



**INDEPENDENT SCHOOL DISTRICT 152**  
School Board Meeting  
Probstfield Center for Education Board Room #224  
2410 14th Street South  
Moorhead, Minnesota

May 26, 2015  
7:00 PM

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

**ATTENDANCE:**

Mark Altenburg	_____	Scott Steffes	_____
Lisa Erickson	_____	Bill Tomhave	_____
Cindy Fagerlie	_____	Matt Valan	_____
Laurie Johnson	_____	Dr. Lynne A. Kovash	_____

**AGENDA**

**1. CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Lynne A. Kovash
- C. Approval of Meeting Agenda

Moved by:  
Seconded by:  
Comments:

- D. We Are Proud

**We Are Proud** of Horizon Middle School students who received individual awards in the Grade 6 Regional Math Masters Tournament held in Moorhead on March 13. Sixteen teams from the area participated in both individual and team rounds.

Individual ribbons went to Horizon students Lila Stanley, sixth place; Lanie Leines, ninth place; and Patrick Wirries, 12th place. Leines also earned a ribbon for placing ninth in Fact Drill. Their math teachers are Barb Stack, Sharon Nelson and Diana Anderson. Leigh Dornfeld is the Math Masters coordinator.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

**We Are Proud** of the Horizon Middle School House 6A Team for placing second out of 16 teams in the Grade 6 Regional Math Masters Tournament held March 13 at Horizon. Team members are Claire Atchison, Jack Greelis, Lanie Leines, Stella Mehlhoff and Ian Nelson. Their math teacher is Sharon Nelson.

**We Are Proud** of the Horizon Middle School House 6B Team for placing fourth out of 16 teams in the Grade 6 Regional Math Masters Tournament held March 13 at Horizon. Team members are Ethan Fairfield, Jacob Hendrickson, Riley Swenson, Jasmine Thayer and Patrick Wirries. Their math teacher is Diana Anderson.

**We Are Proud** of the Horizon Middle School House 6C Team for placing sixth out of 16 teams in the Grade 6 Regional Math Masters Tournament held March 13 at Horizon. Team members are Owen Baumgartner, Emma Pranger, Lila Stanley, Beth Stein and Mason Voxland. Their math teacher is Barb Stack.

**We Are Proud** of fifth-grade students who received individual awards in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Twenty-two teams from the area participated in both individual and team rounds.

Individual awards went to William Hallman, first place; Gavin Gast, third place; Jonathan Solhjem, fifth place; Anna Knain, 10th place; Nathan Krause, 13th place; Frederic Hauge, 14th place; Taylor Foss, 17th place; and Ben Dickey, 19th place. Fact Drill awards went to William Hallman, third place; Anna Knain, fourth place; Martan Gregoire, seventh place; Mya Malusky, 13th place; and Taylor Foss, 14th place. Their math teachers are Josh St. Louis, Amber Arndt and Lyndsay Coulombe. Leigh Dornfeld is the Math Masters coordinator.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

**We Are Proud** of the Robert Asp Elementary team for placing first out of 22 teams in the Grade 5 Regional Math Masters Tournament held April 24 in Moorhead. Team members are William Hallman, Carson Triggs, Anna Knain, Gavin Gast and Mya Malusky. Their math teacher is Josh St. Louis.

**We Are Proud** of the S.G. Reinertsen Elementary Orange Team for placing second out of 22 teams in the Grade 5 Regional Math Masters Tournament held April 24 in Moorhead. Team members are Frederic Hauge, Jordan Jensen, Grace Kolo, Quin Peterson and Jonathan Solhjem. Their math teacher is Amber Arndt.

**We Are Proud** of the S.G. Reinertsen Elementary Black Team for placing fifth out of 22 teams in the Grade 5 Regional Math Masters Tournament held April 24 in Moorhead. Team members are Taylor Foss, Martan Gregoire, Zach Hanson, Dani Hutchins and Carson Zimmer. Their math teacher is Amber Arndt.

**We Are Proud** of the Ellen Hopkins Elementary team for placing 11th out of 22 teams in the Grade 5 Regional Math Masters Tournament held April 24 in Moorhead. Team members are Ireland Anderson, Molly Blanchard, Ben Dickey, Nathan Krause and Charlie Maki. Their math teacher is Lyndsay Coulombe.

**We Are Proud** of Horizon Middle School students who had outstanding achievement in the 2015 Midwest Academic Talent Search. Twenty-eight students at Horizon participated in this year's Midwest Academic Talent Search sponsored by Northwestern University. The Talent Search is designed to identify academically talented students and to provide them with recognition, information and opportunities to help them develop their talents. Qualifying seventh- and eighth-graders choose to take either the ACT or SAT to gain a more accurate understanding of their academic potential.

Emma Craig, Rachel Craig, Erik Dougherty, Sophie Pepple, Hayden Netland, Noah Pederson and Zachary Van Raden had outstanding performance on the ACT test.

Zachary Van Raden has been invited to the Minnesota Midwest Academic Talent Search Award Ceremony on May 30 at Hamline University. He will be honored for scoring in the top 10 percent of students who participated this year from Minnesota.

The Midwest Talent Search is coordinated at Horizon Middle School by Leigh Dornfeld.

**We Are Proud** of the Moorhead High School and Horizon Middle School Destination Imagination team Burger Dictators for placing first in the technical challenge, Creature Feature, at the 2015 Minnesota Destination Imagination Tournament on April 11 in Champlin Park, Minn. The challenge required that the team build a creature that uses technical methods to perform actions and present a story of adventure with the creature as a character. Team members are Nathan Tollefson, Peter Thress and Bryant Stenberg. Team managers are Marie Thress and Cathy Jensen. The team qualified to compete in this challenge at Global Finals on May 20-23 in Knoxville, Tenn.

**We Are Proud** of the Moorhead High team, The MeloDIs, for placing first in the scientific challenge, Making Waves, at the 2015 Minnesota Destination Imagination Tournament on April 11 in Champlin Park, Minn. The team designed and constructed a sound machine that produces two different sounds, and team members integrated displays of sound waves into the presentation. Team members are Anthony Johnson, David Thibert, Seamus Neill, Nick Cameron and Alex Volk. The MeloDIs also received a Renaissance award for demonstrating outstanding skill in the areas of engineering, design and performance. Team manager is Laurie Johnson. The team qualified to compete in this challenge at Global Finals on May 20-23 in Knoxville, Tenn.

**We Are Proud** of the Moorhead High team, The B Team, for placing second in the improv challenge, The Improv Games, at the 2015 Minnesota Destination Imagination Tournament on April 11 in Champlin Park, Minn. Improv Games required the team create three independent improvisational sketches and practice integrating randomly selected situations and settings. Team members are Anthony Johnson, David Thibert, Seamus Neill, Nick Cameron and Alex Volk. Team manager is Laurie Johnson. The team qualified to compete in this challenge at Global Finals on May 20-23 in Knoxville, Tenn.

**We Are Proud** of the Moorhead High and Horizon team The "Perfect" Princesses for tying for first based on a win in the North Dakota tournament in the fine arts challenge, Feary Tales, at the 2015 Minnesota Destination Imagination Tournament on April 11 in Champlin Park, Minn. Feary Tales required the team to present a team

-created fairy tale about a character that deals with a phobia and create an expressive artwork that conveys a thought or feeling. Team members are Abigail Johnson, Emily Karevold, Lexi Dauner, Allison Hanson, Katie Staiger, Betsy Staiger and Kenzie Dauner. Team managers are Laurie Johnson and Denelle Dauner. The team qualified to compete in this challenge at Global Finals on May 20-23 in Knoxville, Tenn.

**We Are Proud** of the Horizon team snrocinU wobniaR for tying for third place in the improv challenge, The Improv Games, at the 2015 Minnesota Destination Imagination Tournament on April 11 in Champlin Park, Minn. Improv Games required the team create three independent improvisational sketches and practice integrating randomly selected situations and settings. Team members are Maren Twedt, Rachel Craig, Emma Craig, Eliza Cant and Lydia Flaspohler. Team manager is Heidi Twedt. The team qualified to compete in this challenge at Global Finals on May 20-23 in Knoxville, Tenn.

**We Are Proud** of the Horizon Middle School Destination Imagination team The Balsa Bunch for placing first in the structure challenge, Lose to Win, at the 2015 Moorhead Destination Imagination Regional Tournament held March 21. The team advanced to the state tournament on April 11. Team members are Eli Harvala, Lanie Leines, Alayna Gerads and Bianca Turman. Team managers are Leigh Dornfeld and Sarah Gerads.

**We Are Proud** of the Horizon Middle School Destination Imagination team snrocinU wobniaR for placing first in the fine arts challenge, Feary Tales, at the 2015 Moorhead Destination Imagination Regional Tournament held March 21. The team advanced to the state tournament on April 11. Team members are Maren Twedt, Rachel Craig, Emma Craig, Eliza Cant and Lydia Flaspohler. Team manager is Heidi Twedt.

**We Are Proud** of the Ellen Hopkins Elementary School Destination Imagination team Howling Owls for placing second in the fine arts challenge, Feary Tales, at the 2015 Moorhead Destination Imagination Regional Tournament held March 21. The team advanced to the state tournament on April 11. Team members are Aiden Williams, Samara Bergin, Maggie Weaver, Amelia Bailly, Julia Smithmeyer, Gabriele Mutschelknaus and Lewis Long. Team manager is Kenyon Williams.

**We Are Proud** of the S.G. Reinertsen Elementary School Destination Imagination team Seven Smarties for placing first in the improv challenge, The Improv Games, at the 2015 Moorhead Destination Imagination Regional Tournament held March 21. The team qualified to advance to the state tournament on April 11. Team members are Brooklyn Johnson, Grace Klinnert, Julia Kellerman, Ella Bagne, Keira Paulsen, Marcus Stavenger and Kira Hegg. Team managers are Kathy Berry and Eric Stenehjerm.

**We Are Proud** of the S.G. Reinertsen Elementary School Destination Imagination team The Smurfs for placing second in the improv challenge, The Improv Games, at the 2015 Moorhead Destination Imagination Regional Tournament held March 21. The team qualified to advance to the state tournament on April 11. Team members are Lynsey Warne, Dani Berry, Max Stenehjerm, Paige Stephenson, Nicole Stephenson, Jasmine Diaz-Swenson and Daylen Bigelow. Team manager is Kathy Berry.

**We Are Proud** of the Moorhead High School SkillsUSA Club members for their success at the state competition. Chantel Hamann placed third in both Power Equipment and Tools Identification. Brian Phillips placed third in the motorcycle repair competition. Andy Hermann placed first in the state in the Power Equipment competition and advances to the

**We Are Proud** of Moorhead High School Science Olympiad team members who qualified for the 2015 Science Olympiad state competition. State qualifiers are Wes Warra, Reilly Swanson, Zach Manning, Oliver Borchers-Williams, David Wichman, Michael Thibert, Erin Eidsness, Eli Schaefer and Ryan Sadlowski. Coaches are Moorhead High teachers Angie Jelinek and Jana Kasper.

**We Are Proud** of the Moorhead High Knowledge Bowl team for qualifying for the 2015 Knowledge Bowl state competition in April. Forty-eight teams in two tiers compete in one written round and five oral rounds during the state event. Team members are Ryan Sadlowski, Reilly Swanson, Zach Manning, Alex Volk and Abram Sand. Coaches are Moorhead High teachers Audrey Erickson and Eric Tollefson.

**We Are Proud** of Moorhead High School student Kyle Johnson for qualifying for the 2015 Class AA boys swimming and diving state tournament in March. Coaches are Anneliese Bruns and Josh Seaburg.

**We Are Proud** of the Moorhead High School boys swimming and diving team for earning the Silver Academic Award for achieving a team cumulative GPA of 3.50-3.74. Team members are Adam Altendorf, Chris Cook, Alex Dougherty, Zach Evenson, Jonas Freistedt, Chris Harlicker, Brian Hoffman, Anthony Johnson, Kyle Johnson, Nathan Kaiser and Nathan Taylor. Coaches are Anneliese Bruns and Josh Seaburg.

**We Are Proud** of Moorhead High School student Carissa Barrera for receiving an honorable mention award at the Hawley Art Show. Her art teachers are Grady Carlson and Mick Dunn.

**We Are Proud** of the six Moorhead High School visual arts students who competed at the Minnesota State High School League Visual Arts 8AA District Competition on April 28 in Alexandria. Lauren Wood earned one Superior and two Excellent ratings. Audrey Ulliman earned two Excellent ratings. Kendall Johnson earned one Superior and one Excellent rating. Elly Isaacson earned one Superior and two Excellent ratings. Cam Herbel earned one Superior and two Excellent ratings. Patty Delaney earned one Superior and one Best in Show rating and her piece "Wings of a Feather" is advancing to the State Visual Arts Exhibit. Emily Mulvaney earned one Superior rating, one Excellent rating, and one Best in Show rating and her pottery piece "Bee Imperfect" is advancing to the State Visual Arts Exhibit. Grady Carlson and Mick Dunn are their art teachers.

**We Are Proud** of the Red River Area Learning Center team for competing at the Minnesota Association of Alternative Programs STARS spring conference on April 23-24. The MAAP STARS (Success, Teamwork, Achievement, Recognition and Self-esteem) conference gives students the opportunity to showcase their skills in the Minnesota Standards, along with their artistic, career and life skills. Students participate in individual and team competitive events and are evaluated by business leaders.

The team of Gilbert Munoz, Anahi Serrata, Mariah Garcia and Sol Garza received a gold ribbon in their Community Service Project presentation. They spoke about the Red River ALC's hats and mittens sewing project and the fundraising efforts to purchase goats for families overseas as part of their We Act projects. In the individual competition's employment interview category, Gilbert Munoz earned a gold ribbon, Mariah Garcia earned a silver ribbon, and Sol Garza earned a bronze ribbon. Students also presented the robotics

project in the team project demonstration category, which is a non-scored event. Their advisor is Red River ALC teacher Aura Lee Mohror.

**We Are Proud** of Moorhead High's fall musical "Chicago" for being recognized with Hennepin Theatre Trust's highest honors in the 2014-15 SpotLight Musical Theatre Program. The company was awarded outstanding overall production, outstanding orchestra performance, outstanding chorus performance, outstanding dance performance, outstanding vocal performance and outstanding acting performance.

Individual acting awards went to Maddy Timm as Roxie Hart, Laurel Mikkelson as Velma Kelly, and Adam Bakken as Billy Flynn for Outstanding Performance in a Leading Role; Devon Solwold as Amos Hart for Outstanding Performance in a Supporting Role; Amie Schulz as Matron Mama Morton and Rachel Rosson as Mary Sunshine for Honorable Mention Performance in a Supporting Role; Levi Seidel as Fred Casely for Outstanding Performance in a Featured Role; and Nora Mueller as Liz, Mia Miller as Hunyak, Alexis Gustafson as Annie, Auna Lee as June and Kristen Bishop as Mona for Honorable Mention Performance in a Featured Role. Rebecca Meyer-Larson directed "Chicago." Moorhead High students will be honored at the SpotLight Showcase on June 14, 2015, at the historic State Theatre.

**We Are Proud** of the Moorhead High speech team for being named the Section 8AA champions for the 21st consecutive year and advancing a record 29 speakers to the 2015 state speech tournament April 18. At the state tournament, a team record of 22 students comprised 19 final round entries. At least one speaker represented Moorhead in each of the 13 speech categories, also a state record.

The following students were medalists at state: Laurel Mikkelson placed first in Drama, Lizzy Kasper placed first in Informative, Mia Miller placed second in Poetry, Abram Sand placed second in Creative Expression, Lauren Arnold placed third in Original Oratory, Auna Lee placed fourth in Humor, Maddy Timm and Adam Bakken placed fourth in Dramatic Duo, Izzy Larson placed fourth in Poetry, Devon Solwold placed fifth in Prose, McKensie Bedore placed fifth in Storytelling, Annika Nelson placed sixth in Discussion, Sarah Nelson placed sixth in Extemporaneous Reading, Quinn Kupec placed sixth in Extemporaneous Speaking, Rachel Rossen placed sixth in Humor, Miah Lee placed sixth in Great Speeches, Nora Mueller and Kristen Bishop placed seventh in Dramatic Duo, Delana Haglund placed seventh in Prose, Levi Seidel and Sean Dahlberg placed eighth in Dramatic Duo, and Jessica Anderson placed eighth in Drama. Head coach of the Moorhead Speech team is Rebecca Meyer-Larson.

**We Are Proud** of the Moorhead High School students who qualified for the National Forensics League Speech Tournament in Dallas in June. The following students qualified for the national tournament: Laurel Mikkelson and Ali Hastings in dramatic interpretation; Madison Timm/Adam Bakken and Abby Dahlberg/Skyler Klostrieck in dramatic duo; Rachel Rosson in humorous interpretation; and Lauren Arnold and Jessica Anderson in oratory. Head coach of the Moorhead Speech team is Rebecca Meyer-Larson.

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

(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the

sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

## 2. **CONSENT AGENDA**

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

### A. **SUPERINTENDENT MATTERS - Dr. Kovash**

- (1) Approval of May 11, 2015 Meeting Minutes

### B. **ASSISTANT SUPERINTENDENT MATTERS - Brandon Lunak**

- (1) Approval of Recommendations for 2015-2016 Meal Prices

### C. **HUMAN RESOURCES MATTERS- Kristin Dehmer**

- (1) Approval of Presentation College Clinical Education Program Agreement
- (2) Approval of Leave of Absence
- (3) Approval of Resignations
- (4) Approval of Family/Medical Leave
- (5) Approval of New Employees

### D. **LEARNER SUPPORT SERVICES MATTERS - Jill Skarvold**

### E. **SCHOOL IMPROVEMENT AND ACCOUNTABILITY MATTERS - Missy Eidsness**

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

Moved by:  
Seconded by:  
Comments:

## 3. **MINNESOTA ASSOCIATION OF SCHOOL ADMINISTRATORS PRESENTATION: Dr. Kovash**

## 4. **ALTERNATIVE EDUCATION PRESENTATION AND MAJOR MAGNITUDE FIELD TRIP UPDATE: Dr. Kovash**

## 5. **TECHNOLOGY INTEGRATION RESEARCH TASK FORCE MID-TERM AND SECONDARY ENGLISH LANGUAGE ARTS ADOPTION UPDATES: Dr. Kovash**

6. **FIRST READING OF POLICIES: Dr. Kovash**
7. **APPROVAL TO SCHEDULE SCHOOL BOARD WORK SESSION: Dr. Kovash**

Suggested Resolution: Move to approve scheduling June 8, 2015 at 5:30 p.m. to discuss the Facilities Master Plan implementation and community survey.

Moved by:

Seconded by:

Comments:

8. **SCHOOL DISTRICT FACILITIES UPDATE**
9. **SUPERINTENDENT REPORT**
10. **COMMITTEE REPORTS**
11. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
12. **ADJOURNMENT**

#### **CALENDAR OF EVENTS**

Negotiations Committee - May 26, 4:15 p.m., PCE  
School Board Retirement Reception - May 26, 5:30 p.m., PCE  
School Board - May 26, 7 p.m., PCE  
Health Insurance Committee - May 28, 4 p.m., PCE  
Last Day of School for E-12 Students - May 29  
Graduation - May 31, 2 p.m., MSUM  
Community Facilities Task Force - June 1, 4 p.m., PCE  
School Board Work Session - June 8, 5:30 p.m., PCE  
School Board - June 8, 7 p.m., PCE  
Community Education Advisory Council - June 16, 7 p.m., PCE  
School Board - June 22, 7 p.m., PCE  
Citizen Finance Advisory Committee - June 25, 6 p.m., PCE  
School Board - July 13, 7 p.m., PCE  
School Board - August 10, 7 p.m., PCE  
School Board - August 24, 7 p.m., PCE





**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Office of  
Superintendent  
Memo S.15.117C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/18/2015

RE: Approval of May 11, 2015 Meeting Minutes

Attached please find the May 11, 2015 meeting minutes for your review.

Suggested Resolution: Move to approve the May 11, 2015 meeting minutes, as presented.

LAK:mde

**ATTACHMENTS:**

Description	Type
 05.11.15 Minutes	Cover Memo

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
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**MEMBERS PRESENT:** Mark Altenburg, Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Bill Tomhave, and Dr. Lynne A. Kovash.

**MEMBER ABSENT:** Matt Valan.

**CALL TO ORDER:** Chair Fagerlie called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

**PREVIEW OF AGENDA:** Superintendent Kovash recommended approval of the agenda to proceed with a revision to page 13.

**APPROVAL OF AGENDA:** Tomhave moved, seconded by Johnson, to approve the agenda as amended. Motion carried 6-0.

**WE ARE PROUDS:**

**We Are Proud** of the Moorhead High music ensembles for earning top honors in each of their categories at the Minnesota State High School League's Region 8AA/State Large Group Music Contest in Detroit Lakes in April. Moorhead High School's Concert Choir, Chorale, Chamber Orchestra, Symphony Orchestra and Wind Ensemble were awarded superior ratings by a panel of professional musicians and music educators. The Moorhead High choirs are directed by Kathie Brekke, the Wind Ensemble is directed by Pam Redlinger, and the orchestras are directed by Jon Larson.

**We Are Proud** of Moorhead High School student Laura LeGare who was selected to perform with the 2014-15 Minnesota All-State Choir on Feb. 14 at Orchestra Hall in Minneapolis. The Minnesota All-State Choir is a highly competitive ensemble comprised of the top high school musicians from the state. Kathie Brekke is her Moorhead High choir director.

**We Are Proud** of S.G. Reinertsen Elementary School students who placed in the 2015 School Bus Safety Poster Contest sponsored by Minnesota Association for Pupil Transportation and Minnesota School Bus Operators Association. The annual contest promotes a specific school bus safety message; this year's theme was "Bully Free Zone." Devin Solberg placed first, and Katelyn Grabowska placed third in the grade 1 category. Megan Hartwig placed first in the grade 2 category, Evan Sailer placed second in the grade 3 category, Nevaeh Cook placed first in the grade 4 category, and Ella Olson placed third in the grade 5 category. Devin Solberg's poster also will advance to the national competition. Top state winners are invited to and recognized at a Minnesota Twins game. Their classroom teachers are Melissa Nesler, Julie Morlock, Melissa Voecks, Shannon Rieder and Cori Carter, and their art teacher is Michelle Sailer.

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**We Are Proud** of Moorhead High School's Economics Challenge Teams for placing second and fourth in their divisions in the state championship on April 7 at the Federal Reserve Bank of Minneapolis. In the David Ricardo Division, the team of Zach Spaeth, Brody Jerome and Jonas Freistedt finished second. Freistedt finished second overall in the individual competition for the David Ricardo Division.

In the AP Adam Smith Division, the team of Luke Lillehaugen, Anthony Johnson, Stefan Duginski and Elizabeth Johnson finished fourth. Lillehaugen finished second overall in the individual competition for the AP Adam Smith Division. The teams from Moorhead are coached by Michael Kieselbach, Moorhead High social studies teacher.

**We Are Proud** of Dr. Bill Tomhave, School Board member and Concordia College mathematics professor, for being inducted as the 50th honorary member of Minnesota Council of Teachers of Mathematics for his extensive record of leadership and service to the mathematics education profession. Honorary membership in MCTM is awarded annually by the MCTM Board of Directors through a nomination and selection process. Dr. Tomhave was recognized May 1 at the 2015 MCTM Spring Mathematics Conference in Duluth.

**We Are Proud** of the Ellen Hopkins Elementary students and staff for being recognized by the United Way of Cass-Clay with the Youth LIVING UNITED Award. The students and staff at Ellen Hopkins Elementary showed their support for United Way and the community by participating in a school-wide penny war to raise more than \$2,000 for the United Way. Accepting the recognition on behalf of Hopkins Elementary's students and staff are Principal Ryan LaDage and Assistant Principal Diana Johnson, who also accepted the recognition for Hopkins at the United Way's annual meeting in March.

**SUPERINTENDENT'S SPUD AWARD:** (The Superintendent's Spud Awards are presented by the superintendent of Moorhead Area Public Schools to employees, students, parents and community members who display exceptional performance in their action and behavior to continue the district's tradition of excellence.)

The **Superintendent's Spud Award** is presented to Travis Evert, Moorhead High School student, for his leadership and distinguished service in presenting to teachers and administrators about his use of assistive technology at the Charting the C's state conference in April 2015.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.) None.

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

**Minutes** - Approve the April 27, 2015 Meeting Minutes as presented.

**Census Number Update** - Accept the change of the census number from 43,760 to 44,318 as indicated in Minnesota demographic information.

**Claims** - Approve the May Claims, subject to audit, in the amount of \$881,393.00.

General Fund:	\$713,468.78
Food Service Fund:	\$146,724.75
Community Service Fund:	\$21,199.47
TOTAL	\$881,393.00

The May Wire Payments, subject to audit, in the amount of \$1,499,061.12.

General Fund:	\$1,499,061.12
Post Employment Irrevocable Trust Fund:	\$0.00
TOTAL	\$1,499,061.12

**Leave of Absence**

Katie Oster - Learner Support Services Teacher, Robert Asp Elementary, effective with the 2015-2016 school year.

**Family/Medical Leaves**

Stacie Gregoire - Teacher, S.G. Reinertsen Elementary, Family Medical Leave (FMLA), effective April 28, 2015 through approximately May 1, 2015.

David Busby - Custodian, Moorhead High School, Family Medical Leave (FMLA), effective May 4, 2015 through May 10, 2015.

Megan Ramsey - Counselor, Horizon Middle School, Family Medical Leave (FMLA), effective May 12, 2015 through May 22, 2015.

Zikri Ahmed - Security, Moorhead High School, Family Medical Leave (FMLA), effective May 18, 2015 through May 29, 2015.

Beth Evenstad - EL Teacher, Ellen Hopkins Elementary, Family Medical Leave (FMLA and Parental Leave) effective August 31, 2015 through February 29, 2016.

**New Employees**

Matthew Retzer - Adult Basic Education Teacher, 6 hours per week, \$27.70 per hour, effective April 27, 2015 (replaces Joanne White).

Jenna Olson - Bus Assistant, Transportation, 4 hours per day, \$13.82 per hour, effective May 4, 2015 (replaces Gwen Umlauf).

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Anna Hovick - Elementary Teacher, S.G. Reinertsen Elementary, 1.0 FTE, BA (7) \$43,980.00, effective with the beginning of the 2015-2016 school year (new position per 2015-2016 staffing plan)

Carrie Ness-Savageau - Learner Support Services Teacher, Horizon Middle School, 1.0 FTE, MA(2) \$ 44,194.00, effective with the beginning of the 2015-2016 school year (replaces Heidi Campbell-Beer).

Benjamin Taylor - English Teacher, Moorhead High School, 1.0 FTE BA (3) \$39,369.00, effective with the beginning of the 2015-2016 school year (replaces Tim Costello).

Resignations

Sharon Tommila - Food and Nutrition Server, Moorhead High School, effective May 15, 2015.

JoAnn Bockoven - Lunchroom Supervisor, Probstfield Elementary, effective May 22, 2015.

Suzanne Bolgrean - Crossing Guard/Lunchroom Supervisor, S.G. Reinertsen Elementary, effective May 29, 2015.

Zachary Johnsrud - EL Teacher, District Wide, effective at the end of the 2014-2015 school year.

Motion carried 6-0.

**SCHOOL RESOURCE OFFICER PROGRAM:** Dr. Kovash stated Moorhead Area Public Schools' strategic priority for mental health/character development focuses on the creation of a safe, caring and welcoming environment for all students.

Lt. Deric Swenson, Moorhead Police Department, presented information related to the School Resource Officer Program in the school district. The presentation provided information on the work of the SROs in the schools as well as future plans and the possibility of an additional SRO in the district.

**MAJOR MAGNITUDE FIELD TRIP REPORT - BAND TO NORFOLK, VA:** Pam Redlinger, Moorhead High School band director, and Moorhead High student, Elizabeth Johnson, provided a report following the Moorhead High School Band Major Magnitude Field Trip to Norfolk, Virginia in April, 2015.

**MAJOR MAGNITUDE FIELD TRIP REPORT - SPEECH/THEATRE TO NEW YORK, NY:** Rebecca Meyer-Larson, Moorhead High School theater teacher, provided a report following the Moorhead High School Speech/Theatre Major Magnitude Field Trip to New York, New York in January, 2015.

**ASSISTIVE TECHNOLOGY (AT) PRESENTATION:** Jill Skarvold, executive director of learner support services, explained one of the district's priorities is to provide equitable education

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opportunities to students to help all students achieve. The use of assistive technology (AT) is one of the ways that student learning is supported and one of the means of providing equitable access to the myriad of materials and information that a student encounters. Under the special education regulations of IDEA, AT is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability." Each time a student's IEP team meets to identify a learning plan for the year, consideration to AT needs must be discussed.

In order to address AT needs in a very student-centered, yet practical manner, a team of special education teachers from Moorhead High School have been working with the Minnesota Department of Education on an AT team project over the past two years. Team members Kevin Anderson, Judy Wollin, and Lisa Hustad explained the goal of the project has been to further develop the process used by IEP teams to consider the needs of students and match those needs to appropriate assistive technology that will enable the student to make academic progress. During this past year, the AT team developed an online survey tool to assist in collecting data regarding students' needs from each of the student's teachers. That data is then used by the IEP team to determine the features needed by a student to learn and make progress.

In March, the team presented a session, "A Day in the Life of a 21st Century Learner" at the state Charting the C's Conference and highlighted the learning needs of students in today's classrooms and present accommodations that enable students to have equal access to curriculum. The team approach includes special education teachers, speech language pathologists and occupational therapists.

The team shared information about the assistive technology supports needed by students and how they are provided in a typical school day at the high school. Travis Evert, Moorhead High School student, assisted the teachers to demonstrate how he uses assistive technology to support reading and writing in daily activities and why those supports are necessary for learning.

**APPROVAL OF FACILITIES CONSTRUCTION AND BOND REFERENDUM:** Dr. Kovash explained the Implementation of the Facilities Master Plan Final Document archives the projects as well as the timeline and recommendations of the Facilities Master Planning Task Force.

District administration have followed the timeline and provided information to the board regarding the demographic projections, the financial implications and the long-term vision of school facilities for Moorhead Area Public Schools. This falls under the district's strategic priority for providing equitable education facilities, technological tools and infrastructure needed across the district to meet the needs of students, families and communities.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MAY 11, 2015  
PAGE 6**

The Facility Master Planning Task Force has completed its work. A Facility Master Plan Implementation Task Force is being formed, and that task force will help guide the work of the school district in implementing the recommendations of the Facility Master Planning Task Force.

The recommendation from administration is to implement Phase I of the Facilities Master Plan to include a building proposal and a bond referendum on November 3, 2015. Phase I of the Facility Master Plan is estimated at \$78.2 million. Administration will continue to develop the plan based on the estimates in the Facilities Master Plan. The building proposal is as follows:

Moorhead Area Public Schools intends to plan, prepare, design and bring to district residents through a building bond referendum a construction project for a new K-4 elementary school with a capacity of 750 students; a new grades 5-6 addition to Horizon Middle School to create a middle school campus, including a performing arts center; remodel of existing district buildings to improve the safety and security; remodel of existing elementary schools to create flexible learning environments; and consideration of an addition at S.G. Reinertsen Elementary School to assure equitable sized elementary schools in the district.

Erickson moved, seconded by Steffes, to approve the recommendation for district administration to prepare for construction projects as presented and to hold a bond referendum on November 3, 2015. Motion carried 6-0.

**SCHOOL DISTRICT FACILITIES UPDATE:** Lunak provided construction project updates regarding the S.G. Reinertsen addition, MHS swimming pool and the Probstfield kitchen renovation project.

**SUPERINTENDENT REPORT:** Dr. Kovash reported on her attendance at the American Association of School Administrators Leadership Conference where she learned from book authors and presenters about myths and old beliefs related to education.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Joint Powers Committee, Education Moorhead Dinner and Milestones, Community Facilities Task Force, Indian Education Parent Committee, and Clay County Joint Powers Collaborative Board of Directors meetings and the RRALC Family Night event. Johnson noted she would not be attending the May 18 Policy Review Committee meeting.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Chair Fagerlie noted Matt Valan will serve on the executive director for learner support services interview committee and the Facilities Master Plan Implementation Task Force.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MAY 11, 2015  
PAGE 7**

**CLOSE PUBLIC MEETING:** Tomhave moved, seconded by Johnson, to close the public meeting at 8:46 p.m., pursuant to Minn. Stat. 13D.03, for the purpose of discussing negotiation strategies, and pursuant to Minn. Stat. 13D.05, for the purpose of discussing the purchase of land. Motion carried 6-0.

The board recessed at 8:47 p.m. and reconvened at 8:55 p.m.

**OPEN PUBLIC MEETING:** Altenburg moved, seconded by Steffes, to open the public meeting at 9:56 p.m.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 9:56 p.m.

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Laurie Johnson, Clerk





**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Office of Assistant  
Superintendent  
Memo OAS.15.159C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Brandon M. Lunak, Assistant Superintendent  
DATE: 5/26/2015  
RE: Approval of Recommendations for 2015-2016 Meal Prices

The price increase for the 2015-2016 school year are due to a federal requirement for a weighted average student lunch price of \$2.25. Please see the attached memo which contains the tables and recommendation for prices for the 2015-2016 school year based on the USDA guidelines.

Suggested Resolution: Approve the milk and meal prices as presented for the 2015-2016 school year.

BML:dmb

**ATTACHMENTS:**

Description	Type
<input type="checkbox"/> Meal Price Increase 2015-2016	Cover Memo



# MOORHEAD

## AREA PUBLIC SCHOOLS

### Food and Nutrition Services

2300 4th Ave. S.  
Moorhead, MN 56560  
www.moorheadschoools.org

Office: 218-284-2327  
Fax: 218-284-2323

Director  
▪ Donna Tvedt: 218-284-3324

To: Brandon Lunak, Assistant Superintendent  
From: Donna Tvedt, Food Service Director  
Date: May 5, 2015  
Re: Recommendations for 2015-2016 Meal Prices

Per USDA guidelines, the new 2015-2016 requirements for a weighed student lunch price are \$2.25. The following table contains the recommendation for prices for the 2015-2016 school year based on these guidelines.

Category	2014-2015 Price	2015-2016 Price	Change
Milk	0.40	0.40	0.00
Breakfast	1.00	1.00	0.00
Lunch - Elementary	2.10	2.15	0.05
Lunch - Secondary	2.25	2.40	0.15
Lunch - Adult	3.40	3.50	0.10

The following table contains the Pricing Estimation Calculator developed by the USDA to help calculate the paid lunch price increase requirement and non-Federal source contributions. If the pricing requirements calculated by the Tool are not met or are exceeded, the weighted average prices calculated in the Tool will also calculate any amounts carried over into the next year. The weighted average prices calculated in the Tool are the weighted average of all paid lunch prices charged.

### Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	34,687	\$2.40	\$83,248.80	
2.	46,321	\$2.51	\$99,590.15	
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
<b>TOTAL</b>	<b>81,008</b>		<b>\$182,838.95</b>	<b>\$2.26</b>



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Human Resources  
Memo HR.15.118C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Kristin Dehmer, Executive Director of Human Resources  
DATE: 5/19/2015  
RE: Approval of Presentation College Clinical Education Program Agreement

Attached is a Clinical Education Program Agreement with Presentation College and Moorhead Area Public Schools, to provide service as a student placement center for nurses. Terms of this agreement shall be for a period of May 26, 2015 until May 26, 2020. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experience for nursing.

Moorhead Area Public Schools would provide students of Presentation College an opportunity to work cooperatively in a learning situation with a licensed nurse certified by the State of Minnesota.

Suggested Resolution: Move to approve the Clinical Education Program Agreement with Presentation College as presented.

KLD:smw

**ATTACHMENTS:**

Description	Type
 Presentation College Agreement	Cover Memo

**PRESENTATION COLLEGE  
CONTRACT WITH MOORHEAD PUBLIC SCHOOLS  
FOR NURSING**

**I. Parties**

This Agreement is made this **EIGHTH** day of **MAY, 2015** between: **MOORHEAD PUBLIC SCHOOLS, 2410 14<sup>TH</sup> St. S., Moorhead MN, 56560** (the "Cooperating Agency") and Presentation College, 1500 N. Main St., Aberdeen, South Dakota 57401 (the "College").

**II. Purpose**

The purpose of this Agreement is to provide the College's students with the opportunity to participate in a Clinical Education Program (**NURSING**) (the "Program"). The Cooperating Agency and the College agree to work together to provide the students with practical experience in their field of study. Therefore, the parties mutually agree to the following terms and conditions.

**III. Agreement**

**A. The Cooperating Agency shall:**

1. Make selected learning experiences available for student learning.
2. Make facilities available for student practicum experiences on the assigned days.
3. Hold conferences with College faculty and/or administration whenever necessary.
4. Supply the College with philosophy, organization structure, policies and regulations of the Cooperating Agency to be observed by faculty and students while in the Cooperating Agency.
5. Notify the College of changes in philosophy, organization or procedures within the institution that affects the implementation of this Agreement.
6. Maintain ultimate responsibility for its facility and client/patients.
7. Provide adequate orientation for College faculty.
8. Provide suitable space for faculty/student conferences.
9. Arrange for emergency health care treatment for any student or faculty member who is injured or becomes ill while participating in the Program. Cooperating Agency shall not be responsible for any costs associated with such treatment and follow up care shall be the responsibility of the student or faculty member.

**B. The College shall:**

1. Provide the Cooperating Agency with an outline of the Program. This includes:
  - a. Philosophy
  - b. Objectives
  - c. Student responsibilities
  - d. Organizational structure
  - e. Student schedule
2. Assume responsibility for the Program, i.e., to provide instruction, to assume practicum responsibility, and to evaluate the students throughout the Program.
3. Provide for continuous planning with the Cooperating Agency. This includes at least one pre- and one post-semester evaluation conference between instructor and the Cooperating Agency's designated staff.
4. Submit to the Cooperating Agency one month prior to each semester:
  - a. Type of learning experience desired.
  - b. Dates, times, number, academic level to be assigned to each unit within the Cooperating Agency. The number of students in a given unit is mutually agreed upon within limits

previously set between the Cooperating Agency and the College. Names of students to be assigned to each unit will be provided on the first day of practicum.

- c. Name, license number, and credentials of faculty member(s) providing practicum instruction.

(Note: Necessary changes in the above may be made by mutual agreement of the College and the Cooperating Agency.)

5. Permit the Cooperating Agency to request the College withdraw from practicum any student whose work, conduct, or health may have a detrimental effect on clients/patients.

#### **IV. Student Responsibilities**

The College shall require the students to

1. Wear appropriate attire and student name pin.
2. Be responsible for course objectives.
3. Maintain personal health during practicum.
4. Assume the responsibility of selecting their own physician and hospital for care. The student shall be responsible for any costs associated with medical treatment and follow up care while in the practicum. All accidents/illnesses are to be reported to the College faculty.
5. Maintain professionalism within the agency environment to ensure and protect the confidentiality of the clients/patients and the integrity of their information. Prior to beginning clinical experiences or engaging in any clinical activity, the student may be required to sign a confidentiality statement.
6. Provide their own transportation to the Cooperating Agency for practicum and selected learning experiences.
7. Abide by Cooperating Agency's immunization policy.

#### **V. Autonomous Entities**

The Cooperating Agency and the College shall retain their respective rights, privileges, powers, and functions as autonomous entities. Their legal, financial, and policies shall be unaffected by this Agreement unless herein stated.

#### **VI. Professional Liability Insurance Coverage**

The College warrants that the College and all faculty and students are covered under a group professional liability insurance policy carried by the College. Such professional liability insurance coverage provides minimum coverage limits of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. Upon request by the Cooperating Agency, the College will provide a certificate of such insurance.

#### **VII. Indemnification by College**

Any liability resulting from the negligent act or omission of a faculty member or student while acting in the course of their involvement with the above-mentioned program shall be the responsibility of the College to the extent of its available professional liability coverage limits; and the College hereby agrees to indemnify the Cooperating Agency to the full extent of such professional liability coverage limits.

### VIII. Indemnification by Cooperation Agency

Any liability resulting from the negligent or intentional act or omission of an agent or employee of the Cooperating Agency while acting in the course of their involvement with the above-mentioned program shall be the responsibility of the Cooperating Agency to the extent of its available professional liability coverage limits; and the Cooperating Agency hereby agrees to indemnify the College to the extent of such professional liability coverage limits.

### IX. Term

This Agreement shall be effective upon signing by the parties and shall remain in effect for a term of FIVE ( 5 ) year(s) or until modified, revised or terminated. This Agreement may be terminated at any time and for any reason by either party upon sixty (60) days' written notice to the other party; provided, however, that the students assigned to the Program shall be allowed to complete the Program, unless termination is for cause.

### X. Revisions

This Agreement shall be reviewed regularly by the College and the Cooperating Agency and be revised as deemed necessary.

COOPERATING AGENCY

PRESENTATION COLLEGE

Its \_\_\_\_\_

Margaret A. Huber  
Margaret A. Huber, Ph.D.  
President

\_\_\_\_\_  
Typed or Printed Name

Date \_\_\_\_\_

Date 5/14/15



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Human Resources  
Memo HR.15.117C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Kristin Dehmer, Executive Director of Human Resources  
DATE: 5/19/2015  
RE: Approval of Leave of Absence

The administration requests approval of the Leave of Absence as follows:

Katie Oster                      Teacher, Robert Asp Elementary, effective for the 2015-2016 school year.

Suggested Resolution: Move to approve the Leave of Absence as presented.

KLD:smw



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Human Resources  
Memo HR.15.116C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 5/19/2015

RE: Approval of Resignations

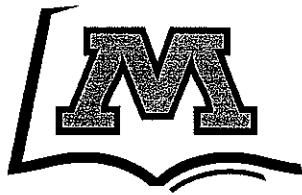
The administration requests approval of the Resignations for the following people:

Linda Life	Food and Nutrition Server, S. G. Reinertsen Elementary, effective May 27, 2015.
Vicky Pettow	Health Tech, Ellen Hopkins Elementary, effective May 28, 2015.
Ben Fraase	Paraprofessional, Ellen Hopkins Elementary, effective May 30, 2015.
Stephanie Baker	Jump Start Teacher, Probstfield Elementary, effective June 1, 2015.
Mary Broten	Paraprofessional, Robert Asp Elementary, effective June 1, 2015.
Laura Smith	COTA, Robert Asp Elementary and Probstfield Elementary, effective June 1, 2015.
Laura Hartsell	EL Teacher, Horizon Middle School, effective June 2, 2015.
Zachary Kaiser	Paraprofessional, High School, effective at the end of the 2014-2015 school year.
Jodie Reed	LSS Teacher, Robert Asp Elementary, effective at the end of the 2014-2015 school year.
Lea Tilsen-Virkus	Interpreter, High School, effective at the end of the 2014-2015 school year.
Callie Frost	Paraprofessional, High School, effective July 30, 2015



Suggested Resolution: Move to approve the resignation of Linda Life, Vicky Pettow, Ben Fraase, Stephanie Baker, Mary Broten, Laura Smith, Laura Hartsell, Zachary Kaiser, Jodie Reed, Lea Tilsen-Virkus and Callie Frost as presented.

KLD:smw



**MOORHEAD**  
AREA PUBLIC SCHOOLS

Human Resources  
**Memo HR.15.114C**

TO: Dr. Lynne Kovash, Superintendent  
FROM: Kristin Dehmer, Executive Director of Human Resources  
DATE: 5/18/2015  
RE: Approval of Family/Medical Leave

The administration requests approval of the Family/Medical Leave for the following people:

Jeremy Larson	Principal, Horizon Middle School, Family Medical Leave (FMLA), effective May 11, 2015 through May 15, 2015.
Sandy Klemz	Teacher, Robert Asp Elementary, Family Medical Leave (FMLA), effective May 11, 2015 though approximately June 1, 2015.
Deb Ramsett	Food Service, Horizon Middle School, Medical Leave (non-FMLA), effective May 22, 2015 through June 26, 2015.
Kayla O'Neill	Teacher, Probstfield Elementary, Family Medical Leave (FMLA), effective September 21, 2015 through December 7, 2015.

Suggested Resolution: Move to approve the Family/Medical Leave for Jeremy Larson, Sandy Klemz, Deb Ramsett and Kayla O'Neill as presented.

KLD:jal



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Memo HR.15.115C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 5/19/2015

RE: Approval of New Employees

The administration requests approval of the New Employees for the following people:

Courtney Grout	Kindergarten Teacher, Probstfield Elementary, 1.0 FTE, BA (1) \$37,070.00, effective with the 2015-2016 school year. (Replaces Jacqueline Barber)
Tara Lindberg	Kindergarten Teacher, Probstfield Elementary, 1.0 FTE, BA (10) \$47,435.00 effective with the 2015-2016 school year. (New position per 2015-2016 Staffing Plan)
Rodrigo Castillon	Spanish Teacher, High School, 1.0 FTE, BA+10 (3) \$40,930.00, effective with the 2015-2016 school year. (Replace Jane VanHatten/New position per 2015-2016 Staffing Plan)
Emily Pederson	Elementary Teacher, S. G. Reinertsen Elementary, 1.0 FTE, BA (0) \$35,913.00, effective with the 2015-2016 school year. (New position per 2015-2016 staffing plan)
Profirio Garcia	Bus Driver, Transportation, 5 hours per day, \$13.67 per hour, effective May 11, 2015. (Replaces Ken Manzella)
Kenora Goodrich	Language Arts Teacher, Horizon Middle School, 1.0 FTE, MA (6) \$49,819.00, effective with the 2015-2016 school year. (Replaces Lydea Laundebach)
Mark Gorde	Web and Application Development and Virtualization Engineer, 1.0 FTE, C44 (7) \$67,3683.00, effective June 1, 2015. (Replaces Travis Henry)

**Suggested Resolution:** Move to approve the employment of Courtney Grout, Tara Lindberg, Rodrigo Castillon, Emily Pederson, Profirio Garcia, Kenora Goodrich Mark Gorde as presented.

KLD:smw



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Office of  
Superintendent  
Memo S.15.120R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/18/2015

RE: Minnesota Association of School Administrators Presentation

Gary Amoroso, Executive Director of the Minnesota Association of School Administrators (MASA), will be present to thank the Moorhead School District for supporting Dr. Kovash's year of MASA presidency. Dr. Amoroso will present Dr. Kovash with the President's Ring and \$1,000 for a district scholarship, in gratitude for her leadership and service. MASA provides scholarships to students graduating from high school.

Two \$500 scholarships will be awarded to Carissa Barrerra, Moorhead High School, and Dakota Greywind, Red River Area Learning Center, at the board meeting.

LAK:mde



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

School Improvement  
and Accountability  
Memo SIA.15.29R

TO: Dr. Lynne Kovash

FROM: Missy Eidsness, Executive Director of School Improvement and Accountability

DATE: 5/19/2015

RE: Alternative Education Presentation and Major Magnitude Field Trip Update

Deb Pender-Tilleraas, director of alternative learning, will provide an overview of alternative education programming and services. Attached is an overview of key initiatives for the Red River Area Learning Center that have been updated and aligned to the World's Best Workforce and alternative education requirements. This includes dropout prevention, separate site and extended time/learning year provisions.

In addition, Kelsy Jenkins will update the School Board on the major magnitude field trip taken this past November. Kelsy Jenkins, Red River ALC teacher; Dr. Sheila Marquardt, Minnesota State University Moorhead education professor; and Brianna Clark and Keanu Moreno, Red River ALC students, attended the National Multicultural Association conference in Tucson, Ariz.

During the Spring 2014 semester, Red River Area Learning Center students and MSUM pre-teachers collaborated on a literature and art project, "from hate: finding beauty," based on "The Book Thief." The students spent six weeks working together to create a response to the main character's journey by using art to represent the beauty they find, despite the hatred found throughout the world. The project was celebrated with an art show held at Moorhead Center Mall where students shared their work and spoke with visitors about their learning experience.

Following the learning experience, the National Multicultural Association announced the 2014 conference theme of dismantling borders. The learning experience between both MSUM and Red River ALC students was about dismantling borders. Both MSUM and Red River ALC students had to confront their personal beliefs and possible biases about one another. The themes of "The Book Thief" are central to the idea of confronting borders and breaking down prejudice and hatred. Taking what they learned, students had to collaborate in creating an artistic representation of what they learned, again confronting a border between literature and art.

MOE:tro

**ATTACHMENTS:**

Description	Type
 Alternative Education	Cover Memo

## **Alternative Education**

### **Dropout Prevention - At Risk Students**

Alternative education provides viable educational options for students who are experiencing difficulty in the traditional system. Alternative programs are year round and may be offered during the day and after school. They are characterized by smaller class sizes and a hands-on/experiential approach to learning. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on college and career readiness, including independent study options. Community, county and state partnerships provide additional support and resources. Students are eligible for alternative education if they meet one or more of the following criteria (MN Statute 124D.68):

- Performs substantially below the performance level for students of the same age/grade;
- Is behind in satisfactorily completing coursework or obtaining credits for graduation;
- Is pregnant or a parent;
- Has been assessed as chemically dependent;
- Has been excluded or expelled;
- Is a victim of physical or sexual abuse;
- Has experienced mental health problems;
- Has experienced homelessness in the past six months;
- Speaks English as a second language or is an English learner;
- Has withdrawn from school or is chronically truant;



## **Alternative Education**

### **Red River Area Learning Center Separate Site Program**

The mission of the Red River Area Learning Center is to engage students in the learning process, prepare them to meet the same challenging standards of grade mates, and to provide them with a solid background for meeting college and career aspirations beyond high school.

Current Enrollment information for the Separate Site Program includes the following:

- 120 students are being served by the Red River ALC secondary programs.
- 17 students are middle school age: Grade 7 = 5; Grade 8 = 9.
- 103 students are high school age: Grade 9 = 11; Grade 10 = 29; Grade 11 = 35; Grade 12 = 28.
- 50 students are Caucasian; 40 students are Hispanic; 20 students are Native American; 09 students are African American; 1 student is of Asian descent.
- 52 students are male; 68 students are female.
- Hourly enrollment ranges from 80 - 95 students.

## **Alternative Education**

### **Red River Area Learning Center Separate Site Program**

Growth initiatives that will be emphasized during the 2014-2015 school year include the following:

- To establish an advisor - advisee program to ensure that every student has a mentoring relationship with at least one caring adult;
- To continue to study and implement promising practices to promote positive school - family relationships;
- To maximize partnerships between the ALC, higher education, local businesses, and other stakeholders (eg. Lakes County Carl Perkins, CEP, etc.), to ensure that all students graduate "college and career ready."

## **Alternative Education Class of 2015**

### Seniors:

Thirty (30) students enrolled in the Red River ALC Separate Site Program achieved senior status ( $\geq 18.5$  credits) between June, 2013, and May, 2014.

- 30% of the senior class have earned post secondary (college) credit.
- 30% of the senior class have a history of homelessness.
- 87% of the senior class received support from the truancy intervention program during their k-12 experience.
- 25% of the senior class received English Language services during their k-12 experience.
- 17% of the senior class are pregnant or parenting.
- 10% of the senior class have an active IEP.

### Graduates:

Sixteen (16) students enrolled in Red River ALC Separate Site Program have met all graduation requirements to date.

- The Red River ALC Graduates includes students of Caucasian (.35); Hispanic (.38); Native American (.19); and African American (.08) descent.

Discussion of Graduation Rate in Minnesota.

## Red River ALC Summer Term MHS

Extended Time - Learning Year Programming  
Summer, 2013

Focus: Credit Recovery

Location: Moorhead High School

Number of Students Served: 174

Total Credits Recovered: 127.82 credits

Students Earning Academic Credit: 87%

Students Earning 1.00 credit: 38%

Students Earning .50 credit: 42%

Students Earning .25 credit: 7%

Maximum Credit Earned By An Individual Student: 2.75

*(36 units = .25 credit; 72 units = .5 credit; 108 units = .75 credit; 144 units = 1.0 credit)*

# 2014 National Association For Multicultural Education Conference Tucson, Arizona





**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

School Improvement  
and Accountability  
Memo SIA.15.30.R

TO: Dr. Lynne Kovash

FROM: Missy Eidsness, Executive Director of School Improvement and Accountability

DATE: 5/19/2015

RE: Technology Integration Research Task Force Mid-Term and Secondary English Language Arts Adoption Updates

Attached please find a mid-term update of the 2015 Technology Integration Research Task Force for Moorhead Area Public Schools. Missy Eidsness, executive director of school improvement and accountability, and Dan Markert, executive director of information systems and instructional support, will summarize the five task force meetings and the committee recommendations.

During the five task force meetings, the committee has developed the following vision statement:

*Technology offers the students of Moorhead Area Public Schools an avenue to succeed as lifelong learners in a global society by engaging in a stimulating academic environment. Moorhead Area Public Schools supports learning that is challenging, student-centered and focused on inquiry in order to provide the skills and proficiencies required to be a member of the world's best workforce.*



To support the vision statement the committee also developed nine guiding principles that will be reviewed with the school board.

Missy Eidsness and Dan Markert also will discuss Moorhead's 2015-16 technology pilot program. The pilot program will allow Moorhead Area Public Schools to examine the financial feasibility and instructional impact of a school owned 1-to-1 student computing environment. The task force will reconvene during the 2015-16 school year to review the progress of the pilot program, review the vision statement and guiding principles, and make final recommendations to the school board in May 2016.

In addition to the update on the Technology Integration Task Force, there will be an update on the secondary English Language Arts adoption for grades 6-12. The English Language Art adoption includes technology integration.

MOE:tro

## ATTACHMENTS:

Description	Type
 Technology Integration Research Task Force	Cover Memo
 Resource Adoption	Cover Memo

# *Mid-term Technology Integration Research Task Force UPDATE:*



## *Force UPDATE:*

***Missy Eidsness***

*Executive Director of School Improvement and Accountability*

***Dan Markert***

*Executive Director of Information Systems and Instructional Support*

*May 26, 2015*

Task Force Documentation  
<http://goosd.mn.us>



# Task Force Membership



- **3 Parent/community members**

- Matt Entzion, Elizabeth Hazeldine, Sabrina Schindler

- **2 Principals**

- Jeremy Larson, Carla Smith

- **4 District administrators**

- Missy Eidsness, Brandon Lunak, Dan Markert, Julie Wellnitz

- **12 Teachers,**

- Matt Beiswanger, Christine Berg, Christy Leier, Michael Kieselbach, Isaac Lundberg, Janine Nelson, Brian Olmanson, Blake Plankers, Dan Sederquist, Becky Sheldon, Christy Sorby, Eric Stenehjem

- **3 Technology staff**

- Lynn Day, Tony Huseby, Alyssa Purrier

## Meeting dates

- April 9 - 4:30 - 6:30 pm
- April 16 - 4:30 - 6:30 pm
- April 23 - 4:30 - 6:30 pm
- April 30 - 4:30 - 6:30 pm
- ~~May 7 - 4:30 - 6:30 pm~~ --Meeting postponed 1 week
- May 14 - 4:30 - 6:30 pm



**MOORHEAD**  
AREA PUBLIC SCHOOLS

# Task Force Timeline



- Task Force announced at 3/23/15 board meeting
- Task Force committee meets April & May
- Task Force develops 1-to-1 Pilot project application -- April 30 meeting
- Task Force awards 2015 pilots -- May 14
- Task Force Finalized Vision/Guiding Principles  
-- May 14

# Research Topics / Findings



shared big ideas (<http://goo.gl/juua1C>)

# Technology Vision Statement



*Technology offers the students of Moorhead Area Public Schools an avenue to succeed as lifelong learners in a global society by engaging in a stimulating academic environment. Moorhead Area Public Schools supports learning that is challenging, student-centered and focused on inquiry in order to provide the skills and proficiencies required to be a member of the world's best workforce.*

# Technology Guiding Principles



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- **Individualized, Balanced & Flexible Learning**

- MAPS is committed to balancing digital learning with evidence-based, proven instructional practices.
- MAPS is committed to instilling communication skills, critical-thinking skills, collaborative skills and creativity in all students through the use of technology.
- MAPS is committed to technology that creates and sustains an inclusive, individualized, data-driven learning environment anytime and anywhere that ensures ethical and responsible use.
- MAPS is committed to empowering student learning through the creative integration of technology that progresses through the Substitution, Augmentation, Modification, and Redefinition (SAMR) instructional model.

# Technology Guiding Principles



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- **Relevance and Continuity**

- MAPS is committed to providing relevant and ongoing professional development and training to all students, parents and staff.
- MAPS is committed to developing in-house leaders in technology integration.
- MAPS is committed to partnerships with local business and industry to ensure our district's technology integration is relevant and up-to-date.

# Technology Guiding Principles



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- **Reliable and Accessible Technology**

- MAPS is committed to investing in technology and the systems that are appropriate, agile, and adaptive for all stakeholders.

- **Fiscal Responsibility**

- MAPS is committed to making fiscally responsible decisions, and investing in long-term, sustainable technology solutions.



# 2015/16 1-to-1 Pilot projects



- **Grades 3-5, 9-12 awards:**
  - HOPK Jessica Rienets, 4th grade Spanish Immersion
  - SGR Corian Carter, 5th Grade
  - SGR Jayme Krsnak, 4th Grade
  - MHS Brian Olmanson, Math Teacher
  - MHS Eric Stenehjelm, Science Teacher
  
- **Grades 6-8 awards:**
  - House 6C
  - House 8B
  - House 8C

# **2015/16 1-to-1 Pilot projects Infrastructure support**



- Bandwidth increase to 1 GB (Erate)
- Dual Firewall replacement (Erate)
- Network edge switch upgrades (Erate)
- Dual Content filter Appliances
- 802.11ac Wireless Access Point upgrade at  
HOPK, HZN, PCE (Erate)

# Next Steps

- Secure Bids 1-to-1 Student Devices -- May 27-June 10
- School Board approval of 1-to-1 Pilot bid -- June 22
- Summer staff development for 1-to-1 Pilots -- June/August
- Implement the 1-to-1 Pilot projects -- Fall
- Review Guiding Principles and 1-to-1 Pilot Projects with Task Force -- December 2015
- Schedule three additional spring 2016 Task Force meetings to finalize Task Force recommendations for future
- Present Final recommendations to School Board -- May 2016

# Bid Details

- **Secure Bids 1-to-1 Student Devices**

- 3-Middle School Houses (1 per student) -- 500 devices
- 3-Elementary Classroom Sets -- 90 devices
- 2-High School Classroom Sets -- 72 devices
- 5-High School English Classroom Sets for Curriculum Adoption -- 180 devices
- 5-Additional library checkout devices @ HZN & MHS -- 10 devices
- 6-Classroom size of labs of ChromeOS desktops @ HZN & MHS -- 207 devices



## 6-12 Grade ELA Materials Adoption

**Collections from Houghton Mifflin Harcourt in Grades 9-12 - *Collections***, is an ELA program for Grades 9–12, that will help students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully—the must-have skills for college and career.

- Supports rigorous new Common Core State Standards
- Transforms learning through a blended digital and print approach
- Provides complex texts including fiction, nonfiction, and informational texts
- Enhances online collaboration with interactive writing lessons

### Top Reasons for Selecting Collections

1. **Flexibility.** Collections can be used in a number of very flexible ways. It does not require us to “abandon” what we are currently doing, but instead, allows us many different paths to improve upon our current instruction.
2. **Quality materials with an array of options for individual differentiation.** All texts are available in audio.
  - a. Each collection contains a
3. **Strong supportive base for new teachers.**
4. **Quality Common Core aligned materials with flexibility for experienced teachers.**
5. **Blended approach (print texts plus online options) allows us to “grow towards 1-1 model.**
6. **PD options for group and individuals.** PD can be wrapped around the product.
7. **Meets identified needs in the area of language / grammar.**
8. **Assessment Options.** Common assessments in a variety of formats, consistent rubrics for writing and speaking from grades 9-12, performance assessments as well as more traditional assessments.

*A comprehensive rubric, aligned to support Common Core Standards implementation was used to select this resource for grades 9-12. Thorough consideration of racial, cultural, and gender equity was considered as part of the process.*

**Grades 6-8 Locally Developed Units of Study** - Grades 6-8 will continue to develop and refine locally developed units of study for reading and writing that are aligned to the standards and promote the Common Core Shifts of:

- Balancing fiction and nonfiction and building knowledge through the disciplines.
- Reading and writing grounded in text-based evidence
- Building academic vocabulary through a staircase of text complexity

**Classroom Collections to Support Independent Reading** - All 6-10 grade classrooms have selected and received classroom book collections to support wide independent reading for all students. Grades 11-12 did not choose to implement classroom collections, but rather to focus on the use of the school and community libraries to support wide reading as lifelong reader.



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Office of  
Superintendent  
Memo S.15.119R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/18/2015

RE: First Reading of Policies

The board will conduct a first reading of the following policies: Safe and Healthy Learners Committee 234, Workload Limits for Certain Special Education Teachers 498, Medication 532, Do Not Resuscitate/Do Not Intubate Orders 533, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, Special Education Programs 602, Student Discipline 551, Crisis Intervention and Student Support 553, Prohibition of Harassment and Violence 570, Hazing Prohibition 571, Bullying Prohibition 578, Field Trips 632 and Health and Safety 714.

LAK:mde

**ATTACHMENTS:**

Description	Type
 Policies	Cover Memo

## Safe and Healthy Learners Committee

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	234
Adopted Date:	1/27/2003
Revised Date(s):	06/11/2007, 05/09/2011
Reviewed Date(s):	06/11/2007, 05/09/2011
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of ~~the~~ this policy is to set forth the responsibilities of the Safe and Healthy Learners Committee is to review, discuss and mobilize prevention, intervention and postvention efforts designed to support at-risk students (Minn. Stat. 124D.68).

### II. GENERAL STATEMENT

A. This committee will review, discuss and mobilize prevention, intervention and postvention efforts designed to support at-risk students. The committee will integrate recommendations and strategies from the Minnesota Department of Education Safe and Healthy Learners Division.

B. Responsibilities of the Safe and Healthy Learners Committee include, but are not limited to:

1. disseminating and communicating information on building level activities;
2. exploring opportunities for funding the development of programs for prevention, intervention, postvention, and staff development;
3. coordinating training for building level crisis intervention/student assistance teams;
4. promoting and networking with community agencies and area school districts regarding crises and policy;
5. helping to manage communication with staff, parents and community agencies regarding safe and healthy learning practices;
6. recommending to administration policies and procedures related to crises and mental health issues; and
7. reviewing and updating the mental health portions of the School District Crisis Management Manual on an annual basis.

C. The Safe and Healthy Learners Committee will be made up of representatives of each building crisis intervention/student assistance teams, the school district nurse, school counselors, school social workers, district communications coordinator or designee, designee of non-public schools in the district, the executive director of learner support services, and a Moorhead School Board representative. The chair of the Safe and Healthy Learners Committee will serve on the district crisis team.

D. Quarterly meetings and any other meetings needed will be held during the school year at times and dates determined by the committee.

E. Each building administrator is responsible for designating a crisis intervention/student assistance team.

F. Building level Safe and Healthy Learner Committee membership is comprised of:

1. administrator;

2. counselor or social worker/psychologist/nurse (as available) who is a Crisis Response Team member; and
3. two staff members, one male and one female.

G. Qualifications for building crisis intervention/student assistance team members include: knowledgeable about confidentiality; motivated and concerned about a school crisis; demonstrated interest and skills in working with persons having problems or crisis events; and demonstrated a special interest in further development of prevention, intervention and postvention programming.

**Legal Reference:**

Minn. Stat. 124D.68 (Graduation Incentives Program)

**Cross References:**

Moorhead School Board Policy 553: Crisis Intervention and Student Support

Moorhead School Board Policy 710: School District Crisis Management



## Workload Limits for Certain Special Education Teachers

Type: School Board Policy  
Section: 400 EMPLOYEES/PERSONNEL  
Code: 498  
Adopted Date: 6/8/2015  
Revised Date(s):  
Reviewed Date(s):  
Attached Files: No Documents Found.

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### I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

### II. DEFINITIONS

#### A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Board of Teaching to instruct children with specific disabling conditions.

#### B. Direct Services

"Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

#### C. Indirect Services

"Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

#### D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

### III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

#### IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

#### Legal References:

Minn. Stat. 179A.07, Subd. 1 (Inherent Managerial Policy)

Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")

Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

#### Cross References:

MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

## Medication

Type:	School Board Policy
Section:	500 STUDENTS
Code:	532
Adopted Date:	10/24/1989
Revised Date(s):	06/12/2006, 12/14/2009, 05/09/2011
Reviewed Date(s):	11/23/1993, 01/12/1998, 11/12/2001, 06/12/2006, 12/14/2009, 05/09/2011
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering medication to students at school.

### II. GENERAL STATEMENT

The intent of this procedure is to assure safe administration of medications in school for those students who may require medication during the school day. This procedure applies to both prescription medication or medicine that may be purchased without a prescription. The school district's licensed school nurse, trained health assistant, building administrator, teacher or other trained staff will administer medication in accordance with law and school district procedures.

### III. REQUIREMENTS

A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent(s)/guardian(s). An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

B. Administration of prescription medication by school personnel must be done according to the written order of a licensed prescriber and the written authorization of a parent or guardian. Nonprescription medications do not require a prescriber's signature but do require parent or guardian signature. The "M=edication R=quest F=orm" (Administrative Procedure 532.1) for administration of medication is available at the building administrator's office or health office of each school. A medication form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.

C. Prescription medication must be brought to school in the original container labeled for the student by a pharmacist in accordance with law and administered in a manner consistent with the instructions on the label. Medication that may be purchased without a prescription must be brought to school in the original container labeled with the student's name and dosage.

D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the medication.

E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (see Part DK.4 below), epinephrine autoinjectors (Part J.8 K.7) and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (Individualized Education Program), Section 504 plan, or IHP (Individual Health Plan).

F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

~~G. The building administrator in each building shall direct the licensed school nurse to ensure that the procedural safeguards and records contained in this policy and required by law are followed prior to administration of any drugs or medicine. Unless the licensed prescriber authorizes otherwise, injected medications will be given by the licensed school nurse or other trained staff. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, section 504 plan or IHP.~~

~~H. When the student can demonstrate proper administration of the medication and if the student, his/her parent/guardian, physician and licensed school nurse, agree it is appropriate for the student to self-administer the medication, the student will be allowed to carry and self-administer the medication. Prior to any self-medication program, the student needs to be knowledgeable about his/her specific health condition and the medications used to manage his/her condition. Questions regarding any student observed by school personnel self-administering medication should be referred to the school nurse.~~

~~II.~~ The administration of medication to students on field trips, and during extracurricular activities shall be done as follows:

- If the student is to self-administer medication, the same procedure shall be in effect as for the regular school day.
- Any medication to be administered to a student while on a field trip or during extracurricular activities will be kept in the possession of an ~~adult~~ staff assigned to administer the medication and accompanying a student on the trip.
- All medication must be clearly marked with the student's name, the medication name, and directions as to the dosage, time and method of administration.

~~II.~~ For each student whose health condition requires a prescribed emergency medication, a written Emergency Plan will be formulated by the parent, student, teacher and licensed school nurse. The plan shall include the written order of the student's physician and should identify which trained school personnel can give emergency medication to the student.

J. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with the licensed school nurse. Such guidelines and procedures shall be an addendum to this policy.

#### IVK. SPECIFIC EXCEPTIONS Specific Exceptions:

~~A1.~~ Special health treatments such as catheterization, tracheostomy suctioning, and gastrostomy feeding do not constitute administration of drugs or medicine. Such treatments are delegated medical functions. The treatments require a physician's written order, written parent permission and should be included in the student's Individualized Health Plan.

~~B2.~~ Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;

~~C3.~~ Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;

~~D4.~~ Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

1a. the school district has received a written authorization from the pupil's parent and prescriber permitting the student to self-administer the medication;

2b. the inhaler is properly labeled for that student; and

3c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year.

The school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers if the prescriber has not already assessed and documented this.

5. Nonprescription Medications: A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self administer the medication. The parent or guardian must submit written authorization for the student to self administer the medication each school year. The school district may revoke the student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or psuedoephedrine as its sole active ingredient or as one of its active ingredients.

6E. Prescription nonsyringe injectors of epinephrine, consistent with state law, if the parent and prescribing medical professional annually inform the pupil's school in writing that: At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

1a. the student may possess the epinephrine; or

2b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to nonsyringe injectors of epinephrine in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's 504 plan.

~~F. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the district has received a written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The district may revoke a student's privilege to possess and use nonprescription pain relievers if the district determines that the student is abusing the privilege. This section does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.~~

GL. "Parent" for students 18 years old or older is the student.

**Legal References:**

Minn. Stat. 13.32 (Student Health Data)

Minn. Stat. 121A.21 (Hiring of Health Personnel)

Minn. Stat. 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)

Minn. Stat. 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)

Minn. Stat. 121A.2205 (Possession and Use of ~~Nonsyringe~~ Injectors of Epinephrine)

Minn. Stat. 151.212 (Label of Prescription Drug Containers)

20 U.S.C. 1400, *et seq.* (Individuals with Disabilities Education Act of 2004)

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, 504)

**Cross References:**

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

MSBA/MASE Model Policy 516 (Student Medication)

## Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 533  
**Adopted Date:** 1/11/1994  
**Revised Date(s):** 02/12/2007, 05/09/2011  
**Reviewed Date(s):** 01/11/1994, 12/08/1997, 06/09/2003, 02/12/2007, 05/09/2011  
**Attached Files:** No Documents Found.

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### I. PURPOSE

The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations regard to Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI). ~~The parent/guardian has the primary responsibility for the maintenance of his/her child's health and medical care. Moorhead Area Public Schools recognizes that because of the complexity and severity of the medical conditions of some students, their parent/guardian may request school staff to withhold emergency care from the student in the event of a life-threatening situation.~~

### II. GENERAL STATEMENT

The parent/guardian has the primary responsibility for the maintenance of his/her child's health and medical care. Moorhead Area Public Schools recognizes that because of the complexity and severity of the medical conditions of some students, their parent/guardian may request school staff to withhold emergency care from the student in the event of a life-threatening situation.

A. Moorhead Area Public Schools recognizes that the Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) are medical documents.

B. Moorhead Area Public Schools staff will not accept or honor requests to withhold emergency care or DNR/DNI orders. The school district will not convey such orders to emergency medical personnel. DNR/DNI orders shall not be incorporated into a student's Individualized Education Program (IEP), Individualized Health Plan (IHP) or 504 plans.

C. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

D. Moorhead Area Public Schools staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities. Reasonable emergency care will not be withheld.

E. The parent/guardian will be notified of the emergency as soon as possible.

F. Notwithstanding this school district policy, IEP, IHP and Section 504 teams must develop individualized medical emergency care plans when appropriate in accordance with state and federal law.

G. Parents/guardians who request that emergency care be withheld for their child or who present DNR/DNI orders shall be advised of and shall be provided a copy of this policy.

### Legal References:

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, 504)  
42 U.S.C. 12101-12213 (Americans with Disabilities Act)

**Cross References:**

Moorhead School Board Policy 602: Special Education Programs

MSBA/MASE Model Policy 518 (DNR-DNI Orders)



## Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Type:	School Board Policy
Section:	500 STUDENTS
Code:	534
Adopted Date:	5/27/1986
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013, 01/27/2014
Reviewed Date(s):	12/01/1990, 02/11/1992, 04/13/1998, 06/10/2002, 04/12/2004, 06/13/2005, 06/12/2006, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013, 01/27/2014
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to ~~make clear~~ communicate the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

### II. GENERAL STATEMENT

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minn. Stat. 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It is the policy of the 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.

C. A violation occurs when any school personnel fails to report immediately 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.

### III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and
2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection), and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated reporter" means any school personnel who 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.

E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stats. 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minn. Stat. 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. 121A.58.

H. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent/guardian or household member who has committed a violation which requires registration under Minn. Stat. 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

J. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

~~DE~~. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including but not limited to, tetrahydrocannabinol, or has consumed alcohol beverages during the pregnancy in any way that is habitual or excessive.

~~EF~~. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

~~EG~~. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected. Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minn. Stat. 626.556, Subd. 4).

~~GH~~. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

~~HI~~. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency or Minnesota Department of Education (MDE) at 651/582-8689.

Clay County Social Services  
715 11th Street N., Suite 502  
Moorhead, MN 56560 Phone: 299-5200  
(Ask for child protection intake worker)  
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division

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

Clay County Sheriff's Department  
915 9th Ave. No.  
Moorhead, MN 56560 Phone: 299-5151  
(for families living outside Moorhead city limits)

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

~~IJ. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site ([www.moorheadschoools.org](http://www.moorheadschoools.org)). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.~~

~~J. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.~~

~~K. Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minn. Stat. 626.556, Subd. 4).~~

~~L. Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minn. Stat. 626.556, Subd. 6).~~

## V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time

and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

## VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

## VIII. DISSEMINATION OF POLICY AND TRAINING

A. Each building administrator or designee will review the policy and procedures with staff yearly.

B. The policy will be distributed to school personnel in the following ways: 1) Policy provisions II. A., B. and C. will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A., B. and C. will be posted in each school building and included in each school handbook or in a newsletter and in the employee handbook. The policy is also accessible on the district's website ([www.moorheadschoools.org](http://www.moorheadschoools.org)).

C. This policy shall be reviewed at least yearly by the Moorhead School Board for compliance with state law.

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. 121A.58 (Corporal Punishment)  
Minn. Stat. 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. 121A.67 (Aversive and Deprivation Procedures)  
Minn. Stat. 245.825 (Use of Aversive and Deprivation Procedures)  
Minn. Stat. 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)  
Minn. Stat. 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)  
Minn. Stat. 260C.451 (Foster Care Benefits Past Age 18)  
Minn. Stat. 260D (Child in Voluntary Foster Care for Treatment)  
Minn. Stat. 609.02, Subd. 6 (Definitions - Dangerous Weapon)  
Minn. Stat. 609.341, Subd. 10 (Definitions - Position of Authority)  
Minn. Stat. 609.341, Subd. 15 (Definitions - Significant Relationships)  
Minn. Stat. 609.379 (Reasonable Force)  
Minn. Stat. 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
Minn. Stat. 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

**Cross References:**

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

## Maltreatment of Vulnerable Adults

Type:	School Board Policy
Section:	500 STUDENTS
Code:	535
Adopted Date:	8/26/2002
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013, 01/27/2014
Reviewed Date(s):	04/12/2004, 05/09/2005, 12/12/2005, 04/09/2007, 05/12/2008, 12/08/2008, 06/14/2010, 05/09/2011, 05/14/2012, 05/13/2013, 01/27/2014
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to ~~make clear~~ communicate the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

### II. GENERAL STATEMENT

A. The policy of the Moorhead Area Public Schools is to fully comply with Minn. Stat. 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

### III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in



sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults as set forth in Minn. Stat. 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical or mental, or emotional dysfunction that impairs the individual's ability or to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caregiving services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the Clay County Social Services.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall

be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minn. Stat. 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

## V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

## VI. DISSEMINATION OF POLICY AND TRAINING

A. The policy shall appear in the school district employee handbook located on the district's website ([www.moorheadschoools.org](http://www.moorheadschoools.org)).

B. The policy is accessible on the district's website ([www.moorheadschoools.org](http://www.moorheadschoools.org)).

C. This policy shall be reviewed at least annually for compliance with state law.

### Legal References:

Minn. Stat. 13.02 (Collection, Security and Dissemination of Records; Definitions)

Minn. Stat. 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. 609.221-609.224 (Assault)

Minn. Stat. 609.234 (Crimes Against the Person)

Minn. Stat. 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)

Minn. Stat. 609.341 (Definitions)

Minn. Stat. 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. 626.5572 (Definitions)

*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

### Cross References:

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

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

**Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse**

**Moorhead School Board Policy 603: Special Education Policies and Procedures**

**Moorhead School Board Policy 502: Student Disability Nondiscrimination**

## Notification to Staff Regarding Placement of Students with Violent Behaviors

Type:	School Board Policy
Section:	500 STUDENTS
Code:	555
Adopted Date:	8/26/2002
Revised Date(s):	01/08/2007, 05/09/2011
Reviewed Date(s):	01/08/2007, 05/09/2011
Attached Files:	No Documents Found.

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### I. PURPOSE

~~The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure~~ communicate a process for notifying staff and making determinations regarding a student with a history of violent behavior. ~~In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.~~

### II. GENERAL STATEMENT

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

A. Any staff member or other employee of Moorhead Area Public Schools who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the building administrator.

B. The building administrator will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.

a) A meeting to discuss the Individualized Educational Program (IEP) of a student may be used for this purpose. Administrative Procedure 555.1: Staff Notification of Violent Behavior by Students must be completed.

C. Only staff members whose work assignment reasonably requires access to the information will receive notification.

### III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

#### A. Administration

"Administration" means the Superintendent, building administrator, or other designee.

#### B. Classroom Teacher

"Classroom Teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the

classroom teacher.

### C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

### D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

### E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. perform an administrative task required in the school or the employee's contract or position description approved by the Moorhead School Board;
2. perform a supervisory or instructional task directly related to the student's education;
3. perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; and
4. perform a task directly related to responding to a request for data.

### F. School Staff Member

"School Staff Member" includes:

1. a person duly elected to the School Board;
2. a person employed by the School Board in an administrative, supervisory, instructional, or other professional position;
3. a person employed by the School Board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. a person employed by, or under contract to, the School Board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

## IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

### A. Reports of Violent Behavior

Any staff member or other employee of Moorhead Area Public Schools who becomes aware of any information regarding the violent behavior of an enrolling student or any student in the

building shall immediately report the information to the building administrator where the student is enrolled or seeks to enroll.

#### B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above), will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

#### C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's responsible authority appointed by the School Board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this detailed determination, the responsible authority will provide guidance to the administration as to what data will be shared.

#### D. Form of Written Notice (Administrative Procedure 555.1)

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. name of the student;
2. date of notice;
3. notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. reminder of the private nature of the data provided.

#### E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

#### F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.

## Special Education Programs

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	602
Adopted Date:	8/26/2002
Revised Date(s):	06/11/2007, 05/09/2011
Reviewed Date(s):	06/09/2003, 06/11/2007, 05/09/2011
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to set forth the position of the Moorhead Area Public Schools on the need for special educational services on the part of some students in the Moorhead Area Public Schools.

### II. GENERAL STATEMENT

The Moorhead Area Public Schools recognizes that some students need special education and recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

A. The Moorhead Area Public Schools accepts its responsibility to identify, evaluate and provide special instruction and related services for children with disabilities who are properly the responsibility of the Moorhead Area Public Schools and who meet the criteria to qualify for special instruction and related services as set forth in Minnesota and federal law.

B. The Moorhead Area Public Schools shall ensure that all qualified children with disabilities are provided the special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the Moorhead Area Public Schools shall participate in such interagency activities in compliance with applicable state and federal laws.

#### Legal References:

Minn. Stat. 124D.03 (Enrollment Options Program)

Minn. Stat. 125A.02 (Definition of Child with a Disability Defined)

Minn. Stat. 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)

~~29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973)~~

20 U.S.C. 1400 et seq. (IDEA, Individuals with Disabilities Education Improvement Act of 2004)

#### Cross References:

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 511: Enrollment of Nonresident Students

Moorhead School Board Policy 604: Extended School Year for Students with Individualized Education Programs

MSBA/MASE Model Policy 608 (Instructional Services – Special Education)

**Student Discipline**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 551  
**Adopted Date:** 6/13/1989  
**Revised Date(s):** 05/11/2009, 06/14/2010, 06/13/2011, 06/11/2012, 06/10/2013, 06/09/2014  
**Reviewed Date(s):** 07/28/1992, 06/28/1994, 06/08/1998, 06/11/2001, 05/13/2002, 06/09/2003, 06/14/2004, 06/13/2005, 06/26/2006, 06/11/2007, 05/12/2008, 05/11/2009, 06/14/2010, 06/13/2011, 06/11/2012, 06/10/2013, 06/09/2014

**Attached Files:**

No Documents Found.

**I. PURPOSE**

The purpose of this policy is to establish expectations and roles in student conduct and possible consequences for not meeting expectations.

**II. GENERAL STATEMENT**

The Moorhead School Board recognizes that individual responsibility and mutual respect are essential components of the educational process. The School Board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. 121A.55, the School Board, with the participation of school district administrators, teachers, employees, students, parents/guardians, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

**III. AREAS OF RESPONSIBILITY**

**A. The School Board.** The School Board holds all school personnel responsible for the



maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

**B. Superintendent.** The Superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents/guardians responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The Superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents/guardians. Any guidelines or directives established to implement this policy shall be submitted to the School Board for approval and shall be attached as an addendum to this policy (Administrative Procedure 551.1: Discipline Procedures).

**C. Building Administrator.** The building administrator is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final School Board approval. The building administrator shall give direction and support to all school personnel performing their duties within the framework of this policy. The building administrator shall consult with parents of students conducting themselves in a manner contrary to the policy. The building administrator shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents/guardians. A building administrator, in exercising his or her lawful authority, 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.

**D. Teachers.** All teachers shall be responsible for providing a well-planned teaching/learning environment with appropriate assistance from 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.

**E. Other School District Personnel.** 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.

**F. Parents or Legal Guardians.** Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

**G. Students.** All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

**H. Community Members.** Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

#### V. STUDENT RESPONSIBILITIES

All students have the responsibility:

**A.** For their behavior and for knowing and obeying all school rules and regulations as defined in policies, procedures and federal, state and local laws;

- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- G. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- H. To respect and maintain the school's property and the property of others;
- I. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- J. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- K. To conduct themselves in an appropriate physical or verbal manner; and
- L. To recognize and respect the rights of others.

## VI. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds and school property; school-sponsored activities or trips; 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 premises or events; and all school-related functions, school-sponsored activities, events, or trips. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

- 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
- 2. The use of profanity or obscene language, or the possession of obscene materials;
- 3. Gambling, including, but not limited to, playing a game of chance for stakes;
- 4. Violation of Moorhead School Board Policy 571: Hazing Prohibition;
- 5. Violation of Moorhead School Board Policy 515: School District Student Attendance;
- 6. Opposition to authority using physical force or violence;
- 7. Using, possessing, or distributing tobacco or tobacco paraphernalia;

8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of Moorhead School Board Policy 576: Moorhead Area Public Schools Weapons Policy;
13. Violation of Moorhead School Board Policy 570: Prohibition of Harassment and Violence;
14. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
15. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
16. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
17. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
18. Violation of any local, state, or federal law as appropriate;
19. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
20. Violation of Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Responsible Use and Safety;
21. ~~Possession~~ Use of devices or objects which cause distractions and may facilitate cheating including, but not limited to, digital cameras, pagers, radios, cellphones, and other personal-electronic devices unless specific authorization is granted by the classroom teacher;
22. Violation of school bus or transportation rules or Moorhead School Board Policy 721: Student Transportation Safety;
23. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
24. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
25. Violation of Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal

Possessions, and Student's Person;

26. Violation of Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches;

27. Possession or distribution of slanderous, libelous, or pornographic materials;

28. Violation of Moorhead School Board Policy 578: Bullying Prohibition;

29. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

30. Criminal activity;

31. Falsification of any records, documents, notes, or signatures;

32. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

33. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of smartphones or other technology to accomplish this end;

34. Impertinent or disrespectful language toward teachers or other school district personnel;

35. Violation of Moorhead School Board Policy 570: Prohibition of Harassment and Violence;

36. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

37. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

38. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

39. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;

40. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

41. Inappropriate, abusive, threatening, or demeaning actions or written or electronic messages based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

42. Violation of Moorhead School Board Policy 506: Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees;

43. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

443. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## VII. DISCIPLINARY ACTION OPTIONS

A. The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including suspension, exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

Disciplinary action may include but is not limited to one or more of the following:

A. Student conference with teacher, building administrator, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted, or taken related to the violation.

C. Parent/guardian contact;

D. Parent/guardian conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

### VIII. REMOVAL OF STUDENTS FROM CLASS

A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, building administrator, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to procedures established in the MAPS School Handbook, as adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights 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;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedure for the Classroom Teacher to Remove a Student From a Class Pursuant to the Pupil Fair Dismissal Act

1. When circumstances permit, a student shall be removed from class upon agreement of the appropriate teacher and building administrator after an informal conference with the student.
2. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate and substantial danger to himself/herself or to persons or property. If a student is removed from class due to immediate and substantial danger to himself/herself and no conference has been held, the teacher will notify the office immediately to inform the building administrator of the action taken.

3. The length of time of the removal from class shall be at the discretion of the building administrator, after consultation with the teacher, subject to the provisions of Minn. Stat. 127.41, Subd. 3(e) and the Pupil Fair Dismissal Act.

4. A written disciplinary report shall be submitted by the teacher or district employee within 24 hours of the removal of any student from his/her class.

5. Permanent Removal from a Single Class - "Permanent removal" means the action taken by a building administrator to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

6. Referral to In-school Support Services - means support services provided by the school or district, for example, structured study time, counseling, etc.

#### **D. Responsibility For and Custody of a Student Removed From Class**

1. A student removed from class shall be the responsibility of the building administrator or lawful designee.

2. A student removed from class must report directly to the building administrator's office. Prior to the student's removal, the teacher or district employee shall inform the office by telephone of the student's removal, the reason for the removal, and the time of the removal.

3. The teacher shall determine if the student requires a school employee to accompany him/her to the office, and, if so, shall then make the necessary arrangements.

#### **E. Return of a Student Procedure**

1. The building administrator or designee shall complete the appropriate follow-up disciplinary consequences and school documentation with the student.

2. The building administrator or designee shall readmit the student.

#### **EF. Notification Procedure**

1. The building administrator or designee shall determine the necessity of parent/guardian notification resulting from the student being removed from class.

2. The building administrator or designee shall work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.

#### **FG. Reasonable Force**

A teacher, school employee, bus driver or other agent of the district may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm to themselves or to another.

1. A teacher or building administrator, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

2. A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, 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.

#### **GH. Prior to Dismissal Notification**

1. The building administrator or designee shall read the Tennesen Warning (refer to Administrative Procedure 551.2: Tennesen Warning) to the student prior to investigating the disciplinary incident when a dismissal from school may be the result of disciplinary action. The student's parent/guardian shall be notified, when possible, prior to the reading of the warning.
2. The building administrator or designee shall record the notification of the student receiving the Tennesen Warning, including the disciplinary action documentation.

## IX. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable School Board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

### C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from



attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. 120B.02, although in a different setting.

6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 21A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference (Administrative Procedure 551.3: Notice of Suspension).

8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

10. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

#### D. Expulsion and Exclusion Procedures

1. "Expulsion" means a School Board action to prohibit an enrolled student from further

attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.

2. "Exclusion" means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence

upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.

17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

## **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

## **XI. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or other school district official may provide additional notification as deemed appropriate.

## XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

## XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. 124D.03) or Enrollment in Nonresident District (Minn. Stat. 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## XV. DISTRIBUTION OF POLICY

Moorhead School Board Policy 551: Student Discipline and Administrative Procedure 551.1: Discipline Procedures will be reviewed by all staff and students at the beginning of each school year and to all new students and parents/guardians upon enrollment. This policy will also be available upon request in each building administrator's office and the district website ([www.moorheadschoools.org](http://www.moorheadschoools.org)).

## XVI. REVIEW OF THE POLICY

The building administrator or other person having general control and supervision of the school, and representatives of parents/guardians, students and staff in a school building shall confer at least annually to review the discipline policy and to assess whether the policy has been enforced. The Moorhead School Board must conduct an annual review of the districtwide discipline policy.

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. 120B.232 (Character Development Education)  
Minn. Stat. 121A.26 (School Preassessment Teams)  
~~Minn. Stat. 121A.27 (School and Community Advisory Team)~~  
Minn. Stat. 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. 121A.582 (Reasonable Force)  
Minn. Stat. 121A.60-121A.61 (Removal From Class)  
Minn. Stat. 123A.05 (Area Learning Center Organization)  
Minn. Stat. 124D.03 (Enrollment Options Program)  
Minn. Stat. 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch. 125A (Students With Disabilities)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, 504)  
34 C.F.R. 300.530(e)(1) (Manifestation Determination)

**Cross References:**

MSBA/MASA Model Policy 506 (Student Discipline)  
Moorhead School Board Policy 420: Chemical Use and Abuse  
Moorhead School Board Policy 515: School District Student Attendance  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 571: Hazing Prohibition  
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School  
Moorhead School Board Policy 573: Tobacco-Free Environment  
Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person  
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches  
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy  
Moorhead School Board Policy 577: Student Dress and Appearance  
Moorhead School Board Policy 578: Prohibiting Intimidation and Bullying  
Moorhead School Board Policy 721: Student Transportation Safety  
Moorhead School Board Policy 730: School District Copyright Policy  
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety

## Crisis Intervention and Student Support

Type:	School Board Policy
Section:	500 STUDENTS
Code:	553
Adopted Date:	1/8/1990
Revised Date(s):	02/12/2007, 05/09/2011
Reviewed Date(s):	12/14/1998, 04/28/2003, 02/12/2007, 05/09/2011
Attached Files:	No Documents Found.

### I. PURPOSE

A. The purpose of this policy is to ~~provide learners~~ communicate support for at-risk student issues and crisis situations. ~~Crisis intervention and student support services is a proactive structure through which Moorhead Area Public Schools provides comprehensive education, prevention, intervention, postvention, and referral services to students.~~

### II. GENERAL STATEMENT

Crisis intervention and student support services is a proactive structure through which Moorhead Area Public Schools provides comprehensive education, prevention, intervention, postvention, and referral services to students.

A. ~~The Moorhead Area Public Schools District~~ acknowledges that staff members encounter students and personnel in crisis resulting from situations such as, but not limited to:

1. serious illness or death of a student, a close relative, or friend of student;
2. serious illness or death of a staff member;
3. suicide or other threats to a student's physical or psychological well-being;
4. harmful chemical involvement;
5. changes in composition of one's family for any reason; and
6. other tragedies that would traumatize school age children, youth and staff.

The psychological, emotional and educational impact of such crisis can be significant for the individual, family and school communities.

B. In accordance with Minn. Stat. 144.344 (Emergency Treatment) students will receive necessary treatment for life threatening physical or mental illness. Moorhead students will have access to school-based professionals including licensed school teachers, counselors, nurses, social workers, and psychologists.

C. When appropriate, these professionals may extend these services to a student's family in order to best meet the needs of the student.

D. Student support services help maintain a safe learning environment and provide instruction, consultation, assessment, support and resources for students, their families and staff regarding crisis and at-risk issues.

E. Crisis Response Team Members will follow the ~~Moorhead School District Crisis Emergency Procedures included in manuals at each building~~ Cass-Clay Unified School Response: Emergency Response Flipcharts (CCUSR) in each classroom. Crisis Response Teams may include: Care Teams, Medical Emergency Teams, and Security Teams, Building Emergency Response Teams (BERT) and District Emergency Response Teams (DERT).

**Legal Reference:**

Minn. Stat. 144.344 (Emergency Treatment)

**Cross References:**

Moorhead School Board Policy 234: Safe and Healthy Learners Committee

Moorhead School Board Policy 710: School District Crisis Management

## Prohibition of Harassment and Violence

Type:	School Board Policy
Section:	500 STUDENTS
Code:	570
Adopted Date:	5/27/1986
Revised Date(s):	10/13/2008, 12/14/2009, 12/13/2010, 04/09/2012, 06/10/2013, 06/09/2014
Reviewed Date(s):	05/01/1990, 09/14/1993, 06/09/1997, 07/09/2001, 04/11/2005, 02/13/2006, 04/09/2007, 02/11/2008, 10/13/2008, 12/14/2009, 12/13/2010, 04/09/2012, 06/10/2013, 06/09/2014
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence.

### II. GENERAL STATEMENT

A. The policy of the Moorhead Area Public Schools is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Moorhead Area Public Schools prohibits any form of harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel ~~of the school district~~ harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication 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, as defined by this policy. (For purposes of this policy, school district personnel includes Moorhead School Board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel ~~of the school district~~ inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of ~~pupils~~ students, teachers, administrators, or other school district personnel 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.

D. The Moorhead Area Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence 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, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel who is found to have violated this policy.

### III. DEFINITIONS



A. "Assault" is:

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

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

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

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; ~~Definitions~~

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:

- a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.

2. "Familial Status" means the condition of one or more minors being domiciled with:

- a. their parent or parents or the minor's legal guardian; or
- b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation of such attachment, or having or being perceived as having a

self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

#### F. Sexual Harassment; Definition

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

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

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

#### FG. Sexual Violence; Definition

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

2. Sexual violence may include, but is not limited to:

- a. touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;  
or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

#### GH. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

### IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a student, teacher, administrator or other school district personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use Administrative Procedure 570.1: Harassment and Violence Report Form available from the administrator or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the school district's human rights officer (executive director of human resources) or to the Superintendent.

C. Nothing in this policy shall prevent any person from reporting harassment or violence 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 by the reporting party or complainant.

BD. In Each School Building. The building administrator, the building administrator's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. 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 (executive director of human resources) by the reporting party or complainant. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action. 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.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief

of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

EF. Upon receipt of a report, the building report taker must notify the school district human rights officer (executive director of human resources) immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer (executive director of human resources). If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer (executive director of human resources). Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

DG. In the District. The Moorhead School Board hereby designates the director of human resources as the school district human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the human rights officer (executive director of human resources), the complaint shall be filed directly with the Superintendent.

EH. The school district shall conspicuously post the name of the human rights officer (executive director of human resources), including mailing address and telephone number with this policy throughout each school building in areas accessible to students and staff.

FI. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, or educational or work environment.

GJ. Use of formal reporting forms is not mandatory.

HK. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. 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 conform with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment 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, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting 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 violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in

disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

## V. INVESTIGATION

A. By authority of the school district, the ~~Hhuman Rights Officer~~ (executive ~~D~~director of ~~H~~human Resources), ~~upon~~ within three (3) business days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

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

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

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, complainant, pupils and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer (executive director of human resources) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## VI. SCHOOL DISTRICT ACTION

A. Upon completion of the an investigation that determines a violation of this policy 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 requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

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

or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

## VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, or any person who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, 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 harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

## VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

## IX. HARASSMENT OR VIOLENCE AS ABUSE

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

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

## X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. A summary of this policy (Appendix A) shall be given to each school district employee in the employee handbook and independent contractor who regularly interacts with students at the time of initial entering into the person's employment contract with the school district.

C. A summary of this policy (Appendix A) shall appear in each school's student handbook.

D. The content of this policy will be discussed annually with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness,

respect for others, peacemaking, and resourcefulness.

F. This policy shall be reviewed by the human rights officer (executive director of human resources) at least annually for compliance with state and federal law.

#### Legal References:

Minn. Stat. 120B.232 (Character Development Education)  
 Minn. Stat. 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. 121A.031 (School Student Bullying Policy)  
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
 Minn. Stat. 609.341 (Definitions)  
 Minn. Stat. 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
 20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)  
 29 U.S.C. 621 *et seq.* (Age Discrimination in Employment Act)  
 29 U.S.C. 794 (Rehabilitation Act of 1973, 504)  
 42 U.S.C. 1983 (Civil Action of Deprivation of Rights)  
 42 U.S.C. 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
 42 U.S.C. 2000e *et seq.* (Title VII of the Civil Rights Act)  
 42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)  
 Minn. Stat. 121A.031 (School Student Bullying Policy)

#### Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)  
 Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination  
 Moorhead School Board Policy 401: Equal Employment Opportunity Statement  
 Moorhead School Board Policy 414: Employee Public and Private Personnel Data  
 Moorhead School Board Policy 501: Equal Educational Opportunity  
 Moorhead School Board Policy 502: Student Disability Nondiscrimination  
 Moorhead School Board Policy 503: Student Parental, Family, and Marital Status  
 Nondiscrimination  
 Moorhead School Board Policy 504: Protection and Privacy of Student Records  
 Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
 Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
 Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 571: Hazing Prohibition  
 Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety  
 Moorhead School Board Policy 578: Bullying Prohibition

#### APPENDIX A

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

**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, 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, or disability of any kind.
2. A harasser may be a student or an adult. ~~Harassment may include the following when related to~~

~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability;~~

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

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).

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

6. 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, or disability and the school district will take all appropriate actions based on the report.

7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

8. 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, or disability. Complete policies are available in the building administrator's office and the Superintendent's office and at the school district's website at [www.moorheadschoools.org](http://www.moorheadschoools.org).



## Hazing Prohibition

Type:	School Board Policy
Section:	500 STUDENTS
Code:	571
Adopted Date:	2/9/1998
Revised Date(s):	02/12/2007, 06/13/2011, 12/15/2014
Reviewed Date(s):	06/09/2003, 02/12/2007, 06/13/2011, 12/15/2014
Attached Files:	No Documents Found.

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### 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 behavior hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation and during and after school hours.

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.

**FI.** 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 having 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 target or 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 Procedure 571.1: Hazing Report Form) 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 school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building administrator, the administrator's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. 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~~ A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building administrator immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the 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. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

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 Moorhead Area Public School District~~ building report taker or other appropriate school district officials may take immediate steps, at its their discretion, to protect the target(s) or victim(s) of the hazing, the complainant(s), the reporter(s), and students, or others pending completion of an investigation of alleged 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 the 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 try 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; and applicable school district policies and regulations.

DE. 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 involved in a hazing incident and who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law, based on a confirmed report.

## 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, or against any person who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or against any person 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 the employee handbook. The building administrator is responsible for the annual review of the handbooks with students and staff.

### Legal References:

Minn. Stat. 121A.69 (Hazing Policy)

Minn. Stat. 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. ~~121A.0695~~ 121A.031 (School Board Policy; Prohibiting Intimidation and Bullying School Student Bullying Policy)

### Cross References:

Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 578: Bullying Prohibition

Moorhead School Board Policy 573: Tobacco-Free Environment

MSBA/MASE Model Policy 526 (Hazing Prohibition)

## Bullying Prohibition

Type:	School Board Policy
Section:	500 STUDENTS
Code:	578
Adopted Date:	3/8/2004
Revised Date(s):	05/12/2008, 06/13/2011, 06/11/2012, 07/14/2014
Reviewed Date(s):	05/12/2008, 06/13/2011, 06/11/2012, 07/14/2014
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to assist set forth the goal of the Moorhead Area Public Schools in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### II. GENERAL STATEMENT

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Moorhead Area Public Schools cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented.

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, 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. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, bully, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying

or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's Student Discipline Policy 551 and Administrative Procedures 551.1: Discipline Procedures, 551.2 Tennesen Warning and 551.3 Notice of Suspension Form. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including a letter of deficiency, letter of discipline action, termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

G. The Moorhead Area Public Schools will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. 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
2. 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 as defined in this policy.

B. "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 it

substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. "Student" means a student enrolled in a public school or a charter school.

#### IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The Moorhead Area Public Schools encourages the reporting party or complainant to use the report form ([Administrative Procedure 578.1: Bullying Report Form](#)) available from the building administrator or in the school district office, but oral reports shall be considered complaints as well.

C. The building administrator, the administrator's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other

prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the school district human rights officer (Human Resources Director) or 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 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 the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the Superintendent and/or Director of Human Resources, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The Moorhead Area Public Schools 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 obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying or other prohibited conduct, the Moorhead Area Public Schools shall promptly begin investigation of a bullying, cyberbullying, harassment, or intimidation report within three school days, and make the building report taker responsible for the investigation and any resulting record and for keeping and regulating access to any record.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct 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 that bullying or other prohibited conduct 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 try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. 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; the Student Discipline Policy 551 and procedures (551.1, 551.2 and 551.3) and other applicable school district policies; and applicable regulations.

E. The Moorhead Area Public Schools 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)/guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## VI. RETALIATION OR REPRISAL

The Moorhead Area Public Schools 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 bullying or prohibited conduct who provides information about the bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. 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 and shall take into account the factors specified in Section II.F. of this policy.

## VII. TRAINING AND EDUCATION

A. The Moorhead Area Public Schools shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The Moorhead Area Public Schools annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct. Information is available on the district website at [www.moorheadschoools.org](http://www.moorheadschoools.org).

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying and other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct, and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for

others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records (Protection and Privacy of Student Records Policy 504) in the student handbook.

## VIII. NOTICE

A. The Moorhead Area Public Schools will give annual notice of this policy to students, parents or guardians, and staff, and a summary of this policy shall appear in the student handbook.

B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.

C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the Student Discipline Policy 551 distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## IX. POLICY REVIEW

To the extent practicable, the School Board shall annually review and revise this policy. The policy shall be made consistent with Minn. Stat. 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, community organizations, parent-teacher advisory councils, Superintendent's Advisory Council, and the Instruction and Curriculum Advisory Committee.

### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)

Minn. Stat. 120B.232 (Character Development Education)

Minn. Stat. 121A.03 (Sexual, Religious and Racial Harassment and Violence)

Minn. Stat. 121A.031 (School Student Bullying Policy)

Minn. Stat. 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. 121A.69 (Hazing Policy)

Minn. Stat. 124D.10 (Charter Schools)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy Act)

34 C.F.R. 99.1-99.67 (Family Educational Rights and Privacy)

### Cross References:

~~Minnesota School Boards Association/Minnesota Association of School Administrators Model Policy 514 (Prohibiting Intimidation and Bullying Prohibition Policy)~~

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

<https://my.moorheadschools.org/district/schoolboard/policies/view/?print=1&enableDraft=1&id=445>  
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults

Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 552: Corporal Punishment

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

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 503: Student Parental, Family and Marital Status

Nondiscrimination

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors

Moorhead School Board Policy 721: Student Transportation Safety

Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 448: Electronic Communications Between Employees and Students

## Field Trips

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	632
Adopted Date:	10/24/1989
Revised Date(s):	10/13/2008
Reviewed Date(s):	03/11/1996, 01/08/2001, 01/24/2005, 10/13/2008
Attached Files:	No Documents Found.

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### I. PURPOSE

The Moorhead School Board recognizes the educational value that can result from student travel. Field trips are activities that contribute substantially to achieving desirable student educational goals. The primary consideration, when planning and authorizing field trips, shall be the educational value derived from the experience along with the safety and welfare of the students involved.

### II. GENERAL STATEMENT

It is the general expectation that all trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.

### III. DEFINITIONS

Student field trips will be categorized within three general areas:

#### A. Instructional Field Trips

Trips that take place during the school day, relating directly to a course of study, and require student participation shall fall into this category. These trips shall be subject to review and approval of by the building administrator, and shall generally be financed by the Moorhead Area Public Schools general funds within the constraints of the school district budget. Fees may not be assessed against students to defray direct costs of instructional trips according to (Minnesota Statute 123B.317 (Prohibited Fees)). The approved field trips for each grade level shall be listed in the student handbook. Administrative Procedure Form 632.1: Regular/Extended Day Field Trip Request Form Administrative Procedure Form 632.1 shall be completed and approved by the building administrator and sent to the tTransportation eOffice one week before the scheduled activity.

#### B. Supplementary Field Trips

This category pertains to This refers to those trips in which students voluntarily participate. Examples of trips in this category involve classroom and grade level trips, and trips for student activities, co-curricular activities, clubs, and other special interest groups. These trips are subject to review and approval of by the activities director and/or building administrator. Both building administrator and staff/advisors must keep a copy of the request. Financial contributions by students for supplementary trips may be requested. Administrative Procedure 632.1: Regular/Extended Day Field Trip Request Form Administrative Procedure Form 632.1 shall be completed and approved by the building administrator and sent to the transportation office at least one week before the scheduled activity. Any trip handled through the activities

~~office involving participation in activity/athletic season competitions at the middle and high school levels are considered supplemental supplementary travel.~~

~~Staff/advisors seeking authorization must file the appropriate request form with the building administrator. The form must be submitted at least one week prior to the planned activity and both building administrator and staff/advisors must keep a copy. A copy must be sent to the transportation office. (Administrative Form 632.1: Regular/Extended Day Field Trip Request Form)~~

### ~~C. Major Magnitude Field Trips~~

~~1. Any trip involving travel in excess of 500 miles one way from Moorhead and includes including overnight lodging. Major magnitude field trips may be supplementary and must be requested and approved well in advance of the planned activity. Participation in any Mmajor Mmagnitude field trip should be voluntary; there should be no sanctions resulting from nonparticipation. These Ttrips may be are normally planned for students in grades 9-12. Exceptions to this policy may be granted by the Superintendent or designee.~~

~~2. Major Magnitude Field Trips—Administrative Procedure Form 632.2: Major Magnitude Field Trip Request, Sections I, II, & and III.~~

~~a. An organization or department shall not plan a major magnitude field trip of over 500 miles one way from Moorhead or outside the continental United States more often than once every other three years. Exceptions to this policy may be granted by the Superintendent or designee.~~

#### ~~b. Pre-Approval~~

~~Any advisor who is contemplating a trip should first seek approval for tentative planning from the building administrator. Informal discussion with students regarding preliminary planning may take place after approval from the building administration. In approving field trips, the school administration is expected to consider frequency of field trips by students, departments, activities, and the impact on the overall education of students. The financial impact of proposed field trips should be considered in the total context of other approved field trips and community financial capacity.~~

~~c. Formal publicity, public discussion, or fundraising activities may not begin until appropriate forms have been filed and required authorizations/approvals have been obtained.~~

~~d. Approval is required both from the School Board and the Superintendent/designee. Staff will discuss the proposal with the building administrator and Superintendent. The Superintendent may approve, modify, or disapprove the proposal. School Board approval must be obtained at least 60 days prior to the proposed date of departure.~~

~~e. Major magnitude field trip requests presented to the School Board for approval require: (Administrative Form Procedure 632.2, Section I).~~

~~(1) The educational purpose of the trip (including: how the trip is related to the activity, if activity is curricular or co-curricular, and how the trip is related to the course content and academic standards);~~

~~(2) The location to be visited and general trip itinerary;~~

~~(3) Number of school days involved (attempts shall be made to consider non-school days when possible);~~

~~(4) Transportation plans;~~

~~(5) Housing plans;~~

~~(6) Probable Approximate number of students involved;~~

~~(7) Approximate individual and district costs;~~

~~(8) Plans for funding or fundraising for the trip;~~

~~(9) Tour company involved; and~~

~~(10) An accommodation plan for any student with an IEP or 504 plan.~~

~~f. Final approval after securing preliminary approval and determination that the proposed trip is feasible, the teacher/advisor will submit the final approval form 632.2, providing all details about the trip. The final approval form must be submitted at least one month in advance of the date that approval is expected. Written assurances of compliance with this policy will be given by the building administrator and advisor to the Superintendent or designee at least two weeks prior to the date of the departure (Administrative Form Procedure 632.2, Section II). Failure to provide this assurance will result in immediate cancellation of the trip.~~

~~g. Following the trip, a written summary report including itemized expenditures will be presented to the building administrator, Superintendent and School Board assessing the degree to which the goals of the trip were attained. (Administrative Form Procedure 632.2, Section III).~~

~~3. Activity/athletic competition trip information will be handled through the activity activities office. Coaches/advisors will review with students and provide parents/guardians relevant information prior to the season or before an individual activity/athletic field trip.~~

~~a. Transportation:~~

~~Transportation shall be furnished through a commercial carrier or school-owned vehicle.~~

~~b. Finances:-~~

~~Staff travel expenses shall not be paid by the district, but may be provided by the tour agency. Cost of travel by a spouse or family member of staff will be at personal expense. All costs of the field trip will be itemized and provided to potential participants prior to the collection of any participant fees. Fundraising will be used for student participation only.~~

~~c. Supervision~~

~~(1) All students will be under assigned adult supervision while on field trips. Staff advisors/coaches will be responsible for ensuring that the student/adult chaperone ratio is adequate and appropriate to the age level and needs of the students. Cost of travel by a spouse or family member of staff will be at personal expense. Chaperones shall be selected by and are under the supervision of the teacher/advisor. Chaperones are considered volunteers and may be subject to background checks. Arrangements for student supervision, in case of an emergency, will be determined prior to departure. No supervisor/chaperone will leave his/her group unsupervised unless an arrangement has been made to take care of an emergency.~~

~~(2) An accurate roster of students and adults going on the field trip and relevant information will be provided to chaperones, parents/guardians and building administrator/activity director prior to the field trip or activity/athletic season.~~

~~(3) While attending a school-sponsored field trip or activity/athletic competition trip, students will be released only at the written request of parents/guardians.~~

~~d. Student Conduct~~

~~Prior to travel, advisors and coaches will review expectations of conduct with Moorhead students and chaperones. These expectations are outlined in the building's handbook, Moorhead School District's Board Policy 551: Student Discipline Handbook, and Minnesota State High School League Rules. They are in effect 24 hours a day for the duration of the trip. If a student misbehaves or fails to adhere to the rules, his/her parents/guardians will be contacted and appropriate action will be taken.~~

### e. Final Trip Information and Forms

#### (1) Regular Field Trips and Extended Day Field Trips:

- (a) A building/transportation field trip form stating purpose, destination, costs, estimated time and type of bus needed (Administrative Form Procedure 632.1);
- (b) Authorization by the building administrator;
- (c) A roster of students going on the trip and written parent/guardian approval as needed;
- (d) A list of staff and chaperones on the trip;
- (e) The trip itinerary with estimated timelines (and housing accommodation information if necessary);
- (f) An accommodation plan for students with an IEP or 504 plan;
- (g) Emergency phone numbers in order to contact advisor/ or chaperones at the destination (Administrative Procedure 721.2);
- (h) Trip expenses and cost of the trip for individual students;
- (i) Evaluation of trip as required (Administrative Form Procedure 632.1, Section III).

#### (2) Major Magnitude Field Trips:

- (a) A Major Magnitude Field Trip Request form (Administrative Form Procedure 632.2, Section II);
- (b) Authorization/approval by the building administrator, Superintendent or designee and School Board;
- (c) A roster of students going on the trip with written parent/guardian approval;
- (d) A list of chaperones going on the trip;
- (e) A detailed trip itinerary with hotel/motel accommodations and phone numbers, activities planned, and estimated timelines;
- (f) A list of emergency phone numbers where an advisor/ or chaperone can be reached in case of an emergency;
- (g) An accommodation plan for students with an IEP or 504 plan;
- (h) Trip expenses, funds raised, and the cost for individual students;
- (i) An approved school district Transportation Request Form including cost, estimated time, and type of bus if needed (Administrative Form Procedure 632.1, Section I);
- (j) An evaluation itemized expense report of the trip to be turned in after the trip to the building administrator and Superintendent/assistant superintendent or designee (Administrative Form Procedure 632.2, Section III).

#### (3) Activity/Athletic Season Competition Trips:

- (a) A Regular/Extended Day Field Trip Transportation Form (Administrative Form Procedure 632.1, Section I);
- (b) Authorization by the building administrator and/or activities director.

### I. PURPOSE

The purpose of this policy is to provide general guidelines and expectations regarding field trips.

### II. GENERAL STATEMENT

The School Board recognizes the educational value that can result from student travel. Field trips are activities that contribute substantially to student learning. The primary consideration when planning and authorizing field trips shall be the educational value derived from the experience along with the safety and welfare of all involved.

### III. DEFINITIONS AND FORMS



Student field trips can be categorized within three general areas:

A. Instructional Field Trips are trips that take place during the school day, relate directly to a course of study, and require student participation. These trips shall be subject to review and approval by the building administrator and shall be financed by Moorhead Area Public Schools general funds within the constraints of the school district budget. Fees may not be assessed against the student to defray direct costs of instructional trips according to Minn. Stat. 123B.317 (Prohibited Fees). The approved instructional field trips for each grade level shall be listed in the student handbook.

1. A Regular/Extended Day Field Trip Request Form (Administrative Procedure: 632.1) shall be completed and approved by the building administrator and sent to the Transportation Office one week before the scheduled activity.

2. Regular/Extended Day Field Trip Request Form (Administrative Procedure 632.1) Section I includes:

a. A building/transportation form stating purpose, destination, costs, estimated time and type of bus needed;

b. Authorization by the building administrator;

c. A roster of students going on the trip and written parent/guardian approval as needed;

d. A list of staff and chaperones on the trip;

e. The trip itinerary with estimated timelines and housing accommodation information if necessary;

f. An accommodation plan for students with an IEP or 504 plan;

g. Emergency phone numbers in order to contact advisor or chaperones at the designation (See Administrative Procedure 721.2); and

h. Trip expenses and cost of the trip for individual students (if any).

B. Supplementary Field Trips are trips in which students voluntarily participate. Examples of trips in this category involve classroom and grade level trips and trips for student activities, co-curricular activities, clubs and other special interest groups that don't fall under the definition of a major magnitude trip (see Section III C). Any trip handled through the Activity Office involving participation in activity/athletic season competitions at the middle and high school levels are considered supplementary field trip travel.

1. Supplementary Field Trips are subject to review and approval by the Activities director and/or building administration. Building administrators and staff/advisors must keep a copy of the request.

a. Financial contributions for students for Supplementary Field Trips may be requested, contributed from PTACs, or from other outside sources.

b. Supplementary Field Day Field Trips use form (Regular/Extended Day Field Trip Administrative Procedure 632.1) to be completed and approved by the building administrator and sent to the Transportation Office at least one week before the scheduled activity. (See Section III, A. 2 above for information that should be included.)

2. Activity/Athletic competition trip information will be handled by the Activities Office. Coaches/Advisors will review with students and provide parents/guardians relevant information

prior to the season or before an individual activity/athletic field trip. (See School Board Policy 540: Student Activities; School Board Policy 541: Student Activity Eligibility; School Board Policy 543: Student Activity Travel; School Board Bus Policy 721 Administrative Procedure 721.2 for Emergency Procedures; and Section IV Field Trip Requirements below.)

C. Major Magnitude Field Trips are trips that involve travel in excess of 500 miles one way from Moorhead, including overnight lodging or are outside the continental United States. They may not be requested by a school organization or department more often than once every other year (with exceptions granted only by the Superintendent and/or designee) and must be approved by the School Board.

1. Major Magnitude field trips are voluntary and there should be no sanctions resulting from non-participation. These trips are normally planned for students in grades 9-12, with exceptions approved by the Superintendent and/or designee and School Board.

2. Major Magnitude Field Trip Advisors need to fill out and file Administrative Procedure 632.2: Major Magnitude Field trip Request Form Sections I, II, and III as appropriate with approval by the building supervisor, Superintendent and/or designee, and School Board as required.

a. Pre-Approval requires any teacher/advisor/coach who is contemplating a major magnitude trip should first seek approval for tentative planning from the building administrator. Only after building administration approval, can informal discussion be held with students regarding planning to take place. Building administration is expected to consider the frequency of trips by students, departments, activities and the impact on the overall education of the students. They need to consider financial impact of the trip in the total context of other approved field trips and community financial capacity.

b. Approval is required from the School Board and Superintendent before formal publicity, public discussion, or fundraising activities can begin and should be at least 60 days prior to the proposed date of departure. It also must be after appropriate forms have been filed and required authorizations/approvals have been obtained.

3. The Major Magnitude Field Trip Administration Procedure Form 632.2 is to be presented to School Board (Sections I & III) and building administration and Superintendent or designee for approval (Sections I, II, & III):

a. Major Magnitude Field Trip Administrative Procedure 632.2 Section I (Preliminary Approval Form) includes:

1. The educational purpose of trip (including: how the trip is related to the activity, if the activity is curricular or co-curricular and how the trip is related to the course content and academic standards);

2. The location to be visited and general trip itinerary;

3. Number of school days involved (attempts shall be made to consider non-school days whenever possible);

4. Transportation plans;

5. Housing plans;

6. Approximate number of students involved;

7. Approximate individual and district costs;

8. Plans for funding for fundraising for the trip;

9. Tour company involved; and

10. An accommodation plan for any student with an IEP or 504 plan.

4. After preliminary approval from administration, Superintendent or designee, and the school board, Administrative Procedure 632.2 Section II must be submitted by the teacher/advisor to the building administration and Superintendent or designee at least two weeks in advance of the date of the trip for final approval. Failure to have provided written assurances of compliance with Section II of Administrative Policy 632.2 and a copy given to the building administrator, advisor, and Superintendent or designee before this timeline for final approval, will result in immediate cancellation of the trip.

a. Major Magnitude Field Trip Administrative Procedure 632.2 Section II: (Final Approval Form) includes:

1. Copy of Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

2. Roster of students going on the trip with a signed student and parental approval form including Student Conduct rules in effect during trip (See Section IV, D below);

3. List of staff and adult chaperones going on the trip (See Section IV, B & C below);

4. A detailed trip itinerary; transportation plans at destination, hotel/motel accommodations, addresses, phone number, places and time lines of activities/events planned.

5. An accommodation plan for students with an IEP or 504 plan;

6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

8. Transportation plans to and from destination (company flights, times, costs, schedule, chaperoning, and district transportation requests.) It must include a filed Transportation Request Form (Field Trip Administrative Form 632.1) if needed.

9. Following the trip, a summary report will be presented to the building administrator, Superintendent, and at a School Board Meeting assessing the degree to which the goals of the trip were attained. Use form Administrative Procedure 632.2 Section III (Trip Report).

a. In addition, an itemized expenditure report shall be submitted to the building Administrator and the Superintendent and/or designee.

#### IV. FIELD TRIP REQUIREMENTS:

##### A. Transportation:

1. Transportation must be furnished through a commercial carrier or school-owned vehicle.

##### B. Finances:

1. Staff travel expenses for Supplemental or Major Magnitude Trips shall not be paid by the district, but may be offered by the tour agency.

2. Cost of travel by a spouse or family member of the traveling staff/advisor will be at personal

expense.

3. All costs of the field trip will be itemized and provided to potential participants prior to the collection of any participant fees.

4. Fundraising will be used for student participation only.

#### C. Supervision:

1. All students will be under assigned adult supervision while on field trips. Staff/advisors/coaches will be responsible for ensuring that the student/adult chaperone ratio is adequate and appropriate to the age level and needs of the students.

2. Chaperones will be selected by and under the supervision of the teacher/advisor/coach. Chaperones are considered volunteers and may be subject to background checks.

3. Arrangements for student supervision, in case of an emergency, will be determined prior to departure. No supervisor/chaperone will leave his/her group unsupervised unless an arrangement has been made to take care of an emergency.

4. An accurate roster of students and adults going on the field trip and relevant information will be provided to chaperones, parent/guardians, and building administrator/activity director prior to the field trip or the activity/athletic season and to the Superintendent and/or designee for Major Magnitude Field Trips.

5. While attending a school-sponsored Field Trip or activity/athletic competition trip, students will be released only at the written request of the parents/guardians.

#### D. Student Conduct:

1. Prior to travel, advisors and coaches will review expectations of conduct with Moorhead students and chaperones. These expectations are outlined in the building's handbook, Moorhead School Board Policy 551: Student Discipline, Minnesota State High School League Activity Rules, and other school policies related to student activity and activity travel. They are in effect 24 hours a day for the duration of the trip. If a student misbehaves or fails to adhere to the rules, his/her parents/guardians will be contacted and appropriate action will be taken.

#### Legal References:

Minnesota, Statute, 123B.36 (Authorized Fees)

Minnesota, Statute, 123B.37 (Prohibited Fees)

Minnesota, Statute, 123B.49 (Cocurricular and Extracurricular Activities; Insurance)

*Sonkowsky v. Board of Education for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8th Cir 2003)

*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1025 (8th Cir 2007)

#### Cross References:

Moorhead School Board Policy 413: Employment Background Checks

Moorhead School Board Policy 540: Student Activities

Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 543: Student Activity Travel

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 7131: Winter Severe Weather-Related Emergencies School

Closings

**Moorhead School Board Policy 721: Student Transportation Safety**

**Minnesota State High School Activity Rules**

## Health and Safety

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	714
Adopted Date:	6/11/2012
Revised Date(s):	07/15/2013, 07/14/2014
Reviewed Date(s):	07/15/2013, 07/14/2014
Attached Files:	No Documents Found.

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### I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

### II. GENERAL STATEMENT

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds (714-A). The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the Superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The Superintendent may request that the safety committee established under Minn. Stat. 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat. 182.676.

### III. PROCEDURES

A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the School Board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the School Board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee

compliance with each specific plan or procedure.

B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

#### IV. PROGRAM AND PLANS

A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the School Board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators Established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.

C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.

D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.

E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

F. In the event of an accident, or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents must be reported to an immediate supervisor as soon as possible.

G. In the event of an unsafe or hazardous situation or incident, the school district shall promptly cause an investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All unsafe or hazardous situations or incidents must be reported to an immediate supervisor as soon as possible.

## V. BUDGET

The Superintendent (or designee) shall be responsible to provide for periodic School Board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The Superintendent, or such other school official as designated by the Superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

## VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.



**Legal References:**

Minn. Stat. 123B.56 (Health, Safety, and Environmental Management)

Minn. Stat. 123B.57 (Capital Expenditure; Health and Safety)

Minn. Stat. 182.676 (Safety Committees)

Minn. Rules Part 5208.0010 (Applicability)

Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

**Cross References:**

MSBA/MASA Model Policy 807 (Health and Safety Policy)

Moorhead School Board Policy 424: Employee Right to Know - Exposure to Hazardous Substances

Moorhead School Board Policy 710: School District Crisis Management

Moorhead School Board Policy 810: Establishment, Adoption and Modification of the School District's Financial Annual Operating Plan



**MOORHEAD**  
**AREA PUBLIC SCHOOLS**

Office of  
Superintendent  
Memo S.15.121R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/18/2015

RE: Approval to Schedule School Board Work Session

A School Board work session is recommended for Monday, June 8, 2015 at 5:30 p.m. in the Probstfield Center for Education Board Room 224, to discuss the Facilities Master Plan implementation and community survey.

Suggested Resolution: Move to approve scheduling June 8, 2015 at 5:30 p.m. to discuss the Facilities Master Plan implementation and community survey.

Moved by:  
Seconded by:  
Comments:

LAK:mde