s settings for your student. Weather-related notifications are one example of a communication sent out with this system. Parents are encouraged to log on and choose how they are notified with this system. Prior messages may be reviewed in this portal.

PowerSchool Learning, formerly Haiku, is the district’s learning management system, which is accessed by logging into PowerSchool. PowerSchool Learning provides parents and students access to their teacher’s classroom resources and interactive lessons with links to websites, wikis and electronic files.

Parents/guardians are provided usernames and passwords to access information about their child. Usernames and passwords have not changed. You do not need new password information if you have it from previous years. Parents/guardians who do not have a username and password may get those in the school office. Parents/guardians must bring a photo ID with them. You may also request your PowerSchool login at <http://pschool.moorheadschoools.org/requestlogin/>.

PowerSchool Enrollment

Moorhead Area Public Schools uses PowerSchool Enrollment, the district’s online student registration system, which provides a secure and efficient registration process. PowerSchool Enrollment allows parents/guardians to enter registration information about their students — including emergency contacts, nutrition services, transportation, health, athletics and activities — in one online form. Computer access is available at the school if needed. Once a student’s registration information is complete, parents/guardians only need to review and update the information annually. Log in to your PowerSchool parent/guardian account at pschool.moorheadschoools.org and choose the PowerSchool Enrollment link.

If you have a question on how to complete a PowerSchool Enrollment form, contact your school's main office. If you are having technical difficulties, contact the support line at 866-434-6276. Moorhead Area Public Schools does not provide technical support for PowerSchool Enrollment.

Visitors to the Building / Visiting Classrooms

Parents/guardians are always welcome to visit school, arrange your visit at a convenient time for both your child's teacher and yourself. Your child's teacher can provide you with a time that will be most beneficial to you. All visitors must register with a valid ID at the office and wear a visitor name tag. We have learned from experience that it is best to limit classroom visits to 30-45 minutes. The classroom teacher will not always have the opportunity to talk with you for any length of time during a visit because his/her first responsibility is to the children.

Please do not invite children who are visiting your home to attend school with your child.

Refer to [School Board Policy 905](#) on the website or in the school office.

OTHER INFORMATION

Bicycles

Children who are competent bicycle riders and know the rules of the road may ride bicycles to school. We recommend limiting this privilege to third- and fourth-grade students. The school area is very challenging for bike riders due to the large number of cars, buses, and pedestrians. Students are required to park their bikes in a bike rack and are strongly encouraged to lock their bikes. Students are also strongly encouraged to wear helmets when biking.

Birthday Celebrations

Elementary students will be recognized for their birthdays at school, but families are asked to reserve the cake, ice cream, cupcakes, sweets and other novelty items for home birthday celebrations.

District Calendar

A school district calendar is mailed to all families before the start of the school year. The calendar provides information about the school district, important phone numbers, and dates of events. Please ask for one at the school office if you do not receive one in the mail.

District Website

Moorhead Area Public Schools' website at www.moorheadschoools.org provides information about the school district, news, phone numbers, dates of events, and access to PowerSchool and e~Funds for Schools. Parents/guardians who have provided the district with email addresses are automatically subscribed to receive daily announcements and news for their students' schools in their email. While Moorhead Area Public Schools will use social media through its official Facebook page (www.facebook.com/moorheadschoools) Instagram account @moorheadschoools and Twitter account (@moorheadschoools), parents/guardians are encouraged to find the most detailed information by accessing PowerSchool through the district's website.

e~Funds for Schools

Moorhead Area Public Schools offers an online payment processing system, e~Funds for Schools, to let parents make school-related payments online at their convenience, 24 hours a day, seven days a week. Parents access e~Funds for Schools through the district's website and pay for school-related fees and products online, either by e-check, Mastercard, Visa or Discover cards, or online PayPal account. Parents will immediately receive email receipts confirming their purchases.

Items that may be purchased online include lunch, breakfast and milk payments, high school and middle school activity participation fees, high school season athletic tickets, and elementary community supply fees, activity fees, calculators and student planners.

e~Funds for Schools uses Secure Sockets Layer (SSL) to encrypt and protect transaction information. Neither e~Funds for Schools nor Moorhead Area Public Schools store personal bank or credit card information to ensure privacy and security for users. Access e~Funds for Schools at www.moorheadschoools.org.

Gift Giving

Gifts from students to staff are discouraged. A note from a student to express gratitude and appreciation to a staff member is welcome and appropriate. Individuals interested in making a gift to the school are encouraged to talk to the principal.

Insurance

Student insurance is designed primarily to offer low-cost accident and dental policies to the students who don't have coverage under any individual family plan. The School Board approves the sale of the student accidental and/or dental insurance for the convenience of students and parents. Enrollment forms are distributed to students on the first day of school in the fall.

Lead in Water Notice

The district adopted a plan to test for lead in drinking water. Water testing reports will be posted on the district website.

Lost and Found

Each year many articles of clothing and other items are lost. Please encourage your child to inquire about and to look for these articles around their classroom, locker and gym. They should also check the lost and found box. If your child is unsuccessful in finding their missing items, then perhaps a family member should check the box as well. If your child's articles of clothing are marked in some way, it will be much easier to identify and claim them. Unclaimed clothing is donated to charity throughout the year. Lost glasses, phones, keys and jewelry are kept in the school office.

Parent/Guardian Information

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings and other school information, that person should call the office to make arrangements.

Parking

Each school has a designated area for visitor parking and for student drop-off and pick-up. These areas are designed for student safety. The bus loading areas may not be used for parking or student drop-off and pick-up.

Party Invitations

We prefer that students do not hand out invitations to parties at school. Please consider mailing invitations or delivering them to homes.

Patriotic Exercises

Students in Moorhead Area Public Schools shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Any student who, for reasons of conscience, does not wish to salute the flag or say the Pledge of Allegiance, will be excused from the exercises. Refer to [School Board Policy 633](#) on the website or in the school office.

Personal Electronic Devices (PEDs)

The school district shall not be liable for the loss, damage, or misuse of any electronic or other valuable item (such as personal listening devices, electronic games, video players or music players) brought to school. PEDs may not be used during the school day unless used with teacher approval. Cell phones may be used before and after school.

Personal electronic devices also are governed by other district policies (e.g., harassment, copyright, acceptable use). Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

Student conference and confiscation of items may be used if students do not follow this policy. Refer to [School Board Policy 551](#) on the website or in the school office.

Pesticide Applications

Weeds on school grounds are sprayed during the first two weeks in June and the last two weeks in August. The building is checked on a quarterly basis by a licensed exterminator. Pests are monitored and controlled by use of glue traps and mechanical devices. Parents/guardians are given the opportunity to request notification prior to pesticide applications made on days other than those specified above. The long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

Pets in School

Family pets are not allowed on school grounds or classrooms in Moorhead's K-4 schools. The factors that led to this position include unpredictable animal behavior, allergies, asthma, and diseases such as rabies. Photos or videotapes of pets are an acceptable method of sharing a pet. Animals used in therapy or service situations may be allowed in schools.

PUBLIC NOTICE: Protection and Privacy of Student Records – [Policy 504](#)

Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding student records.

1. Parents/guardians and eligible students are hereby informed that they have the following rights:
 - a. That parent/guardian or eligible student has a right to inspect and review the student's education records. A parent/guardian or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent/guardian or eligible student will be notified of the time and place where the records may be inspected.
 - b. That the parent/guardian or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent/guardian or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent/guardian or eligible student wishes the school district to make. The request shall be signed and dated by the parent/guardian or eligible student. If the school district decides not to amend the record as requested by the parent/guardian or eligible student, the school district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
 - c. That the parent/guardian or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.
 - d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;
 - e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to 20 U.S.C. 7917, part of the federal Every Student Succeeds Act (ESSA) and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
 - f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:
Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, S.W.
Washington, DC 20202-4605.

- g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
 - h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's website (www.moorheadschoools.org).
2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:
 - a. It classifies records as public, private or confidential.
 - b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
 - c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
 - d. It establishes procedures and regulations for access to and disclosure of education records.
 - e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.
3. Copies of the School Board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.
4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; grade level; enrollment status (i.e., full- or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; graduation status; honors and awards received; the most recent educational agency or institution attended by the student; and photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

 - a. The information listed above shall be public information which the school district may disclose from the education records of a student.
 - b. Should the parent/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.
 - c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
 - (1) Name of student and parent/guardian, as appropriate;
 - (2) Home address;
 - (3) School presently attended by student;
 - (4) Parent's/guardian's legal relationship to student, if applicable;
 - (5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.
5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents/guardians of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent/guardian or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military

recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT/GUARDIAN OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT/GUARDIAN OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

- (1) NAME OF STUDENT AND PARENT/GUARDIAN, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) STUDENT'S GRADE LEVEL;
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S/GUARDIAN'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Student Records Policy also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT 152
MOORHEAD, MINNESOTA
JUNE 2019

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening, and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20__ to 20__ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science
_____ MCA/MTAS Mathematics _____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____