



MOORHEAD
AREA PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT 152

School Board Meeting
Probstfield Center for Education Board Room #224
2410 14th Street South
Moorhead, Minnesota

June 8, 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, Superintendent
- C. Approval of Meeting Agenda

Moved by:
Seconded by:
Comments:

- D. 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 26, 2015 Meeting Minutes

B. ASSISTANT SUPERINTENDENT MATTERS - Brandon Lunak

- (1) Approval of June Claims

C. HUMAN RESOURCES MATTERS- Kristin Dehmer

- (1) Approval of Family/Medical Leaves
- (2) Approval of Retirement
- (3) Approval of Change in Contracts
- (4) Approval of New Employees
- (5) Approval of Resignations

D. LEARNER SUPPORT SERVICES MATTERS - Jill Skarvold

- (1) Approval of Indian Education Grant Renewal (Title VII)
- (2) Approval of Extended Learning Year Summer Programs

E. SCHOOL IMPROVEMENT AND ACCOUNTABILITY MATTERS - Missy Eidsness

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

Moved by:

Seconded by:

Comments:

3. **2014-15 COMPREHENSIVE ACTIVITIES REPORT: Dr. Kovash**

Suggested Resolution: Move to approve the 2014-15 Comprehensive Activities Report as presented.

Moved by:

Seconded by:

Comments:

4. **APPROVAL OF ARCHITECTURAL AND ENGINEERING SERVICES FOR MOORHEAD AREA PUBLIC SCHOOLS NOVEMBER REFERENDUM BUILDING PROJECTS: Brandon Lunak**

Suggested Resolution: Move to approve Zerr Berg Architects, Inc. with Michael J. Burns Architects, LTD for architectural and engineering services for Moorhead Area Public Schools construction projects that include a new K-4 elementary school, a new 5-6 addition to Horizon Middle School, including a performing arts center, remodeling of existing district buildings to improve safety and security, and a potential classroom addition to S.G. Reinertsen Elementary to bring capacity to 750 students for a building bond referendum in November.

Moved by:
Seconded by:
Comments:

5. **APPROVAL OF PROBSTFIELD CENTER FOR EDUCATION KITCHEN BID: Brandon Lunak**

Suggested Resolution: Move to approve the base bid of \$749,966.33 for the PCE kitchen project as presented.

Moved by:
Seconded by:
Comments:

6. **LEGISLATIVE UPDATE AND ANNUAL OPERATING PLAN REPORT: Dr. Kovash/Brandon Lunak**

7. **APPROVAL OF POLICY 234: Dr. Kovash**

Suggested Resolution: Move to approve policy, Safe and Healthy Learners Committee 234, as presented.

Moved by:
Seconded by:
Comments:

8. **APPROVAL OF POLICY 498: Dr. Kovash**

Suggested Resolution: Move to approve the policy, Workload Limits for Certain Special Education Teachers 498, as presented.

Moved by:
Seconded by:
Comments:

9. **APPROVAL OF POLICY 532: Dr. Kovash**

Suggested Resolution: Move to approve the policy, Medication 532, as presented.

Moved by:
Seconded by:
Comments:

10. APPROVAL OF POLICY 533: Dr. Kovash

Suggested Resolution: Move to approve the policy, Do Not Resuscitate/Do Not Intubate Orders 533, as presented.

Moved by:
Seconded by:
Comments:

11. APPROVAL OF POLICY 534: Dr. Kovash

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented.

Moved by:
Seconded by:
Comments:

12. APPROVAL OF POLICY 535: Dr. Kovash

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults 535, as presented.

Moved by:
Seconded by:
Comments:

13. APPROVAL OF POLICY 551: Dr. Kovash

Suggested Resolution: Move to approve the policy, Student Discipline 551, as presented.

Moved by:
Seconded by:
Comments:

14. APPROVAL OF POLICY 555: Dr. Kovash

Suggested Resolution: Move to approve the policy, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, as presented.

Moved by:
Seconded by:
Comments:

15. APPROVAL OF POLICY 602: Dr. Kovash

Suggested Resolution: Move to approve the policy, Special Education Programs 602, as presented.

Moved by:
Seconded by:
Comments:

16. APPROVAL OF POLICY 553: Dr. Kovash

Suggested Resolution: Move to approve the policy, Crisis Intervention and Student Support 553, as presented.

Moved by:
Seconded by:
Comments:

17. APPROVAL OF POLICY 570: Dr. Kovash

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence 570, as presented.

Moved by:
Seconded by:
Comments:

18. APPROVAL OF POLICY 571: Dr. Kovash

Suggested Resolution: Move to approve the policy, Hazing Prohibition 571, as presented.

Moved by:
Seconded by:
Comments:

19. APPROVAL OF POLICY 578: Dr. Kovash

Suggested Resolution: Move to approve the policy, Bullying Prohibition 578, as presented.

Moved by:
Seconded by:
Comments:

20. APPROVAL OF POLICY 632: Dr. Kovash

Suggested Resolution: Move to approve the policy, Field Trips 632, as presented.

Moved by:
Seconded by:
Comments:

21. APPROVAL OF POLICY 714: Dr. Kovash

Suggested Resolution: Move to approve the policy: Health and Safety 714, as presented.

Moved by:
Seconded by:
Comments:

22. SCHOOL DISTRICT FACILITIES UPDATE

23. SUPERINTENDENT REPORT

24. COMMITTEE REPORTS

25. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

26. CLOSE PUBLIC MEETING: Cindy Fagerlie

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to Minn. Stat. 13D.03, for the purpose of discussing negotiation strategies.

Moved by:

Seconded by:

Comments:

27. OPEN PUBLIC MEETING: Cindy Fagerlie

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

Moved by:

Seconded by:

Comments:

28. ADJOURNMENT

CALENDAR OF EVENTS

School Board Work Session - June 8, 5:30 p.m., PCE

School Board - June 8, 7 p.m., PCE

Negotiations Committee - June 10, 3:30-5:30 p.m., PCE

Negotiations Committee - June 11, 3:30-5:30 p.m., PCE

Negotiations Committee - June 15, 3:30-5:30 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.15.138C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of May 26, 2015 Meeting Minutes

Attached please find the May 26, 2015 meeting minutes for your review.

Suggested Resolution: Move to approve the May 26, 2015 meeting minutes, as presented.

LAK:mde

ATTACHMENTS:

Description	Type
 5.26.15	Cover Memo

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 1**

MEMBERS PRESENT: Mark Altenburg, Cindy Fagerlie, Laurie Johnson, Bill Tomhave, Matt Valan and Dr. Lynne A. Kovash.

MEMBER ABSENT: Lisa Erickson and Scott Steffes.

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 revisions to pages 3-4, 20-22 and 26-27.

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

WE ARE PROUDS:

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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 2**

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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 3**

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.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 4**

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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 5**

Kellerman, Ella Bagne, Keira Paulsen, Marcus Stavenger and Kira Hegg. Team managers are Kathy Berry and Eric Stenehjelm.

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 Stenehjelm, 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 National Skills Competition in June. Team advisor is Jeff Schneider, Moorhead High industrial technology teacher.

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.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 6**

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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 7**

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.

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.

CONSENT AGENDA: Valan moved, seconded by Altenburg, to approve the following items on the Consent Agenda:

Minutes - Approve the May 11, 2015 Meeting Minutes as presented.

2015-2016 Meal Prices - Approve the milk and meal prices as presented for the 2015-2016 school year. The price increase is due to a federal requirement for a weighted average student

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 8**

lunch price of \$2.25.

2015-16 prices are: \$.40 - milk; \$1.00 - breakfast; elementary lunch - \$2.15; secondary lunch - \$2.40; and adult lunch - \$3.50.

Presentation College Clinical Education Program Agreement - Approve the Clinical Education Program Agreement with Presentation College as presented. The agreement allows the school district to serve as a student placement center for nurses from May 26, 2015 to May 26, 2020.

Leave of Absence

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

Resignations

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, Moorhead 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, Moorhead High School, effective at the end of the 2014-2015 school year.

Callie Frost - Paraprofessional, Moorhead High School, effective July 30, 2015

Family/Medical Leaves

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.

New Employees

Courtney Grout - Kindergarten Teacher, Probstfield Elementary, 1.0 FTE, BA (1)

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 9**

\$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, Moorhead 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).

Motion carried 5-0.

MINNESOTA ASSOCIATION OF SCHOOL ADMINISTRATORS PRESENTATION:

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

Dr. Kovash presented the two \$500 scholarships to Carissa Barrerra, Moorhead High School, and Dakota Greywind, Red River Area Learning Center, at the board meeting.

ALTERNATIVE EDUCATION PRESENTATION AND MAJOR MAGNITUDE FIELD

TRIP UPDATE: Deb Pender-Tilleraas, director of alternative learning, provided an overview of alternative education programming and services. She also provided 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 information included dropout prevention, separate site and extended time/learning year provisions.

Kelsy Jenkins, Red River ALC teacher, and Brianna Clark and Keanu Moreno, Red River ALC students, provided an update on the major magnitude field trip taken this past November to attend the 2014 National Multicultural Association conference in Tucson, Arizona. (Jenkins noted Dr. Sheila Marquardt, MSUM education professor, also attended the conference.)

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 10**

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.

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.

TECHNOLOGY INTEGRATION RESEARCH TASK FORCE MID-TERM AND SECONDARY ENGLISH LANGUAGE ARTS ADOPTION UPDATES: Missy Eidsness, executive director of school improvement and accountability, and Dan Markert, executive director of information systems and instructional support, provided a mid-term update of the 2015 Technology Integration Research Task Force for Moorhead Area Public Schools and summarized the five task force meetings and the committee recommendations.

During the five task force meetings, the committee 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.

Missy Eidsness and Dan Markert also discussed 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.

Eidsness and Markert also provided an update on the secondary English Language Arts adoption for grades 6-12. The English Language Art adoption includes technology integration.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MAY 26, 2015
PAGE 11**

FIRST READING OF POLICIES: The board conducted 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.

APPROVAL TO SCHEDULE SCHOOL BOARD WORK SESSION: Tom have moved, seconded by Johnson, to approve scheduling June 8, 2015 at 5:30 p.m. to discuss the Facilities Master Plan implementation and community survey. Motion carried 5-0.

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 played the Horizon Middle School 5th grade orientation video noting it was a wonderful example for students transitioning to sixth grade. She also played Horizon's lip dub video.

COMMITTEE REPORTS: Brief reports were heard regarding the Policy Review Committee, Moorhead Legacy Fund, Instruction and Curriculum Advisory Committee and Activities Advisory Council meetings, and the Destination Imagination Global Tournament in Tennessee and the 2015 School Board Retirement Reception.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Dr. Kovash requested board members to contact Michelle regarding their attendance at graduation on Sunday, May 31.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:14 p.m.

Laurie Johnson, Clerk



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.160C

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Brandon M. Lunak, Assistant Superintendent
DATE: 6/8/2015
RE: Approval of June Claims

The June claims are as follows:

General Fund	\$670,108.36
Food Service Fund	\$166,507.15
Community Service Fund	\$ 11,342.16
TOTAL:	\$847,957.67

The June wire payments are as follows:

General Fund	\$1,729,239.35
Post Employment Irrevocable Trust Fund	\$ 3,625.47
TOTAL	\$1,732,864.82

Suggested Resolution: Move to approve the June claims, subject to audit, in the amount of \$847,957.67 and the May wire payments, subject to audit, in the amount of \$1,732,864.82.

BML:dmb



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.125C

TO: Dr. Lynne Kovash, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources
DATE: 6/2/2015
RE: Approval of Family/Medical Leaves

The administration request approval of the Family/Medical Leaves for the following people:

Tonya Fees Food Service, Robert Asp Elementary School, Family Medical Leave (non-FMLA), effective March 12, 2015 through approximately April 13, 2015.
Leah Spotts Teacher, High School, Family Medical Leave (FMLA), effective July 31, 2015 though approximately October 2, 2015.
Joni Grant Teacher, Robert Asp Elementary, Family Medical Leave (FMLA), effective November 6, 2015 through December 21, 2015.

Suggested Resolution: Move to approve the Family/Medical Leaves for Tonya Fees, Leah Spotts and Joni Grant as presented.

jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.124C

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources
DATE: 6/2/2015
RE: Approval of Retirement

The administration requests approval of the Retirement as follows:

Ed Breedon Computer Tech, currently on leave of absence, effective July, 1,
2015.

Suggested Resolution: Move to approve the retirement for Ed Breedon as presented.

jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15,123C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/2/2015

RE: Approval of Change in Contracts

The administration requests approval of the Change in Contracts as follows:

Tanya Stuhaug Early Riser Family Advocate, Ellen Hopkins Elementary, to Counselor/Behavior Teacher, Probstfield Elementary, 1.0 FTE MA (8) \$52,617.00, effective with the 2015-2016 school year. (Replaces LeAnn Thorvilson)

Tony Huseby Technology Trainer, District wide to Title and Assessment Coordinator, District wide, MA+10 (10) \$58,086.00, effective with the 2015-2016 school year. (New position per annual staffing plan)

Pat Sullivan LSS, .5 ASD/MA and .5 Facilitator, District wide, to .25 MA and .5 Facilitators, Districtwide, effective with the 2015-2016 school year. (Reduction of FTE)

Natasha Nurse, Probstfield Elementary, to 1.0 Nurse, District wide, BA (4) \$40,524.00, effective with the 2015-2016 school year. (Replaces Christy Elias)

Suggested Resolution: Move to approve the Change in Contracts for Tanya Stuhaug, Tony Huseby, Pat Sullivan and Natasha Nenow as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15,120C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/2/2015

RE: Approval of New Employees

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

Sheila Schneider	Language Arts Teacher, Horizon Middle School, 1.0 FTE, MA (10) \$55,430.00, effective with the 2015-2016 school year. (Replaces Kristi Cameron)
Matthias Valan	Avid Prep Teacher, Horizon Middle School, 1.0 FTE, BA (0) \$35,913.00, effective with the 2015-2016 school year. (Replaces Marilyn Proulx)
Erin Gaffney	Elementary Music Teacher, S. G. Reinertsen Elementary, 1.0 FTE, BA +10 (4) \$42,144.00, effective with the 2015-2016 school year. (Replaces Janelle Halverson)
Lindsey Ferguson	Elementary Teacher, S. G. Reinertsen Elementary, 1.0 FTE, BA+20 (3) \$42,490.00, effective with the 2015-2016 school year. (Replaces Sheyna Jensen)
Emily Sevigny	Elementary Spanish Immersion Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (0) \$35,913.00, effective with the 2015-2016 school year. (New position per 2015-2016 staffing plan)
Lisa Schmidt	LSS Teacher, High School, 1.0 FTE, BA (0) \$35,913.00, effective with the 2015-2016 school year. (New position per 2015-2016 staffing plan)
Stephanie Hellman	Jump Start Teacher, Probstfield Elementary, \$27.16 per hour, 6 hours per day, effective with the 2015-2016 school year. (Replaces Stephanie Baker)
Alison Bendickson	Jump Start Teacher, Probstfield Elementary, \$27.16 per hour, 6 hours per day, effective with the 2015-2016 school year. (Replaces Rebecca Linn)

Jennifer Grabow Early Childhood Program Manager, D63 (1) \$65,945.00, effective July 1, 2015. (New position per 2015-2016 staffing plan)

Mandy Cleem Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) \$15.37 per hour, effective May 11, 2015. (Replaces Barb Chamberlain)

Kelly Baumgardner Administrative Assistant Human Resources, Probstfield Center for Education, B23 (8) \$18.62 per hour, 8 hours per day, effective June 8, 2015. (Replaces Julie Hanson/New position per 2015-2016 staffing plan).

Suggested Resolution: Move to approve the employment of Shella Schneider, Matthias Valan, Erin Gaffney, Lindsey Ferguson, Emily Sevigny, Lisa Schmidt, Stephanie Hellman, Alison Bendickson, Jennifer Grabow, Mandy Cleem and Kelly Baumgardner as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.121C

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Kristin Dehmer, Executive Director of Human Resources
DATE: 6/2/2015
RE: Approval of Resignations

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

Tami Hertel	Paraprofessional, Probstfield Elementary, effective May 29, 2015.
Tammy Anderson	Food and Nutrition Server, Robert Asp Elementary, effective May 27, 2015.
Monnie Soderberg	Administrative Assistant, Ellen Hopkins Elementary, effective June 10, 2015.
Lyndsey Patnaude	Paraprofessional, currently on leave, effect June 1, 2015.
Laura Smith	Certified Occupational Therapy Assistant, Robert Asp/Probstfield Elementary, effective June 1, 2015.
Sarah Jastram	Science Teacher, High School, effective June 1, 2015.
Bridgette Bitzegaio	Elementary Music Teacher, Probstfield Elementary, effective June 1, 2015.

Suggested Resolution: Move to approve the resignations of Tami Hertel, Tammy Anderson, Monnie Soderberg, Lyndsey Patnaude, Laura Smith, Sarah Jastram and Bridgette Bitzegaio as presented.



MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support
Services
Memo LSS.15.009

TO: Dr. Lynne E. Kovash, Superintendent

FROM: Jill Skarvold, Executive Director of Learner Support Services

DATE: 6/1/2015

RE: Approval of Indian Education Grant Renewal (Title VII)

The U.S. Department of Education Office of Indian Education has awarded Moorhead Area Public Schools an Indian Education Grant for the 2015-16 school year in the amount of \$61,273.

The grant funding will be used to fund the American Indian Coordinator and Liaison, who will work with teachers, instructional assistants, and families. The grant objectives are to increase academic achievements and increase graduation rates by supplementing district services and support for the education of American Indian students.

Suggested Resolution: Move to accept the renewal for the Indian Education Grant from the U.S. Department of Education for \$61,273 for the 2015-16 school year.

JS:ca



MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support
Services
Memo LSS.15.010

TO: Dr. Lynne E. Kovash, Supertendent

FROM: Jill Skarvold, Executive Director of Learner Support Services

DATE: 6/2/2015


RE: Approval of Extended Learning Year Summer Programs

Attached is information regarding the 2015 summer programming that extends learning opportunities through August 2015. See accompanying information about the summer options through Special Education and the Red River Area Learning Center. We look forward to providing services for students through these programs this summer.

Suggested Resolution: Move to approve the 2015 Extended School Year and Learning Year Programs for Moorhead Area Public Schools.

JS:ca

ATTACHMENTS:

Description	Type
 Summer Programs	Cover Memo

Programs Under Special Education: Extended School Year

Elementary, Middle and High School Extended School Year

Days: Tuesday, Wednesday, and Thursday
Dates: June 30 - July 30, 2015
Time: 8:00 am - 12:00 pm
Location: Asp Elementary, Probstfield, Horizon Middle School and Moorhead High School

Early Intervention Services (EIS):

Dates: June 30 - July 30, 2015 (Schedules vary dependent on student need)
Location: Probstfield Early Learning Center

Extended School Year 2015- Program Budget and Staff Information

Programming will be provided for 5 weeks and will run 3 days a week (Tuesday, Wednesday and Thursday). Teachers will have a one 4 hour prep day on Monday, June 29. Extended School Year will be in session for 15 days from June 30 to July 30. There will be 28 teachers employed with a total salary of \$61,827.84 plus benefits of \$8,037.62. The estimated total hours for the teachers will be 1792 at a cost of \$69,865.46. There will be 39 paraprofessionals and other staff employed at four and one half hours daily. Paraprofessionals and other staff are paid at their contract rate or district sub rate if not employed as a paraprofessional or other staff with the district. The total salary for the paraprofessionals and other staff will be \$44,913.98 plus benefits of \$6,287.96. The estimated total hours for the paraprofessionals and other staff will be 2595 at a cost of \$51,201.94. Extended School Year instructional material budget is \$1,400. The total program budget is \$122,467.39 with 68% of special education salaries and 52% materials reimbursed from the state on EDRS.

ESY Teachers:

Carol Anderson	Laura Eberhardt	Michele Morse	Lisa Schmitt
Kevin Anderson	Paula Falk	Carrie Ness-Savageau	Sarah Smith
Deb Bartholomay	Jill Filipi	Wendy Paulson	Kayla Sprenger
Lowell Buysse	Heidi Fisher (.5)	Blake Plankers	Sara Thronson
Rhonda Buysse	Zach Holm	Alicia Radar	Victoria Vorachek
Ron Drechsel	Jane Holtz	Kendra Routh	Renee Wolf
Donna Dunlap-Bitz	Jim Kapitan (.5)	Stacy Schroeder	Nikki Zimmerman

ESY Paraprofessionals and Other Staff:

Kari Abner	Callie Frost	Andrea Milbrandt	Danni Schiltz
Tracy Alderman	Rachel Gladue	Chandi Mueller	Ellen Sletten
Matt Backlund	Brittany Hamilton	Susan Murphy	Barb Sturdevant
Nicole Braaten	Mike Hennessy	Vian Mustafa	Kaitlyn Theisen
Sara Carlson	Beth Anne Johnson	Beth Olson	Tina Van Hoeck
Tracey Christiansen	Chantell Kinslow	Tim Ness	Mario Valdez
Elizabeth Cruz	Sara Klosterich	Jodi Philipot	Rosalinda Vargas
Tiffany English	Jodi Kleven	Abbra Olson	Andrea Werth
Moriama Flores	Kayla Knopp	Bunny Renslow	
Trish Floyd	Kurt Messford-Lesmeister	Lyndsey Roy	Nurse-TBD

Red River Area Learning Center Summer Programs 2015

All positions are contingent on student enrollment. Position may be discontinued during the summer term(s) if the enrollment does not support the staffing plan.

Summer EXCEL:

Dates: July 27 - August 14 (M-F) 8 - 11:30 am
Location: Building at which identified eligible student will be attending fall 2015

STAFF:

Tracy Altenburg	Amy Griego	Sarah Martin	Amy Pinkney
Ken Appel	Dawn Hanson	Stephanie McNab	Kristi Rowekamp
Amy Biller	Julie Hayes	LaRae Mikkelsen	Lori Schroeder
Deb Booth	Gary Jensrud	Vian Mustafa	Melissa Voecks
Heidi Carlson	Pam Kiser	Kairsten Nelson	Becky Wolford
Tom Dooher	Molly Lackman	Melissa Nesler	Jamie York
Kathy Enkers	Lexi Lundberg	Anna Olson	

Red River Area Learning Center:

Dates: June 15-July 2 (M-Th) 8:30-2:30 pm
Location: Red River Area Learning Center

STAFF:

Lorrie Frendin	Aura Lee Mohror	2 para TBD	1 Bus Aide TBD
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Monday Nights at Red River Area Learning Center:

Dates: June 15-August 24 3 - 8 pm
Location: Red River Area Learning Center

STAFF:

Mary Broberg	Trudy Johnson	1 Teacher TBD
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MHS Summer Program:

Dates: Session I - June 15 - July 2 (M-Th)
Session II - July 16 - July 24 (M-Th)
Location: Moorhead High School

STAFF:

Toni Bach	Alicia Gulbranson	Jenny Krueger	Brian Olmanson
Tina Bentz	Keith Hartleben	Chris Lien	Monica Peterson
Jeremy Blake	Angie Jelinek	Scott Matheson	Julie Reno
Amber Brandenburg	Michelle Kaspari	Amy Mumm	Wylie Wisenewski

Horizon Summer Academy:

Dates: Session I - June 15 - July 2 (M-Th) 8-12 pm
Session 2 - July 6-10 "STEM WEEK" (M-F) 8-3 pm
Session 3 - July 13 - 30 (M-Th) 8-12 pm
Location: Horizon Middle School

STAFF:

Kim Anderson	Craig Fahrendorf	Christy Leier	Camille Ross
Josh Carlson	William Franklin	Isidro Lopez	Patti Schmidt
Jill Carney	Jacob Gunderson	Isaac Lundberg	Marc Wilson
Rick Eidsness	Shari Gustafson	Jen Nelson	4 TBD

West Central Regional Juvenile Center - Summer 2015:

Dates: Session 1 - June 2-15 (9-12 pm)
Session 2 - June 16 - July 8 (9-12 pm)
Session 3 - July 9 - July 31 (9-12 pm)
Session 4 - Aug 3-Aug 25 (9-12 pm)
Location: West Central Regional Juvenile Center

STAFF:

Cindy Antonson-Lillevold	Sarah Kneeland	Allison Ishaug	Katherine Zander
Emily Dahl	Julie Kummer	Jacob Purrier	10 TBD

Migrant Summer Program:

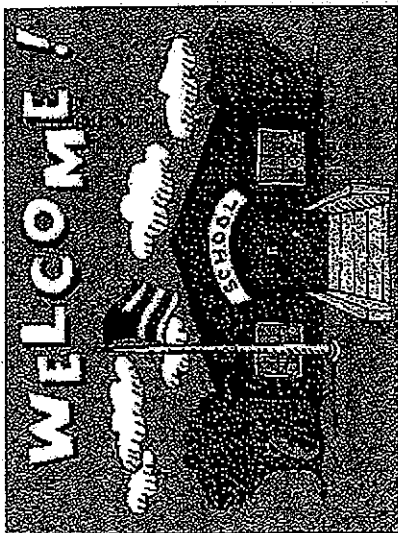
Dates: Grades K-8 - June 15 - July 23 (M-Th from 7:30-3:30 pm with extended days before and after school)
Secondary Gr 9-12 - June 15 - July 20 (M from 3-8 pm)
Location: Hopkins Elementary School

STAFF:

Carrie Arness	Oneida Gonzales	Nadine Moon	7 TBD
Mary Broberg	Brad Hawkins	Barb Skjefte	
Erinn Bowen	Alexis Lundberg	Kayla Wind	

Red River Area Learning Center Summer Programming Info:

Programming will be provided for qualifying students to the programs listed above. There will be approximately 102 staff (listed above) employed with a total salary of \$247,271.85 plus benefits of \$37,382.55 for a total cost of \$284,654.44. There will be approximately 8,418.50 hours of work time for all of the programs.



Questions about Hopkins
EXCEL Summer Program?
Please call or email Sarah
Martin. 218-284-4335
smartin@moorheadschoools.org

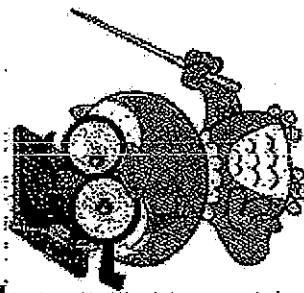
Food Service During Summer EXCEL

Moorhead Area Public Schools is participating in the Summer Food Service Program for 2015 and this year we will provide a free breakfast, snack and lunch to those that would like it. This program will serve food to ages 1 to 18 for free. Hours for our site July 27 - August 14 (Monday - Friday)

Breakfast	8:00-8:30
Snack	9:30-10:00
Lunch	11:30-12:30

Hopkins Summer EXCEL is just around the corner and we are getting ready for you! We are excited to kick off our summer EXCEL programming and want to let you know a few things before we start!

Classes will be Monday through Friday from July 27th-August 15th. Class hours are from 8am-11:30AM. Before and after school student supervision is from 7:30-noon. Any students arriving early should go to the cafeteria where they can eat a free breakfast or do an activity with Mrs. Martin while they wait to start their day.

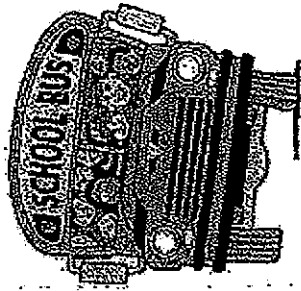


Who is
your
teacher?

For Summer EXCEL we only have one section of each grade level.

All students going into...
First Grade will have Mr. Doohar
Second Grade will have Mrs. Hanson
Third Grade will have Ms. Pinkney
Fourth Grade will have Ms. Olson
Fifth Grade will have Mrs. Mikkelsen
Six Grade will have Mrs. York

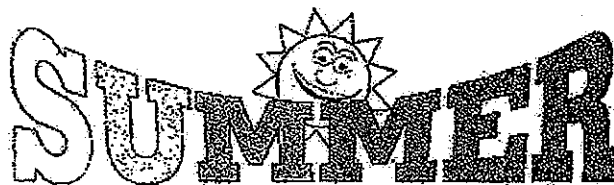
We will have staff helping to direct you to your classrooms the first week of EXCEL.



Transportation is offered on a limited basis to neighborhoods. You may take the bus using any site you prefer. Please be at stops five minutes before pick up.

7:10	36th St & 11th Ave S
7:16	Romney Park
7:20	Bennett Park
7:23	Townsite Park
7:27	Knapp Park
7:31	10th Ave & 10th St S
7:34	Alm Park
7:38	Horn Park
7:42	Belsley Park
7:45	Queens Park

RED RIVER Area Learning Center - 2015



- **JUNE SESSION - RED RIVER ALC: GRADES 7-10 (FALL, 2015), JUNE 15 - JULY 2, MONDAY - THURSDAY, 8:30 - 2:30 PM.** General subjects and project based learning. Breakfast and lunch will be provided at no cost to students. Transportation will be provided to eligible students who live 2+ miles from the school. All transportation will be provided to students' homes only.

Interested in The June Session at Red River ALC for Grades 7-10?

Parents may stop in and register their child for the June session at Red River ALC on Wednesday, June 10, between 8 a.m. and 6 p.m.

- **MONDAY NIGHT - INDEPENDENT STUDY: GRADES 9-12 (FALL, 2015): JUNE 15 - AUGUST 24, 3 - 8 PM.** General Subjects and Work Study. Students must be age 15 or older to participate in the Monday program. Please note: This is not a drop in program. Students are expected to come every Monday and to stay for the entire class period. Other details: This will be a closed campus. Supper will be provided at no cost to students. Transportation will be provided to eligible students who live 2+ miles from the school. All transportation will be provided to students' homes only.

Interested In Monday Independent Study for Grades 9-12?

Parents may stop in and register their children for Monday Independent Study at Red River Area Learning Center on Monday, June 15 from 3-5 pm. Please note that class will begin at 5 p.m. and dismiss at 8 p.m. After June 15th, the Monday sessions will begin at 3 p.m. and dismiss at 8 p.m.

- **MHS Summer Program:**

ALC students may enroll in our summer programming at MHS...

Session I - June 15 - July 2 & Session II - July 16 - July 24... MTWTh.

- **New 9th Grade Students (Fall, 2015):**

The 8th grade program has been designed this summer to give incoming Freshman a jump start. Students will be allowed to make up middle school trimester failures but will also be given the chance to earn .5 credit in high school readiness, and .5 preparatory/elective credit in English and Math that can be applied toward high school graduation. Students will also be paired with high school mentors for two days of special programming during the first session.

- **New 10th grade students (Fall, 2015):**

9th grade students are also given a chance to make up credit using a seat based approach with teacher instruction in the areas of Social Studies, Math, English, Physical Science and Biology.

- **New 11/12th grade students (Fall, 2015):**

The 10th through 12th grade program utilizes an alternative education approach with students primarily doing independent study to retrieve and complete missing credit needed for high school graduation. All English required classes, Math (Algebra 1, Geometry, Algebra 2 and SPA), All Social Studies required classes, Health, Art and Phy Ed (Ind Study only), Independent Study elective science.

Interested in Registration information for MHS?

- **8th Grade (Grade 9 - Fall, 2015) Registration:**

Wednesday, June 10th, and Thursday, June 11th, from 8:00 a.m. to 6:00 p.m. in the new commons at Moorhead High School. Park on the south side of the building and enter in through Door #15. All 8/9 students attending summer school must register before attending.

- **9th-12th (Grade 10 - 12 - Fall, 2015) Registration:**

Wednesday, June 10th, and Thursday, June 11th, from 8:00 a.m. to 6:00 p.m. in the new commons at MHS. Park on the north side of the building and enter in through Door #15. All 9th-12th students must register before attending.

Questions on MHS Summer Program? Contact Scott Matheson at 701-361-6034

2015 Horizon Summer Academy

Session 1: June 15, 16, 17, 18, 22, 23, 24, 25, 29, 30 and July 1, 2

Mondays - Thursdays, 8:00 am - 12:00 noon

Session 2: July 6 - 10 "**STEM Week**"(Science, Technology, Engineering & Math)

Monday - Friday, 8:00 am - 3:00 pm

Session 3: July 13, 14, 15, 16, 20, 21, 22, 23, 27, 28, 29, 30

Mondays - Thursdays, 8:00 am - 12:00 noon

(A field trip at the end of each session will be planned for all students that received a passing grade and had acceptable behavior during the session.)

Possible classes for Sessions 1 and 3: (Placement in the classes will be determined by MCA scores, teacher recommendations, and classroom performance during the school year.)

Reading, Language Arts, Pre - Algebra, Basic Math, and AVID Learning Strategies

****Students are responsible for their own transportation or may ride the MAT bus free for all summer programming at Horizon. Bus passes will be available in the counseling office starting June 12.**

****Breakfast and lunch served free to all students daily in all summer programming at Horizon.**

Horizon Summer Academy classes are offered free to all qualifying students from grades six and seven during the 2014 - 2015 school year. To qualify a student must have been enrolled in EXCEL programs during the school year and/or show academic need in the area(s) of math or reading or have other factors that may lead him/her to be identified as an at-risk learner.

****All classes will be based on a Pass/Fail grading system. To receive a "Pass" a student must complete all class assignments to show progress and mastery of learning.**

Main contact for additional information:

Horizon Middle School Counseling Office 218 - 284 - 7312

For more information contact: (beginning in June)

Deb Pender -Director of Red River Area Learning Center

email: dtilleraas@moorheadschoools.org , phone: 218 - 284 - 2230

William Franklin - Summer Academy Coordinator

email: wfranklin@moorheadschoools.org , phone: 218 - 284 - 7312

West Central Regional Juvenile Center
Summer 2015

Academic Year - 2014 - 2015:

- May 29 Last Day for Students
- June 1 Teacher Work Day, Paraprofessional PD (or as arranged)

Summer, 2015:

June 2- 15

Session I (8 days)

08:30 - 09:00 Prep: Teachers

09:00 - 12:00 Class: Teachers, Paraprofessionals, Students

Teachers: Full time contracted staff credit 25.5 hours of the 28 hour session to the 2014-2015 contract. An additional 2.5 hours of teaching time may be entered in TC+.

Other: There are an additional 1.5 hours of teacher time budgeted for evaluation meetings per session. John or Troy will notify teacher of meeting via email and copy the request to Deb for documentation - TC+ approval.

- No School - June 8, 9 for classroom maintenance.

June 16 - July 08

Session II (17 days)

9:00 - 12:00 Class: Teachers, Paraprofessionals, Students

Teachers: 4.25 hours of prep time per session for coursework

Other: There are 1.5 hours of teacher time budgeted for evaluation meetings per session. John or Troy will notify teacher of meeting via email and copy the request to Deb for documentation - TC+ approval.

- No School July 3.

July 09 - July 31

Session III (17 days)

9:00 - 12:00 Class: Teachers, Paraprofessionals, Students

Teachers: 4.25 hours of prep time per session for coursework

Other: There are 1.5 hours of teacher time budgeted for evaluation meetings per session. John or Troy will notify teacher of meeting via email and copy the request to Deb for documentation - TC+ approval

August 3 - Aug 25 Session IV (17 days)

9:00 - 12:00 Class: Teachers, Paraprofessionals, Students

Teachers: 4.25 hours of prep time per session for coursework

Other: There are 1.5 hours of teacher time budgeted for evaluation meetings per session. John or Troy will notify teacher of meeting via email and copy the request to Deb for documentation - TC+approval.

Staff Guidelines:

Continuity in educational programming is critical to student success.

- Only 1 day of employee absence is allowed (other than serious illness - emergency) for each summer session. A minimum of one week notice is required to find a suitable replacement. The substitute must be secured before the absence is approved.
- Additional absences during a summer session may result in discontinuation of the summer working agreement for individual staff members.
- There is no job sharing or covering for one another during the session to arrive late or leave early.

Students who meet care and treatment guidelines for summer programming must focus upon accelerated skill development in reading and math. The focus of the three hour session for students who meet care and treatment guidelines for summer programming must be reading and math.

Students who do not meet care and treatment guidelines for summer programming may work on credit recovery through Red River Area Learning Center Programs and Services. It is important that the student membership and attendance hours be documented for these students and forward to Deb at the end of each summer session. (A spreadsheet is sufficient.) These hours must be included in the ALC MARRS (state) report that is submitted by Pam Hancock to MDE for Summer, 2015.

Any special programs or projects during classroom time must be approved by Deb, eg. Rape and Abuse, MSUM partnerships, learn and serve, etc. Funding for summer term is very specific.

Attendance at WCRJC staff meetings during the summer term is allowed but not required. Time will not be compensated beyond the budget outlined above.

Please check in and check out at the desk on your floor each day. This information will be used as supplemental documentation (time - effort) for TC+. Thank you.

Migrant Summer Program 2015

Registration: June 11, 2015 Hopkins Elementary School

Summer Session:

Grades K-8 June 15 - July 23 M-Th – 7:30-3:30 pm with an extended
Day classroom before and after school

Secondary Grades 9-12 June 15 - July 20, Mondays, 3-8 pm.

All migrant students, k-12, will also be eligible to attend any summer
program(s) for which they are eligible.



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.123R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: 2014-15 Comprehensive Activities Report

Attached please find information regarding the activities program at Moorhead High School. Activities Director Dean Haugo will share a spreadsheet regarding activities at Moorhead High School. Included in that spreadsheet are details regarding each activity and potential new activities for next year. Haugo will also provide a page describing new activities for next year.

Additionally Haugo will share information about the present and future of activities in Moorhead Area Public Schools.

Suggested Resolution: Move to approve the 2014-15 Comprehensive Activities Report as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
6.8.15 Activities Report	Cover Memo

The Value of Participation

The mission of the Minnesota State High School League is to provide educational opportunities through interscholastic athletic and fine arts programs for the 200,000 students who participate in them and to provide leadership and support for the 456 high schools that are members of the League.

Decades of research prove that students who participate in high school activities tend to have:

- higher grade-point averages
- better attendance records
- lower dropout rates
- fewer discipline problems than non-participating students.

National studies repeatedly report that high school activities:

- build character
- increase self-confidence
- relieve tension
- support classroom learning by generating school pride, a sense of community, and by nurturing a feeling of belonging that makes students want to achieve.

These studies also show that students who participate in athletic and fine arts programs are more likely to:

- graduate from high school
- stay off drugs
- attend college
- avoid unwanted pregnancies.

Still, more statistics reveal that participation in activities encourages the aspirations of youth and provides young people with countless opportunities to develop leadership skills.

A Minnesota study of more than 300 schools showed—

- The average student had a grade-point average of 2.68 (on a 4.0 scale), but the grade-point average of student athletes was 2.84 and 2.98 for students involved in the fine arts—speech, drama, music and debate.
- The average student was absent 8.76 days a year.
- Athletes were absent 7.44 days.
- Fine arts participants were absent only 6.94 days a year.

Recent Objectives of the MHS Activities Office:

Technology

1. Website

a. We are in the process of creating a website for all that happens with regards to Activities at MHS. This will be up and running later this summer and will be linked with our www.moorheadschools.org website. We had planned to add this last summer and didn't get a chance to get it done.

2. Online Broadcast

a. This past year we did some test runs with an online viewing system called "The Cube." We plan to utilize this system when possible in 2015-16 which would allow people to watch our events online.

Facilities

1. MHS / Horizon - Soccer/Football Complex's

a. With the large portion of the renovation complete we can now focus on cleaning up the details. We have a lot of work to do to get our practice spaces up to speed so they can be used as secondary game/practice fields.

2. MHS - Auditorium.

a. We are working to upgrade the microphones and other items in the Auditorium in order to get it up to speed. This project will be ongoing.

3. MHS - All Grounds

a. We are working to add some school spirit and Spud Pride to our facility. This will include things such as light post banners, historical pics inside the school, etc..

***Other Objectives - Areas of Growth**

1. K-12 Improvements - We need to continue to evaluate our programming from a k-12 perspective to make sure our programs have the foundation to be successful.

2. Multi-Sport Approach - It is essential that we are working hard as a staff to ensure that our student-athletes are in a position where they can pursue multiple activities if that is in their interests.

3. Why We Play - As mentioned a year ago we are working on making the Why We Play initiative a part of all of our programs.

Activity	Mixed	Boys	Girls	Coach/Advise Stipend	Approx Participation - 14-15	Tier/Fee
Fall						
Volleyball			X	X	44	Tier 2/\$150
Tennis Girls			X	X	28	Tier 3/\$130
Speech	X			X	84	Tier 2/\$150
Cross Country Boys		X		X	28	Tier 2/\$150
Cross Country Girls			X	X	25	Tier 2/\$150
Football		X		X	146	Tier 2/\$150
Soccer Boys		X		X	56	Tier 2/\$150
Soccer Girls			X	X	39	Tier 2/\$150
Swimming Girls			X	X	45	Tier 2/\$150
Winter						
Basketball Boys		X		X	48	Tier 1/\$180
Basketball Girls			X	X	30	Tier 1/\$180
Hockey Boys		X		X	37	Tier 1/\$180
Hockey Girls			X	X	28	Tier 1/\$180
Swimming Boys		X		X	29	Tier 2/\$150
Gymnastics			X	X	8	Tier 2/\$150
Wrestling		X	?	X	38	Tier 2/\$150
Dance Team			X	X	21	Tier 3/\$130
Spring						
Baseball		X		X	69	Tier 2/\$150
Softball			X	X	30	Tier 2/\$150
Tennis Boys		X		X	17	Tier 3/\$130
Track Boys		X		X	81	Tier 3/\$130
Track Girls			X	X	67	Tier 3/\$130
Golf Boys		X		X	21	Tier 3/\$130
Golf Girls			X	X	17	Tier 3/\$130
Activities - Competition Based						
Robotics	X			X	19	Tier 4/\$75
Knowledge Bowl	X			X	34	Tier 4/\$75
Math League	X			X	17	Tier 4/\$75
Destination Imagination	X			X	11	Tier 4/\$75
Science Olympiad	X			X	9	Tier 4/\$75
Activities - Performance Based						
Carolers	X			X	40	Tier 4/\$75
Marching Band	X			X	79	
Apollo Strings	X			X	23	Tier 4/\$75
Fall Musical	X			X	47	Tier 4/\$75
One Act Play	X			X	10	Tier 4/\$75
Spring Play	X			X	24	Tier 4/\$75
Jazz Band	X			X	19	Tier 4/\$75

Activities - Service / General						
Key Club	X			X	37	
Student Council	X			X	35 - 40	
SADD	X			X	30	
Intramurals (DB, Bad,F	X			X	91	Varies

Clubs - Non School Funded						
Anime Club	X				6	
Gardening Club	X				10	
Chess Club	X				10	
Comic Book Club	X				4 - 6	
Drawing Club	X				8	
Dance Club	X				10 - 12	
Econ Challenge	X				12	
Powerlifting	X				20	
PAY	X				27	
Visual Arts	x				8	

New Additions - 2015/16						
Adapted Bowling	x					Tier 4/\$75
Nordic Skiing	x					Tier 2/\$150
Skills USA	x					Tier 4/\$75

Activities Report 2015

New Activity Recommendations:

Nordic Ski (B/G)

Start Date: November 9th

Purpose - Nordic would be a great fit for our programming. Our endurance athletes from Cross Country and Track and Field spend much of the winter training on the roads in the FM area. It would be great for us to offer a lifelong activity option for those athletes and any others that may be interested.

Leader - Tom Dooher

Staff:

Head Coach - 1

.10 on Salary Appendix D

** 14 week season is comparable to Swimming and Diving

Assistant Coach - 1

.07 on Salary Appendix D

Equipment

Uniforms - One Time and then every 5 years.

Ski Equip- Approx \$700.00 per year

Travel/Meets:

5 Including Sections

Locations - Detroit Lakes, Fergus Falls, Little Falls, Bemidji

Adaptive Bowling:

Start Date: March 7th

Purpose: Adaptive Bowling would be an excellent option for our student population that presently doesn't have Activity options at MHS. The ability for our adaptive students to participate in an activity with the ability to Letter as a Spud is very exciting.

Leader - Brandon Yoney

Staff

Head Coach - 1

.08 on Appendix D

** 11 week season is comparable to Tennis

Assistant Coach - 1

.06 on Appendix D

Travel: None - Competitions are held locally

Skills USA:

Start Date:

Purpose: Skills USA is a comprehensive program of activities with a focus on the Technical Education specialties. We have operated as a club for a number of years and have seen an increase in participation each year.

Leader - Jeff Schneider

Staff

Head Coach - 1

** .06 on Appendix D - Replaces AYES

Middle School

Art Club

Start Date: Fall - Meet 2 times per week throughout the year.

Purpose: The Art Club has been in operation for a number of years and provides students with an opportunity to enhance their art related skills.

Staff: Jen Nelson and Jen Welle

** .025 on Appendix D



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.162R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent

DATE: 6/8/2015

RE: Approval of Architectural and Engineering Services for Moorhead Area Public Schools November Referendum Building Projects

The Moorhead School Board at the February 23 meeting directed administration to develop plans for a building bond referendum that would include a new K-4 elementary school, a new 5-6 addition to Horizon Middle School, including a performing arts center, remodeling of existing district buildings to improve safety and security, and a potential classroom addition to S.G. Reinertsen Elementary to bring capacity to 750 students. The preliminary plan is estimated at \$78 million

In May 2015, Moorhead Area Public Schools administration created the Facilities Master Plan Implementation Task Force. The 12-member task force includes school district, business and community members.

Moorhead Area Public Schools sent a Request for Proposal for Architectural Services to eight Architectural firms; four firms responded. Those firms provided their Architectural Response for Qualification (RFQ) to the Facilities Master Plan Implementation Task Force for review. Each member was provided the individual Architectural RFQ, the Reference Questionnaire responses, and the ranking scores of each firm based on the reference responses of each firm.

Task force members reviewed the RFQ to determine that the criteria standards were met and proceeded to rank the firms individually. Ranking results of each of the task force members were tabulated on a weighted scale. Based on the compiled rankings and discussion, it was determined that the task force would interview three firms on June 2, 2015.

At the June 2 meeting, interview questions were provided to each task force member for the interview process. Each firm was given one hour to present its vision. After presentations, interviews and discussion, the task force recommended to administration for further action Zerr Berg Architects, Inc. with Michael J. Burns Architects, LTD to provide architectural and engineering services for the building bond referendum construction projects.

Suggested Resolution: Move to approve Zerr Berg Architects, Inc. with Michael J. Burns Architects, LTD for architectural and engineering services for Moorhead Area Public Schools

construction projects that include a new K-4 elementary school, a new 5-6 addition to Horizon Middle School, including a performing arts center, remodeling of existing district buildings to improve safety and security, and a potential classroom addition to S.G. Reinertsen Elementary to bring capacity to 750 students for a building bond referendum in November.

Moved by:

Seconded by:

Comments:

BML:dmb



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.161R

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Brandon M. Lunak, Assistant Superintendent
DATE: 6/8/2015
RE: Approval of Probstfield Center for Education (PCE) Kitchen Bid

Attached please find a tabulation of the bids received for work related to the PCE kitchen project. After reviewing the information with the district's architect for the project, Zerr-Berg Architects, Inc. and Jim Smith, Director of Property Services, we agree that the project should be awarded as attached.

Suggested Resolution: Move to approve the base bid of \$749,966.33 for the PCE kitchen project as presented.

Moved by:
Seconded by:
Comments:

BML:dmb

ATTACHMENTS:

Description	Type
 PCE Kitchen	Cover Memo

**MPS Probstfield Elementary Kitchen Remodel
Moorhead, MN**

Date: 6/2/15

Project No. 14-079



BID PACKAGE	ESTIMATE	CONTRACTOR	BASE BID	
General Conditions	\$ 10,525.00	Allowance	\$ 7,500.00	
6A General Work & Labor	69,001.23	Ledgestone, Inc.	\$ 64,000.00	
7G Sealants	505.00	Allowance	\$ 500.00	
8A Hardware/Doors/Frames	8,821.74	Fargo Glass and Paint	\$ 12,995.00	
8C Coiling Doors	13,130.00	Garage Door Store	\$ 11,250.00	
9B Drywall	27,729.55	Young and Davis Drywall, Inc.	\$ 30,675.00	
9C Tilework	16,786.20	I'll Tile and Stone, Inc.	\$ 31,900.00	
9E Acoustical	5,726.70	Flament-Ulman, Inc.	\$ 7,667.00	
9I Painting	10,544.40	Craig Geron Decorating Artists	\$ 14,335.00	
11A Food Service Equipment	154,762.36	Culinex	\$ 125,663.44	
11A-1 Kitchen Hood	18,957.64	Culinex	\$ 18,957.64	
11B Athletic Equipment	12,120.00	H&B Specialized Products, Inc.	\$ 10,184.00	
21 Building Sprinkler	16,628.64	Ace Fire Protection, LLC	\$ 25,471.00	
22 Plumbing	28,482.00	Laney's, Inc.	\$ 34,931.00	
23 HVAC	41,683.00	Accel Mechanical, Inc.	\$ 147,350.00	
23-1 AHU	12,150.00	Trane US Inc	\$ 12,150.00	
26 Electrical	86,560.79	Laney's, Inc.	\$ 97,600.00	
Total Bid Packages	\$ 534,114.25		\$ 653,129.08	
TOTAL BID PACKAGES	\$ 534,114.25		\$ 653,129.08	
5.0% Construction Management	\$ 26,705.71	Gehrtz Construction Services	\$ 32,656.45	\$ -
SUBTOTAL	\$ 560,819.96		\$ 685,785.53	\$ -
7.0% Architect/Engineer	39,257.40	Zerr Berg Architects	48,004.99	-
Reimbursable Expenses Allowance		Allowance	1,500.00	-
TOTAL	\$ 600,077.36		\$ 735,290.52	\$ -
3.0% Contingency	18,002.32		14,705.81	-
TOTAL PROJECT COST	\$ 618,079.68		\$ 749,996.33	

MPS Probstfield Elementary School Kitchen Remodel
Moorhead, MN

gehrtz
CONSTRUCTION SERVICES

ZERRBERG
ARCHITECTS

Project No. 14-079

BID TABULATION	Addenda acknowledged	Bid Bond	Base Bid	Comments
BID DATE: 6/2/15				
6A General Work/Labor				
Ledgestone, Inc. Detroit Lakes, MN	1,2	5%	\$64,000.00	
MinKo Construction, Inc Fargo, ND	1,2	5%	\$95,850.00	
7C Sealants			no bids	
8A Hardware/Doors/Frames				
Central Door & Hardware, Inc. Fargo, ND	1,2	5%	\$14,450.00	
Fargo Glass & Paint Co. Fargo, ND	1,2	5%	\$12,995.00	
8C Colling Doors				
Advance Garage Door, Inc. Fargo, ND	1,2	5%	\$11,770.00	
Twin City Garage Door West Fargo, ND	1,2	5%	\$12,574.00	
Garage Door Store Fargo, ND		5%	\$11,250.00	
Skold Speciality Contracting Rogers, MN	1,2	5%	\$13,130.00	
9B Drywall				
Stephenson Drywall & Lathing, Inc. Moorhead, MN	1,2	5%	\$48,100.00	
Young & Davis Drywall Bemidji, MN	1,2	5%	\$30,675.00	
9C Tilework				
III Tile & Stone Inc. Detroit Lakes, MN	1,2	5%	\$31,900.00	
Ceramic Specialists Fargo, ND			\$25,228.00	no bond or check
9E Acoustical				
Flament-Ulman, Inc. Moorhead, MN	1,2	5%	\$7,667.00	
9H Painting				
Craig Geron Decorating West Fargo, ND	1,2	5%	\$14,335.00	
11A Food Service Equipment				
Culinex Fargo, ND	1,2	5%	\$125,663.44	
Strategic Equipment, Inc. St. Cloud, MN	1	5%	\$174,700.00	
11B Athletic Equipment				
Sportscon St. Louis, MO			\$9,025.00	no bond or check
H&B Specialized Products Eden Prairie, MN	none	5%	\$10,184.00	
21 Building Sprinkler				
Ace Fire Protection Fargo, ND	1	5%	\$25,471.00	
NOVA Fire Protection, Inc. Fargo, ND	1,2	5%	\$26,500.00	
22 Plumbing				
Accel Mechanical Fargo, ND	1,2	5%	\$56,000.00	
Laney's Fargo, ND	1,2	5%	\$34,931.00	
24 HVAC				
Accel Mechanical Fargo, ND	1,2	5%	\$147,350.00	
Sheyenne Mechanical West Fargo, ND	1,2	5%	\$156,000.00	Add to base bid gas=2250; Ansel=3450
26 Electrical				
Fritz Electric Fargo, ND	1,2	5%	\$105,200.00	
Laney's Inc. Fargo, ND	1,2	5%	\$97,600.00	
Grants Mechanical Fargo, ND	1,2	5%	\$105,382.00	



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.163R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent

DATE: 6/8/2015

RE: Legislative Update and Annual Operating Plan Report

Dr. Kovash and I will be presenting information on the 2015 legislative session and the Annual Operating Plan. At this time the special session has not been scheduled. The legislative session summary includes the most recent thoughts from Minnesota Association of School Administrators and Minnesota Rural Education Association.

As a part of the presentation, the slides will also provide a historical picture of the school district finances as well as school district priorities.

This presentation will also provide a foundation for the discussion of the Annual Operating Plan at the next School Board meeting.

BML: dmb

ATTACHMENTS:

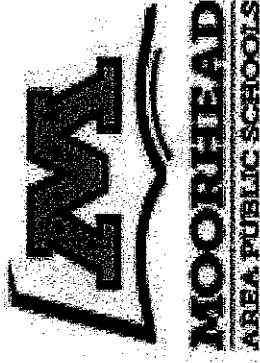
Description	Type
 Presentation 6.8.15	Cover Memo

2015 Legislative Update



Gov. Proposal (\$250 million)	Gov. Proposal (HF 844 plus \$125 million)
2&2 On Formula (\$63 million)	2&2 On Formula (\$63 million)
.5 day phased in for PreK (\$100 million)	Increase School Readiness Funding (\$21.5 million)
Head Start (reduce waiting list) (\$10 million)	Increase Early Learning Scholarship Funding and eliminate Pathway II Program (\$21.5 million)
Compensatory Pilot Grants (\$10 million)	Compensatory Pilot Grants (\$10 million)

2015 Legislative Update

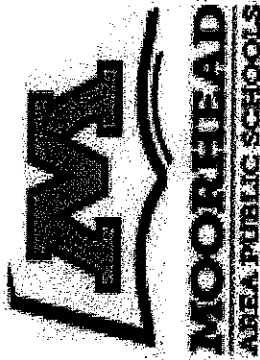


Gov. Proposal (\$250 million)	GOP Proposal (HF 844 plus \$125 million)
Northside Achievement Zone/St. Paul Promise Neighborhood (\$4 million)	Northside Achievement Zone/St. Paul Promise Neighborhood (\$4 million)
Increase AMI Education (\$17 million)	Increase AMI Education (\$4 million)
Teacher Workforce (\$8.5 Million)	Education Partnership Pilot Grants (\$1 million)

2015 Legislative Update



Help Me Grow (\$2 million)	LIFO-Repeal the state default ULA Policy
ELL (\$8 million)	
Regional Centers (\$10 million)	
Breakfast (\$4 million)	
Q Comp (\$13.5 million)	



Moorhead Area Public Schools

Historical Recap

Moorhead Area Public Schools

2000-Present



August 2000 – Five Future-Focused Initiatives were announced in response to declining enrollment and the subsequent budget situation.

February 2001 – Dr. Roger Worner completed the five-month Organizational Analysis Study, one of the future-focused initiatives.

April 23, 2001 – The “Recommendation for a Decision-Making Process” was approved by the School Board. The decision-making process included eight Primary Focus Areas, which were addressed by administrative reports, research study groups and community task forces.

July 2001 – Parents, teachers and community members were named to five community task forces.

Moorhead Area Public Schools 2000-Present



September 2001 – The five task forces convened and began meeting: Student Demographics Task Force, Middle School Model Task Force, Alternative Education Delivery Model Task Force, High School Enhancement Task Force, and Facility and Grade Level Configuration Model Task Force.

December 10, 2001 – The School Board received the task force reports and voted unanimously to hold a special election on March 12, 2002, for voter approval of a \$64 million bond referendum.

March 12, 2002 – Voters approved the \$64 million bond referendum plan to build Horizon Middle School, build S.G. Reinertsen Elementary, convert Robert Asp and Moorhead Junior High to K-5 elementary schools, remodel Moorhead High School and add ninth-grade center and fieldhouse additions, and convert Probstfield to an education center.

Moorhead Area Public Schools

2000-Present



September 2004 – New and newly renovated schools opened with the K-5, 6-8, 9-12 grade configuration.

November 2009 – Operating levy referendum failed.

November 2010 – Voters approved an operating levy for \$850 per student (\$949.52 now based on per pupil counting) for seven years beginning with the 2011-2012 school year.

Spring 2013 with School Board presentation June 2013 – Community Engagement Initiative

- Focus was on district strategic planning for the future.

- Steering committee members were Brian Cole, Cindy Fagerlie, David Kanuch, Wayne Kazmierczak,

Lynne Kovash, Jeremy Larson, Brian Mancini, Chris Triggs and consultant Greg Vandal. Through periodic community work sessions, the group created guiding themes and recommendations.

Community Engagement Initiative Themes and Recommendations



1. 21st Century Schools

- Implement all-day, every day kindergarten and expand the pre-K program to build participation.
- Explore diverse learning environments through technology, service learning, mentorship programs, and community experiences.
- Assure all students achieve maximum growth in basic skills, creativity, critical thinking, collaboration and communication through innovative technology.

2. School and Community

- Build trust through the development of an enhanced communication and engagement plan.
- Create a systematic, school-wide program of service learning opportunities.

Community Engagement Initiative Themes and Recommendations



3. Facilities

- Use data to educate our public and celebrate our success to promote the need for facilities.
- Investigate the operational practices of the district to determine if changes might better support students and families.
- Develop a short-term and long-term plan for the development and deployment of existing and new space.

4. Equitable Opportunities

- In partnership with our stakeholders, research, assess and identify gaps in programs and services that might exist.
- Create goals and action plans based on the findings.
- Hold the district accountable for the results of our plans.

Community Engagement Initiative Themes and Recommendations



5. Mental Health/Character Development

- Create a district-wide character development and positive recognition plan.
- Better engage students, families and schools in the transition experience.
- Establish a process by which the district explores enhanced counseling and support services.

Moorhead Area Public Schools

2000-Present



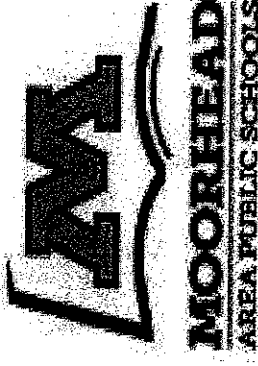
November 2013 – Nine facility recommendations were presented to the board, including gymnasium/classroom additions at Probstfield, Robert Asp and S.G. Reinertsen Elementary Schools.

- Recommendation 8: Explore the feasibility of building a grades 5-6 building on the existing Horizon Middle School site and convert the district's elementary schools to a grades K-4 configuration.
- Recommendation 9: Create a facilities task force to develop a long-range facilities plan with consideration given to recommendations 6-8.
- Link to entire recommendations: [2013 Facility Recommendations](#)

Fall 2014 with School Board presentation February 2015 – Facilities Master Planning Task Force completed the facilities master planning process and made recommendations as part of the 10-year Facilities Master Plan.

Moorhead Area Public Schools

Operating Levy Priorities



1. Provide a source of stable and predictable revenue to avoid further reductions.
2. Preserve and improve class size.
3. Repair and replace aging technology equipment.
4. Increase access to world language.
5. Increase access to early childhood programs.

Moorhead Area Public Schools

Operating Levy Priorities



1. Provide a source of stable and predictable revenue to avoid further reductions.

GENERAL FUND (21)	FY15 Actual	FY15 Revised	FY16 Projected	FY17 Projected	FY18 Projected	FY19 Projected
REVENUES						
Property Taxes	5,275,452	4,717,821	5,010,821	5,010,821	5,010,821	3,710,821
Local Sources	1,088,541	1,059,362	1,087,730	1,087,730	1,087,730	1,154,231
General Education Aid	40,940,081	44,057,316	44,981,758	46,235,008	47,343,248	48,581,716
Other State Aids	538,757	422,436	478,560	483,743	487,002	481,538
Special Education Aid	9,893,955	9,878,340	9,878,340	9,878,340	9,878,340	9,878,340
Federal Aids Grants	3,047,320	3,040,374	3,040,374	3,040,374	3,040,374	3,040,374
Capital Outlay	2,089,236	2,146,218	3,147,724	3,418,173	3,418,173	3,418,173
Health & Safety	188,105	453,782	516,508	105,000	105,000	105,000
TOTAL REVENUES	62,810,558	65,530,079	65,530,476	69,248,046	70,422,862	70,396,393
EXPENDITURES						
Administration	3,984,178	4,003,250	4,380,470	4,314,750	4,853,180	4,795,500
Regular Instruction & Vocational	25,737,851	27,855,800	29,537,420	30,470,460	31,432,880	32,425,000
Special Services	14,300,323	14,851,470	15,246,764	15,714,240	16,185,310	16,653,450
Instructional Support	2,054,325	2,216,750	2,319,719	2,388,420	2,455,200	2,525,100
Pupil Support	1,527,639	1,591,500	1,640,590	1,681,310	1,743,430	1,797,270
Buildings & Grounds	4,277,225	4,340,280	4,530,920	4,692,150	4,858,981	5,034,522
Transportation	3,539,040	3,743,900	3,859,150	3,979,150	4,102,980	4,230,730
Capital Outlay	4,434,273	7,728,842	5,673,284	5,209,683	5,371,725	5,108,085
Health & Safety	325,905	388,576	582,182	105,000	105,000	105,000
TOTAL EXPENDITURES	59,263,778	65,271,883	67,470,499	69,759,056	70,920,488	72,715,189
REVENUES OVER (UNDER) EXPENDITURES						
Restricted	(2,305,889)	(5,486,418)	(2,191,144)	(1,791,492)	(1,883,048)	(1,883,048)
Unassigned	5,152,637	5,045,189	2,971,121	2,376,522	1,465,432	(629,893)
Restricted & Unassigned Combined	2,846,748	(411,229)	779,977	585,030	(417,616)	(1,212,941)
ENDING FUND BALANCE						
Restricted	501,054	(4,585,354)	(7,076,498)	(5,867,990)	(10,821,035)	(12,509,928)
Unassigned	15,408,410	20,453,659	23,424,720	25,851,042	27,256,863	28,627,770
Restricted & Unassigned Combined	16,009,464	15,868,305	16,348,222	16,983,052	16,435,828	16,117,842
Unassigned as % of Expenditures	27.51%	23.17%	24.98%	24.33%	23.17%	23.17%
Restricted as % of Total Expenditures	36.70%	23.49%	24.23%	24.63%	23.17%	19.41%

Moorhead Area Public Schools Operating Levy Priorities



2. Preserve and improve class size.

Average Class Size

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Projected 2015-2016
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size
Kindergarten	22	23	22	23	22	23	23	23
Grade 1	24	24	23	25	25	23	24	23
Grade 2	24	25	26	24	25	26	26	25
Grade 3	25	29	25	26	25	27	27	25
Grade 4	27	27	27	26	25	26	26	26
Grade 5	29	29	28	27	26	27	27	27
Grade 6 (Core)	29	33	33	25	27	28	29	29
Grade 7 (Core)	27	33	33	26	25	29	27	29
Grade 8 (Core)	31	31	33	26	26	20	29	28
District Average K-3	24	25	24	24	24	25	25	24
District Average 4-5	28	28	28	27	26	27	27	26
District Average K-5	25	26	25	27	25	25	25	25
District Average 6-8	29	32	33	27	26	25	28	29

The average class size is based on March 2, 2015 enrollment.

Referendum Information



Enrollment growth creates need for new elementary school and middle school addition

- Moorhead Area Public Schools experienced 11 years of enrollment decline before enrollment stabilized and began to grow. This happened after a major reorganization of the schools in 2004 that also spurred new home construction.
- Closing smaller elementary schools and developing three equitable K-5 elementary schools and one middle school was necessary to create economic efficiencies by reducing operating costs, modernize district facilities, and enhance educational effectiveness.
- In 2001, the district made significant budget reductions, and projections indicated enrollment decline would likely continue. Closing small, inefficient schools saved the district money in maintenance, utilities and operations.
- This year, with 500 students each in the current kindergarten, grade 1 and grade 2 classes, and the increasing need for early childhood space, the district is over capacity.

Referendum Information



- When S.G. Reinertsen Elementary and Horizon Middle School were built empty fields surrounded the schools. Now those schools are surrounded by homes. More homes have led to more students.
- In the past 10 years the district has seen enrollment grow by 638 students, with more growth in the K-5 student population. The 2005-06 kindergarten class had 377 students compared to the 2014-15 class of 500 kindergarten students.
- According to a recent demographics study, enrollment in grades K-5 is projected to increase from 2,851 students to more than 3,150 in 2019-20. Enrollment in grades 6-8 is projected to increase from 1,282 to more than 1,550 students in 2019-20.



Referendum Information

The Moorhead School Board gave approval May 11 for district administration to continue to develop Phase I of the Facilities Master Planning Task Force's recommendation and begin planning for a Nov. 3 bond referendum. The preliminary plan includes:

- construction of a new K-4 elementary school with a capacity of 750 students;
- construction of a grades 5-6 addition to Horizon Middle School to create a middle school campus, including a performing arts center;
- remodeling of existing district buildings to improve the safety and security;
- remodeling of existing elementary schools to create flexible learning environments;
- consideration of an addition at S.G. Reinertsen Elementary School to create equitable-sized elementary schools in the district; and
- returning Probstfield Center for Education to an early childhood center.

Moving forward with implementing Phase I of the Facilities Master Planning Task Force's recommendations will create the capacity the district needs to address projected enrollment growth for grades K-8.

2015-2016 AOP Update



Description	Aid	Levy	Total
Deferred Maintenance		\$321,960.00	\$321,960.00
Capital Outlay	\$960,850.00	\$487,860.00	\$1,448,710.00
Total:	\$960,850.00	\$809,820.00	\$1,770,670.00
2015-2016 Project Costs:			\$1,746,185.00

AOP/Capital Projects Priorities:

1. PCE Projects-Ready for Kindergarten Center
2. Creating Space for Early Learning (More Leased Space)
3. Balanced Approach to Capital Improvements per Building
4. Meet with Building Level Administration



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.124R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 234

Attached please find policy, Safe and Healthy Learners Committee 234, for your review.

Suggested Resolution: Move to approve policy, Safe and Healthy Learners Committee 234, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 234	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.

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



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.125R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 498

Attached please find the policy, Workload Limits for Certain Special Education Teachers 498, for your review

Suggested Resolution: Move to approve the policy, Workload Limits for Certain Special Education Teachers 498, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 498	Cover Memo

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.

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)



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.125R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of Policy 532

Attached please find the policy, Medication 532, and Administrative Procedures 532.1: Administering Medications in School, 532.2: Medication Request Form, 532.3: Administering Prescribed Medical Procedures and Treatments in School, and 532.4: Provider's Order of Prescribed Services (PPS), for your review.

Suggested Resolution: Move to approve the policy, Medication 532, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 532	Cover Memo

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.

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. Please refer to Administrative Procedures 532.1: Administering Medications in School and 532.3: Administering Prescribed Medical Procedures and Treatments in School and 532.4: Provider's Order of Prescribed Services (PPS).

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 (refer to Administrative Procedure 532.3: Administering Prescribed Medical Procedures and Treatments in School). Nonprescription medications do not require a prescriber's signature but do require parent or guardian signature. The "M medication R request F form" (Administrative Procedure 532.4.2) 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)

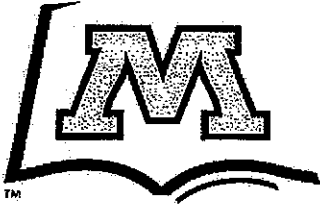
20 U.S.C. 1400, *et seq.* (Individuals with Disabilities Education Act of 2004)

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)



MOORHEAD

AREA PUBLIC SCHOOLS

Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560 Fax: 218-284-3333
Superintendent: 218-284-3330
Assistant Superintendent: 218-284-3370
Human Resources: 218-284-3350

Administering Medications in School

Administrative Procedure: 532.1

Date Adopted:

Dates Reviewed:

Section: 500 STUDENTS

Date Revised:

Learners may require medication and/or medical treatments in school to allow for optimum educational experiences. The following administrative procedures shall guide the designated school personnel when dealing with learners needing medications.

I. Training

It is the Licensed School Nurse's (LSN) responsibility to review medications and train personnel administering medications. All personnel administering medications will annually review the school district's guidelines for administering medications with a LSN. The LSN will verify that personnel administering medication understand the school district's guidelines.

II. Storage

For security purposes, all medication will be stored at a central, locked location within the school building. Any alternate plan for storing medicine must have the approval of the LSN and building administration. Only authorized personnel will be allowed to remove medication from the central locked area. Controlled substances will be counted on a regular basis.

III. Administering Medications

A. Ask student's name and compare it to the medication label and order to make sure all three match.

B. Check the medication label, order and container to assure all three match. Review the Five Rights Method with each medication given.

1. Right patient – Is it the correct student?

2. Right drug – Does the drug name match the written order?

3. Right dose – Does the dose on the label match the order?

4. Right time – Does the time on the order and label match the time now?

5. Right route – Does the route of the medication on the label match the written order?

a) Oral Medications

- (1) Pour the tablet from the bottle into the lid of the container and then into the student's hand or a cup.
- (2) For liquid medications, place a measured medicine cup on a firm surface at eye level. Place the medication lid upside down to prevent contamination. Pour with the label facing up to avoid damage to the label. Wipe the bottle off before replacing the cap.
- (3) Provide a cup of water to student to aid in swallowing.
- (4) Watch to make sure the medication is swallowed and have the student open mouth if you are unsure.
- (5) Return the medication to the cabinet or refrigerator.

b) Topical Medications

- (1) Squeeze medication from tube directly on skin, or using a tongue blade, take the ointment out of it's container.
- (2) Using gloves/tongue blades, spread medication evenly on specified site. Immediately discard tongue blade or gloves.
- (3) Return medication to cabinet or refrigerator.

c) Inhalers

- (1) Shake the inhaler.
- (2) Attach the spacer for inhaler if available.
- (3) Place the inhaler or spacer in student's mouth.
- (4) Have the student exhale and take a deep breath.
- (5) Squeeze inhaler as child is inhaling.
- (6) Student should then hold his/her breath for 10 seconds.
- (7) Wait one minute.
- (8) Repeat as directed in medication order.

d) Eye Drops

- (a) Position student with head tilted back and eyes looking up.
- (b) Drop the medication into the lower lid without touching anything.
- (c) Remove any excess medication with a clean tissue or cotton ball.

C. For medication that needs to be administered via other routes (eye drops, buccal, sublingual, etc.) please contact the LSN prior to administration.

D. Check the daily medication log to make sure no one else has given the medication.

E. Watch student take medication.

F. Never leave medication unattended.

G. Immediately record on daily medication log the time the medication was given.

H. The LSN should be contacted immediately if the student receiving the medication appears to be having an allergic reaction to the medication, the student is refusing to take the prescribed medication, or if a medication error has occurred.

IV. Emergency Medications

Because some learners may have medical needs which require emergency medication intervention at

school, the following guidelines shall govern their administration in school.

A. It is the parent/guardian responsibility to inform the LSN of potential life threatening medical conditions that may require treatment at school.

B. All emergency medications must have prior approval of the LSN before being administered in the school setting. Medications are to be brought to school and picked up by the parent/guardian.

C. When emergency medication is administered in school, 911 will be called and the learner will be transported to a medical facility where ongoing skilled medical assessments can be performed. Parent/guardian will be contacted as soon as possible.

D. In the event that an injectable medication is required for an emergency only pre-measured injectable doses may be given by the nurse or designated trained staff (i.e., EpiPen or glucagon). Designated implies training by the school nurse.

E. Self-administration of emergency medication by students may be determined case-by-case in conjunction with the nurse, prescriber and family.

F. Parent/guardian will complete "Medication Request Form" at the time the medication is brought to school. Emergency medications are to be brought in by a responsible adult. If there is medication remaining at the end of the school year, arrangements must be made for it to be picked up by the parent/guardian.

G. All guidelines in the current Administrative Procedure 532.1: Administering Medications in School shall apply for emergency medications. All training of health personnel shall be consistent with current standard practices in the community.



MOORHEAD
AREA PUBLIC SCHOOLS

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560 · Fax: 218-284-3333

· Superintendent: 218-284-3330

· Assistant Superintendent: 218-284-3370

Human Resources: 218-284-3350

Medication Request Form

Administrative Procedure: 532.2

Date Adopted: 11/13/2009

Dates Reviewed:

Section: 500 STUDENTS

Date Revised:

Student Name	Birthdate	School	Grade	Date Today
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SCHOOL MEDICATION AND HEALTH CARE SERVICES ARE ADMINISTERED FOLLOWING THESE GUIDELINES:

- Parent signed and dated authorization to administer the medication.
- Medication in the pharmacy labeled container or the manufacturer's labeled container.
- Medication label contains the student name, medication, directions for use and date.
- Annual renewal of authorization and immediate notification in writing of any changes.

Medication/Health Care	Dosage	Route	Time Given During School
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Administration Instructions

Diagnosis

____ STUDENT IS KNOWLEDGEABLE ABOUT THIS MEDICATION AND MAY SELF-ADMINISTER.

Licensed Prescriber Signature

Date

Licensed Prescriber Address

Emergency Phone Number

PARENT PORTION FOLLOWS

An equal opportunity employer

I request this student be given the medication at school and school activities by qualified staff according to instructions. The student has experienced no serious previous side effects from the medication. I further agree that school personnel may contact the prescriber as needed and that medication information may be shared with school personnel who need to know. I agree to provide safe delivery of medication to and from school, and pick up remaining medication or it will be properly destroyed. All students are responsible to report to the health office for medication unless self-medication is recommended.

Parent/Guardian Signature

Date

Home Address

Home Phone Number

Business Address

Business Phone Number

Additional Information



MOORHEAD

AREA PUBLIC SCHOOLS

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560

Fax: 218-284-3333

Superintendent: 218-284-3330

Assistant Superintendent: 218-284-3370

Human Resources: 218-284-3350

Administering Prescribed Medical Procedures and Treatments in School

Administrative Procedure: 532.3

Section: 500 STUDENTS

Date Adopted:

Date Revised:

Dates Reviewed:

Because some learners have medical needs which require medical procedures and/or treatments in order to benefit from their educational experience, the following administrative guidelines shall govern and designate school personnel when dealing with learners needing medical procedures.

1. Prescribed medical procedure and/or treatments may be performed at school if there is no alternative.
2. The licensed school nurse (LSN) will be notified by the parent/guardian and/or physician when a learner requires prescribed medical procedure and/or treatment is to be performed at school.
3. Parent/guardian will complete Administrative Procedure 532.3: Provider's Order for Prescribed Services before procedure/treatment is performed at school.
4. A physician's order must be submitted to the LSN before a procedure/treatment is performed at school.
5. Parent/guardian must provide the school with all equipment needs prior to the procedure/treatment being performed at school.
6. Refer to Administrative Procedures 532.1: Medication Request Form and 532.2: Administering Medications in School when medications are included in a medical procedure and/or treatment.
7. Requests for medical treatments/procedures to be performed at school will be subject to review by the LSN. The LSN will determine if this procedure/treatment can be performed appropriately and safely at school.
8. The LSN will be responsible for delegating, training and supervising school personnel performing the procedure/treatment.
9. Procedures/treatments shall be performed for learners as provided on their Individualized Education Plan (IEP) or 504 Plan. The LSN will be a part of the team when considering medical treatments/procedures as part of the IEP or 504 Plan.
10. All prescribed medical procedures/treatments will be addressed on an Individual Health Plan.



MOORHEAD
AREA PUBLIC SCHOOLS

Independent Learning Center

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560

Fax: 218-284-3333

www.moorhead.k12.mn.us

• Superintendent: 218-284-3330

• Assistant Superintendent: 218-284-3370

• Human Resources: 218-284-3350

Provider's Order of Prescribed Services (PPS)

Administrative Procedure: 532.4

Date Adopted:

Dates Reviewed:

Section: 500 STUDENTS

Date Revised:

Name: _____ **Birthdate:** _____ **Grade:** _____

School: _____

Address: _____

Condition to be treated: _____

Prescribed procedure/service: _____

Description of procedure: _____

Precautions, possible side effects and recommended interventions: _____

Time schedule and/or indications for PPS. PPS which can be administered before or after the school day will not be administered by school staff. _____

List of all medications taken by this child (may attach summary): _____



An equal opportunity employer

I am aware that this PPS may be administered by non-medically trained staff. I will notify the school if the PPS or medication changes:

Physician Signature: _____ Date: _____

Physician's Name: _____ Telephone: _____

Address: _____ Fax: _____

Parental Permission: I hereby give my permission to my child to receive the specialized healthcare procedure named above and as prescribed by my child's provider. I also give permission for the school to contact the provider related to this procedure.

Parent/Guardian Signature: _____ Date: _____



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.126R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 533

Attached please find the policy, Do Not Resuscitate/Do Not Intubate Orders 533, for your review.

Suggested Resolution: Move to approve the policy, Do Not Resuscitate/Do Not Intubate Orders 533, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 533	Cover Memo

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.

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)



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.127R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of Policy 534

Attached please find the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, and Administrative Procedure 534.1: Confidential Student Maltreatment Reporting Form, for your review.

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
534	Cover Memo

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.

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.~~

~~II. 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). 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).

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

Minnesota Department of
Education

**Confidential Student Maltreatment
Reporting Form**

Email Form

Minnesota Department of Education staff use only			
Intake Person	MDE File #	Investigator	Date Assigned
<input type="checkbox"/> No Maltreatment <input type="checkbox"/> No Jurisdiction <input type="checkbox"/> I & R <input type="checkbox"/> Other (Please explain)		Date Reporter Notified: _____	
PSN Date: _____		<input type="checkbox"/> Verbal	<input type="checkbox"/> Written
		<input type="checkbox"/> Written (Attach written correspondence)	

Date Submitted: _____ ISD#: _____ School District: _____

School Name: _____ Program Name: _____

Address: _____ City: _____ Zip: _____ Phone: _____

Principal/Director: _____ Phone: _____ (Ext): _____

Transportation Information, if necessary: Contact: _____ Phone: _____

REPORTER (name of person completing form) Reporter is confidential under Minnesota Statutes, section 626.556.

Name: _____ Title: _____ Phone: _____ Mandated Reporter: Yes ___ No ___

Address: _____ City: _____ State: _____ Zip: _____

ALLEGED VICTIM (Complete one reporting form for each alleged victim)

Name: _____ DOB: _____ Grade: _____ Gender: Male ___ Female ___

Special Education: Yes ___ No ___ Disability Description: _____ Ethnicity: _____

Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian: _____ Phone: _____ Alternate Phone: _____

ALLEGED OFFENDER

Name: _____ Position: _____ DOB: _____ Gender: Male ___ Female ___

Address: _____ City: _____ State: _____ Zip: _____

Ethnicity: _____ Phone: _____ Alternate Phone: _____

INCIDENT

Date: _____ Time: _____ Location (i.e. - bus, classroom): _____

Address (if different than school): _____ County: _____

Alleged Maltreatment: Physical Abuse ___ Sexual Abuse ___ Neglect ___ Unknown ___ Injury: Yes ___ No ___ Unknown ___

Description of Incident and Injury: (please attach additional page if needed).

Witness Contact Information: _____

Police Notified: Yes ___ No ___ Police Department: _____

Contact: _____ Phone: _____ Case No.: _____

Minnesota Department of Education
Student Maltreatment Program
1500 Highway 36 West, Roseville, MN 55113-4266
651-582-8546 Fax: 651-797-1601
Email: mde.student-maltreatment@state.mn.us

May 2013



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.128R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of Policy 535

Attached please find the policy, Maltreatment of Vulnerable Adults 535, for your review.

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults 535, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 535	Cover Memo

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.

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.moorheads.k12.mn.us).

B. The policy is accessible on the district's website (www.moorheads.k12.mn.us).

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



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.131R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 551


Attached please find the policy, Student Discipline 551, for your review.

Suggested Resolution: Move to approve the policy, Student Discipline 551, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 551	Cover Memo

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.

~~EE~~. 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.

~~EG~~. 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 Tennessee Warning (refer to Administrative Procedure 551.2: Tennessee 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 Tennessee 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).

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



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.129R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of Policy 555

Attached please find the policy, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, and Administrative Procedure 555.1: Staff Notification of Violent Behavior by Students, for your review.

Suggested Resolution: Move to approve the policy, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
555	Cover Memo

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.

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.

2. The persons present at the meeting may have access to the data described in Section IV.D. of this policy.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

VI. PARENTAL NOTICE

A. The administration will notify parents that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.

B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

C. Parents will be given notice that they have the right to review and challenge records or data, (including the data documenting the history of violent behavior), in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

VII. TRAINING NEEDS

Representatives of the school district and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 120A.22, Subd. 7 (School Attendance - Education Records)
Minn. Stat. 121A.45 (Grounds for Dismissal)
Minn. Stat. 121A.64 (Notification of Students with Violent Behavior)
Minn. Stat. 121A.75 (Law Enforcement Notice to Schools)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, 53

Cross Reference:

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

MSBA/MASE Model Policy 529 (Staff Notification of Violent Behavior by Students)

Staff Notification of Violent Behavior by Students

Type: Administrative Procedure
Section: 500 STUDENTS
Code: 555.1
Adopted Date: 10/26/2006
Revised Date(s): 02/05/2014
Reviewed Date(s): 02/05/2014
Attached Files: No Documents Found.

To: (Staff Name)

From: (Administrative Official)

Date of Notice:

This notice is sent to inform you that the following student has a history of violent behavior. The notice is sent to assist you in helping this student be successful and ensuring the safety of students and staff.

You can use what you have learned about the student's history of violent behavior only to the extent allowed by school district policy. The data on this form are private data under state and federal law, and the student's privacy rights must be protected.

Student's name:

Incident(s) of violence:

If staff have a legitimate educational interest, provide the following information.

Description/Explanation of incident(s) if known (specifically include any mitigating factors, e.g. self-defense, defense of others, medication issues):

The types of situations that might trigger violent behavior by this student, if known (e.g. triggers for frustration or anger):

Strategies or interventions that are successful with this student, if known:

The following documents may be available for you to review regarding this student:

- ☐ IEP
- ☐ 504 Plan
- ☐ Functional Behavioral Assessment
- ☐ Reports or Statements by School Staff
- ☐ Information Provided by the Parent or Guardian

Additional information may be available to you based on your legitimate educational interest.



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.130R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 602


Attached please find the policy, Special Education Programs 602, for your review.

Suggested Resolution: Move to approve the policy, Special Education Programs 602, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 602	Cover Memo

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.

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)



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.132R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 553

Attached please find the policy, Crisis Intervention and Student Support 553, for your review.

Suggested Resolution: Move to approve the policy, Crisis Intervention and Student Support 553, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 553	Cover Memo

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



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.133R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of Policy 570

Attached please find the policy, Prohibition of Harassment and Violence 570, and Administrative Procedure 570.1: Harassment and Violence Report Form, for your review.

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence 570, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
570	Cover Memo

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.

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 ~~Hhuman 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.



MOORHEAD

AREA PUBLIC SCHOOLS

Independent School District No. 152
Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560 Fax: 218-284-3333
www.moorhead.k12.mn.us
Superintendent: 218-284-3330
Assistant Superintendent: 218-284-3370
Human Resources: 218-284-3350

Harassment and Violence Report Form

Administrative Procedure: 570.1

Date Adopted: 4/11/2005

Dates Reviewed: 4/9/2007, 12/8/2008, 12/14/2009, 4/9/2012

Section: 500 STUDENTS

Date Revised: 12/8/2008,
12/14/2009, 4/9/2012, 8/22/12

CONTACT: Kristin Dehmer, Human Rights Officer
PHONE: 284-3350

HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence.

~~Independent School District No. 152 Moorhead Area Public Schools~~ maintains a firm policy prohibiting all forms of harassment and violence under the law and Moorhead School Board Policy 570 discrimination. Harassment or violence against students or employees or groups of students or employees 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 is strictly prohibited. All persons are to be treated with respect and dignity. Forms of harassment and or violence related to on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, disability, status with regard to public assistance, sexual orientation, and age or disability by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Directions: Please complete this form and send/give to the human rights officer.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Basis of Alleged Harassment/Violence - Circle as appropriate:

11/22/2010 10:58 AM BY: JH/LL

An equal opportunity employer

Sexual _____ Racial _____ Sexual Orientation _____ Religious _____ National Origin _____

Race / color / creed / religion / national origin / sex / age / marital status / familial status / status with regard to public assistance / sexual orientation / disability

Name of person or persons you believe harassed you, ~~discriminated against you~~ or was violent toward you and/or another person or group: _____

If the alleged ~~discrimination~~, harassment or violence was toward another person or group, identify that person or group: _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any ~~and all~~ witnesses who that were present: _____

This complaint is filed on my honest belief that the person/persons named above ~~has harassed or~~ has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by

(Date)



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.134R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 571

Attached please find the policy, Hazing Prohibition 571, and Administrative Procedure 571.1: Hazing Report Form, for your review.

Suggested Resolution: Move to approve the policy, Hazing Prohibition 571, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
571	Cover Memo

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.

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.

F. 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)



MOORHEAD

AREA PUBLIC SCHOOLS

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560

Fax: 218-284-3350

Superintendent: 218-284-3330

Assistant Superintendent: 218-284-3370

Human Resources: 218-284-3350

Hazing Report Form

Administrative Procedure: 571.1

Date Adopted: 6/13/2011

Dates Reviewed: 12/15/2014

Section: 500 STUDENTS

Date Revised: 12/15/14

I. GENERAL STATEMENT

An act of hazing, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of hazing but also to students who, by their indirect behavior, condone or support another student's act of hazing. This policy also applies to any student whose conduct at any time or in any place constitutes hazing that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date and Place of Alleged Incident(s): _____

Circle as appropriate the type of hazing:

Written

Verbal

Electronic

Physical

Name of person you believe hazed you or another person: _____

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If the alleged hazing was toward another person, identify that person: _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal or written statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present. _____

This complaint is filed based on my honest belief that _____
has hazed me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by _____

(Date)



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.135R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 578

Attached please find the policy, Bullying Prohibition 578, and Administrative Procedure 578.1: Bullying Report Form, for your review.

Suggested Resolution: Move to approve the policy, Bullying Prohibition 578, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 578	Cover Memo

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.

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 Tennessee 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.moorheadschools.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

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

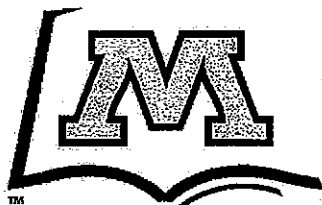
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors

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



MOORHEAD

AREA PUBLIC SCHOOLS

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560

Fax: 218-284-3333

Superintendent: 218-284-3330

Assistant Superintendent: 218-284-3370

Human Resources: 218-284-3350

Bullying Report Form

Administrative Procedure: 578.1

Date Adopted: 6/20/2007

Dates Reviewed: 5/13/2008, 6/11/2012, 7/22/14

Section: 500 STUDENTS

Date Revised: 5/13/2008, 6/11/2012,
7/22/14

I. GENERAL STATEMENT

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.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Circle as appropriate the type of bullying or other prohibited conduct:

Written

Verbal

Electronic

Physical

Name of person you believe bullied you or another person: _____



An equal opportunity employer

If the alleged bullying or other prohibited conduct was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including what force, if any, was used, whether any verbal or written statements were made (i.e. threats, requests, demands, etc.), what, if any, physical contact was involved, etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur:

List any witnesses who were present:

This complaint is filed based on my honest belief that _____
has been a victim of bullying or other prohibited conduct. I hereby certify that the information I have
provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by

(Date)



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.136R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 5/27/2015

RE: Approval of Policy 632

Attached please find the policy, Field Trips 632, and Administrative Procedures 632.1: Regular/Extended Day Field Trip Request Form and 632.2: Major Magnitude Field Trip Request Form, for your review.

Suggested Resolution: Move to approve the policy, Field Trips 632, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 632	Cover Memo

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.

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 Transportation Office 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 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 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 Mmagnititude 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 (Co-curricular and Extracurricular Activities; Insurance)

Sonkonsky 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



MOORHEAD

AREA PUBLIC SCHOOLS

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560 Fax: 218-284-3333

Superintendent: 218-284-3330

Assistant Superintendent: 218-284-3370

Human Resources: 218-284-3350

Regular/Extended Day Field Trip Request Form

Administrative Procedure: 632.1

Date Adopted: 10/26/1989

Date Reviewed: 1/8/2001

Section: 600 EDUCATION PROGRAMS

Date Revised: 5/21/2013

SECTION I

TRANSPORTATION REQUEST FORM

(Section I of this form must be submitted to the Transportation Office no later than 4:30 p.m. the Tuesday prior to the scheduled trip.)

Transportation Department Use Only:

Date Received: _____

Trip Number: _____

Date of request: _____

Name of person requesting: _____

Purpose of the trip: _____

Please explain the educational value of the trip and how the trip is related to course content and/or graduation standards:

Date of departure: _____

Date of return: _____

(if different from date of departure)

Destination address: _____



An equal opportunity employer

School: _____

Pick up door: _____ N E S W
(loading done in bus zones only)

Total number passengers: _____

Class/group: _____

Load time: _____ AM PM
(circle one)

Depart time: _____ AM PM
(circle one)

Return load time: _____ AM PM
(circle one)

Estimated return time: _____ AM PM
(circle one)

Wheelchairs to be transported: YES NO
(circle one)

If yes, indicate number of wheelchairs: _____

Special needs equipment necessary (i.e. car seats, harnesses, etc.): YES NO
(circle one)

If yes, list special needs equipment request: _____

Special instructions: _____

Contact person: _____

Phone number: _____

Bill to: _____

Account code: _____
(Entire numerical code MUST be included)

Authorization Signature (Principal/Supervisor): _____

SECTION II*

FINAL TRIP INFORMATION FOR BUILDING PRINCIPAL/SUPERVISOR

- _____ 1. Roster of students going on trip, including separate list of students NOT going with a class/section if applicable;
- _____ 2. List of staff/chaperones accompanying students;
- _____ 3. Trip itinerary including estimated timelines, activities, accommodations (if applicable), emergency phone numbers, expenses and cost of trip for individual students;
- _____ 4. Accommodation plans for students with an IEP or 504 plan.

* Not required if this is an athletic event or meet scheduled on a regular school day.



MOORHEAD

AREA PUBLIC SCHOOLS

Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560 • Fax: 218-284-3333
www.moorheadschools.org
• Superintendent: 218-284-3330
• Assistant Superintendent: 218-284-3370
• Human Resources: 218-284-3350

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Date Adopted: 1/8/2001

Date Reviewed:

Section: 600 EDUCATION PROGRAMS

Date Revised:

SECTION I

PRELIMINARY APPROVAL

Field trip request name: _____ Type of trip: Curricular / Co-curricular

Date of request: _____ School Board presentation date: _____

Purpose of trip: _____

Please explain the educational value of the trip and how the trip is related to course content and/or graduation standards: _____

Trip destination: _____

Date of trip departure: _____ Return date: _____

Number of school days involved: _____ Number of students involved: _____

_____ Attached trip itinerary (activities planned, approximate timelines, accommodations, transportation plans);

- _____ Attached accommodation plans for any student with IEP/504 plan;
- _____ Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs and fundraising plans);
- _____ Attached plans for parental notification and approval;
- _____ Attached list of accompanying staff. Number of chaperones needed for the trip: _____

Authorization signature for Building ~~Principal~~ Administrator: _____

Signature of Superintendent/Assistant Superintendent of Teaching and Learning: _____

Board approval date: _____

SECTION II

FINAL TRIP INFORMATION

This request form is to be received by the Superintendent/Assistant Superintendent ~~Teaching/Learning~~ and Building ~~Principal~~ Administrator at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: 632).

- _____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and School Board approval;
- _____ 2. Roster of students going on the trip with signed parental approval;
- _____ 3. List of staff and adult chaperones going on the trip;
- _____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, 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, fundraising, 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, approved district Transportation Request Form (Administrative Form Procedure 632.1) if needed.

SECTION III

Field Trip Evaluation

Please complete within three (3) weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal Administrator and & Superintendent/Assistant Superintendent - Teaching/Learning.

Date: _____



MOORHEAD
AREA PUBLIC SCHOOLS

Office of
Superintendent
Memo S.15.137R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent
DATE: 5/27/2015
RE: Approval of Policy 714

Attached please find the policy, Health and Safety 714, and Attachment 714-A: Health and Safety Programs, for your review.

Suggested Resolution: Move to approve the policy: Health and Safety 714, as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 714	Cover Memo

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.

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

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560

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• Assistant Superintendent: 218-284-3370

• Human Resources: 218-284-3350

Attachment A: Health and Safety Programs

School Board Policy: 714-A

Date Adopted: 7/15/2013

Dates Reviewed: 7/14/2014

Section: 700 NON-INSTRUCTIONAL

Date Revised: 7/14/2014

ATTACHMENT A

A Workplace Accident and Injury Reduction Program (AWAIR)

Contact: Kristin Dehmer, Executive Director of Human Resources

A cornerstone of the health and safety program, AWAIR addresses the following:

1. Responsibility of managers, supervisors and employees to implement the program and how the continued participation of management will be established, measured, and maintained.
2. Methods used to identify, analyze and control hazards, conditions, and operations.
3. How the program will be communicated to all affected employees.
4. How workplace accidents will be investigated and corrective actions implemented.
5. How safe work practices and rules will be enforced.
6. Safety Inspections.
7. Safety Committee.

Asbestos

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

Only three buildings in the district have asbestos containing building materials. The purpose of this program is to protect students, employees and contractors from potential health hazards of asbestos related diseases and to comply with the Asbestos Hazard Emergency Response Act.

Bloodborne Pathogens

Contacts: Missy Jacobson and ~~Christy Elias~~ TBD, School Nurses

This program is meant to eliminate or minimize occupational exposure in accordance with 29 CFR 1910.1030. All employees identified as occupationally exposed (meaning there is a reasonable expectation he/she will come into contact with blood or potentially infectious materials) must receive training annually; be provided appropriate personal protective equipment; and offered the Hepatitis B vaccination at the employer's expense.

Chemical Hygiene (Lab Safety)

Contact: Jana Kasper, Moorhead High School Science

The general intent of a chemical hygiene program is to protect faculty and students from physical and health hazards associated with the use of chemicals in laboratories (chemical and biological). It establishes guidelines for work performed in laboratories and is based on 29 CFR 1910.1450 and 29 CFR subpart Z, Toxic and Hazardous Substances.

Community Right-To-Know

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

The district stores substances (fuel oil) in quantities that require reporting based on Title III of the Superfund Amendments and Reauthorization Act. A Tier II report is filed annually with the Minnesota Emergency Response Commission and the local fire department.

Compressed Gas

Contacts: Mechanic for Transportation, Metals and Auto Shop Instructors, and Lead Custodians for Propane

This program helps ensure that all compressed gases are handled, stored, received and used in a safe manner.

Confined Space

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

The Senior High, Robert Asp, Probstfield, and Ellen Hopkins buildings have spaces that have been identified as confined. This program establishes minimum safety standards to be followed when employees enter into or work in permit-required confined spaces.

Control of Hazardous Energy Sources

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

Each building has equipment that must be properly shut down and secured before maintenance work can be performed. This program establishes procedures to prevent injury from the unexpected start-up or release of stored energy when performing maintenance work.

Electrical Safety

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

This program addresses safe work practices for employees, is designed to prevent electrical related injuries, and to comply with 29 CFR 1910.331 to 1910.335.

Employee Right-To-Know

Contact: Kristin Dehmer, Executive Director of Human Resources

Employers are required to evaluate their work environments and provide specific training and information for all employees who may be exposed to any hazardous substances, harmful physical agents, or infectious agents. This program identifies affected departments, requires chemical inventories and proper labeling, and that training be specific to an employee's work.

Fire Safety

Contacts: Dan Bacon, Director of ~~Property Services and Transportation~~ and Building Principals

This program addresses the requirements for fire and lockdown drills, equipment maintenance, fire extinguisher training, and general fire safety rules.

Hazardous Waste

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

The district generates some wastes considered to be hazardous to health and the environment. The program identifies areas where hazardous waste may be generated; proper storage of waste; choosing a transporter; and record keeping.

Hearing Conservation Program

Contact: Kristin Dehmer, Executive Director of Human Resources

The purpose of this program is to protect the hearing of employees and meet the requirements of 29 CFR 1910.95. It includes sound level monitoring of areas/equipment generating high noise levels, training of affected employees, use of hearing protection and audiograms if applicable.

Hoists, Jacks, and Chain Slings Safety

Contacts: Instructors or Department Heads

This program outlines the inspections and guidelines for safe usage of all hoists, jacks and chain slings. Inspections are required to help identify defective equipment and verify safe operating conditions.

Indoor Air Quality (IAQ)

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

This program complies with the 1997 Omnibus Education Act by requiring that the district implement an IAQ Management Plan. The IAQ Management Plan encompasses guidelines provided by the Minnesota Department of Education and the "Tools for Schools" document.

Ladder Safety

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

Any employee who uses a ladder must be trained in proper selection, inspection, use and storage. This program is based on 29 CFR 1910.25, 1910.26, and 1910.27.

Lead in Drinking Water

Contact: Dan Bacon, Director of ~~Property Services and Transportation~~

This program follows the *Lead Contamination Control in School Drinking Water* guidance manual. The goal is to reduce lead levels at water taps to as close to 0 parts per billion as feasible, but not to exceed 20 parts per billion.

Machine Guarding

Contact: Dan Bacon, Director of Property Services and Transportation

This program complies with 29 CFR 1910.211 to 1910.219 "Machinery and Machine Guarding".

Personal Protective Equipment (PPE)

Contact: Kristin Dehmer, Executive Director of Human Resources

Certain tasks performed by district employees require the use of PPE. This program covers the requirements for PPE such as proper use and fit, storage, and cleaning. This program does not cover PPE for respiratory and hearing protection or for hazardous material response to spills or releases.

Playground Safety

Contact: Dan Bacon, Director of ~~Property Services and~~ Transportation

There are not any federal or state regulations regarding playground safety. In order to provide safe playgrounds for students, this program states that the district will follow the Consumer Product Safety Commission's guidelines published as the "Handbook for Public Playground Safety."

Powered Industrial Truck (Forklift)

Contact: Dan Bacon, Director of ~~Property Services and~~ Transportation

This program establishes training, safe operating and procedure rules, and the maintenance requirements for the forklift at Property Services.

Radon

Contact: Dan Bacon, Director of ~~Property Services and~~ Transportation

Following the advisement of the Minnesota Department of Health, radon testing will be conducted after any major re-modeling of a building's HVAC system. Testing will focus on basements and low-level areas in the building.

Underground Storage Tanks

Contact: Dan Bacon, Director of ~~Property Services and~~ Transportation

This program follows state and federal regulations regarding underground storage tanks.

Welding Safety

Contacts: Mechanic for Transportation and Metals Shop Instructor

This program outlines the general safety rules, training, and standard operating procedures necessary for employees to be kept safe when welding.

