



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

August 22, 2016
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. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent
- D. Approval of Meeting Agenda

Moved by:
Seconded by:
Comments:

- E. We Are Proud

We Are Proud of Dr. Lynne Kovash, superintendent, Brandon Lunak, assistant superintendent of finance and operations, Missy Eidsness, assistant superintendent of learning and accountability, and Pam Gibb, communications coordinator, for receiving a 2016 Golden Achievement Award from the National School Public Relations Association for the Shaping Our Future for Growth and Learning 2015 bond referendum information campaign. Golden Achievement Awards are presented for programs that demonstrate outstanding achievement in the four steps of public relations -- analysis of the need, planning to meet the need, execution and communication of the program, and evaluation. Entries are judged individually against these award criteria.

F. 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 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 - Dr. Lynne Kovash

- (1) July 18, 2016 Work Session Meeting Minutes and Organizational Meeting Minutes

B. FINANCE AND OPERATIONS - Brandon Lunak

- (1) August Claims
- (2) West Central Regional Juvenile Center Clerical Contract Renewal

C. LEARNING AND ACCOUNTABILITY - Missy Eidsness

D. HUMAN RESOURCES - Kristin Dehmer

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

E. LEARNER SUPPORT SERVICES - Duane Borgeson

- (1) Educational Speech/Language Pathologist Request
- (2) UND Resident Teacher Agreement

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

Moved by:
Seconded by:

Comments:

3. **PROPERTY TAX ABATEMENT PROGRAM EXTENSION: Brandon Lunak**

4. **SCHOOL NAMING TASK FORCE RECOMMENDATIONS: Dr. Lynne Kovash**

Suggested Resolution: Move to approve the School Naming Task Force recommendations as presented.

Moved by:

Seconded by:

Comments:

5. **MOORHEAD HIGH SCHOOL HALL OF HONOR: Dr. Lynne Kovash**

6. **RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION: Dr. Lynne Kovash**

Suggested Resolution: Move to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election.

Moved by:

Seconded by:

Comments:

7. **RESOLUTION RELATING TO RENEWING THE EXPIRING REFERENDUM REVENUE AUTHORIZATION OF THE SCHOOL DISTRICT AND CALLING AN ELECTION THEREON.: Dr. Lynne Kovash**

Suggested Resolution: Move to approve the Resolution Relating to Renewing the Expiring Referendum Revenue Authorization of the School District and Calling an Election Thereon.

Moved by:

Seconded by:

Comments:

8. **ENROLLMENT AND STAFFING: Brandon Lunak**

9. **UPDATE REPORT FOR MOORHEAD AREA PUBLIC SCHOOLS MINNESOTA COMPREHENSIVE ASSESSMENTS: Missy Eidsness**

10. **2016-17 RED RIVER AREA LEARNING CENTER PARENT AND STUDENT HANDBOOK: Dr. Lynne Kovash**

Suggested Resolution: Move to approve the 2016-17 Red River Area Learning Center Parent and Student Handbook as presented.

Moved by:

Seconded by:

Comments:

11. **2016-17 EMPLOYEE HANDBOOK: Kristin Dehmer**

Suggested Resolution: Move to approve the 2016-17 Employee Handbook as presented.

Moved by:

Seconded by:

Comments:

12. **FIRST READING OF POLICIES: Dr. Lynne Kovash**

13. **SUPERINTENDENT EVALUATION: Bill Tomhave**

14. **CLOSE PUBLIC MEETING: Bill Tomhave**

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:

15. **OPEN PUBLIC MEETING: Bill Tomhave**

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

Moved by:

Seconded by:

Comments:

16. **2016-18 MASTER AGREEMENT FOR PRINCIPALS: Kristin Dehmer**

Suggested Resolution: Move to approve the Master Agreement for Principals for 2016-2018 as presented with the cost as follows:

Year	Cost	Percentage Increase
2016-2017	\$70,197	4.42%
2017-2018	\$40,788	2.46%
TOTAL	\$110,985	6.88%

Moved by:

Seconded by:

Comments:

17. **ADJOURNMENT**

CALENDAR OF EVENTS

New Teacher Luncheon - August 22, Noon, Horizon

School Board - August 22, 7 p.m., PCE
 All Staff Breakfast - August 31, 8 a.m., MHS Commons
 All Staff Assembly - August 31, 8:45 a.m., MHS Auditorium

 Joint Powers Committee - September 1, 7 a.m., Clay County
 E-12 Classes Begin - September 6
 District Health Insurance Committee - September 8, 4 p.m., PCE
 Probstfield PTAC - September 8, 6:30 p.m., Media Center
 Indian Education Parent Committee - September 12, 6 p.m., PCE
 School Board - September 12, 7 p.m., PCE
 Ellen Hopkins PTAC - September 13, 6:30 p.m., Media Center
 Robert Asp PTAC - September 13, 6:30 p.m., Media Center
 S.G. Reinertsen PTAC - September 13, 6:30 p.m., Media Center
 Community Education Advisory Council - September 13, 7 p.m., Community
 Education Center
 Instruction and Curriculum Advisory Committee - September 15, 7 a.m., PCE
 Early Childhood Family Education Advisory Committee - September 15, 6:30
 p.m., Community Education Center
 Activities Advisory Council - September 20, 7:15 a.m., MHS
 Safe and Healthy Learners Committee - September 20, 3 p.m., PCE
 Citizen Finance Advisory Committee - September 20, 6 p.m., PCE
 Horizon PTAC - September 20, 6:30 p.m., Media Center
 Special Education Parent Advisory Committee - September 21, Noon, PCE
 MSBA Statewide Advocacy Tour - September 21, 5:30 p.m., LCSC
 Fergus Falls
 School Board - September 26, 7 p.m., PCE
 District Technology Committee - September 27, 3:45 p.m., PCE
 Superintendent's Advisory Council - September 29, 7 p.m., PCE



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.012C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/15/2016

RE: July 18, 2016 Work Session Meeting Minutes and Organizational Meeting Minutes

Attached please find the July 18, 2016 work session meeting minutes and organizational meeting minutes for your review.

Suggested Resolution: Move to approve the July 18, 2016 work session meeting minutes and organizational meeting minutes as presented.

LAK:mde

ATTACHMENTS:

Description	Type
☐ Work Session	Cover Memo
☐ Org Mtg	Cover Memo

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
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CALL TO ORDER AND ROLL CALL: Chair Tomhave called the meeting to order at 12:25 p.m., requested board member roll call, and led everyone in attendance with the Pledge of Allegiance.

Members Present: Mark Altenburg, Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Bill Tomhave, and Dr. Lynne A. Kovash.

Member Absent: Matt Valan.

APPOINTMENT OF CLERK: Chair Tomhave appointed Laurie Johnson to serve as clerk for the meeting.

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda as presented.

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

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.

THE HAPPINESS ADVANTAGE: Dr. Kovash provided the book “The Happiness Advantage” to board members and played a video about the book. She learned about the book during a session at the February AASA Conference. She added the administrative cabinet was reading the book. Board members wanting to discuss the book should contact her.

AdvancED: Dr. Kovash and Missy Eidsness, assistant superintendent of learning and accountability, provided an overview of AdvancED. There are five standards: Standard 1- Purpose and Direction; Standard 2-Governance and Leadership; Standard 3-Teaching and Assessing; Standard 4-Resources and Support Systems; and Standard 5-Using Results for Continuous Progress.

The self-assessment was designed to engage the school community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In completing the report, a school identifies the evidence, data, information and documented results that validate its meeting each standard. The self-assessment helps a school identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and

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rating themselves on a 4-level rubric scale.

Stakeholders (parents, students and staff) completed the assessment in June. The ratings were shared with the board. In July, the Central Office Team will review the findings and self-evaluate the district on all five standards. In August the data and evidence on each standard and indicator will be organized. School Continuous Improvement Plans are due the end of August and will be submitted through the AdvancED tool Assist. In September, we will finalize the schedule for the External Review on October 30-November 2. September 30 is the deadline to submit the electronic file of evidence on each standard and indicator. Board members will be asked to meet with external reviewers on October 31 or November 1. The findings will be reviewed with the School Board in December.

EDUCATION THAT WORKS: Dr. Kovash and Missy Eidsness provided information related to work that has been done in collaboration with Fargo, West Fargo and Dilworth-Glyndon-Felton Public Schools (North Dakota and Minnesota).

Strategic plans include academic growth and achievement; graduates are college/career/life ready; and 21st Century Skills are embedded in the curriculum. Dr. Kovash said the districts had been doing work in 21st Century Skills and learning in isolation. Once the districts decided to collaborate on the Metro 4Cs Rubrics, they were able to accelerate the impact of their work. The group completed a book study on *The Leader's Guide to 21st Century Education: 7 Steps for School and Districts* and engaged in collegial discussions around the 7 Steps in relation to their goals.

STRATEGIC PRIORITIES: Central Office Team members provided updates for each of the six strategic priorities and feedback was requested from board members to use in updating priorities for the 2016-17 school year.

Priority areas are 21st century schools, school and community, facilities, equitable educational opportunities, mental health/charter development and human resources.

CALENDAR CONCEPTS: Dr. Kovash and Missy Eidsness briefly reviewed calendar concepts for the 2017-18 school calendar and noted that time for professional development needs continues to be discussed.

ANNUAL OPERATING PLAN PRIORITIES: Brandon Lunak, assistant superintendent for finance and operations, reviewed the current five Annual Operating Plan Priorities. A sixth priority: *To provide resources necessary to operate and maintain the newly acquired and constructed schools* was added.

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Lunak provided information related to the Property Tax Abatement with the City of Moorhead, which provides a two-year rebate for new home construction. The current program will expire at the end of December if it is not renewed.

The board recessed at 3:50 p.m. and returned at 4:00 p.m.

MASTER FACILITY PLANNING UPDATE: Lunak reviewed the Facilities Master Plan and said the district is addressing projects approved by the bond referendum to be completed by fall of 2017. It was noted that projects are currently about 8.6% under budget because of a competitive construction climate.

The Globe building is being purchased through lease levy to address space needs for Adult Basic Education and Red River Area Learning Center.

Other projects that need to be completed include the high school, transportation/operations center and acquisition of potential sites/land.

The cost summary sheet of the bond referendum construction projects was also reviewed.

NovusAGENDA TRAINING: Dan Markert, executive director of information systems and instructional support, provided a brief training on NovusAGENDA that included logging in, passwords, Dashboard feature, meeting/agenda minutes and searching past/historical agenda items.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 4:49 p.m.

Laurie Johnson, Clerk Pro Tem

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CALL TO ORDER AND ROLL CALL: Chair Tomhave called the meeting to order at 7:00 p.m., requested board member roll call, and led everyone in attendance with the Pledge of Allegiance.

Members Present: Mark Altenburg, Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

Member Absent: None.

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 4 and 37 and the addition of page 40.

APPROVAL OF AGENDA: Fagerlie, seconded by Johnson, to approve the agenda as revised. Motion carried 7-0.

WE ARE PROUD:

We Are Proud of the Moorhead High School boys and girls track team members who qualified for the 2016 Class AA state track tournament. They are Matt Bye, Connor Salisbury, Kyle Johnson, Nicole Kurtti and Jada Schwindt. Kyle Johnson placed second in pole vault, and Connor Salisbury placed third in pole vault. The boys and girls track coaches are Tom Dooher, Rachael Lexen, Justin Gall, Adam Stein and Julie Rosenfeldt.

We Are Proud of the Moorhead High School boys golf team for tying for sixth place in the Minnesota Class 3A state golf meet. Team members are Easton Masseth, Parker Dronen, Alex Schwab, Regan Steen, Carter Czichotzki and Jake Beedy. Coaches for boys golf are Eric Tollefson and Jon Ammerman.

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.

ORGANIZATION OF THE SCHOOL BOARD:

Meeting Date, Time and Location - Erickson moved, seconded by Steffes, to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: Monday, August 22, 2016 (one meeting in August), Monday, December 12, 2016 (one meeting in December) and the annual organizational meeting Monday, July 17, 2017 (one meeting in July).

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Motion carried 7-0.

School Board Compensation - Fagerlie moved, seconded by Steffes, to set the School Board member compensation rate at \$800 per month. Motion carried 7-0.

Committee Appointments - Steffes moved, seconded by Erickson, to approve the committee assignments for the 2016-17 school year as determined:

DISTRICT-WIDE STANDING COMMITTEES:

Erickson and Valan - Activities Advisory Council

Erickson and Altenburg - Community Education Advisory Council

Tomhave and Johnson - Executive Finance Committee

Fagerlie and Steffes - District Health Insurance Committee

Altenburg and Fagerlie - Instruction and Curriculum Advisory Committee

Tomhave and Johnson - Policy Review Committee

Erickson and Valan - Staff Development Committee

ADMINISTRATIVE COMMITTEES:

Not Required - Calendar Committee

Tomhave and Johnson - Citizen Finance Advisory Committee

Fagerlie and Erickson (Steffes Alternate) - Continuing Education Committee

Fagerlie and Steffes - District Technology Committee

Johnson - Early Childhood Family Education Advisory Committee

Erickson and Steffes - Health/Safety/Wellness Committee

Fagerlie - Indian Education Parent Committee

Valan and Tomhave - Legislative Committee

Valan - Minnesota State High School League

Fagerlie and Johnson (Steffes Alternate) - Negotiations and Grievance Committee

Steffes - Sabbatical Leave Committee

Valan and Altenburg - Safe and Healthy Learners Committee

Valan - Special Education Parent Advisory Committee

Members Rotate - Superintendent's Advisory Council

Johnson - Teacher Evaluation Committee

Altenburg - Title I District Parent Advisory Committee

COMMUNITY COMMITTEES:

Tomhave (Steffes Alternate) - Clay County Joint Powers Collaborative Governance Board

Tomhave and Steffes - Joint Powers Committee

ADOPT-A-SCHOOL:

Tomhave - Probstfield Elementary

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Valan - Ellen Hopkins Elementary
Fagerlie - Robert Asp Elementary
Steffes - S.G. Reinertsen Elementary
Johnson - Horizon Middle School
Erickson - Moorhead High School
Altenburg - Red River Area Learning Center

Motion carried 7-0.

CONSENT AGENDA: Johnson moved, seconded by Fagerlie, to approve the following items on the Consent Agenda:

Minutes - Approve the June 27, 2016 meeting minutes as presented.

2016-17 Memberships - Approve the approve the 2016-17 memberships to Lakes Country Services Cooperative and Minnesota School Boards Association.

Designate Identified Official with Authority - Approve designating Dr. Lynne A. Kovash, Superintendent, as the Minnesota Department of Education Identified Official with Authority for the Moorhead Area Public Schools.

Designate Official Newspaper - Approve designating *The Extra* as the school district's official newspaper for the 2016-17 school year.

Claims - Approve the July Claims, subject to audit, in the amount of \$2,418,926.00.

General Fund: \$798,279.92
Food Service Fund: \$65,493.17
Community Service Fund: \$30,359.26
Post Employment Irrevocable Trust Fund: \$1,400.00
Construction Fund: \$1,523,393.65
TOTAL: \$2,418,926.00

Approve the June Wire Payments, subject to audit, in the amount of \$1,972,765.85.

General Fund: \$1,969,385.86
Community Service: \$1,259.00
Post Employment Irrevocable Trust Fund: \$2,120.00
TOTAL: \$1,972,765.85

Official Depositories - Approve designating the 2016-17 school district official depositories as presented.

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Dairy and Bakery Bids - Accept the dairy bid received from Cass-Clay and the bakery bid received from Pan-O-Gold for the 2016-17 school year.

School Leaders Errors & Omissions Insurance Deductible - Approve that the Moorhead Area Public School District pay the deductible for any employee or school board member who is protected by the school district's current Leaders Errors & Omissions Insurance.

Authorize Staff to Initiate Financial Transactions - Authorize the listed district personnel to make transactions on the listed accounts for the 2016-17 school year.

Resolution Authorizing Payment of Goods and Services - Approve the resolution to authorize the Assistant Superintendent of Finance and Operations to make goods and services in advance of School Board approval for the 2016-17 school year consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

Resolution for Collection of NSF Checks and Leases - Approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent of Finance and Operations for the 2016-17 school year.

Resolution for Investment of Excess Funds - Approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent of Finance and Operations or designee in accordance with Minnesota Statute 118A.04 for the 2016-17 school year.

Indian Education Grant Renewal (Title VII) - Accept the renewal of the Indian Education Grant Title VII from the U.S. Department of Education for \$63,505 for the 2016-17 school year.

Local Educational Agency (LEA) - Approve appointing Melissa Eidsness as the LEA for Title I, II, III and IV for the 2016-17 school year.

Change in Contracts

Cole Gregurek - Building Computer Tech, Robert Asp Elementary to Certified Mac/PC Tech at Moorhead High School, B24 (0-3) \$20.22 per hour, 40 hours per week (correction) (replaces Jon Carlson).

Yvonne Ralph - Assistant Cook, Moorhead High School, to Head Cook High School, C43 (1) \$20.35 per hour, 8 hours per day, effective August 22, 2016 (replaces Clarice Berntson).

Lisa Grafstrom - Paraprofessional, Ellen Hopkins Elementary, .5 FTE, to Paraprofessional, Ellen Hopkins Elementary, 1.0 FTE, effective with the 2016-2017 school year (replaces Faith Lahlum).

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Retirement

Tim Truscinski - Bus Mechanic, Transportation, effective July 31, 2016.

Resignations

Katherine Hoylo - Administrative Assistant, Ellen Hopkins Elementary, effective July 1, 2016.

Daniel Sederquist - Social Studies Teacher, Horizon Middle School, effective June 3, 2016.

Tracy Alderman - Paraprofessional currently on leave of absence, effective June 4, 2016.

New Employees

Joshua Schatz - Building Computer Tech, Robert Asp Elementary, 1.0 FTE, B24 (0-2) \$17.34 per hour, 8 hours per day, effective June 20, 2016 (replaces Cole Gregurek).

Lemont Richardson - Night Lead Custodian, Robert Asp Elementary, A13 (0-2) \$15.96 per hour, 8 hours per day, effective July 15, 2016 (replaces Richard Kraft).

Cani Adan - Night Custodian, Horizon Middle School, A12 (0-2) \$15.96 per hour, 8 hours per day, effective July 1, 2016 (replaces Michael Broadland).

Deanna Devine - Night Custodian, Robert Asp Elementary/Ellen Hopkins Elementary, A12 (0-2) \$15.96 per hour, 8 hours per day, effective August 1, 2016 (replaces Eric LeRoux).

Alyssa Halvorson - Elementary Teacher, S.G. Reinertsen Elementary, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year (replaces Boe Sheeley).

Angela Mott - Elementary Teacher, Robert Asp Elementary, 1.0 FTE, BA (4) \$42,224.00, effective with the 2016-2017 school year (replaces Heidi Carlson).

Katelynn Engebretsen - Jump Start Teacher, Probstfield Center for Education, 1.0 FTE, \$30.16 per hour, 6.75 hours per day, effective with the 2016-2017 school year (replaces Lori Frendin).

Heidi Lake - Jump Start Teacher, Probstfield Center for Education, 1.0 FTE, \$30.16 per hour, 6.75 hours per day, effective with the 2016-2017 school year (replaces Alison Bendickson).

Alex Sandahl - Elementary Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year (new position).

Kari Johnson - Elementary Teacher, Robert Asp Elementary, 1.0 FTE, BA (1) \$38,770.00, effective with the 2016-2017 school year (replaces Heidi Carlson).

Brittany Coalwell Escobedo - LSS Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year (replaces Hannah Ingebretson).

Motion carried 7-0.

RESOLUTION AUTHORIZING A NEW BOARD-APPROVED REFERENDUM

AUTHORITY: Brandon Lunak, assistant superintendent for finance and operations, reported that at the June 27, 2016, board meeting the Moorhead School Board took action to rescind the \$300 board-converted resolution approved on June 23, 2014. At that time when the Moorhead School Board took action on the \$300 board-converted resolution, it was to be applied toward the overall operating referendum of \$947.66 per student. As a result, the local optional revenue (\$424) was combined with the board-converted resolution (\$300). This resulted in Moorhead

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Area Public Schools becoming eligible for equalization up to \$724 per student and left the remaining \$223.66 not subject to equalization.

With the current voter-approved operating referendum authority set to expire at the end of FY 2018, the Moorhead School District took action to rescind the board-converted referendum authority and move to a board-approved referendum authority. Moving to board-approved referendum authority will preserve the \$947.66 per pupil and ensure that if the school board chooses to renew the current operating levy the total renewal would be \$223.66 rather than \$647.66.

Fagerlie moved, seconded by Steffes, to approve the Resolution Authorizing a New Board-Approved Referendum Authority. A roll call vote was taken and the motion carried 7-0.

HORIZON 5-6 SCHOOL BUILDING BOND BIDS, GROUP III: Dan Kleist, Gehrtz Construction Services, provided information related to the bid tabulation sheet received for the Horizon grades 5-6 school building bond construction project, bid group three. After reviewing the bids, the recommendation is accept the base bid of \$6,593,834.79 and alternate bid number 5 for \$25,000.00. This brings the total to \$6,618,834.79, which is \$1,375,536.20 or 17.21% less than the estimated working drawing base bid.

Kleist also provided an update on the permit-approval process and construction projects.

Steffes moved, seconded by Johnson, to approve the total bid of \$6,618,834.79 for bid group three of the Horizon grades 5-6 building bond construction project. Motion carried 7-0.

2016-17 MOORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK: Diana Johnson, Ellen Hopkins Elementary School assistant principal, reviewed the revised handbook with the board for the annual review.

Altenburg moved, seconded by Steffes, to approve the 2016-17 Moorhead Elementary Schools Parent and Student Handbook as presented. Motion carried 7-0.

SUPERINTENDENT REPORT: Dr. Kovash noted she attended AASA's summer Governing Board meeting and Advocacy Conference in Washington, D.C. with three regional superintendents. She learned more about the Every Student Succeeds Act (ESSA), child nutrition and Carl Perkins requirements. They advocated for more flexibility and streamlining of the Carl Perkins funding paperwork and for more local and state ESSA control. She said it was an honor to represent Minnesota.

COMMITTEE REPORTS: No committee reports were heard.

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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board member Lisa Erickson announced she would not be running for re-election to the School Board and said she was honored Moorhead residents entrusted her to serve for the past 16 1/2 years.

Board members attending the MSBA Summer Seminar were asked to contact Michelle with travel plans.

CLOSE PUBLIC MEETING: Fagerlie moved, seconded by Steffes, to close the public meeting at 8:02 p.m., pursuant to Minn. Stat. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Erickson moved, seconded by Fagerlie, to open the public meeting at 8:19 p.m. Motion carried 7-0.

2016-18 ADMINISTRATORS MASTER AGREEMENT: Erickson moved, seconded by Johnson, to approve the Administrators Agreement for 2016-18 as presented with the cost as follows:

Year - Cost - Percentage Increase
2016-17 - \$13,315 - 3.93%
2017-18 - \$10,390 - 2.95%
TOTAL - \$23,705 - 6.88%

Motion carried 7-0.

2016-18 CONFIDENTIAL ADMINISTRATIVE ASSISTANTS (EMPLOYEES) MASTER AGREEMENT: Erickson moved, seconded by Johnson, to approve the Confidential Administrative Assistants (Employees) Agreement for 2016-18 as presented with the cost as follows:

Year - Cost - Percentage Increase
2016-17 - \$15,899 - 5.08%
2017-18 - \$5,891 - 1.79%
TOTAL - \$21,790 - 6.87%

Motion carried 7-0.

2016-2018 SUPERVISORS MASTER AGREEMENT: Fagerlie moved, seconded by Johnson, to approve the Supervisor Master Agreement for 2016-18 as presented with the cost as follows:

Year - Cost - Percentage Increase
2016-17 - \$55,651 - 3.51%
2017-18 - \$55,446 - 3.38%
TOTAL - \$111,097 - 6.88%

Motion carried 7-0.

CLOSE PUBLIC MEETING: Erickson moved, seconded by Steffes, to close the public meeting at 8:27 p.m., pursuant to Minn. Stat. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation. Motion carried 7-0.

OPEN PUBLIC MEETING: Fagerlie moved, seconded by Steffes, to open the public meeting at 9:02 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:02 p.m.

Matt Valan, Clerk



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant Superintendent
of Finance and
Operations**
Memo OASFO.17.010C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 8/22/2016

RE: August Claims

The August claims are as follows:

General Fund	\$2,003,635.63
Food Service Fund	\$15,017.36
Community Service Fund	\$13,593.33
Debt Fund	\$450.00
Post Employment Benefit Debt Service Fund	\$450.00
<u>Construction Fund</u>	<u>\$1,430,490.81</u>
TOTAL:	\$3,463,637.13

The July wires payments are as follows:

General Fund	\$761,537.43
<u>Post Employment Irrevocable Trust</u>	<u>\$1,698.00</u>
TOTAL:	\$763,235.43

Suggested Resolution: Move to approve the August claims, subject to audit, in the amount of \$3,463,637.13 and the July wire payments, subject to audit, in the amount of \$763,235.43.

BML:dmb



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant Superintendent
of Finance and
Operations**
Memo OASFO.17.012C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 8/22/2016

RE: West Central Regional Juvenile Center Clerical Contract Renewal

The clerical services for the school program at the West Central Regional Juvenile Center for the 2015-2016 school year costs were as follows:

Salary	\$43,680.00
FICA	\$2,708.16
Medicare	\$633.36
PERA	\$3,276.00
<u>Insurance Benefits</u>	<u>\$13,000.00</u>
Total:	\$63,297.52

The school district share was one-half or \$31,648.76 billed quarterly in the amount of \$7,912.19.

Attached is a renewal contract for clerical services for the school program at the West Central Regional Juvenile Center for the 2016-2017 school year. The cost breakdown is as follows:


Salary	\$45,718.40
FICA	\$2,834.54
Medicare	\$662.92
PERA	\$3,428.88
<u>Insurance benefits</u>	<u>\$14,812.00</u>
Total:	\$67,456.74

The school district's share is one-half or \$33,728.37 billed in quarterly amounts of \$8,432.09; an annual increase of \$2079.61 or a quarterly increase of \$519.90 from the 2015-2016 school year.

Suggested Resolution: Move to approve the West Central Regional Juvenile Center Clerical contract for the 2016-2017 school year.

BML:dmb

ATTACHMENTS:

Description	Type
 WCRJC Clerical Services Renewal 2016-2017	Cover Memo

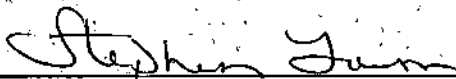
Contract for Clerical Services

The following is an agreement between the Independent School District #152, Moorhead, MN and the West Central Regional Juvenile Center.

School District #152 agrees to purchase and the West Central Regional Juvenile Center agrees to provide a clerical staff that will work at both sites. School District #152 agrees to pay 50% (20 hours) of the clerical staff's salary and fringe benefits.

The contract period of this agreement will be effective July 1, 2016 through June 30th, 2017. District #152's financial share for this service for the designated contract period will be \$33,728.37. The West Central Regional Juvenile Center will bill Independent School District #152 on a quarterly basis in the amount of \$8,432.09.

It is understood and agreed that if either party chooses to withdraw from this contract, it will give at least a sixty (60) day written notice to the other party. Otherwise, this agreement will remain in effect from the time period listed above.



Stephen Larson, Director
West Central Regional Juvenile Center

Date: _____

7/1/16

Date: _____

School Board Chairperson
Independent School District #152

Cc: Duane Borgeson
Deb Pender



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.008

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/11/2016

RE: Family/Medical Leaves

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

Megan Kreps

Instructional Coach, Probstfield Elementary, Family/Medical Leave (non-FMLA) beginning approximately July 25, 2016 for six weeks.

Kristine Rusten

1st Grade, Ellen Hopkins Elementary, Family Medical Leave (non-FMLA) beginning approximately October 13, 2016 through December 9, 2016.

Brittany Coalwell Escobedo

DD/Early Childhood, Robert Asp Elementary, Family/Medical Leave (non-FMLA) beginning approximately November 28, 2016 through February 1, 2017.

Suggested Resolution: Move to approve the family/medical leaves for Megan Kreps, Kristine Rusten and Brittany Coalwell Escobedo as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.010

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/16/2016

RE: Resignations

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

Lynne Olson

Food and Nutrition Server, Ellen Hopkins Elementary, effective April 29, 2016.

Melanie Fierstine

Head Dance Coach, High School, effective July 27, 2016.

Stacy Warzecha

EL Teacher, Horizon Middle School, effective July 28, 2016.

Amy Jensen

JumpStart Teacher, Probstfield Elementary, effective July 29, 2016.

Tyler Flaa

Lunchroom Supervisor/Crossing Guard, Horizon Middle School, effective August 8, 2016.

Ashley Vry

Paraprofessional, High School, effective August 8, 2016.

Danielle Dohman

Lunchroom Supervisor/Crossing Guard, Probstfield Elementary, effective August 10, 2016.

David Johnson

Paraprofessional, Probstfield Elementary, effective August 10, 2016.

Linda Dent

Lunchroom Supervisor, Probstfield Elementary, effective August 10, 2016.

Pamela Keenan

Paraprofessional, Robert Asp Elementary, effective August 15, 2016.

Crystal Vanderhoof

LSS Teacher, Ellen Hopkins Elementary, effective August 15, 2016.

Nicola Martinson

Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, effective August 17, 2016.

Megan Graten

Paraprofessional, Ellen Hopkins Elementary, effective August 17, 2016.

Amber Denault

Kindergarten Teacher, Probstfield Elementary, effective August 17, 2016.

Kayla O'Neill

ECSE Teacher, Early Intervention Services, effective September 16, 2016.

Suggested Resolution: Move to approve the resignation of Lynne Olson, Melanie Fierstine, Stacy Warzecha, Amy Jensen, Tyler Flaa, Ashely Vry, Danielle Dohman, David Johnson, Linda Dent, Pamela Keenan, Crystal Vanderhoof, Nicola Martinson, Megan Graten, Amber Denault and Kayla O'Neill as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.011

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/16/2016

RE: Retirement

The administration requests approval of the retirement of the following person:

Lisa Bergerson

Paraprofessional, S.G. Reinertsen Elementary, effective August 15, 2016.

Suggested Resolution: Move to approve the retirement of Lisa Bergerson as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.012

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/16/2016

RE: Change in Contracts

The administration requests approval of the Contract Change for the following people:

Cindy Noennig

Food Server, High School A11 (4) \$15.52 per hour, 6.25 hours per day to Cook Assistant High School, A13 (3) \$16.30 per hour, 7.5 hours per day, effective September 1, 2016. (Replaces Yvonne Ralph)

Elijah Dee

Night Custodian, Globe Building, A12 (4) \$16.47 per hour, 8 hours per day to Night Custodian at Robert Asp, A12 (4) \$16.47 per hour, 8 hours per day, effective August 29, 2016. (Replaces Danielle Miller)

Alison Bendickson

JumpStart Teacher, Probstfield Elementary to Early Childhood Special Education Teacher, Early Intervention Services, 1.00 FTE, BA (2) \$39,912, effective August 2, 2016. (New Position per 2015-2016 Staffing Plan)

Suggested Resolution: Move to approve the change in contract for Cindy Noennig, Elijah Dee and Alison Bendickson as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.015C

TO: Dr. Lynne A. Kovash
FROM: Kristin Dehmer
DATE: 8/18/2016
RE: Leave of Absence

The administration requests approval of Other Leave of Absence for the following person:

Ayako Dooher

Paraprofessional, Ellen Hopkins Elementary, effective for the 2016-2017 school year.

Suggested Resolution: Move to approve the Other Leave of Absence for Ayako Dooher as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.009C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/16/2016

RE: New Employees

The administration requests the approval of the following employees subject to satisfactory completion of federal, state and school statute and requirements:

Kaitlin McNary

Spanish Teacher, Horizon Middle School, 1.0 FTE, BA (1) \$38,770.00, effective with the 2016-2017 school year. (Replaces Brooke Sandoval)

Brooke Thompson

EIS Teacher, Probstfield Center for Education, 1.0 FTE, BA+30 (3) \$45,738.00, effective with the 2016-2017 school year. (Replaces Abigail Harthun)

Clark Olson

LSS Long term substitute, High School, 1.0 FTE 92 days, BA+20 (8) \$25,425.00, effective with the 2016-2017 school year. (Replaces Kari Boeckermann)

Aaron Wilmer

LSS Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year. (Replaces Becky Cutler)

Abby Altenbernd

Social Studies, Horizon Middle School, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year. (Replaces Alyssa Coop)

Jackie Dulka

Occupational Therapist, Ellen Hopkins Elementary, .8 FTE, MA (10) \$45,704.00, effective with the 2016-2017 school year. (New position per the 2016-2017 Annual Operating Plan)

Linsey Strom

LSS Teacher, Horizon Middle School, 1.0 FTE, MA+10 (2) \$47,884.00, effective with the 2016-2017 school year. (Replaces Carrie Ness-Savageau)

Jamie Church

Work Experience Coordinator, Red River Area Learning Center, 1.0 FTE, BA (1) \$38,770.00, effective with the 2016-2017 school year. (Replaces Brad Hawkins)

Christine Soukup

EIS Teacher, Probstfield Center for Education, 1.0 FTE, MA (10) \$57,130.00, effective August 8, 2016. (Replaces Ashley Nelson)

Kathleen Schostag

LSS Teacher, Probstfield Elementary, 1.0 FTE, MA (9) \$55,724.00, effective with the 2016-2017 school year. (Replaces Nikki Zimmerman)

Tracey Johnson

Elementary Teacher, Ellen Hopkins Elementary, 1.0 FTE, MA+20 (5) \$54,593.00, effective with the 2016-2017 school year. (Replaces LaRae Mikkelsen)

Erinn Eidelbes

Chemistry Teacher, High School, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year. (Replaces David Bye)

Melissa Schuler

EL Teacher, High School, 1.0 FTE, BA (0) \$37,613.00, effective with the 2016-2017 school year. (Replaces Michelle Kaspari)

Angela Keeping

Counselor, S. G. Reinertsen Elementary, 1.0 FTE, MA (5) \$50,112.00, effective with the 2016-2017 school year. (Replaces Jessica Rome)

Caitlyn Gerchak

Elementary Teacher, S. G. Reinertsen Elementary, 1.0 FTE, BA+20 (3) \$44,190.00, effective with the 2016-2017 school year. (New position per the 2016-2017 Annual Operating Plan)

Max Israel

Night Custodian, Globe Building, .8 FTE, A12 (0-2) \$15.55 per hour, 6.5 hours per day, effective August 29, 2016. (New position per the 2016-2017 Annual Operating Plan)

Nicole Stumo

Administrative Assistant, Ellen Hopkins Elementary, 1.0 FTE, A13 (0-2) \$15.76 per hour, 8 hours per day, effective August 8, 2016. (Replaces Katherine Hoylo)

Israa Tahir

Paraprofessional, Horizon Middle School, B21 (0-2) \$15.74 per hour, 6.75 hours per day, effective August 29, 2016.

Michael Wirries

School Bus Mechanic, Transportation, B23 (7) \$1912 per hour, 8 hours per day, effective August 15, 2016. (Replaces Timothy Truscinski)

Heather Markuson

Jump Start Teacher, Probstfield Elementary, 1.0 FTE, \$30.16 per hour, 6 hours per day, effective August 22, 2016. (Replaces Amy Jensen)

Suggested Resolution: Move to approve the employment of Kaitlin McNary, Brooke Thompson, Clark Olson, Aaron Wilmer, Abby Altenbernd, Jackie Dulka, Linsey Strom, Jamie Church, Christine Soukup, Kathleen Schostag, Tracey Johnson, Erin Eidelbes, Melissa Schuler, Angela Keeping, Caitlyn Gerchak, Max Israel, Nicole Stumo, Israa Tahir, Michael Wirries and Heather Markuson as presented.

KLD:smw



MOORHEAD
AREA PUBLIC SCHOOLS

**Learner Support
Services**
Memo LSS.017.03C

TO: Dr. Lynne Kovash, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 8/8/2016

RE: Educational Speech/Language Pathologist Request

This request is for an additional 1.0 FTE Educational Speech/Language Pathologist due to increased student numbers at Robert Asp Elementary School and Ellen Hopkins Elementary School.

The number of children receiving speech and language services in the district continues to increase, especially at Robert Asp and Ellen Hopkins Elementary School as well as the preschool level. Robert Asp Elementary will be starting the school year with 95 students receiving speech/language services with 1.8 Speech/Language FTE and Ellen Hopkins Elementary will start with 89 students receiving speech/language services and 2.0 Speech/Language FTE.

The district target for caseload for Speech/Language is 35 to 40 students served. The current numbers of students receiving speech/language services would put the caseloads at 48.4 students/FTE between the two buildings. The caseload at S.G. Reinertsen Elementary is 36 students/FTE.

With the additional speech FTE shared between Ellen Hopkins and Robert Asp Elementary Schools the average caseload would be 38.3/FTE and would be within district targets and equitable across grades 1-5 elementary schools.

Suggested Resolution: Move to approve the addition of 1.0 FTE Educational Speech/Language Pathologist to serve students at Ellen Hopkins and Robert Asp Elementary Schools.

DSB

ATTACHMENTS:

Description	Type
□ Speech-Language Proposal	Cover Memo

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota
2016 - 2017 Budget

PROPOSAL FORM

NAME OF BUILDING: Robert Asp Elementary and Ellen Hopkins Elementary

TOPIC OF PROPOSAL: Addition of 1.0 FTE Speech Therapist

SUBMITTED BY: Duane Borgeson

DATE: 08/03/2016

DATE TO BE IMPLEMENTED: 09/06/2016

**PERSON RESPONSIBLE TO
RECOMMEND TO SUPERINTENDENT:** Duane Borgeson

RECOMMENDATION (by person responsible):

Approve ☒ **Disapprove:** _____ **Hold:** _____ **Date:** _____

District Mission Statement: *To develop the maximum potential of every learner to thrive in a changing world.*

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

- 1. Describe the proposal for funding:** This request is for an additional 1.0 Educational Speech/Language Pathologist due to increased student numbers at Robert Asp Elementary School and Ellen Hopkins Elementary School.
- 2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):**
The number of children receiving speech and language services in the district continues to increase, especially at Robert Asp and Ellen Hopkins Elementary School as well as the Preschool level. Robert Asp Elementary will be starting the school year with 95 students receiving speech/language services with 1.8 Speech/Language FTE and Ellen Hopkins Elementary will start with 89 students receiving speech/language services and 2.0 Speech/Language FTE. The District target for caseload for Speech/Language is 35 to 40 students served. The current numbers of students receiving speech/language services would put the caseloads at 48.4 students/FTE between the two buildings. The caseload at S.G. Reinertsen Elementary is 36 students/FTE.

This proposal would have the new position shared between Ellen Hopkins and Robert Asp Elementary Schools and would bring the average caseload to 38.3/FTE and would then be within District targets and would be equitable across the grades 1-5 Elementary Schools.

Staff has worked hard to dismiss children from services as appropriate, group students, adjust schedules and share loads, but with the increased number of students they are unable to meet all the required IEP minutes and meet mandated timelines for the completion of evaluations.

3. State the negative implications if the proposal is not approved.

District children with disabilities will not get the service that is required by their IEPs and evaluations would not be completed within timelines at the buildings impacted by this proposal.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.

The District would provide piecemeal services that are not in compliance with MN rules.

5. Estimate the cost implications of this proposal on the following chart.

PROPOSAL BUDGET

PERSONNEL	Number Requested	Estimated Cost	Reimbursement	Net Cost
Teachers:	1.0	\$65,000	\$33,800	\$31,200
Benefits:		\$19,500	\$10,400	\$9100
Other Costs				
		Estimated Cost	Reimbursement	Net Cost
Supplies:		\$500	\$265	\$235
Capital Outlay:		\$500	\$500	0
Other Expenses:		0		
TOTAL COSTS		\$85,500		
Revenues--Special Ed Funds		\$41,065		
Net Cost		\$44,435		

6. Comments on budgetary items:

- a. Equipment, remodeling, site improvement, etc:** Existing resources will be utilized.
- b. Review by Business Office before Superintendent's approval:** Reviewed with Superintendent and approval was given to move forward with this approval.
- c. Space implications (short/long range):** Staff will work in existing space. There is dedicated space at both Elementary schools and there is dedicated space for 2017 when the construction is completed.
- d. Equity implications:** NA
- e. Technology implications:** Chromebook for staff.
- f. Suggested timelines for implementations:** September 6, 2016
- g. Who has been involved in this decision? Other comments:**

Duane Borgeson, Julie Kummer, Lynne Kovash, Lowell Buysse, Maggie Hanson



MOORHEAD
AREA PUBLIC SCHOOLS

**Learner Support
Services**
Memo LSS 17.01C

TO: Dr. Lynne Kovash
FROM: Duane Borgeson
DATE: 8/3/2016
RE: UND Resident Teacher Agreement

Attached is the annual Special Education Resident Teacher Project Agreement with the University of North Dakota. The agreement is for July 1, 2016 through June 30, 2017. Two resident teachers will be placed in the district with a total cost of \$35,800.

Suggested Resolution: Move to approve the annual UND Special Education Resident Teacher Project Agreement for two resident teachers with a total cost of \$35,800.

DSB

ATTACHMENTS:

Description	Type
□ UND Agreement	Cover Memo

Fixed Price Contract Amendment No. 2

Party No. 1 Name: University of North Dakota Address: 231 Centennial Drive Stop 7189 Grand Forks, ND 58202-7189 PI Name: Amy Jacobson	Party No. 2 Name: Moorhead Special Education Unit Address: 2410 14 th St S Moorhead, MN 56560 PI Name: Duane Borgeson
Period of Performance: This Budget Period: From: 7.1.16 To: 6.30.17 Total Project Period: From: 7.1.15 To: 6.30.17 CFDA: 84.027	Contract Value: Funding This Action: \$35,800 Original Funding: \$23,230 New Total Contract Value: \$59,030

Project Title: UND Special Education Resident Teacher Project (SERTP)

Amendment to Original Terms and Conditions

Whereas, the University of North Dakota (UND) and the Moorhead Special Education Unit (MSPED) have previously entered into a Fixed Price Contract and

Whereas, UND and MSPED desire to amend said contract,

Now therefore, Articles 1, 2, and 3 shall be deleted in their entirety and replaced with the following:

Article 1 – Scope of Work: UND agrees to perform the scope of work as defined in APPENDICES A & B. The scope of work shall not be changed except by duly executed amendments to this agreement.

Article 2 – Period of Performance: The period of performance for this agreement shall commence on July 1, 2015 and shall terminate on June 30, 2017, unless extended by mutual written agreement between the parties, or unless terminated under the provisions of Article 6. APPENDIX A shall be performed July 1, 2015 – June 30, 2016 and APPENDIX B shall be performed July 1, 2016 – June 30, 2017.

Article 3 – Consideration and Payment: The total cost to perform the Scope of Work, defined in APPENDICES A & B, is \$17,900 per resident teacher. One (1) resident teacher was placed with MSPED during the period July 1, 2015 – June 30, 2016, for \$17,900. One (1) resident teacher was placed with MSPED during the period July 1, 2015 – October 31, 2015 for a actual cost of \$5,330. Two (2) resident teachers will be placed with MSPED during the period July 1, 2016 – June 30, 2017, for a total cost of \$35,800. Costs shall be in accordance with the budget included in APPENDICES A & B. Payment for services will be made on a quarterly basis upon billing received from UND in accordance with the below schedule. UND will, as dictated by the needs of the work, reallocate the budget among approved items or use the funds for other items directly related to the Project, subject only to staying within the total amount authorized.

APPENDIX	JULY	OCTOBER	JANUARY	APRIL	TOTAL
A (7/1/15-6/30/16)	\$ 8,950	\$ 8,950	\$ 2,665	\$ 2,665	\$23,230
B (7/1/16-6/30/17)	\$ 8,950	\$ 8,950	\$ 8,950	\$ 8,950	\$35,800

All other terms and conditions of this Fixed Price Contract remain in full force and effect.

IN WITNESS WHEREOF, duly authorized representative of the Parties execute this amendment as of the date of the last signature set forth below:

MOORHEAD SPECIAL EDUCATION UNIT

UNIVERSITY OF NORTH DAKOTA

Name:
Title:
Date:

Name: Barry Milavetz
Title: Associate VP for Research & ED; RDC
Date: 6/9/16

Is Federal money being used to fund this amendment? ____ Yes ____ No

If yes, please provide the Prime Award CFDA# _____ FAIN# _____

APPENDIX B
SCOPE OF WORK
JULY 1, 2016 – JUNE 30, 2017

The purpose of this project is to increase the pool of credentialed and well prepared special educators in our region by enabling UND students, who are admitted to the Master's Program in Special Education, to complete a full-year internship at the MSPED under the joint supervision of experienced special educators (Resident Mentors) and a UND special education faculty member (University Mentor). As UND graduate students, they will meet the requirements of the Graduate School and their academic programs, as well as those of the MSPED and the location of their individual placement.

To accomplish this, the MSPED will provide funding of \$17,900 for each resident teacher placed in the MSPED. Administered by UND, these funds will be used for salary of a 9-month half time Graduate Teaching Assistantship (GTA) appointment for each student in the amount of \$15,004 and applicable fringe benefits, as well as contribute to the administration of the program. Expenses related to the administration of the program may include: scholarships, tuition and fees, personnel (mentors and administrative), background checks, travel, books, binders, printing, duplication, postage, and telephone. Indirect costs will be charged according to the source of funding. Federal funding will be charged 8% and non-federal funding will be charged 5.26%.

	SALARY	FRINGE	ADMINISTRATION	INDIRECTS	TOTAL
FED - 8%	\$ 15,004	\$ 75	\$ 1,495	\$ 1,326	\$17,900
OTHER - 5.26%	\$ 15,004	\$ 75	\$ 1,926	\$ 895	\$17,900

The MSPED will provide on-site supervision/mentorship and accept responsibility for duties (outlined in the SERTP Guidelines) to be performed by fully credentialed special educators to meet state requirements. Also, the MSPED will agree to interview for potential employment any resident teacher who has completed the program requirements if there are any special education openings. As employees of the University, not the MSPED, resident teachers are not considered to be under teaching contract.



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant Superintendent
of Finance and
Operations**
Memo OASFO.17.013R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 8/22/2016

RE: Property Tax Abatement Program Extension

Lisa Bode, Community Development Manager, with the city of Moorhead will be in attendance to discuss the possible two-year extension of the two-year property tax rebate program.

The Make Moorhead Home Property Tax Rebate must be formally extended or it will expire December 31, 2016. Attached is a comprehensive review of the existing program and the recommendations for modification to the program to:

1. Base the new construction on two complete years of valuation.
2. Discontinue the remodeling rebate due to low participation and complex administration.

The Make Moorhead Home Property Tax Rebate Program has been in existence for four years. In that time 602 homes have been built, adding more than \$39 million in taxable value and generating tax revenues of \$1.54 million. There is a two-year delay in receipt of the revenue from the new construction, but a year's worth of new homes are built and receive the rebate, a prior year's home construction comes back on the tax roll, and all new homes built under the two-year rebate program begin to generate taxes on an ongoing basis after the two-year rebate period expires.

BML:dmb

ATTACHMENTS:

Description	Type
 Tax Rebate Extension	Cover Memo

Make Moorhead Home Property Tax Rebate

Property Tax Rebate Extension

It is recommended that the City of Moorhead, Moorhead Area Public Schools, and Clay County extend the **Make Moorhead Home Property Tax Rebate** for an additional two year period through December 31, 2018. Fargo and West Fargo continue their property tax abatement programs offered since the 1980s. The Make Moorhead Home property tax rebate is viewed in the marketplace as a valuable incentive for consumers and the housing industry and important to Moorhead's competitiveness as a residential choice.

Rebate Impact

Despite a great 2015, there are serious challenges to continued residential growth. The Minnesota Building Code was amended in 2015 to require residential sprinklers in attached single family homes, which has added a costly construction feature that is not required in Fargo or West Fargo (see 8/4/2016 *Forum* article). Although the City, with support of the Homebuilders Association of Fargo-Moorhead (HBAFM), continues to work for legislative relief, the Building Code requirement is not under local control. Moorhead's residential building permits are significantly lower in the first half of 2016 than the previous two years (see YTD 2016 Building Activity Report), and the HBAFM reports a significant drop in value of Moorhead's housing permits year-to-date 2016 compared to Fargo and West Fargo.

A locally funded rebate program has been in place since 2012. There have been 602 homes built during the first four years of the program, adding \$39 million in taxable value and generating cumulative property tax revenues of \$1.54 million. Staff hears from the housing industry professionals that the new construction rebate is an important consideration to new homebuyers as they are making decisions where to build, and we hear from homebuyers directly that the rebate was an important consideration in their decisions to build new homes.

2012 – 2016 YTD Rebate Participation

	2012	2013	2014	2015	2016 YTD
New Construction Rebates Issued	No fiscal impact Year 1	No fiscal impact Year 2	\$91,104	\$326,166	\$749,668
City of Moorhead			\$47,479	\$136,895	\$251,068
Clay County			\$6,556	\$95,794	\$282,115
ISD 152			\$37,069	\$93,477	\$216,485

Data Disclaimers/Assumptions:

- 2012 Construction was valued in 2013 and qualified for the rebate in 2014 and 2015. 2014 was the first year of rebate revenue impact (one year's construction). 2015 and subsequent years include two years of new construction resulting from the MMH Rebate.

Program Mechanics

The collection and distribution of taxes and rebates are managed by the Clay County Auditor. Each jurisdiction levies for the rebate program and receives an equivalent amount of new tax revenue from the participating homes. Clay County then bills the City and the School District for their portion of the rebate program once the

taxes have been collected. There is a two-year delay in receipt of revenue from the new construction, but as a year's worth of new homes are built and receive the rebate, a prior year's home construction comes back on the tax roll, and all new homes built under the two-year rebate program generate taxes on an ongoing basis after the two year rebate period. Homebuyers receive their rebates automatically in qualifying years after the taxes have been collected through the standard payment procedures.

Recommendations:

1. Continue the Make Moorhead Home Property Tax Rebate for New Homes with one modification —base the new construction rebate on two complete years of valuation.

Justification: The Make Moorhead Home Property Tax Rebate is calculated based on the first two years of valuation after building footings are poured on a new home. Because taxable property market value is established on January 2 of each year, under the current rebate program, a home that is constructed within a single calendar year qualifies for a larger rebate than a comparable home for which the home was started but not completed in the same calendar year. A program change is proposed to provide equity between homebuyers regardless of when construction begins. The financial impact of this potential program modification is impacted by home construction volume and values, construction timing/weather, and homestead status. For construction in calendar year 2015, a peak construction year, the value measurement change would require distributing additional rebated taxes of \$130,000 – 138,000 for all jurisdictions combined, depending upon homestead qualifications. Homebuyers would receive their rebates in years 3 and 4 after construction is complete and the home is fully valued and taxed.

2. Discontinue the Make Moorhead Home Property Tax Rebate for remodeling.

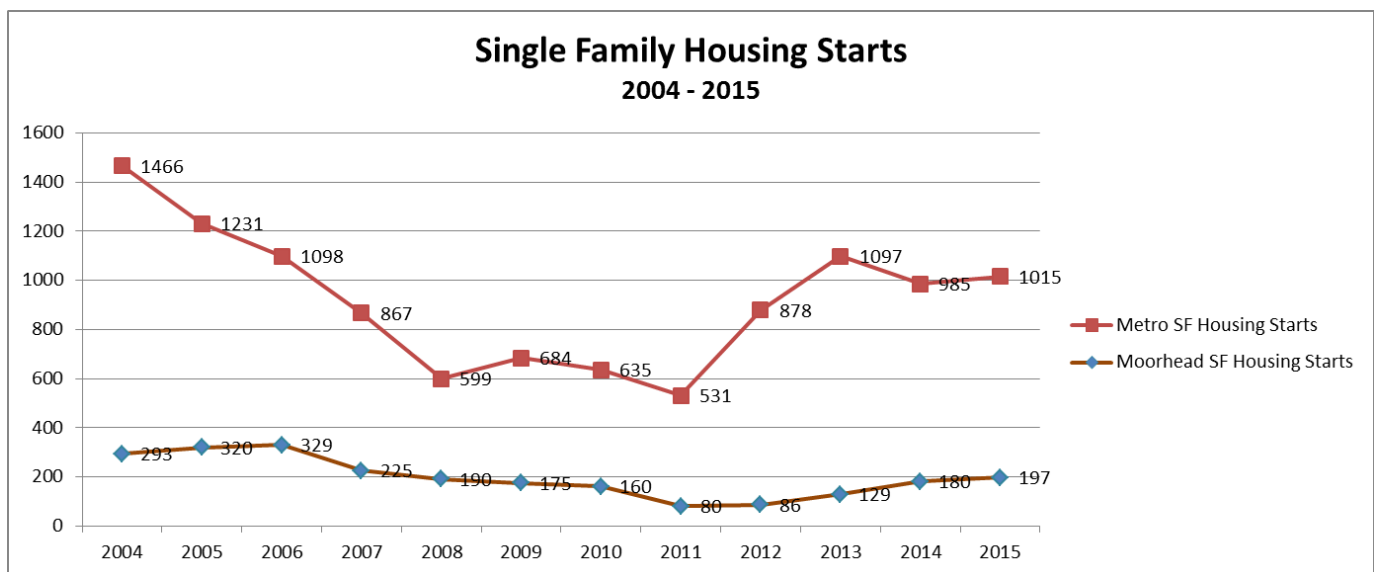
Justification: Participation is low and program administration is complex. It is not having a measurable impact in the marketplace. There has been an average of 10 rebates issued per year in the past four years valued at less than \$1000 per property.

Our community remains a strong residential choice, and those of us who live here find great value in our quality of life. We have a growing school system and great neighborhoods. Moorhead's flood protection is another important economic factor homebuyers consider as they are weighing their options. While Moorhead also has some competitive disadvantages, the Make Moorhead Home Property Tax Rebate is important to mitigate the disadvantages.

Supplemental Information

History

The “Make Moorhead Home” property tax rebate was implemented to address a decline in Moorhead’s single family housing trends and to increase Moorhead’s proportion of the FM metro area growth. Between 2006 and 2011, Moorhead’s annual single family housing starts declined significantly. While this trend was experienced metrowide (and nationally), the recovery was more rapid in the FM metro cities of Fargo and West Fargo. Both of these North Dakota jurisdictions have longstanding two-year property tax abatement programs.



From 2009 – 2011, at the request of the City of Moorhead, the State of Minnesota funded a state-paid property tax abatement program for new home construction as a flood recovery initiative for the Cities of Moorhead and Dilworth. When state funding ended, the City of Moorhead, Clay County, and Moorhead Area Public Schools entered into a self-funded property tax rebate program in 2012 pursuant to Minnesota Statutes 469.1813 – 469.1816. The program was branded as the **Make Moorhead Home (MMH) Property Tax Rebate**. The program was renewed by all taxing jurisdictions for the period 2014 – 2016. Clay County made the program available in its other cities on an optional basis, and Dilworth, Barnesville, and Hawley participate.

City of Moorhead/Moorhead EDA Residential Recruitment & Marketing Efforts

In conjunction with the MMH Rebate Program, the City directs nearly \$70,000 annually to residential marketing and supporting its working relationships with important stakeholders at the Home Builders Association of Fargo Moorhead and the FM Area Association of Realtors to support residential growth. The City’s communication efforts include electronic and print media, Realtor continuing education, Builder discussion groups, homebuyer presentations, and other public relations and advertising activities.

In 2013 the City of Moorhead initiated the “First & New” Special Assessment Loan Program to offset interest costs on a portion of special assessments for first time buyers purchasing newly constructed homes, helping to make new construction a viable option for more first time home buyers. The City has invested \$110,000 in this program to date.

Program comparison

The Make Moorhead Home Property Tax Rebate is calculated based on the first two years of valuation after building footings are poured on a new home. This is consistent with Dilworth and how the State of Minnesota property tax rebate was structured from 2009 - 2011. The Clay County Auditor reports that Barnesville and Hawley are basing the rebate on *the first two years of valuation once the new home is completed (certificate of occupancy obtained/building permit final)*. Note that Hawley also places a \$200,000 maximum rebate property valuation. While Fargo and West Fargo provide the rebate after the home is complete and owner-occupied, they also have a \$150,000 maximum rebated valuation, and the value is taxed sooner in Fargo and West Fargo than it is in Moorhead.

	Maximum Property Value	Land included	Valuation timing
Moorhead	No limit	Yes	After footing poured
Fargo	\$150,000	No	After home is complete & owner occupied
West Fargo	\$150,000	No	After home is complete & owner occupied
Dilworth	No Limit	Yes	After footing poured
Barnesville	No Limit	Yes	After home complete
Hawley	\$200,000	Yes	After home complete

The statute upon which the abatement authority is based does allow for the City to modify the valuation timing to allow the rebate to be calculated after the home is complete as is being recommended. For homes built in a single construction season, this would have no impact. Homes constructed in two calendar years would not receive as large a rebate. The rebate parameters are clearly identified in the City’s marketing materials. While the City of Moorhead has not received complaints about the program timing, the Clay County Auditor is the agency that sends out the rebate checks. Auditor Lori Johnson has pointed out that Barnesville and Hawley calculate the rebate differently than Moorhead and Dilworth, and their office gets a number of calls from disappointed Moorhead homebuyers who receive rebates lower than they anticipated. Builders/buyers may choose to delay construction to the next calendar year when the homes are not anticipated to be completed by year end to receive full value.

The Forum

New homes permits down in metro, but 2016 still among strongest housing years in past decade

By [Ryan Johnson](#) on Aug 3, 2016 at 4:59 p.m.



Home Builders Association of Fargo-Moorhead President Tom Spaeth announces the second-quarter building permit report for the community released Wednesday, Aug. 3, 2016. Special to The Forum

FARGO—Residential building permits are down 7 percent so far compared to 2015, but Home Builders Association of Fargo-Moorhead President Tom Spaeth said 2016 is still one of the strongest years for housing starts in the past decade.

The HBA's second-quarter building permit report, released Wednesday, Aug. 3, reported a total of 571 housing permits were issued in Dilworth, Fargo, Moorhead and West Fargo from Jan. 1 to June 30. That's down from the 611 issued by this time last year.

Much of that decline was caused by a building code change in Minnesota that prompted builders to apply for twin home permits last year before new rules requiring fire sprinklers went into effect. In Moorhead, twin home permits went from 26 in the first and second quarters of 2014 to 44 in 2015 and only two so far this year.

"We are having one of our strongest years in regard to housing starts in the past decade," Spaeth said in a written statement. "Until recently, the weather was dry and favorable to construction."

Here are some highlights of the second-quarter report:

- In Dilworth, housing activity decreased from 17 permits with a total value of \$4.8 million in 2015 to seven permits worth \$1.6 million so far this year.
- Fargo was the only city to record an increase in the total number of housing permits and value with 261 permits worth \$65.1 million so far this year, up from 208 permits worth \$43.3 million in 2015. That growth was driven by a rise in single-family permits from 147 last year to 218 this year, but the number of row or townhouse permits declined from 41 to 19 year over year.
- West Fargo's 161 single-family permits matched what the city issued last year, but the city saw decreases in the number of twin home permits (46 to 34) and row or townhouses (18 to 8).
- Moorhead had a significant drop in its value of housing permits so far this year, declining from \$25.5 million to \$15.3 million. Of that decrease, more than \$7 million came from the drop in twin home permits issued in 2016.

**CITY OF MOORHEAD BUILDING CODES
2016 BUILDING PERMIT VALUATION REPORT - RESIDENTIAL**

PAGE 2

	101		102		103		104		105			213/214				
	Single Family Detached		Single Family (Attached)		Two Family (Duplex)		Three and Four Family Buildings		Five or More Family Buildings			Hotels/Dorms, Frat, Board Rm		TOTAL PERMIT	TOTAL VALUATION	
	#	VALUATION	#	VALUATION	#	(U) VALUATION	#	(U) VALUATION	#	(U)	VALUATION	#	VALUATION			
JAN	0	0	0	0	0		0	0	0	0	0	0	0	0	0	
FEB	1	300,000	2	450,000	0		0	0	0	0	0	0	0	0	3	750,000
MAR	6	1,410,000	0	0	0		0	0	0	0	0	0	0	0	6	1,410,000
APR	14	3,294,000	0	0	0		0	0	0	0	2	24	1,560,000	0	16	4,854,000
MAY	10	2,134,000	0	0	12	24	3,600,000	0	0	0	2	12	1,223,755	0	24	6,957,755
JUN	20	4,187,000	0	0	0		0	0	0	0	0	0	0	0	20	4,187,000
JUL	34	6,449,200	2	300,000	0	0	0	0	0	0	0	0	0	0	36	6,749,200
AUG															0	0
SEP															0	0
OCT															0	0
NOV															0	0
DEC															0	0
2016	85	17,774,200	4	750,000	12	24	3,600,000	0	0	0	4	36	2,783,755	0	105	24,907,955
2015	96	20,347,499	48	8,106,000	0	0	0	5	15	2,476,880	5	225	17,750,000	0	154	48,680,379
2014	69	14,892,674	30	4,428,925	0	0	0	6	24	3,240,000	3	108	7,160,000	1	2,409,000	32,130,599

NOTES:

UNITS CONSTRUCTED

YEAR	MOORHEAD				OAKPORT
	SINGLE FAMILY ATTACHED/ DETACHED	TWO, THREE, & FOUR UNITS	FIVE OR MORE UNITS	MOORHEAD TOTAL UNITS	
2016 YTD	89	24	36	149	
2015 CY	197	15	293	505	*
2014 CY	180	24	245	449	4
2013 CY	129	2	274	405	2
2012 CY	86	3	60	149	1
2011 CY	80	21	60	161	4
2010 CY	160	0	0	160	5
2009 CY	175	0	124	299	2
2008 CY	190	5	217	412	2
2007 CY	225	38	68	331	8
2006 CY	329	8	145	482	6
2005 CY	320	62	132	514	9
2004 CY	293	4	178	475	14
2003 CY	195	4	160	359	10
2002 CY	200	38	124	362	12
2001 CY	106	6	36	148	10
2000 CY	93	44	0	137	7

* Oakport Tract 2 was annexed to the City of Moorhead January 1, 2015. Oakport permit data for 2015 forward is reported in the appropriate citywide data categories.



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.017R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/16/2016

RE: School Naming Task Force Recommendations

On August 16, fifteen members of the School Naming Task Force worked to finalize their recommendations regarding the names of the school district's facilities. Task force members have worked for three months gathering community input into the names, researching possible school names and reaching a consensus for school name recommendations.

With the successful passage of the 2015 Bond Referendum, two new schools are being built. The district is also acquiring Globe University's building.

As a result of these changes, the School Naming Task Force was formed. The group is comprised of student, parent, staff, administrative, alumni and citizen representatives.

Members of the School Naming Task Force are: Matthew Becker, Brian Cole, Ella Cole, Greta Cole, Melissa Fabian, Levi Hanson, Carrie Feigum, Amanda Midthune, Melissa Peterson, Anja Kalvoda, Tammy Schatz, Lauri Winterfeldt, Ryan LaDage, Carla Smith and Deb Pender. Assistant superintendent Brandon Lunak and I were lead administrators for this task force. These individuals volunteered their time to conduct a thorough, consensus-building decision-making process, and their efforts on behalf of the school district are truly appreciated.

The School Naming Task Force's summary of recommendations are as follows:

- New Elementary School: **Dorothy Dodds Elementary**
- Middle School Campus: **Horizon Middle School West Campus** for the grades 5-6 school and **Horizon Middle School East Campus** for the grades 7-8 school
- Globe Building (Alternative Learning Center/Adult Basic Education): **Vista Center for Education**

The full report of the task force is attached.


Suggested Resolution: Move to approve the School Naming Task Force recommendations as presented.

Moved by:
Seconded by:

Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 School Naming Task Force Report	Cover Memo



School Naming Task Force Recommendation Report

Moorhead Area Public Schools

August 16, 2016

Table of Contents

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	Appendix C: School Name Suggestions	

I. Background

In November 2015, voters in the Moorhead School District supported a bond referendum that will provide for growth and learning by:

- Adding secure entries in all school buildings;
- Creating adequate and appropriate learning environments for students from early childhood through grade 8;
- Building a K-4 elementary;
- Building a grades 5-6 school connected to Horizon Middle School to create a shared grades 5-8 campus reducing transitions for students;
- Building an auditorium for school and community use at Horizon Middle School; and
- Returning Probstfield Center for Education to an early childhood and district education center focused on the needs of our youngest learners.

Following approval of the \$78.2 million bond referendum on Nov. 3, 2015, Moorhead Area Public Schools began the next steps in implementing the district's facilities master plan. The implementation plan calls for various community and staff research task forces to review research and aspects of educational programming and provide recommendations to Moorhead Area Public Schools administration.

With the goal of having both the grades 5-6 school connected to Horizon Middle School and the new K-4 elementary school open by fall of 2017, the new schools will need names. Additionally, Red River Area Learning Center and Adult Basic Education moved into their new home in the Globe building, which is being purchased by the district and will need a name.

As a result of these changes, Superintendent of Schools Dr. Lynne Kovash recommended the formation of a School Naming Task Force comprised of staff members, students and parent representatives (Appendix A). The community task force approach, which involves community collaboration and consensus building for its decision-making process, would be used. Representatives interested in being selected for the task force applied for the task force in May 2016.

Members of the School Naming Task Force are:

Matthew Becker	Brian Cole	Ella Cole	Greta Cole
Melissa Fabian	Carrie Feigum	Levi Hanson	Anja Kalvoda
Ryan LaDage	Amanda Midthune	Deb Pender	Melissa Peterson
Tammy Schatz	Carla Smith	Lauri Winterfeldt	

The purpose of the School Naming Task Force was to determine and execute a participatory process to provide a recommendation to the administration as the basis for a recommendation to the School Board for school building names. The task force was charged with researching and examining options for naming the new K-4 elementary school, the Horizon Middle School campus and the Globe building.

II. Introduction

The 15 members of the school district's School Naming Task Force began meeting June 27, 2016, to determine the process for naming the three district facilities and review name suggestions received through community input, following the public process for input conducted in June 2016. The task force named Melissa Fabian and Matthew Becker as co-chairs. Lead administrators for the task force were Lynne Kovash, superintendent, and Brandon Lunak, assistant superintendent of finance and operations.

To complete its charge, the task force met further in July and August. Information from the 2003 naming task force process and Moorhead School Board Policy 703 Naming of School Buildings and School Grounds provided background information for task force members to consider during their discussions. Task force members also conducted additional research about individuals in the community.

The online School Name Suggestion Form was used to seek input from the community regarding names for the district's buildings (Appendix D). Suggestions were taken June 1-22, 2016. During the submission period, more than 60 suggestions were received. Additionally, task force members had access to suggestions submitted during the community input process in 2003. Suggestions were divided into the categories "All Buildings," "Any School," "Globe Building," "Grades 5-6 School connected to Horizon Middle School" and "New K-4 Elementary School" (Appendix C).

At the beginning of the process, the School Naming Task Force determined guidelines for the consideration of school names based on the guidelines developed in the 2003 process. Guidelines that the School Naming Task Force considered during the naming process were to name the schools after a person, a place, a symbolic metaphor, or a combination of the above.

The task force determined the criteria to use in selecting a name for the elementary school, middle school and Globe building. Criteria selected were:

Elementary School	Name of deceased person with local historical significance in continuation of established practice
Middle School	Symbolic metaphor
Globe Building	Metaphor with a description of the building function

After determining the criteria for the names of the buildings, the task force members began discussion of the names for each facility. Task force members used a consensus decision-making process. Following additional research and discussion, the task force completed its charge.

The School Naming Task Force provides the following findings and recommendations regarding the names of the district's school facilities.

III. Recommendations for Facility Names

A. New K-4 Elementary School



New K-4 Elementary School 4400 24th Ave. S.

- Opening fall of 2017

Future Use: School will serve students in grades K-4.

Recommendation:

The School Naming Task Force recommends the new K-4 elementary school at 4400 24th Ave. S. be named Dorothy Dodds Elementary School.

Rationale:

- The School Naming Task Force established the criteria that the new elementary school would be named for a local historical figure who is no longer living.
- Dorothy Dodds graduated from Moorhead High School in 1941. She earned an elementary education degree from Moorhead State Teachers College in 1945 and a master's degree in education from Colorado State University in 1948.
- Dodds taught kindergarten at the Moorhead State Campus School from 1949 until it closed in 1972, and then she taught in Minnesota State University Moorhead's education department until retiring in 1986. A lifelong educator, Dodds developed the first recognized early childhood education curriculum in Minnesota, was a strong advocate for children, and was a founding member of Moorhead Healthy Community Initiative, an organization to provide after-school activities and build assets in Moorhead youth.
- Dodds was recognized by MSUM with the Distinguished Alumni Award in 1999, and MSUM established an endowed scholarship in her name. She was inducted into the Moorhead High School Hall of Honor on Sept. 22, 2012.
- Dodds died Dec. 11, 2012.



Dorothy Dodds

B. Horizon Middle School Campus



Horizon Middle School Campus New Grades 5-6 School and Grades 7-8 School 3601 12th Ave. S.

- Opening fall of 2017

Current Use: School serves grades 6-8 students.

Future Use: School will serve students in grades 5-6 and grades 7-8 in separate, but connected schools on the grades 5-8 Horizon Middle School campus.

Recommendation:

The School Naming Task Force recommends the Horizon Middle School grades 5-6 and grades 7-8 campus at 3601 12th Ave. S. be named Horizon Middle School West Campus and Horizon Middle School East Campus respectively.

Rationale:

- The School Naming Task Force determined the criteria that the middle school would be named using a metaphor that includes a description of the direction.
- The metaphor, horizon, represents the dawn with the sun rising on the horizon just as the middle school students are at the dawn or beginning of the next stage in their education and their lives. The dawn with the sun rising on the horizon illustrates the bright future and all that is ahead of these young students.
- Middle school is a time when students are expanding their knowledge — or their horizons — by learning and studying a variety of subjects and participating in new activities. Horizon represents the new knowledge and world view to be gained by the students.
- Horizon also represents the place where students of all backgrounds from four elementary schools will come together. East Campus and West Campus distinguishes the two schools within the Horizon campus without indication of hierarchy.

C. Former Globe Building



Former Globe Building **2777 34th St. S.**

- Building purchase: 2016

Current Use: Privately owned building

Future Use: The district is purchasing the Globe University building to serve as home to Red River Area Learning Center, Adult Basic Education and other specialized programs instead of continuing to lease space for these programs.

Recommendation:

The School Naming Task Force recommends the former Globe University building at 2777 34th St. S. be named Vista Center for Education.

Rationale:

- The School Naming Task Force determined the criteria that the Globe building be given a positive, hopeful name that affirms the multicultural and diverse students served by programs in the building.
- The metaphor, vista, represents the vast, scenic views in Moorhead. It also represents the opportunities students have to expand their views with education.
- The word “vista” has the same meaning in both English and Spanish, harkening an inclusiveness that welcomes students of all backgrounds.
- The name suggests a new, fresh, forward-thinking perspective that is positive and hopeful.
- The vista metaphor is aligned with the horizon metaphor for the Horizon Middle School campus.
- “Vista” is a word that English learners would find accessible.

School Naming Task Force Charge Statement

Focus of the Task Force:

This group will focus on naming the new K-4 elementary school, the aspects of the Horizon Middle School Campus and the Globe Building.

Specific Responsibilities:

- Develop a recommendation to the administration for further review and provide a basis for a recommendation to the School Board regarding the naming of the school sites.
- Review parameters and recommendations from the 2003 task force regarding naming of the schools.
- Follow the Moorhead School Board Policy 703 - Naming of School Buildings and School Grounds.
- Agendas, minutes and information will be posted on the district's website.

Committee Composition:

- Representative staff members from each school.
- Representative from secondary student body.
- Central office team members and cabinet members as needed.
- Parent representative from elementary, middle and high school.

Lead Administrators:

- Lynne Kovash - Superintendent
- Brandon Lunak - Assistant Superintendent of Finance and Operations

Time Frame:

- Begin work June 2016.
- Plan due August 2016 with initial plan for implementation.

School Name Suggestion Form

Moorhead Area Public Schools is making history, and we need your help. The School Naming Task Force will be recommending names for the three new district buildings (new K-4 elementary school under construction, new grades 5-6 school connected to Horizon Middle School under construction, and Globe building being purchased for Red River Area Learning Center, Adult Basic Education and Outreach programs).

It is vital for us to find out what community members would like to see reflected in the names of the schools. Please submit your ideas for consideration by the task force. Deadline for suggestions is June 20, 2016.

Guidelines for consideration of the school names:

a) A person

- a famous American or world figure
- a significant local contribution to public education by a local resident
- a significant historical contribution by a person or family
- persons who have attained significant prominence in their professional field, public service or leadership in the betterment of the human race

b) A place

- geographic names, landmarks or characteristics relevant to the school
- the street, road, major thoroughfare or other geographic feature where the school is located
- the community or neighborhood in which the school is located

c) A symbolic metaphor

- a symbolic name that reflects the positive values of the school, the school district, the community, the region, or the country

d) Some combination of the above.

* Required

Your name *

Please provide your name here and your contact information in the spaces below so we may contact you if we need further clarification.

Your answer

Phone number

Your answer

Email address

Your answer

I would like to make the following school name recommendation: *

Your answer

I'm making this recommendation because: *

Your answer

Specify which building your recommendation is for: *

- ☐ Any school
- ☐ All buildings
- ☐ New K-4 elementary school
- ☐ Grades 5-6 school connected to Horizon Middle School
- ☐ Globe building

Do you want to make another recommendation? *

- ☐ Yes
- ☐ No

School Name Suggestions Received - June 2016

Name Suggestion	Rationale	School
Ada Comstock	Ada Comstock (1876-1973) was a pioneer in education for women. She was not only a graduate of Moorhead High School but also attended the Moorhead Normal School (now known as MSUM). Ada went on to be the first Dean of Women at the University of Minnesota, and later became the Dean and President of the prestigious Smith College. Ada won numerous awards, including the Fellow of the American Academy of Arts and Science, Janes Addams Medal, Founder's Award from Radcliffe College and the Hollins Medal. She was also appointed to the National Committee on Law Observation and Enforcement. Ada Comstock is not only one of the forerunners in women's education, she's from right here in Moorhead. We drive by her home on 8th street all the time, but few know her story.	All buildings
Jason Moszer	Jason gave his life protecting the public.	All buildings
Josie Johnson	Johnson has played an active role in the civil rights movement since her teenage years, when she and her father gathered signatures on an anti-poll tax petition in her hometown. She earned a B.A. in Sociology at Fisk University in Nashville, Tennessee, and an M.A. and Ed.D at the University of Massachusetts, Amherst. In the early 1960s, Johnson lobbied professionally for passage of bills concerning such issues as fair housing and employment opportunities. In 1964, she traveled from Minneapolis to Mississippi with an integrated group of women to witness and report on the Civil Rights struggle there. After visiting an open-air freedom school where black and white college age students were organizing, the group learned the school was bombed the next day. Johnson became a community organizer for Project ENABLE, a pioneering effort in developing parenting skills and strengthening family life in 1965. As a member of the Minneapolis Urban League staff, she served as a community organizer. I took this from the African American Registry website http://www.aaregistry.org/historic_events/view/josie-johnson-committed-educator-and-activist Josie Johnson, 86 year old Minnesota educator and activist, is the picture of dignity, thoughtfulness, and courage.	All buildings
Temple Grandin Elementary School	She is autistic, but likes to speak about it to other people to know nobody's different	All buildings
Whispering Willows Elementary School	It's a cute name and you should choose it	All buildings
Bea Arett	She served the community in so many ways and made such a wonderful impact on so many. She did a lot for local schools, too.	Any school
Beyond Horizons	Fun to be part of naming process	Any school
Compass	A compass provides direction	Any school
Del Rae Williams	She's been a great civic leader for Moorhead	Any school
Destiny	Fun to be part of naming process	Any school

Diane R. Meyer	Diane was an influential school board member pushing for Title IX implementation. She was also first female member of Clay County Board of Commissioners.	Any school
Eastview	most of these schools are on the eastern edge of Moorhead	Any school
Frontier	Fun to be part of naming process	Any school
Glacier	Because there was a glacier around this area.	Any school
Harmony	Everyone works together to create an outcome!	Any school
Harmony High School	Our school is a harmonious melting pot of diverse students.	Any school
Helen Keller		Any school
Inspire	The word creates an instant feeling of anticipation and hope!	Any school
Malala Yousafzai	This Nobel Prize winner is an international champion of education, human rights and women.	Any school
Matt Cullen Grade School	He's probably the most famous Moorhead resident	Any school
Morrie Lanning Elementary (or other building)	He was a long-standing representative of the city	Any school
Paul and Sheila Wellstone	Paul Wellstone and his wife, Sheila, were great advocates for children and for education.	Any school
Phil Seljevoid	My grandfather has made several contributions to not only the Moorhead school district but Moorhead as a whole.	Any school
Prairie Home School	The famous "Prairie Home Companion" radio show was named after this Moorhead cemetery.	Any school
Prospect	Fun to be a part of naming process	Any school
Sharp	The history of this school being closed in the 1970s.	Any school
Solomon G. Comstock School	He is one of the most important historic figures of Moorhead, MN	Any school
Summit	our goal is to move toward the summit for success	Any school
Susan B Anthony	It would be nice to have a school named after a woman.	Any school
Temple Grandin Elementary	Temple Grandin is a recognizable advocate for autism and neurodiversity awareness. With the increase of autism diagnosis' and awareness of different learning and thinking styles having a school named after Temple Grandin would be encouraging and inspiring for all children.	Any school
Thomas Edison	This was my elementary school. Let's bring the name back!	Any school
Trautman (Tom)	Most unique and inspiring math teacher. Changed my life. Ability to make students learn without knowing they were learning. He was the Patch Adams of Jr. High math teachers.	Any school
Vision	Fun to be part of naming process	Any school
Vista	Fun to be part of naming process	Any school
Voyageur	The Red River Valley was significantly influenced by the fur trade long before Minnesota became a state. Many in Moorhead do not realize this and this would be a wonderful way to celebrate that aspect of our history.	Any school

Jason Moszer Extended Education Building	Officer Moszer's death was a tragic event that brought our community closer together, and it'd be nice to continue to remember his legacy.	Globe building
Moorhead Learning Center (MLC)	I think the building needs a general name as to not exclude any program vision.	Globe building
Sphere	Another word for globe	Globe building
Horizon Middle School Grades 5-6 Academy, Horizon Middle School Grades 7-8 Academy	This concept maintains the campus feel for Horizon Middle School, yet distinguishes the two sections. It ties to the idea of the ninth-grade center at Moorhead High being an academy and lends itself to further implementation of an academy system at Moorhead High.	Grades 5-6 school connected to Horizon Middle School
Horizon West	The school is attached to the main horizon school. I think a different name will seem confusing.	Grades 5-6 school connected to Horizon Middle School
Inca Elementary	The Inca's were the first to cultivate the potato (Go Spuds!)	Grades 5-6 school connected to Horizon Middle School
New Horizon Intermediate School	I feel the name for the 5-6 grade building should be similar to the middle school's name but a little different.	Grades 5-6 school connected to Horizon Middle School
Stellar	An All-Star Institution	Grades 5-6 school connected to Horizon Middle School
Unity Middle School	I like Unity Middle School because it symbolizes all 3 elementary schools coming together as one. It also goes along with the over all theme for the school wide project- we are one.	Grades 5-6 school connected to Horizon Middle School
Vista	Connects to Horizon.	Grades 5-6 school connected to Horizon Middle School
Vivian Jacobson	Fantastic music educator at Riverside and is the Hall of Fame at MHS - would be great to name the Theater or music wing on Horizon after Vivian.	Grades 5-6 school connected to Horizon Middle School
Betty Myers	She was a good principal.	New K-4 elementary school
Bowman Elementry	Adolf Bowman was Moorhead's first Park Supt. And he built the first playground for children in Moorhead over in Woidlawn Park	New K-4 elementary school
Comstock Elementary	Solomon Comstock was a very important person in the making of Moorhead. He was a U.S. Representative and he also helped James J. Hill build the railroad which helped Moorhead grow. His name is seen throughout Moorhead, on his own Comstock House, around Concordia, and maybe on a new elementary school. Solomon Comstock was a great help to Moorhead and I bet he'd appreciate his name on a new school.	New K-4 elementary school
Cullen Elementary	Matt Cullen is an influential person in our community	New K-4 elementary school
Cullen Elementary	All of the Work Matt Cullen has done with culleys kids	New K-4 elementary school
Del Rae Williams Elementary	She has brought Moorhead together as a community, more than any other mayor I can remember. She has also revitalized and reenergized growth in Moorhead (part of why we may be building these schools!) She has envisioned a future dor Moorhead and these kids are a BIG part of that future!	New K-4 elementary school

Dorothy Dodds Elementary	Moorhead High grad, teacher, strong advocate for kindergarten / elementary students	New K-4 elementary school
Dr. Olga Holie Johnson	pioneer doctor in Moorhead	New K-4 elementary school
Envision elementary	We envision our students being bright and successful.	New K-4 elementary school
Genesis Elementary	Reflects the beginning of greatness	New K-4 elementary school
Henry Schoolcraft	Lead an expedition in 1832 to discover the source of the Mississippi River. Also "Schoolcraft Elementary" sounds pretty awesome.	New K-4 elementary school
Innovation Elementary	I believe that young minds should have the ability to be forward thinkers and have their innovative minds nurtured. I feel like the name is almost a mindset of what type of children you'd like to have graduate from the school.	New K-4 elementary school
Ms. Edith Skogen	Ms. Skogan was the principal at Riverside Elementary when I attended. She went out of her way to help the kids, was loving and kind.	New K-4 elementary school
Nina Hall	first teacher at first school	New K-4 elementary school
Oscar Elmer	pastor, started first public school in 1872	New K-4 elementary school
Paula Bauck	started female athletics program in Moorhead	New K-4 elementary school
Red River Oxcart Elementary	The Oxcart brought the first people and children into the Moorhead area	New K-4 elementary school
Sharp Elementary	As an alum of the first Sharp Elementary in Moorhead I think it would be appropriate rename the new elementary school after the founder of the first school in Moorhead in 1872, James Sharp.	New K-4 elementary school
Sharp Elementary	I attended the original Sharp Elementary on 10th Street	New K-4 elementary school
Sunrise Elementary	With the new elementary school on the east side of Moorhead, the beautiful sunrises will first be seen at this elementary school.	New K-4 elementary school
Vincent Pulicicchio	of the important work he did for Moorhead schools	New K-4 elementary school
Wentz Elementary	Hard work and dedication goes along ways	New K-4 elementary school



MOORHEAD

AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.016R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/16/2016

RE: Moorhead High School Hall of Honor

Each year the Moorhead High School Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni are recognized for their outstanding accomplishments while at Moorhead High School and achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School.

Faculty, staff and other community members are recognized for their contributions to Moorhead High School and Moorhead Area Public Schools. Individuals may not be current employees of the school district and may not be considered for nomination until five years following their completion of employment with the district.

Beginning with eight inaugural members in 2004, 59 members have been inducted into the Hall of Honor. This fall the four 2016 members to the Hall of Honor will be recognized at an induction ceremony on October 8. This year's inductees are:

- Rod McLarnan, a 1944 graduate of Moorhead High School, earned his law degree from William Mitchell. He returned to Moorhead where he practiced law from 1958 to January 2013. McLarnan served on the Moorhead Park Board for 12 years, he has been active with the Salvation Army, and he is a volunteer for Global Volunteers and with other community organizations.
- Elizabeth (Betty) Myers began working for Moorhead Area Public Schools in 1984 as a second-grade teacher at Riverside Elementary. From 1987-2003 she served as principal at Robert Asp. She retired in 2004 as principal of Riverside. Myers was named Teacher of the Year at Riverside, and she received a Distinguished Service Award from the Art Educators of Minnesota.
- William "Bill" Quenette taught physical education at Moorhead High School from 1966 until 1992. From 1966 to 2005, he coached football, boys and girls basketball, baseball, and boys and girls golf. As head basketball coach for the Spuds from 1967-82, Quenette compiled a 232-96 record. Quenette was inducted into the Minnesota High School Basketball Coaches Hall of Fame in 2004 and the Minnesota High School Coaches Hall of Fame in 2012. He died in February 2013 at age

79.

- Ron Wiisanen, a 1970 graduate of Moorhead High School, is a senior physician for the Sanford Eating Disorders and Weight Management Clinic. He has worked in family practice and bariatric medicine for MeritCare and now Sanford for 24 years. He also is a clinical associate professor for the University of North Dakota School of Medicine.

The nomination form is attached. Nominations may also be submitted on the district's website. The Hall of Honor committee has reviewed nominations and conducted research of records to select outstanding candidates. Hall of Honor committee members are Dave Lawrence, Dean Haugo, Pam Gibb, Mary Flesberg, Linda Jones, Rick Westra, Darvin Miller, Arnold Ellingson, and Matt Naugle.

The administration of Moorhead Area Public Schools expresses appreciation for the hard work of committee members to continue to make the Moorhead High School Hall of Honor a reality.

Corporate sponsors of the Moorhead High School Hall of Honor are Moorhead Public Service, Bell State Bank and Trust and Gate City Bank.

LAK:mde

ATTACHMENTS:

Description	Type
 Nomination Form	Cover Memo

Moorhead High School Hall of Honor

Nomination Form

Membership in the Moorhead High School Hall of Honor will consist of alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni will be recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School. Faculty, staff and other community members will be recognized for their contributions to Moorhead High School. The individual must not be a current employee of the school district and may not be considered for nomination until five years following his or her completion of employment with the district.

Nominations are accepted continuously throughout the year. Nominations received after Jan. 15 of the induction year will be considered for future recognition. Nominations previously received are kept to be considered for future recognition.

Please provide as much of the following information as possible.

Check the appropriate category / categories:

Alumnus/Alumna _____ Former Faculty/Staff _____ Other _____

Name of Nominee _____
(First) (MI) (Last) (Maiden Name)

Graduation Year _____ Retirement Year _____

Present Address _____
(Street) (City) (State) (Zip Code)

Work Phone () _____ Home Phone () _____

E-mail Address _____

Attach a statement as to why you feel this person should be inducted into the Hall of Honor. Please consider the following criteria as a guideline in recommending the nominee:

Alumnus / Alumna:

- Successful activities/academic endeavors while at Moorhead High School
- Demonstrates qualities of character and leadership
- Attained achievement in at least one of the following areas: personal and/or professional life, community service, or the demonstration that education is a lifelong experience

Former Faculty / Staff or Other Community Member

- Brought credit to or made significant contribution to Moorhead High School through personal endeavor and leadership

Supporting documents and additional letters of recommendation are strongly encouraged with the application.

Person making nomination:

Name _____

Address _____

Home Phone () _____

Work Phone () _____

E-mail _____

Return Nomination Form to:

Moorhead High School

Hall of Honor

2300 4th Avenue South

Moorhead, MN 56560

Date Received _____

Form revised 1.08



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.013R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/12/2016

RE: Election Resolution

Attached please find the Resolution Relating to the Election of School Board Members and Calling the School District General Election.

Suggested Resolution: Move to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
□ Resolution	Cover Memo

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

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

1. It is necessary for the school district to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, November 8, 2016.

3. Pursuant to Minnesota Statutes, Section 205A.11, precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

5. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.


6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

GENERAL ELECTION BALLOT

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS

NOVEMBER 8, 2016

INSTRUCTIONS TO VOTERS

To vote, completely fill in the oval(s) next to your choice(s), like this: 

SCHOOL BOARD MEMBER

Vote for up to four



Cassidy Bjorklund

☐ Melissa Burgard

☐ Bert Chamberlain

☐ Cherie L. Clark

☐ Ruel C. Johnson

☐ Scott Kostohryz

☐ David Marquardt

☐ Scott Steffes

☐ Matt Valan

☐ Keith Vogt

☐ Tina Walker

☐ _____
Write-in, if any

☐ _____
Write-in, if any

☐ _____
Write-in, if any

☐ _____
Write-in, if any

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The individuals designated as judges for the state general election shall act as election judges for this election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

10. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, and received on or after May 17, 2014, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.014R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/12/2016

RE: Special Election Resolution

Attached please find the Resolution Relating to Renewing the Expiring Referendum Revenue Authorization of the School District and Calling an Election Thereon.

Suggested Resolution: Move to approve the Resolution Relating to Renewing the Expiring Referendum Revenue Authorization of the School District and Calling an Election Thereon.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description	Type
 Resolution to Renew	Cover Memo

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, (Moorhead Area Public Schools), State of Minnesota, was held in said school district on August 22, 2016, at 7:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO RENEWING THE EXPIRING
REFERENDUM REVENUE AUTHORIZATION OF THE
SCHOOL DISTRICT AND CALLING AN ELECTION THEREON**

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

1. The Board hereby determines and declares that it is necessary and expedient for the school district to renew its existing referendum revenue authorization of \$223.66 per adjusted pupil unit which is scheduled to expire after taxes payable in 2017. As provided by law, the ballot question must abbreviate the term "per adjusted pupil unit" as "per pupil". The additional revenue will be used to finance school operations and the property tax portion thereof will require an estimated referendum tax rate of approximately 0.4424% of the referendum market value of the school district for taxes payable in 2018, the first year it is to be levied. The proposed referendum revenue authorization would be applicable for ten (10) years, commencing with taxes payable in 2018, unless otherwise revoked or reduced as provided by law. The question on the approval of this referendum revenue authorization shall be School District Question 1 on the school district ballot at the special election held to approve said authorization.

2. The ballot question or questions of the school district shall be submitted to the qualified voters of the school district at a special election, which is

hereby called and directed to be held in conjunction with the state general election on Tuesday, November 8, 2016.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and the polling places for this special election are those polling places and precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as those for the state general election.

4. The clerk is hereby authorized and directed to cause written notice of said special election to be provided to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education at least seventy-four (74) days before the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election.

The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause a notice of the election to be mailed by first class mail to each taxpayer in the school district at least fifteen (15) but no more than thirty (30) days prior to the date of the special election. The notice shall contain the required projections and the required statement specified in Minnesota Statutes, Section 126C.17, subdivision 9, paragraph (b). The clerk is also directed to cause a copy of this notice to be submitted to the Commissioner of Education and to the county auditor of each county in which the school district is located in whole or in part at least fifteen (15) days prior to the day of the election.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with state, city, township and county election authorities conducting the state general and other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate municipal and county officials regarding preparation and distribution of ballots, election administration and cost sharing.

5. The clerk is further authorized and directed to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:

Special Election Ballot

Independent School District No. 152 (Moorhead Area Public Schools)

November 8, 2016

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this:



To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1 Renewal of Expiring Referendum Revenue Authorization

The board of Independent School District No. 152 (Moorhead Area Public Schools) has proposed to renew the school district's existing referendum revenue authorization of \$223.66 per pupil which is scheduled to expire after taxes payable in 2017. The proposed referendum revenue authorization would be applicable for ten years, commencing with taxes payable in 2018, unless otherwise revoked or reduced as provided by law.

☐

Yes

☐

No

Shall the increase in the revenue proposed by the board of Independent School District No. 152 be approved?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING TO EXTEND AN EXISTING PROPERTY TAX
REFERENDUM THAT IS SCHEDULED TO EXPIRE.**

Optical scan ballots must be printed in black ink on white colored material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

6. The individuals designated as judges for the state general election shall act as election judges for this special election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed by the school board between the third and the tenth day following the election.

7. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02 available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant Superintendent
of Finance and
Operations**
Memo OASFO.17.014R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent of Finance and Operations

DATE: 8/22/2016

RE: Enrollment and Staffing

At the March 25, 2016 School Board Meeting, the preliminary staffing plan was approved. At that time district enrollment was projected to be 6,403. Currently, district enrollment is 6,354 with students continuing to enter the district. As of August 15, 2016, the current projections have been adjusted to an incoming class of 500 kindergarten students. The projections reflect the findings of the demographer's presentation to the board at the April 13, 2015 meeting. This adjustment to the kindergarten class now projects an estimated increase of 186 students for the 2016-2017 school year.

Kindergarten was previously estimated at 550 students, and the current kindergarten enrollment is 470 students as of August 15, 2016. With the overall kindergarten sections projected to be down 20 students from the 2015-16 school year, the district has reduced a section from 24 to 23 sections of kindergarten.

All three elementary schools are over the 750 student capacity. S.G. Reinertson currently has 944 students and has reached capacity in grades one, two, and three. Ellen Hopkins enrollment is currently at 862 students and has reached capacity in Spanish Immersion and grade five. Robert Asp has an enrollment of 843 students and would be able to enroll additional students at all grade levels. Certified staff were added at all three elementary schools to maintain the class sizes as indicated in the staffing plan and district guidelines, a priority of the 2010 operating levy. With three more weeks until the beginning of school, it was important to have space for additional students who will enroll at the beginning of the school year. We are continually monitoring the enrollment and class sizes at each building.

The district continues to be in a period of growth. In 2015-2016, the district experienced 5.53% growth with another 3.30% growth projected in the 2016-2017 school year. The district has added 822 students over the last four years.

BML:dmb

ATTACHMENTS:

Description	Type
<div data-bbox="154 147 186 189"></div> <div data-bbox="211 147 552 189">Enrollment and Amended Staffing Plan</div>	Cover Memo

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	387	429	483	494	500	570	500	518	532	537	544
Grade 1	432	405	441	490	499	522	585	614	532	546	552
Grade 2	421	427	413	434	515	520	536	601	527	546	561
Grade 3	396	421	437	433	459	514	534	550	617	542	561
Grade 4	446	405	418	433	436	483	523	544	560	629	551
Grade 5	392	444	407	418	442	451	491	532	553	570	639
Grade 6	435	400	445	414	443	458	466	508	550	572	589
Grade 7	420	417	402	450	417	460	465	473	515	558	580
Grade 8	413	422	438	402	455	428	469	474	482	525	569
Grade 9	397	414	425	453	417	477	443	485	490	498	543
Grade 10	442	406	422	431	461	441	492	456	500	505	513
Grade 11	383	422	398	407	418	457	431	480	445	488	493
Grade 12	424	383	427	389	429	436	469	442	492	457	500
Grades K-4	2082	2087	2192	2284	2409	2609	2679	2727	2769	2800	2769
Grades K-5	2474	2531	2599	2702	2851	3060	3170	3259	3322	3370	3408
Grades 5-8	1660	1693	1692	1694	1757	1797	1891	1985	2100	2225	2377
Grades 5-6	827	844	852	832	885	909	957	1040	1103	1142	1228
Grades 7-8	633	839	840	852	872	888	933	946	997	1083	1149
Grades 6-8	1268	1239	1285	1266	1315	1346	1399	1454	1547	1655	1738
Grades 6-12	2914	2854	2957	2946	3040	3157	3233	3317	3474	3602	3767
Grades 9-12	1646	1625	1672	1680	1725	1811	1834	1853	1927	1947	2049
Grades K-12	5388	5395	5556	5648	5891	6217	6403	6576	6796	6972	7195
+/- Prior Year	-74	7	161	92	243	326	186	173	220	176	223
% +/-	-1.36%	0.13%	2.96%	1.66%	4.30%	5.53%	2.99%	2.70%	3.35%	2.58%	3.21%

Enrollment Projections

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	387	429	463	494	500	570	550	518	532	537	544
Grade 1	432	405	441	490	499	522	585	565	532	546	552
Grade 2	421	427	413	434	515	520	536	601	580	546	561
Grade 3	396	421	437	433	459	514	534	650	617	596	561
Grade 4	446	405	418	433	436	483	523	544	560	629	606
Grade 5	392	444	407	418	442	451	491	532	553	570	639
Grade 6	435	400	445	411	443	458	465	508	550	572	589
Grade 7	420	417	402	450	417	460	465	473	515	558	580
Grade 8	413	422	438	402	455	428	469	474	482	525	569
Grade 9	397	414	425	453	417	477	443	485	490	498	543
Grade 10	442	406	422	431	461	441	492	456	500	505	513
Grade 11	383	422	398	407	418	457	431	480	445	488	493
Grade 12	424	383	427	389	429	436	469	442	492	457	500
Grades K-4	2082	2087	2192	2284	2409	2609	2729	2778	2822	2854	2824
Grades K-5	2474	2531	2599	2702	2851	3060	3220	3311	3375	3424	3463
Grades 6-8	1660	1683	1692	1684	1757	1797	1891	1986	2100	2225	2377
Grades 5-6	827	844	852	832	885	909	957	1040	1103	1142	1228
Grades 7-8	833	839	840	852	872	888	933	946	997	1083	1149
Grades 6-8	1268	1239	1285	1266	1315	1346	1399	1454	1547	1655	1738
Grades 6-12	2914	2864	2957	2946	3040	3157	3233	3317	3474	3602	3787
Grades 9-12	1646	1625	1672	1680	1725	1811	1834	1863	1927	1947	2049
Grades K-12	5388	5395	5556	5648	5891	6217	6453	6627	6849	7026	7250
+/- Prior Year	-74	7	161	92	243	326	236	174	222	177	224
% +/-	-1.38%	0.13%	2.93%	1.66%	4.30%	5.63%	3.80%	2.70%	3.35%	2.59%	3.19%

LICENSED STAFF	2013-2014 Actual	2014-2015 Actual	2015-16 Actual	2016-2017 Preliminary	2016-17 Prelim Inc (Dec) Over Actual Year
Elementary (K-5)	113.55	115.49	122.45	128.45	6.00
Middle School (6-8)	54.32	52.00	55.00	55.00	0.00
High School (9-12)	68.16	67.08	69.95	71.20	1.25
Alternative Education	7.67	8.68	10.98	10.98	0.00
Special Education*	108.51	111.29	116.33	119.33	3.00
English Learners (EL)	7.75	9.75	12.00	13.00	1.00
Support Staff - Funded with federal programs, grants or other sources**	17.35	18.46	19.14	19.14	0.00
Elementary Physical Education/Health Fitness	9.60	10.92	11.00	11.00	0.00
Elementary Music	6.26	7.92	7.60	7.60	0.00
Elementary Art	3.00	3.00	3.00	3.00	0.00
Music (6-12)	8.33	8.69	8.89	9.30	0.41
Gifted and Talented	0.00	1.00	1.00	1.00	0.00
Resource Strategists	3.00	3.50	3.75	3.75	0.00
Media Specialists	2.00	2.00	2.00	2.00	0.00
Counselors	11.00	12.65	12.93	12.93	0.00
School Nurses	1.62	2.81	3.00	3.00	0.00
Total Licensed Teaching Staff	422.12	434.54	459.02	470.68	11.66
Administrative (Principals and Administrators)	13.00	13.00	15.00	16.00	1.00
Supervisory**	11.00	10.00	9.00	8.00	(1.00)
Total Licensed Administrative/Supervisory Staff	24.00	23.00	24.00	24.00	0.00
Total Licensed Staff (Teacher & Admin/Supervisory)	446.12	457.54	483.02	494.68	11.66
NON-LICENSED STAFF					
Administrative	1.00	1.00	1.00	1.00	0.00
Supervisory	6.00	6.00	6.00	6.00	0.00
Paraprofessionals/Security***	151.87	159.09	169.26	169.26	0.00
Non-Aligned/TCI	27.44	36.81	37.81	37.81	0.00
Clerical/Confidential Administrative Assistants	43.86	45.31	47.37	47.37	0.00
Custodial	33.99	33.99	34.99	37.29	2.30
Federal Programs/Grants**	5.52	3.29	3.89	3.89	0.00
Total Non-Licensed Staff	269.68	285.49	300.32	302.62	2.30
TOTAL Additions					13.96

*Includes positions filled by purchased services.

**Title I, II, V additional grant positions. The total FTE may fluctuate due to funding.

***Includes all paraprofessionals funded through tuition, special and general education.



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant Superintendent
of Learning and
Accountability**
Memo ASLA17.03R

TO: Dr. Lynne E. Kovash, Superintendent

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability

DATE: 8/22/2016

RE: Update Report for Moorhead Area Public Schools Minnesota Comprehensive Assessments

Attached please find the report for Moorhead Area Public Schools' Minnesota Comprehensive Assessment (MCA) data results for the 2015-16 school year. The MCA report shows the district average compared to the state average for the percent of students proficient on the MCA assessments in reading, mathematics and science.

Trend data on the MCA results will be reviewed for reading, mathematics and science using the Minnesota Report Card from the Minnesota Department of Education (MDE).

The Minnesota Comprehensive Assessments are given yearly and are one indicator of Moorhead students' academic achievement. The gap remains similar to previous years between the district and the state averages in both reading and math.

Reading: Moorhead at 57.1% proficient compared to the state at 59.7%.
Mathematics: Moorhead at 54.5% proficient compared to the state at 59.4%.

Moorhead Schools will begin its third year of implementing our Literacy Framework at the elementary level and its second year of implementing a secondary English Language Arts curriculum. In mathematics, the elementary schools will be implementing the new Bridges math curriculum this fall, and the secondary math departments will research and make a recommendation for new resources to be implemented in the fall of 2017.

MOE:tro

ATTACHMENTS:

Description	Type
☐ MCAs	Cover Memo

Moorhead Area Public Schools Annual 2016 Assessment Update

Missy Eidsness, Assistant Superintendent of
Learning & Accountability

District 2016 MCA Data:

Reading	Moorhead	State		Mathematics	Moorhead	State
2013	54.8%	57.8%		2013	63.2%	62.6%
2014	57.3%	59.1%		2014	59.8	61.4%
2015	58.8%	59.4%		2015	55.9	60.2
2016	57.1%	59.7%		2016	54.5%	59.4%

District Science

	Moorhead	State
2013	51.9%	52.1%
2014	49.7%	53.2%
2015	48.2%	53%
2016	49.9%	54.7%

Where are we succeeding?

Reading

- District Grade 5: 66.6% (440); State avg. 67.7% for grade 5
- District Grade 8: 58.8% (417); State avg. 57% for grade 8
- District Grade 10: 59.1% (386); State avg. 58.9% for grade 10

Mathematics

- Grade 3: 65.1% (493); State avg. 69.4% for grade 3
 - Highest Moorhead average since 2012, up 2.6% from last year.
- Grade 11: 47.5% (427); State avg. 47.1% for grade 11
 - First year above the state average in three years, up .4% from last year

Where are we succeeding?

Engagement and Safety MDE Survey 2013: At my school, teachers care about students.

5th grade

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statewide	63%	33%	3%	1%
	23,402	12,211	1,186	391
Moorhead Public School District	62%	34%	4%	1%
	187	102	11	2

8th grade

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statewide	30%	57%	10%	3%
	12,390	23,342	3,966	1,221
Moorhead Public School District	30%	62%	8%	1%
	97	202	25	4

9th grade

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statewide	17%	53%	25%	5%
	6,096	19,054	9,168	1,921
Moorhead Public School District	22%	50%	24%	4%
	55	126	59	10

11th grade

	Strongly Agree	Agree	Disagree	Strongly Disagree
Statewide	26%	62%	10%	2%
	9,157	22,343	3,520	810
Moorhead Public School District	31%	62%	5%	1%
	77	153	13	2

How do we know?

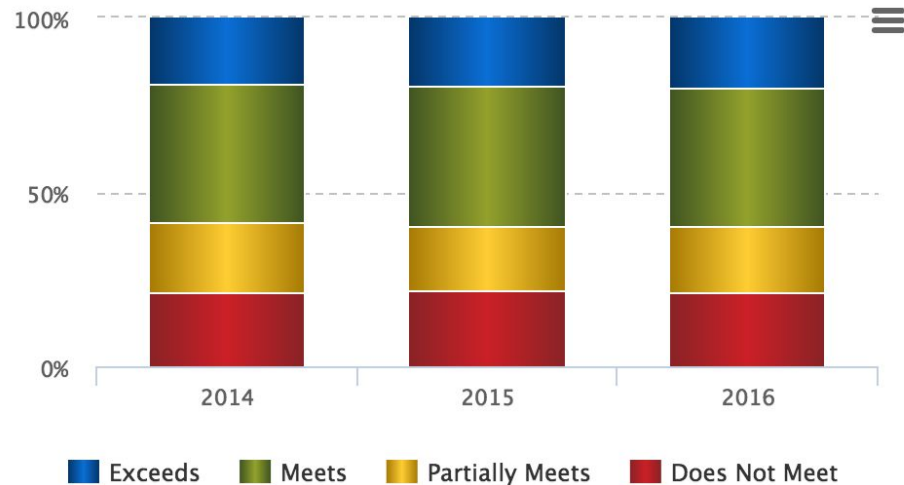
Trend data has Moorhead Area Public Schools holding steady slightly below the state average.

Statewide

Subject: Reading, Grade: All Grades



2014 - 2016 Student Achievement Level



Year		Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	82,564	174,634	88,025	91,844
	Percent	18.9%	40.0%	20.1%	21.0%
2015	Count	87,039	175,301	82,818	95,444
	Percent	19.8%	39.8%	18.8%	21.7%
2016	Count	88,865	177,955	83,741	95,157
	Percent	19.9%	39.9%	18.8%	21.3%

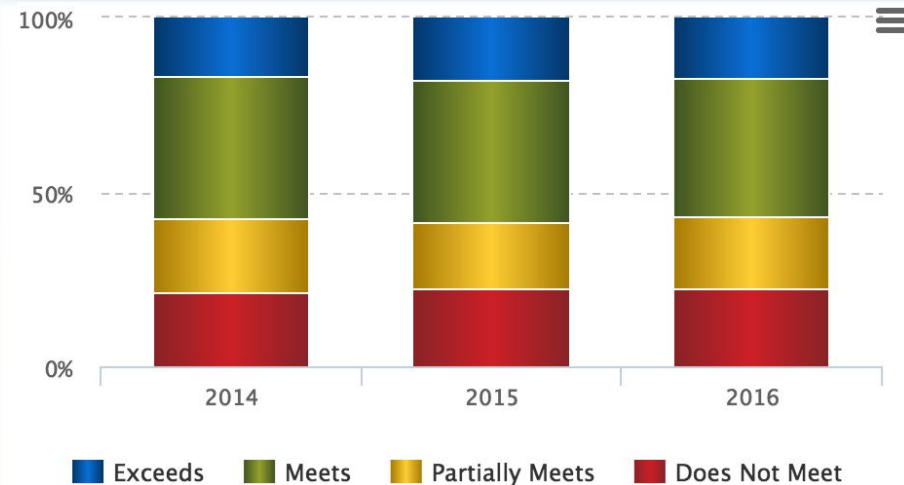


Moorhead Public School District

Test: MCA-III, Subject: Reading, Grade: All Grades



2014 - 2016 Student Achievement Level



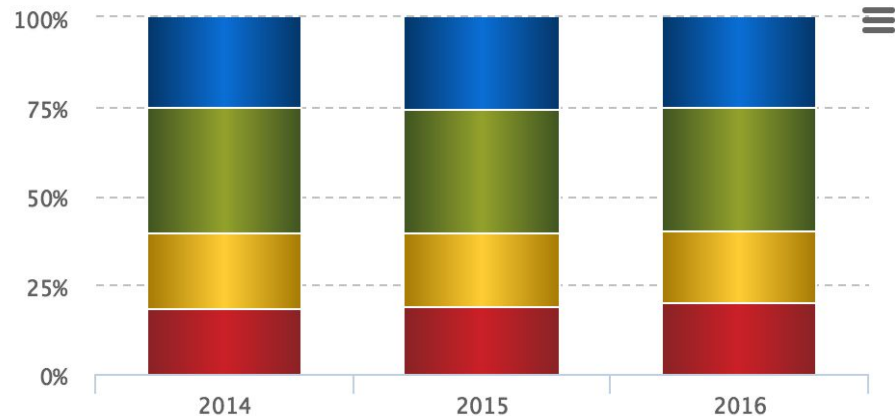
Year		Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	466	1,151	608	599
	Percent	16.5%	40.8%	21.5%	21.2%
2015	Count	544	1,225	570	671
	Percent	18.1%	40.7%	18.9%	22.3%
2016	Count	530	1,235	640	686
	Percent	17.1%	40.0%	20.7%	22.2%

Statewide

Subject: Math, Grade: All Grades



2014 - 2016 Student Achievement Level



Exceeds Meets Partially Meets Does Not Meet

Year		Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	110,572	153,349	91,963	80,246
	Percent	25.4%	35.2%	21.1%	18.4%
2015	Count	111,686	152,563	90,139	84,450
	Percent	25.5%	34.8%	20.5%	19.2%
2016	Count	111,518	151,403	90,398	88,306
	Percent	25.3%	34.3%	20.5%	20.0%

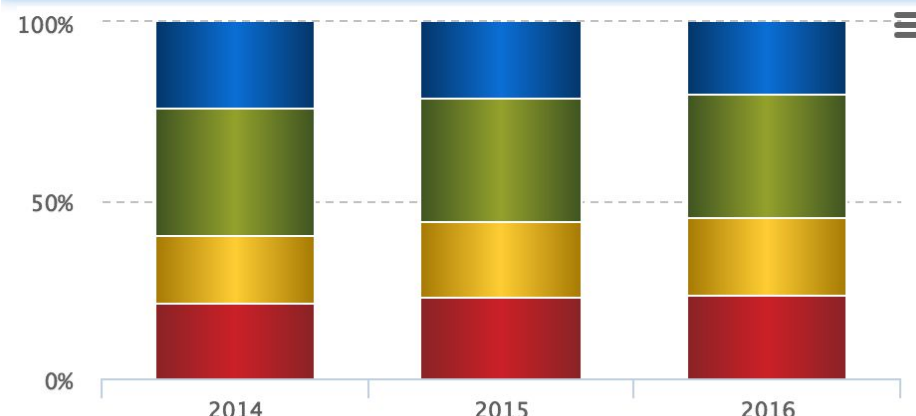


Moorhead Public School District

Test: MCA-III, Subject: Math, Grade: All Grades



2014 - 2016 Student Achievement Level



Exceeds Meets Partially Meets Does Not Meet

Year		Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	686	1,004	538	599
	Percent	24.3%	35.5%	19.0%	21.2%
2015	Count	639	1,035	636	686
	Percent	21.3%	34.5%	21.2%	22.9%
2016	Count	89 633	1,066	695	723
	Percent	20.3%	34.2%	22.3%	23.2%

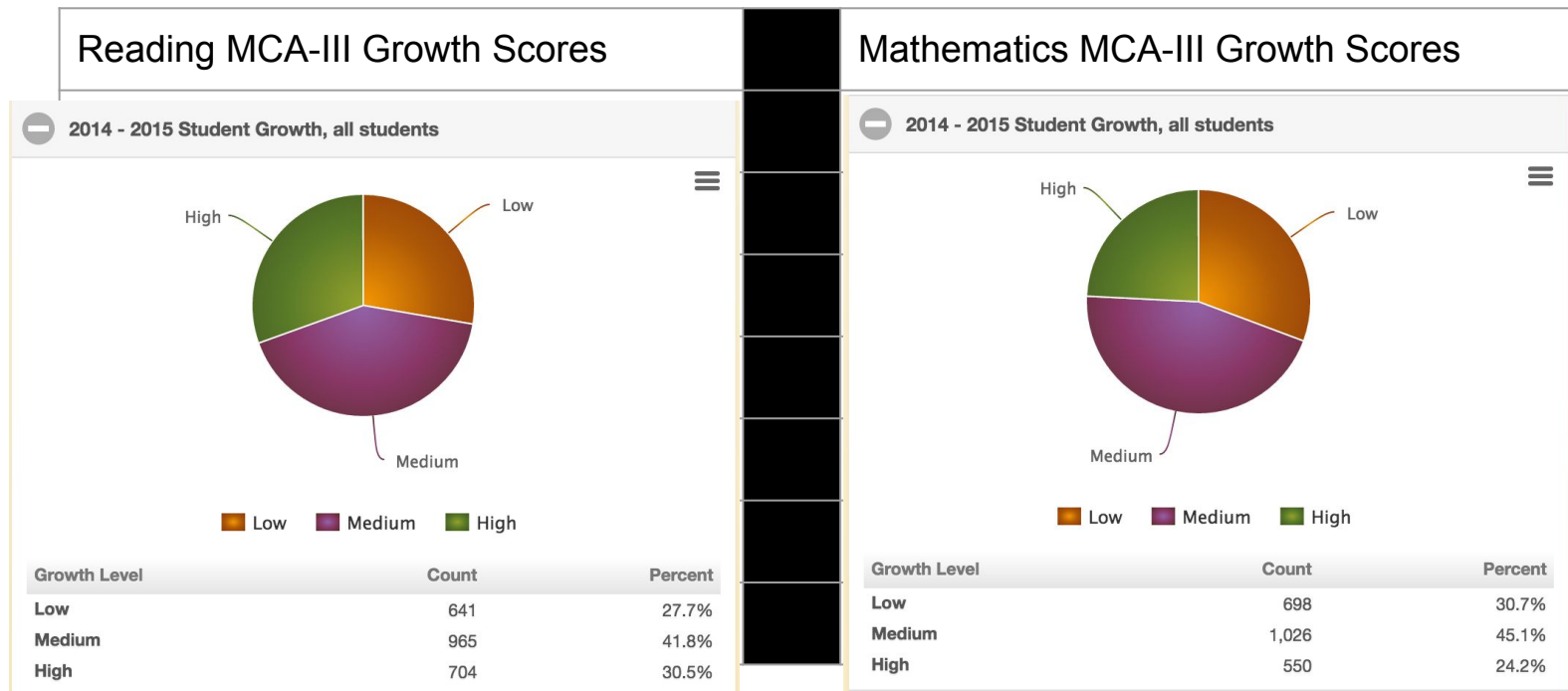
Can we do better? For whom can we do better? And how will we know.

YES, we need to start
examining growth data of our
students.

For whom can we do better?

2016	Reading			Mathematics	
	Moorhead	State		Moorhead	State
Native Americans	40.3%% (139)	39% (10,495)		33.3% (141)	35.5% (10,270)
SPED	23.6% (411)	26.1% (56,741)		18% (406)	26.2% (55,724)
FRL	38.6% (482)	40.2% (169,990)		33.1% (1,233)	38.6% (167,786)
EL	9.2% (206)	16% (34,258)		11% (209)	22.5% (34,605)
Oct. 1 Students	57.7% (3,004)	60.8% (422,549)		55.2% (3,033)	60.8% (417,821)
ALL	57.1% (3,091)	59.7% (439,132)		54.5% (3,117)	59.4% (435,130)
				91	

District Data:



This data will be updated in the fall after the state has released it.

District MCA Growth Data 2014-15:

Reading MCA-III Growth Scores

2014 - 2015 Growth by last year's proficiency status, all students

Growth Level	Proficient Students		Non-Proficient Students	
	Count	Percent of Total	Count	Percent of Total
Low	369	16.0%	272	11.8%
Medium	593	25.7%	372	16.1%
High	396	17.1%	308	13.3%

Mathematics MCA-III Growth Scores

2014 - 2015 Growth by last year's proficiency status, all students

Growth Level	Proficient Students		Non-Proficient Students	
	Count	Percent of Total	Count	Percent of Total
Low	431	19.0%	267	11.7%
Medium	658	28.9%	368	16.2%
High	366	16.1%	184	8.1%

How will we know?

2016-17 objectives:

- Increase the proficiency in our free-reduced lunch and all subgroups.
- Increase the percentage of Moorhead students who earn an exceed on reading and mathematics MCAs.
- Increase the number of students who obtain medium and high growth scores.
- Increase the number of students who report teachers in their building care about them as individuals.



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.015R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/16/2016

RE: 2016-17 Red River Area Learning Center Parent and Student Handbook

Attached please find the 2016-17 Red River Area Learning Center Parent and Student Handbook.

Deb Pender, director of alternative learning programs, will present the handbook at the August 22 board meeting. The handbook is reviewed annually and revised as needed.

The following sections were updated:

Page 3	Director Letter
Page 5	RRALC Program and Services
Page 5	Weather-Related Emergencies
Page 6	Middle School Program Options
Page 7	High School Program Options
Page 10	RRALC Staff Contact Information
Page 12	Health Care
Page 13	Employee Background Checks
Page 14	District Process for Addressing Concerns
Page 15	Registration
Page 15	Student Growth and Achievement
Page 17	Extracurricular
Page 19	Excused Absences
Page 21	Illness During the School Day
Page 22	Bus Conduct and Consequences for Misbehavior
Page 27	Nuisance Devices
Page 28	Student Dress and Appearance
Page 28	Tobacco

Suggested Resolution: Move to approve the 2016-17 Red River Area Learning Center Parent and Student Handbook as presented.

Moved by:
Seconded by:
Comments:

LAK:mde

ATTACHMENTS:

Description

 RRALC Handbook

Type

Cover Memo



**Red River
Area Learning Center**

***2016-2017
Handbook***

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Greetings and welcome to the 2016-2017 school year!

It is an exciting time for Red River Area Learning Center. After 17 years at the Bella Professional Center our program has relocated to 2777 34th St. S. in Moorhead. Our new facility is bright, sunny, spacious and inviting. It is a new chapter in our program's history, and we believe our new setting will enhance teaching and learning. We are pleased to have flexible learning environments that will enable staff to facilitate new approaches to learning that promote creativity, communication, collaboration and critical thinking. We look forward to hosting Red River ALC families and guests in our new facility.

Red River Area Learning Center seeks to provide all students who struggle in the traditional system with a personalized learning environment that supports students within a community of caring. Students experience a safety net as they address barriers that could potentially interfere with their healthy growth and development. We desire that all Red River students be equipped with the skills to thrive and contribute in the 21st century. We are ready to go the extra mile to engage and support every learner. Red River Area Learning Center will continue to partner with students, families and other stakeholders to engage students in the learning process, prepare them to meet the same challenging standards of age and grade mates, and provide them with a solid background to meet the challenges of college, career and life beyond high school.

We are excited about the continued partnerships and opportunities available to Red River ALC students beyond our school doors. The early/middle college program allows eligible students to earn college credits and credentials at Minnesota State Community and Technical College while they are still a Red River ALC student. Our students will be connected to preservice teachers from Minnesota State University Moorhead to support them in a complex learning topic/project/experience and to introduce them to a four-year college. Red River ALC students will join other alternative students statewide to build leadership skills, compete in events that showcase their ingenuity, artistic expression, career development and life readiness skills, and celebrate their many skills and talents.

As our district moves forward in constructing dreams, alternative education will remain a dynamic and vital part of the overall vision for Moorhead Area Public Schools. We welcome you and your student to Red River Area Learning Center! We look forward to partnering with you to encourage all Red River ALC students to dream big, to work hard, and to maximize their potential to thrive in a changing world.

Sincerely,

Debra M. Pender
Director of Alternative Education
Moorhead Area Public Schools

Alternative Education, K-12:

The focus of alternative education in Moorhead Area Public Schools is to support academic achievement for all youth, close the achievement gap, and increase graduation rates. **Graduation is the goal** — student learning and engagement come first. The bottom line in dropout prevention is early identification of students at-risk for not graduating in four years. Then, using multi-tiered systems of support, effective strategies can be implemented to better engage students in school and in learning. Alternative education programs and services in Moorhead Area Public Schools support students at risk, K-12, to be successful in meeting learning outcomes by focusing on the following priorities to raise graduation rates:

- ***Closing the Gap:*** Collaborating to effectively increase graduation rates and decrease dropout rates for all students.
- ***Data Driven Decision-Making:*** Using data to provide effective supports to students who are disengaging from school and learning.
- ***Engagement, Recovery and Re-engagement:*** Developing and implementing effective programs to keep youth in school and identify and encourage youth who have already dropped out of school to re-enter school and complete high school.
- ***Individualized Student Planning for the Future:*** Providing effective and accessible programming and resources for schools, families and students to facilitate high school completion and postsecondary success.
- ***Collaboration:*** Working together to embed Minnesota's goal of graduation for all and action steps into any child or youth-focused program or initiative.

Students report a variety of reasons for dropping out of school; therefore the solutions are multidimensional. Alternative education in Moorhead Area Public Schools (and greater Clay County) has the mission of reducing the dropout rate by meeting the needs of youth in at-risk situations.

Red River Area Learning Center is a state-approved alternative program designed for students who are at-risk of educational failure. (The ALC eligibility criteria is listed on pages 5-6.) Red River ALC works in cooperation with Moorhead Area Public Schools and schools in greater Clay County.

The ALC operates year round and provides a broad array of services to meet the needs of at-risk students. The ALC provides traditional classroom and individualized instruction, as well as independent study. Independent study is a delivery model where the students do the majority (up to 80 percent) of their work outside of the traditional classroom, whether it is online, in the community, at a library or at home. Middle-level programs provide a continuum of services. This continuum ranges from separate sites, school within a school, pull-out support programs or other support models within the traditional setting. Targeted Services is extended day, extended year programming for kindergarten through grade 8 students who meet the Graduation Incentives criteria of being at-risk of not graduating from high school with their peers.

The Minnesota Graduation Incentives Criteria are used to identify students at-risk (Minn. Statutes, Section 124D.68). Continual Learning Plans (CLP) are developed annually for each student to outline the steps necessary for grade promotion and/or graduation (Minn. Statutes, Section 124D.128, Subdivision 3). Information is provided to students and families regarding alternative education options and that participation in the program is optional (Minn. Statutes, section 124D.68, Subdivision 6).

Red River Area Learning Center follows the policies and guidelines of Moorhead Area Public Schools. More information about these policies is outlined below. Please refer to the district website at www.moorheadschoools.org for further information.

Moorhead Area Public Schools Mission:

“To develop the maximum potential of every learner to thrive in a changing world.”

District website is www.moorheadschoools.org.

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

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

Weather-Related and Emergency School Closings: Occasionally the Superintendent will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow, ice or other emergencies. As soon as the decision to close schools is made, an announcement will be made on the district website and all local radio and television stations. The district also uses an automated notification system for weather-related announcements and other notifications. Parents are encouraged to log in to PowerSchool to choose how they are notified with this system or to review prior messages in the system.

If there is an immediate danger that requires students to be sheltered in the school, we recommend that parents/guardians refrain from coming to pick up their students. This would include situations such as tornado or blizzard warnings. All students must be signed out through the parent/guardian reunification process that will be operating under these conditions.

If you hear no announcement concerning Moorhead Schools, you should assume that school is open and a regular schedule is being followed. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

See the Bell Schedule for the schedule for a two-hour late start to the school day.

For additional information refer to School Board Policy 711 on the school district website or in the school office.

Red River Area Learning Center Mission:

“To engage students in the learning process, to prepare them to meet the rigorous standards and requirements for a high school diploma, and to provide them with a solid background for meeting college, career and life aspirations beyond high school.”

Red River Area Learning Center Program and Services

The Red River Area Learning Center serves students from Moorhead Area Public Schools and greater Clay County area. The ALC, administered by the Moorhead School District, offers alternative programs for student with educational needs not met through traditional school settings.

The Red River Area Learning Center (ALC) provides a variety of programs and services to support eligible learners, K-12. Programming includes full time, part time, extended day and summer options. Students are eligible for alternative education if they meet one or more of the following criteria (MN Statute 124D.68):

- Performs substantially below the performance level for students of the same age/grade;

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

Our programs are characterized by smaller class sizes and a hands-on/experiential approach to learning. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on college, career and life readiness, including independent study options. Community, county and state partnerships provide additional support and resources.

The goal of the Red River ALC is to engage students in the learning process to prepare them to meet the rigorous standards and requirements for a high school diploma and to provide them a solid background for education and training beyond high school. Program staff support self-sufficiency and will never do something for a student that she/he is capable of doing for him/herself. We ask that parents/guardians partner with us to set high expectations and to encourage their child to do his/her best and to develop a sense of personal responsibility for his/her actions. We believe these are the ingredients necessary to develop self-discipline now and personal and vocational self-sufficiency in the future.

The separate school program, referred to as the Red River ALC, serves middle-level learners ~~grades 5-8~~ and high school learners ~~grades 9-12~~. Special program options are available at Horizon Middle School and Moorhead High School. Extended-day programs for learners in grade K-12 are offered in the regular school buildings.

Elementary School Program Options:

Intervention with elementary age students is provided by the ALC in partnership with traditional buildings. These extended day and summer programs provide a window of opportunity for at-risk learners.

These opportunities are an important key to helping at-risk students progress in traditional school settings. Students may become disengaged from the school experience and/or burdened with personal-social-family concerns by their middle years. Offering intervention in the elementary years is, therefore, paramount.

EXCEL: Targeted Services are a resource offered by the Red River ALC for families to identify children who are at social or academic risk or not meeting grade level benchmarks. EXCEL: Targeted Services help to get these students back on track by offering classes after school and in the summer.

Students in the elementary grades can access Red River ALC services through EXCEL: Targeted Services After School and EXCEL: Targeted Services Summer Academy. These programs are based in each of Moorhead's elementary schools, Robert Asp, Ellen Hopkins and S.G. Reinertsen. Barnesville and DGF may work with the ALC to provide extended day and summer programs for elementary age students.

Middle School Program Options:

For middle school students the range of program options and locations available include:

- ~~EXCEL Middle at Horizon~~ **Horizon Academy for Success**
- Red River Middle at new building to be named
- Intensive Day Classroom
- **Therapeutic Classroom at new building to be named**
- ~~Traditional School Setting at Horizon~~

- EXCEL: Targeted Services Extended Day
- EXCEL: Targeted Services Summer Academy

Flexible Options - Middle school options will be combined to create the best fit for each student.

Horizon Academy for Success – Eligible middle-level students have the opportunity to participate in alternative programming during the regular school day. The Academy provides a smaller setting within the traditional building.

Red River Middle at new building to be named – Eligible middle-level students have the opportunity to participate in alternative programming off site during the regular school day. The Red River Middle program located at “new building to be named” provides a personalized learning environment for students in a structured and supportive setting.

Intensive Day Classroom - Students who need an off-site alternative setting for a disciplinary infraction may be assigned to the intensive day classroom. This learning environment provides academic and behavior support.

Extended Day/Learning Year – Eligible students have the opportunity to participate in extended day and learning year programming in traditional and off site locations.

High School Program Options:

A comprehensive range of options for high school students is available through the Red River ALC.

For high school students the range of program options and locations available include:

- EXCEL High School at MHS
- Independent Study
- Intensive Day Classroom - Off Site
- **Therapeutic Classroom at new building to be named**
- ~~Traditional School Setting at Moorhead High School~~
- EXCEL: Extended Day/Learning Year (Summer)
- EXCEL: Targeted Services Summer Academy
- Red River ALC at **new building to be named**
- Early/Middle College Program at Minnesota State Community and Technical College

Flexible Options - High school options will be combined to create the best fit for each student.

EXCEL High School at MHS - Eligible high school students have the opportunity to participate in alternative programming in the traditional setting during the regular school day.

Independent Study – Eligible high school students (16 and above) have the opportunity to participate in Independent Study programming in traditional and off-site settings during and beyond the regular school day. Students will be required to attend class weekly to maintain enrollment in their courses. Teacher/student contact time must be a minimum of 20 percent of the reported membership.

Intensive Day Classroom – Students who need an off-site alternative setting for a disciplinary infraction may be assigned to the intensive day classroom. This learning environment provides academic and behavior support.

Extended Day/Learning Year – Eligible students have the opportunity to participate in extended day and learning year programming in traditional and off-site locations.

Alternative options may be offered at member high schools and the “new building to be named.”

Red River ALC at new building to be named – Eligible high school students have the opportunity to participate in alternative programming off site during the regular school day. The Red River ALC program

located at "new building to be named" provides a personalized learning environment for students in a flexible and supportive setting.

Early/Middle College Program: The Red River Area Learning Center at "new building to be named" works collaboratively with Minnesota State Community and Technical College to provide post-secondary options for ALC students to pursue higher education and training while in high school.

Red River ALC Separate Site Program - "New building to be named"

This section of the Red River ALC Handbook refers to the separate site program at "new building to be named," hence referred to as Red River ALC. The separate site program provides education for eligible students on a full-time and part-time basis. Programming is offered year round. The schedule includes opportunities during and beyond the regular school day.

GENERAL INFORMATION

2016-2017 School Calendar

August 15	Monday Night Independent Study last night
August 18	Registration - 10 a.m. to 6 p.m.
August 22	Monday Night Independent Study make up
August 25	Registration - 10 a.m. to 6 p.m.
September 6	Classes Begin
September 6	Mod 1 (9/6 to 9/12)
September 13	Mod 2 (9/13 to 10/6)
September 21	Picture Day (tentative)
October 5	Vision and Hearing Screening - 11 a.m. to 2 p.m.
October 7	Mod 3 (10/7 to 11/4)
October 13	Family Night - Open House 5:30-7:30 p.m.
October 19-21	No School - MEA Break
October 26	Vision and Hearing Rescreening 11 a.m. to 2 p.m.
November 4	End of 1st quarter - MHS
November 7	Mod 4 (11/7 to 12/6)
November 10	Family Night - 5:30-7:30 p.m.
November 11	No School
November 23-25	No School
December 7	Mod 5 (12/7 to 1/11)
December 15	Family Night - 5:30-7:30 p.m.
December 22	Winter Break Begins
January 3	Classes Resume
January 12	Mod 6 (1/12 to 1/20)
January 16	No School
January 20	End of 1st Semester/2nd Quarter - MHS
January 23	Mod 7 (1/23 to 2/15)
February 9	Family Night - 5:30-7:30 p.m. at MState-Moorhead
February 16	Mod 8 (2/16 to 3/16)
February 20	President's Day - No School
March 9-10	No School
March 24	End of 3rd Quarter - MHS
March 27	Mod 11 (3/27 to 4/21)
April 6	Family Night - 5:30-7:30 p.m.
April 24	Mod 11 (4/24 to 5/17)
May 11	Family Night - Multicultural - 5:30-7:30 p.m.
May 18	Mod 12 (5/18 to 6/1)
May 23	Monday night independent study – cut off to turn in student assignments
May 29	Memorial Day - No School
June 1	Last Day for Students
June 4	Graduation

EMERGENCY MAKEUP DAYS: March 9, April 17, June 2, 5, 6, 7, 8, 9

Building Hours: The office will be open from 8 a.m. to 4:30 p.m. Appointments outside of these hours may be arranged with the program director and/or ALC staff.

Red River Area Learning Center

2016-2017 Bell Schedule

High School Program

Regular Schedule:

08:45 - 09:12	Community with Breakfast
09:15 - 09:57	Period One
10:00 - 10:42	Period Two
10:45 - 11:27	Period Three
11:30 - 12:12	Period Four
12:15 - 12:42	Lunch
12:45 - 01:42	Advisor-Advisee
01:45 - 02:27	Period Six
02:30 - 03:12	Period Seven
03:15 - 03:57	Period Eight
03:57 - 04:00	Dismissal

Wednesday Schedule:

08:45 - 09:12	Community with Breakfast
09:15 - 10:12	* Period Five
10:15 - 10:57	Period Two
11:00 - 11:42	Period Three
11:45 - 12:27	Period Four
12:30 - 12:57	Lunch
01:00 - 01:42	* Period One
01:45 - 02:27	Period Six
02:30 - 03:12	Period Seven
03:15 - 03:57	Period Eight
03:57 - 04:00	Dismissal

* Wellness Program in place of Advisor-Advisee.

2 Hour Late Start Schedule:

10:45 - 11:12	Community with Breakfast
11:15 - 11:42	Period 1
11:45 - 12:12	Period 2
12:15 - 12:42	Period 3
12:45 - 01:12	Lunch
01:15 - 01:42	Period 4
01:45 - 02:27	Period 5
02:30 - 02:57	Period 6
03:00 - 03:27	Period 7
03:30 - 03:57	Period 8

Building Cleanliness: We ask that everyone be respectful and responsible by doing their part to keep our building clean. Students may be allowed to bring food/beverages into designated areas. Breakfast and lunch items must remain in the Commons. Students may bring a sack lunch in the morning and refrigeration will be provided. There may be special occasions when students are given the opportunity to order in special food items (i.e., pizza). We ask that adults only drop off special food items (i.e., birthday treats, take out) if it has been pre-arranged with staff.

Busing: Transportation services are provided with district-owned vehicles and contracted services for the safe and efficient transportation of students to and from school. Moorhead Area Public Schools provides regular school day transportation, to and from, to students who reside within the school district boundaries and live one mile or more from their assigned building or to eligible students who must cross or use an area identified as being an extraordinary traffic hazard to and from school.

Student bus route information will be communicated to families after student the intake meeting has occurred. If you have a question or concern regarding busing, please call the ALC office during regular business hours.

Communication Assistance: If a parent or guardian is in need of accommodations to communicate with a child's school or to participate in a child's education, please contact the Red River Area Learning Center at 218-284-2202 to make a request. Examples of accommodations include: TDD at a child's school, large print or Braille materials, accessible meeting facilities, interpreters or assistive listening device kit for all meetings, conferences, activities, etc.

2016-2017 Red River Area Learning Center Staff Contact Information:

<u>Attendance</u>	218-284-2201
<u>Director</u> Deb Pender	218-284-2230 218-443-3797 (cell)
<u>Administrative Assistant</u> Robin Kjos	218-284-2202 218-284-2233 (fax)
<u>Counselor/Dean of Students</u> Janel Simonson	218-284-2249
<u>Family Advocate (TIPS)</u>	218-284-2215
<u>Homeless Education/Social Worker</u> Linda Scheet	218-284-2213
<u>Home/School Liaison</u> Norma Holland	218-284-2212 701-219-6156
<u>Intensive Day Program</u>	218-299-7558
<u>Police/Community Service</u> Louis Ochoa	218-284-2246 218-790-4054 (cell)
<u>School Nurse/Health Tech</u> Carmen Bowden	218-233-0553 218-236-0500
<u>Special Education</u> Tamera Ehlers Colleen (Cali) McDonald-Morken	218-284-2228 218-284-2227
<u>Student Assistance/Counselor</u> Scott Matheson Megan Ramsey	218-284-2314 (MHS) 218-284-7213 (HZN)
<u>Teachers</u> Jamie Church Alicia Gulbranson Brad Hawkins Mary Jo Good Kelsey Jenkins Aura Lee Mohror Wylie Wisnewski	218-284-2236 218-284-2225/2636 (MHS) 218-284-2234 218-284-2237 218-284-2214 218-284-2242 218-284-2245
<u>Transition Facilitator</u> Tamera Ehlers	218-284-2228

Field Trips: All school policies apply to students on field trips 24 hours a day for the duration of the trip.

Fundraising: All fundraising projects by any student group must be approved in advance by the advisor, program director and Assistant Superintendent of Finance and Operations before any fundraising may begin.

Guidelines for Visitors: City ordinances and state statutes require that all visitors report to the main office immediately for a visitor's permit. Student visitors are not allowed. Exceptions will require advance administrative approval.

An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.

For additional information refer to School Board Policy 905 on the school district website or in the school office.

Handbook Online: A current version of the handbooks for Red River Area Learning Center and other schools in the Moorhead Schools are available online at www.moorheadschoools.org. The online version contains any changes to the handbook and links to related board policies (under schools select Red River Area Learning Center or other buildings).

Health Care: The health office is located in the administrative office complex. A licensed school nurse (or designee) staffs the health office on a part-time basis and is on call in case of emergencies.

Parents of students with special health conditions should notify the nurse at the beginning of the school year. Staff will be notified of special health conditions concerning their students.

The school does not provide aspirin or any other medication for students. If students need medication dispensed during school hours, parents must provide the health office with a physician's written order, written parental authorization and a properly labeled container with specific directions about how and when the medication is to be administered in school. Students may self-administer medication if the appropriate arrangements are made through the health office. Please contact the school nurse regarding any questions about medications in school.

Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher.

Minnesota law requires all students in grades 9-12 to have completed the primary series of immunizations, including a total of two MMR (measles, mumps, ru"new building to be named") vaccinations, at least three polio vaccinations, and a tetanus/diphtheria (TD) booster at or after age eleven. Students who have a medical or conscientious exemption from these requirements must have an exemption form on file in the health office.

Vision and hearing screening is done based on referrals from teacher, parents or students if a problem is suspected or as part of the assessment for special education services.

All school-related accidents (including extracurricular and out-of-town activities) should be reported to the nurse. Accident reports and emergency cards are kept on file in the nurse's office. A student who is absent from the classroom for an extended period of time (2-3 weeks) because of health problems should notify the counselor who will make arrangements for homebound tutoring.

Students who leave the school during the day due to illness are required to either check out through the health office or have a parent/guardian contact the attendance office before the end of the school day to verify student absence. Students who do not follow this process will be considered unexcused.

For additional information regarding immunizations refer to School Board Policy 530. For additional information regarding medication refer to School Board Policy 532. These can be found on the school district website or in the school office.

Health Care:

Our health office is staffed during school hours by a health assistant trained in first aid and CPR. A licensed school nurse oversees the health assistant, helps families to plan for health needs at school, trains staff to support those needs and is on call at all times in cases of serious injury or illness at school. Students' health significantly affects school attendance and performance. Communication and cooperation between school personnel and parents/guardians is essential in understanding and meeting our students' health needs. The health office also assists in the management with the following items:

Immunizations: Minnesota state law, M.S. 123.70, mandates that every student must show proof of full immunization, or supply the school with a notarized exemption form to attend school in Minnesota. The current immunization requirements for your child's age can be found at: <http://www.health.state.mn.us/divs/idepc/immunize/readykidswhento.pdf>. Transferring students have 30 days to provide the school with immunization and health records. The Clay County Public Health Clinic, 715 11th St. N., offers immunizations throughout the week. Please call 299-7777 for an appointment.

Illness and injury at school: If your child becomes ill while in school, school personnel need to be able to contact you. Please complete emergency information in InfoSnap, including doctor, hospital preference and alternate persons to call in case of an emergency. We will not release ill students to go home without contacting a parent or guardian. All school-related accidents (including extracurricular and out-of-town activities) should be reported to the health office. Accident reports are kept on file for significant injuries.

Illness at home: Students should stay home from school when they have a fever of 100.0 degrees or higher, if they are vomiting or they have diarrhea. Students should stay home for 24 hours after symptoms resolve. If your student is diagnosed with a condition and you are wondering if he or she can attend school, please contact the health office directly for guidance.

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

Health Concerns: If your student has health concerns that will require support in school, please notify the licensed school nurse. Health plans are created specifically for your student's needs during the school day to assist in ensuring the most time possible in the classroom. Staff will be notified of special health conditions concerning their students.

Students who leave the school during the day due to illness are required to either check out through the health office or main office or have a parent/guardian contact the attendance office before the end of the school day to verify student absence. Students who do not follow this process will be considered unexcused.

For additional information refer to School Board Policies 530 and 532 on the district website or in the school office.

Media Center: Red River Area Learning Center students will have access to materials through the district media centers as well as in the Area Learning Center's Media Center.

Moorhead Schools has a large and excellent collection of materials that serve both the academic and recreational needs and interests of our students. These include more than 19,000 fiction and nonfiction books, 70 magazine subscriptions, several daily and weekly newspapers, general and specific reference materials, both in print and electronic format. Equipment, including computers and printers, a photocopy machine and scanner are also available for student use. A highly qualified staff member is available to help students find resources, assist with computer programs, and give suggestions for recreational reading.

Students are responsible for returning materials in a timely manner so they are available for use by others. If something is lost or damaged, the original cost of the item will be charged.

Students using a school library/media center who are unable to abide by library policy and are disrupting other students or staff will be asked to leave. Food and beverages are not allowed in library/media centers. The deliberate abuse of any of the materials, programs or equipment located in the library/media center will be referred to a director for disciplinary action.

Patriotic Exercises: The School Board believes that one's respect of country is promoted by the ceremonies and observances held in the public schools and that the flag of the United States is a symbol of our American heritage and democratic ideals. In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week.

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students and school personnel must respect another person's right to make that choice.

For additional information refer to School Board Policy 633 on the school district website or in the school office.

Pesticide Use: Occasionally pesticides are used to control harmful insects. Students will be notified if pesticides are used in the building or on the grounds.

Protection and Privacy of Student Records: The following information is considered public information and may be disclosed unless the program director is notified that this information is considered private. **State law requires that the names, addresses and home telephone numbers of students in grades 11 and 12 be released to military recruiting officers unless a parent notifies the school in writing of their objection. Name, grade level, enrollment status (i.e., full-time or part-time), participation in activities, height and weight of team members, dates of attendance, honors and awards, graduation status, most recent and previous school, and photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses.

For additional information refer to School Board Policy 504 on the school district website or in the school office.

Release of Information: All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of postsecondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

For additional information refer to School Board Policy 504 on the school district website or in the school office.

Student Insurance: The school district does not carry insurance on students. However, student insurance is available at a nominal cost on an individual basis. Contact the Red River ALC Office for details.

Surveillance Equipment: All Moorhead School District buildings are under the protection of electronic surveillance equipment during all hours of the day and evening.

For additional information refer to School Board Policy 712 on the school district website or in the school office.

Employee Background Checks: The school district requires a criminal history background check on all individuals employed by the school district, including athletic coaches, according to Minn. Statute 123B.03. A person is employed after they successfully complete a criminal background check and the background check is reviewed by the school district. For additional information refer to School Board Policy 413 on the school district website or in the school office.

Uncollected Fees: Fees assessed for damaged or lost books, school projects, damage to school property, or other expenses that have been accrued by students but remain unpaid after July 1 following the end of the school year will be referred to a collection agency.

Secondary Program and Services:

Early/Middle College Program: The Red River Area Learning Center at "new building to be named" works collaboratively with the Minnesota State Community and Technical College to provide post-secondary options for ALC students to pursue higher education and training while in high school. A Middle College Program is a high school program that allows a student to earn a high school diploma while also earning postsecondary credits toward a degree or credential, including a certificate, diploma or an associate's degree. An Early College Program is a high school program that allows a student to earn a high school diploma while also conferring a certification, associate's degree, or up to two years of credit toward a bachelor's degree. Early/Middle College Programs are designed to serve students in the academic middle – especially low-income, English learners, first generation college students and/or students of color. For more information on this program please contact Janel Simonson at jsimonson@moorheadschoools.org or 218-284-2249.

Homebound Instruction: Students who are absent for 10 or more consecutive days due to a documented medical condition are eligible for homebound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction will be directed to the Deb Pender (218-284-2230).

Independent Study Options: ~~Students who are interested in taking a course as independent study, including online, should contact a counselor. Independent study courses involve a considerable amount of reading, writing and individual study. Teacher/student contact time must be a minimum of 20 percent of the reported membership. For continuity purposes these meetings should occur, minimally, on a weekly basis. This structure ensures that if the student is doing the work incorrectly, there is teacher assistance/intervention. It is this relationship between student/teacher contact time and work completed (membership) that gives IS integrity.~~

Minnesota Choice Programs: ~~The open enrollment option is available for students to attend the Minnesota school of their choice. The deadline for an application for open enrollment is January 15 of the preceding year. See your counselor for more information. For online study options please see your counselor.~~

~~For additional information see School Board Policies 511 and 610 on the school district website or in the school office.~~

Minnesota Post Secondary Enrollment Options: ~~As enacted by the 1985 Minnesota Legislature, with approval and acceptance, juniors and seniors may enroll for courses at an approved institution of higher learning as part of the student's full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. No charge will be made to the student for the costs of tuition, fees and required textbooks and materials. All books and materials must be returned to the college. If interested, see your counselor.~~

PARENT INFORMATION:

Curriculum Review: Parents have the right to review the curriculum and to determine which instruction will be provided by the parent. For additional information refer to School Board Policies 620 and 620.2 on the school district website or in the school office.

Parent Involvement: Red River ALC has an open door policy with families. We stay in touch with families via conferences, phone calls and email. Families should feel free to contact staff at any point with questions or concerns. A staff directory is provided above. Red River Area Learning Center values family involvement in their student's education. It is critical that the staff, students and parents/guardians work together to support student growth and achievement. We invite you to be an integral part of your student's learner support team. We look forward to regular communication, seeing you at family nights, sharing of your time and talents (e.g., volunteer opportunities), and input to make our school a great experience for your student.

Research shows that students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education. Students do best if parents can play a variety of roles in their learning: helping at home, volunteering at school, working with their students on future school and life goals, and taking part in key decisions about the school program. Middle and high school students whose families remain involved in these ways make better transitions, maintain the quality of their work, develop realistic plans for the future, and are less likely to drop out.

PayFortl: Moorhead Area Public Schools offers an online payment processing system, PayFortl, to let parents or students make school-related payments, including lunch fees, activity fees, etc., online at their convenience, 24 hours a day, seven days a week. Access PayFortl through the district's website and pay for school-related fees and products online, either by e-check, Mastercard, Visa or Discover cards, or online PayPal account. Parents or students will immediately receive email receipts confirming their purchases. Meal account payments are also viewable in the PowerSchool parent portal.

PowerSchool: PowerSchool allows parents and guardians to access their child's grades, attendance, and meal account transactions and balance through any Internet-capable computer or smartphone. To access PowerSchool, parents and guardians need a parent account, which is available in the school office or by calling 218-284-2202. Please contact the office for more information. Students are responsible to monitor PowerSchool for notification of detentions they may have been assigned for unexcused absences or disciplinary reasons. This information is available for parents to view as well. If you are having difficulty accessing PowerSchool, PayFortl or any district technology, please contact us for assistance.

District Process for Addressing Parent Concerns: When parents have concerns, they are asked to first contact the school employee who is nearest to the situation causing concern. If they do not receive satisfaction from that person, they should then contact the program director (or designee) for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. The parent may be asked by the superintendent to state the concern in writing and summarize the action to date. ~~Should that fail, an appeal may be filed with the School Board through the superintendent's office.~~

Registration: All students who register at Red River Area Learning Center are required to participate in an intake appointment. Students who are under age 18 require a parent/guardian to attend. Individual student needs are considered in the development of a continual learning plan. This personalized plan includes academic, personal/social and career/college/life readiness goals. Four-year plans are discussed during the 9th grade year and updated ~~as needed during registration~~ **yearly**. The four-year plan serves as a guide for registration and is flexible to allow for changes.

STUDENT INFORMATION

Academics:

Student Growth and Achievement Academic Awards: Students will be recognized and celebrated throughout the school year at Red River Area Learning Center. ~~Students will receive certificates of achievement to highlight their accomplishments.~~

Class Audit: Any student who wishes to audit a class for no credit should meet with the course instructor and the program director (or designee) for details.

Continual Learning Plan: Each student enrolled in Red River Area Learning Center programs and services is required by the state to have a continual learning plan signed by the student and parent(s). This plan will focus on goals and objectives necessary to reach graduation. The CLP will be completed upon entrance to Red River Area Learning Center and will be updated in advisory throughout the year.

Credits and Grading: Coursework at Red River Area Learning Center is provided in seat-based and independent study formats. Students earn credit through the successful accumulation of credit hours or units and must demonstrate mastery of related standards in a designated content area. Academic credit will be awarded for achievement of a quarter credit (.25) or more. The alignment of units and credits includes the following: .25 credit = 36 units; .50 credit = 72 units; .75 credit = 108 units, 1.0 = 144 units. Students may complete courses over more than one grading period. Students must be diligent and continue to demonstrate productivity. Coursework may expire if requirements are not met within two consecutive semesters.

Credit Recovery: Red River ALC students who are behind in their progress towards graduation are eligible to accrue credit beyond a traditional course load. Enrollment and completion deadlines are established for each grading period. Students who do not finish course requirements by the prescribed deadlines will not receive credit during that term. For example, seniors who do not meet deadlines spring semester will be required to complete coursework in the following (summer) term. Student diplomas will be issued when all state and district requirements are met. This may impact participation in MHS graduation activities.

Dropping a Class: Schedule modifications must be done through the program director (or designee).

Independent Study: In addition to courses provided in a traditional classroom setting, students age 16 or above may be eligible to enroll in independent study courses.

Independent Study is a viable option for students who are self-directed and can be successful using this delivery method. One of the primary outcomes for Independent Study is to teach students to become self-directed learners. Teacher/student contact time must be a minimum of 20 percent of the reported membership. For continuity purposes these meetings will occur, minimally, on a weekly basis. This structure ensures that if the student is doing the work incorrectly, there is teacher assistance/intervention. It is this relationship between student/teacher contact time and work completed (membership) that gives independent study integrity. Progress in the independent study courses will be monitored to ensure a student is able to retain and respond to what he/she has learned. Students may be limited in the number of independent courses they are allowed to take at a given time. Students who do not make adequate progress in independent study may be required to work directly with the teacher more than the minimum 20% seat time required by law and/or reassigned to a traditional seat-based course by the program director or designee.

Graduation Deficiencies: Students who fail to meet graduation requirements at the end of four years of attendance will be permitted to continue in school and carry a course load sufficient to permit them to meet graduation requirements the following year.

Graduation Requirements: Students must successfully meet all district and state requirements for graduation. Students enrolled in alternative education have the option of graduating from their home school or the district in which the alternative program is located (*Reference: Minn. Statute 123A.06. Subdivision 4. State-Approved Alternative Programs and Services.*) Students participating in the graduation exercises in a given school district must meet all local requirements. The expectations may be different for each school district. Red River ALC encourages students and families to communicate with their home school district to ensure that they are clear concerning these expectations.

For example, the requirements for MHS include the following:

Students will be required to return or pay for all library books, textbooks or other school-issued materials they failed to return during their enrollment in Moorhead Area Public Schools before they can begin the Senior Checkout process. The Senior Checkout process is required to participate in the graduation ceremony.

If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

Those students not participating in graduation will be able to pick up their diplomas at a designated time/location following the ceremony.

For additional information on Moorhead District graduation requirements, refer to School Board Policy 640 on the school district website or in the school office.

Required Subjects	Credits	Minimal Required Courses
Mathematics	3 credits	Intermediate Algebra (Algebra II), Geometry and Advanced Algebra (Statistics and Probability)
Science	3 credits	Physical Science, Biology and either Chemistry, Physics or Chemistry in the Community
Language Arts	4 credits	English 9, 10, 11 and 12
Social Studies	3.5 credits	World History, Geography, United States History, Economics and Government

Fine Arts	1 credit	Options are Visual Arts, Acting, Music, DigiTools I or II, Web Design I or II, or Housing and Design or other approved courses.
Explore (or equivalent)	.5 credit	Required in grade 9
Health	.5 credit	Health
Physical Education	1 credit	
Required Credit Total	16.5 credits	
Elective Credits	9.5 credits	
Total for Graduation	26 credits	

What Grade Is My Child In?

When we consider the grade level assigned to each student, it is important to distinguish between a student's **grade placement** and a student's **credit status**. While both terms refer to important information about a student's history in school, a student's grade placement and a student's credit status may not be the same. If students and/or adult(s) do not understand the difference, there may be misunderstandings and disappointments concerning a student's progress toward graduation and ultimately, his or her projected date of graduation.

Grade Placement refers to the number of years that a student has been in school. The student's grade placement increases each year that a student is in school. For example, if a student began high school – grade 9 – in 2014, she/he will automatically be moved to grade 10 in 2015. Grade placement is used to determine eligibility for state testing and other requirements. It is used to calculate district and school graduation rates. It is important to note, however, that grade placement **does not** reflect a student's progress toward graduation. Having a grade placement of grade 12, for instance, **does not** assure that the child has met the state and local requirements to earn a high school diploma.

Credit Status refers to the credits and standards that the child has earned toward the goal of grade level progression and earning a high school diploma. In Moorhead Area Public Schools, students must meet all state and local requirements for a high school diploma in order to graduate. (Please refer to graduation requirements on page 25 for more information.) In general, the number of credits a student has earned in high school is a strong predictor of his/her progress toward graduation. In this scenario, the guidelines related to a student's credit status are helpful in conceptualizing the time and effort remaining for a student to meet diploma requirements:

0 - 6 credits Grade 09
6.5 - 12.0 credits Grade 10
12.5 - 18 credits Grade 11
18.5 - 26 credits Grade 12

Our Six for Success: Successful students at Red River Area Learning Center demonstrate the following:

1. **REGULAR ATTENDANCE** - Be here all day, every day.
2. **A POSITIVE ATTITUDE** - Add positivity to the tone at school.
3. **RESPECT FOR SELF AND OTHERS** - Respect staff, students and our school property.
4. **PRODUCTIVITY** - Be engaged and on task.
5. **RESPONSIBILITY** - Be accountable for yourself and be willing to be held accountable.
6. **GROWTH** - Set and reach goals for yourself and be willing to be challenged.

Pass/Fail Options: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. Check with your counselor for forms. Deadlines for pass/fail option is 15 school days from the start of the class. Once you have been graded, you cannot change to a pass/fail option. Students who drop two grade levels below the average that they are capable of carrying could have this option removed the first or third quarter, and they would be graded by letter grade in the course for the rest of the semester. Students who fail a course and retake it at a later time will have their original failure replaced by the more recent grade.

Report Cards: Progress will be reported quarterly through PowerSchool or other means.

Senior Honor Students: Seniors with a C.P.A. of 3.70 or higher through the first semester will be named a Moorhead Honor Student.

Student Progress: Students are evaluated by mods. A mod is a short term grading period and is usually 18 days or less. A student's historical progress is recorded on PowerSchool quarterly.

Testing Out Option: A student may receive credit for a course on a pass/fail basis before, during or after taking that course by successfully demonstrating mastery of its content through a testing process. The student must make arrangements with his or her counselor and the ALC director. For more information, please see your counselor. For additional information or an application refer to School Board Policy 653.1 on the school district website or in the school office.

Transfer Students/Graduation: Students who transfer in as a senior may graduate by meeting the previous school's requirements and, therefore, be awarded a diploma by that school. If students plan to participate in Moorhead High School's graduation ceremony, they must meet district requirements.

Transfers or Withdrawals: Dual enrolled students take classes at Red River ALC and their home school. This option is available to students who are meeting program expectations and demonstrating academic progress. It requires approval of the program director (or designee). Students who are not meeting expectations for accountability and productivity may forfeit their status as a dual enrolled student.

If students move or withdraw from Red River Area Learning Center, they must contact the school administrative assistant to have their records transferred to their new school.

For additional information refer to School Board Policy 517 on the school district website or in the school office.

Unsatisfactory Work Reports: Parents will be contacted if students are not making adequate progress. Parents are encouraged to contact teachers with any concerns.

EXTRACURRICULAR:

Activities: All Red River ALC students are eligible to participate in extracurricular activities in their home school/district if they meet the district guidelines. Students and parent(s)/guardian(s) who would like to learn more about the requirements for participation in extracurricular activities are encouraged to communicate with Red River ALC staff and/or their local school/district.

Events: All Red River ALC students are eligible to participate in their local high school's organized events, eg. Homecoming, Prom, if they meet the district guidelines. Red River Area Learning Center considers student productivity (academic progress) and accountability (behavior) to determine eligibility. The Red River ALC Program Director (or designee) will work with local high school administrators to determine student eligibility.

Regular School Attendance: Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to decline. Teachers are encouraged to report failing grades to students, parents and administration as deemed appropriate. Students will not be granted excused absences from classes the morning following out-of-town activities. If unusual circumstances are present, they will be dealt with on an individual basis.

1. Any student failing one or more classes, or having two or more incompletes, will be ineligible for a minimum of one week. Student eligibility will be monitored at mid-quarter and the end of each quarter through the

year. Students will be notified of their ineligibility by the Activities Office and their ineligibility will run from Wednesday-Wednesday.

2. There shall be no conduct by students participating in activities, whether or not that activity is currently in season, that will bring discredit to the student, parents, activity, school or community. Penalties for rule violations will be administered at the discretion of school officials.

3. Moorhead School Board Policy and the Minnesota State High School League rules shall be enforced as the minimum standard of conduct for all participants in activities.

4. Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

5. Students must dress appropriately when representing the school. Neat, casual dress clothes are appropriate.

6. Awards and honors are presented in trust. Should the student violate that trust, the honor or award may be revoked.

7. Fees are charged to participate in certain school activities and all athletic programs. Those fees are available in the activities office. The total fee for any student shall not exceed \$350 per year.

Extracurricular Activities/Athletic Programs: For information on how to participate in these or other Moorhead High activities check with your counselor, the advisor, or the activities office. Groups include: Carolers, Business Professionals of America, Cho Kio (Yearbook), Destination Imagination, Apollo Strings, Key Club, Knowledge Bowl, Student Council, Math Competition, Science Olympiad, Drama, Pep Band, Speech, Industrial Arts Competition—Skills USA, Student Newspaper, SADD, Marching Band and Jazz Band.

Athletic Programs: The following sports are available to students at Moorhead High School:

Fall:

Cross Country—girls and boys
Football—boys
Soccer—girls and boys
Tennis—girls
Swimming—girls
Volleyball—girls

Winter:

Basketball—boys and girls
Swimming—boys
Gymnastics—girls
Wrestling—boys
Hockey—boys and girls
Nordic skiing—boys and girls
Dance line—girls

Spring:

Track—boys and girls
Golf—boys and girls
Tennis—boys
Baseball—boys
Softball—girls

SCHOOL SONG

Onward Moorhead, Onward Moorhead
Fight right through that line!
Onward Moorhead, Onward Moorhead
Victory sure this time!
Onward Moorhead, Onward Moorhead
Fight on for your fame!
So fight, Moorhead, fight fight fight
To win this game.

School Dances: ALC students are eligible to attend activities such as school dances in their home school. They must meet the same standards and expectations as their peers in the traditional building. Moorhead High School will hold three dances during the 2016-17 school year, Homecoming, Prom and MORP. Out of school guests must be accompanied by MHS students who have met dance attendance requirements and have a "Dance Guest Form" turned in to the MHS Main Office one week prior to the dance. Guests for Homecoming and MORP must be enrolled in high school and in good standing. Guests for Prom must be under the age of 21 and have a valid ID upon entering the dance. Students are not permitted to enter after 10 p.m., and once students leave, they are not permitted to re-enter. **Students are not eligible to attend any student dance until all assigned detentions have been completed.** All students are subject to a passive alcohol screening prior to entering a school dance.

School Spirit and Sportsmanship: Moorhead Area Public Schools shares a vision with the Minnesota State High School League in seeking and maintaining high standards of sportsmanship in all sponsored programs. To be educationally sound, activities must provide a setting in all programs whereby important values such as dignity, equality, fairness and respect are fostered. Good sportsmanship enhances respect for opponents and officials through efforts at showing self-control and by showing genuine concern for others. It is the responsibility of students, coaches, faculty, cheerleaders, adult spectators, officials and the media to pursue these values.

Attending school-sponsored events is a privilege, not a right. Inappropriate conduct at school and/or school-sponsored events may result in the loss of this privilege.

Any student choosing to attend any school-sponsored activity (dances, plays, athletic events, etc.) in possession of or under the influence of any controlled substances, toxic substances, and/or alcohol, will be prohibited from attending any school-related activities, outside of the school day. The period of suspension is listed below. Students will also be cited accordingly by the Moorhead Police Department.

1st violation—The student will not be allowed to attend any school-sponsored activity for six (6) weeks.

2nd violation—The student will not be allowed to attend any school-sponsored activity for eight (8) weeks.

3rd violation—The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.
(weeks are counted as calendar days)

For additional information see School Board Policy 551 on the school district website or in the school office.

STUDENT ACCOUNTABILITY:

Attendance: We believe that regular school attendance is critical to student growth and achievement. Regular attendance is a stepping stone to career, college and life readiness.

The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance. Class attendance is a joint responsibility of parents, students, teachers and administration. Attendance is of vital importance, and it is essential that all efforts be made by the staff members of Moorhead Area Public Schools to ensure excellent attendance by the students of the district.

Excused Absences:

According to School Board Policy 515 to be considered an excused absence the student's parent(s)/guardian(s) may be asked to verify in writing the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse. The following reasons shall be sufficient to constitute excused absences:

1. Illness
 - a. A healthcare professional's statement may be required for 3 or more consecutive absences.
 - b. A healthcare professional's statement may be required after 10 or more cumulative absences for a year.
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family or of a close friend or relative.
4. Medical, dental or orthodontic treatment, or mental health appointment.
5. Court appearances occasioned by family or personal action.
6. Religious instruction not to exceed three hours in any week.
7. Physical emergency conditions such as fire, flood, storm, etc.
8. Official school field trip or other school-sponsoring outing.

9. Removal of a student pursuant to a suspension. Suspensions are handled as excused absences and students will be permitted to complete make-up work.
10. Family emergencies.
11. Active duty in a military branch of the United States.
12. At the request of the parent/guardian, the School Board must excuse a kindergarten child from part of a school day.
13. A student's condition that requires ongoing treatment for a mental health diagnosis.
14. Other reasons that could be acknowledged as personal requests **for absence made 24 hours in advance** (e.g. legal appointments, travel, family vacations, job interviews, state tournaments and school activities). We encourage parent(s)/guardian(s) to hold these requests to a maximum of 15 cumulative days per year.
15. **Notification of Absences:** Notifying the school of absences that fall into the excused categories is the responsibility of the parent/guardian of the student. Parent(s)/Guardian(s) must call the school or use PowerSchool each day to inform the schools that a student will not be attending or, when the student returns to school, send a note to school accounting for each day missed. If an absence has not been excused in 48 hours it will remain unexcused. The attendance number is 218-284-2201. Parents/Guardians and students are encouraged to monitor attendance through PowerSchool.
16. **Determination of Excused Absences:** The school will be the final authority in excusing the student. The administration will determine the legitimacy of all absences.

Consequences of Excused Absences

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
2. School work missed because of an excused absence must be made up within two class days from the date of the student's return. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the student's return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.
3. School work not turned in to a teacher within the two-day guidelines may result in the assignment received a lower grade or no credit. In the case of a prolonged (3 or more days) excused absence, the teacher and the student should mutually agree upon a deadline. An administrator will mediate if mutual agreement is not reached.
4. Student Activities: Students in school-sponsored activities should not assume that they have the right to an extended deadline for schoolwork.
5. Advance Make-Up: In the event that students are aware they will be absent from school for more than two (2) days, it is the student's responsibility to make arrangements with classroom teachers to make up the work.

Unexcused Absences:

According to School Board Policy 515 the following are examples of absences which will not be excused:

1. Truancy. An absences by a student that was not approved by the parent(s)/guardian(s) and/or the school district.
2. Unexcused absences include all absences that can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the main office. These absences indicate the student is absent from school with or without the consent of parents, but the excuse given is not acceptable to the school administration.
3. Any absence in which the student failed to comply with an reporting requirements of the school district's attendance procedures.
4. Work at home, including babysitting or running errands.
5. Work at a business, unless under a school-sponsored work release program.
6. Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
7. Missing the bus, car trouble, oversleeping, need for extra sleep, hair appointments, shopping, visiting friends, not returning to school following the lunch period, leaving school ill without checking out with the designated staff person - Health Office, falsifying notes or explanations for absence.
8. Any other absence not included under the attendance procedures set out in this policy.

Consequences of Unexcused Absences:

1. Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40 - 121A.56.
2. No daily credit for work missed at the discretion of the classroom teacher.

3. Days during which a student is suspended shall not be counted in a student's total cumulated unexcused absences.
4. On the third unexcused absence the student will be referred to a truancy intervention or counseling program. Once the referral has been made, attendance will be closely monitored, attendance contracts may be held and disciplinary measures (eg. detention, in school suspension, Saturday School, etc.) and/or restorative processes (eg. community service) will be used to enforce school district policy (refer to Section IV).
5. A natural consequence of excessive absences will be reduced academic productivity. Students who are not present to earn academic units will slow their accrual of academic credit towards graduation and/or grade level progression.
6. A habitual truant is a student who is absent from attendance at school without lawful excuse for one or more class periods on seven school days during a school year and who has not lawfully withdrawn from school. State law indicates that habitual truancy will be reported to court services. Habitual truancy that is not corrected by the student may have legal repercussions.

Tardiness:

1. Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Reporting Tardiness.
 - a. Students coming late to school must follow building procedures before being admitted to class.
 - b. Tardiness between periods will be handled by the teacher.

Excused Tardiness:

1. Valid (excused) reasons for tardiness are:
 - a. Illness
 - b. Serious illness in the immediate family or of a close friend or relative;
 - c. A death or funeral in the student's immediate family or of a close friend or relative;
 - d. Medical, dental or orthodontic treatment or mental health appointment;
 - e. Court appearances occasioned by family or personal action;
 - f. Physical emergency conditions such as fire, flood, storm, etc;
 - g. Any tardiness for which an administrator or faculty member has excused the student in writing.

Unexcused Tardiness:

1. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences (begins) without a valid excuse (see the section on excused tardiness above).
2. Students who accumulate excessive unexcused tardies shall, along with their parent(s)/guardian(s), be referred to school support staff, eg. counselor, social worker, to try to eliminate those reasons for truancy.

Illness During The School Day:

1. All students who become ill during the school day, except in case of an emergency, are to report to their regular classroom and then get a pass to the Office. Students becoming ill during the school day have access to and services available at the school health office. Students are required to work with school staff to verify an illness. Friends will not be excused to transport students. Any student leaving school during the day due to illness must be excused by a parent/guardian through the main office.
 - a. Parent(s)/Guardian(s) will be contacted and we will make arrangements for the well being of the student. The school will not release a student to go home without a parent/guardian contact.
 - b. Parents are encouraged to work with the school and refrain from decision making via an independent student phone call or text. Students **may not** leave the building for illness without authorization from the school. Students who are picked up by a parent/guardian without school involvement **will not** be excused.

Advance Make Up:

In the event that students are aware they will be absent from school for more than two (2) days it is their responsibility to make arrangements with classroom teachers to complete any work assigned or due during their absence.

Building Security: The Red River ALC occupies the first floor of the "new building to be named". To enhance security for our students and staff, all program entrances are secured. Conversely, we ask our students to stay within the parameters of the Red River ALC program and to refrain from wandering in other parts of the building. When

students are in common spaces in the building, we ask that they be respectful and refrain from interrupting the work of others.

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

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

For additional information refer to School Board Policy 578 on the school district website or in the school office.

Bus Conduct and Consequences For Misbehavior: Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop. Students are not allowed to leave campus after the school bus drops them off or before being picked up after dismissal.

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

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

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

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

Authorized riders

- ISD 152 bus drivers will only accept passengers assigned to the route.
- Students who will be attending parties, non-school classes or meetings, etc. will not be accepted as passengers on school routes.
- Building administrators may provide temporary authorization to students for emergencies if space is available on the school bus.

Loading zone rules

- Get to your bus stop 5 minutes before your scheduled pickup time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.

- Stay away from the street, road or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation or horseplay.
- No use of alcohol, tobacco or drugs.

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

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

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

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

There are four key points:

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

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

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

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

Consequences: Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Middle and High School (6-12)

<u>1st offense</u>	<u>Student conference and warning</u>
<u>2nd offense</u>	<u>Conference with parents/guardians / 5 school days suspension from riding the bus</u>
<u>3rd offense</u>	<u>Conference with parents/guardians / 10 school day suspension from riding the bus</u>
<u>Further offenses</u>	<u>Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.</u>

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

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

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

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

For additional information refer to School Board policy 721 on the school district website or in the school office.

Closed Campus: Red River ALC students are not allowed to leave the premises during the school day for meals and breaks. We ask that parents and service providers refrain from taking students out for meals during the school day. A 30-minute lunch period goes by quickly, and it is important that students return to class on time. It is disruptive to teaching and learning when students arrive late.

Community Relations: The Red River ALC program seeks to be a good neighbor. Students may not loiter in or near apartment complexes, homes, vacant lots or businesses before, during or after the school day. Students who become a public nuisance may have contact with law enforcement.

Community Service: Students who are not following program or classroom rules may be assigned community service hours by the program director (or designee). Community service is an after-school activity which is supervised by Officer Louis Ochoa, Moorhead community service officer. Community service is typically an intervention assigned by primarily by court services. The Red River ALC director, however, has been authorized to use the program to discourage negative student behavior. Students assigned community service are picked up at the Red River ALC after school and are returned home (City of Moorhead) in the late afternoon (5-6 p.m.). Cooperation with the community service officer is required to successfully fulfill assigned hours.

Computer Use/Copyright Policies: Computers are provided for student use at several locations. Students are advised that “computer hacking,” use of the computers to duplicate copyrighted materials or other inappropriate use may result in losing access to the machines and/or referral to authorities. Faculty and administrative computers are off limits to students.

For additional information refer to School Board Policies 730 and 731 on the school district website or in the school office.

Discipline Procedures: All students receive a copy of the Moorhead Area Public Schools discipline procedures at the start of each school year. Students are responsible to know its contents. School discipline procedures apply at all events in which the school is involved, regardless of the site, as well as on school transportation.

For additional information refer to School Board Policy 551 on the school district website or in the school office.

Disruptive Behavior: Students who display disruptive behavior in a class may be removed from that class by a teacher or program director (or designee) for up to five (5) days, placed in in-school suspension with the opportunity for parent-teacher conference provided. A second referral for disruptive behavior may result in permanent removal from the class after the opportunity for a conference with the student and parent(s)/guardian is provided. Students are expected to behave in an appropriate manner in the hallways between classes as well as before and after school.

Moorhead recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of activities such as violence and destruction of property. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. As a result, any dress, signals or gestures identifying gang membership/affiliation are prohibited.

In-School Suspension (ISS): In-School Suspension is used as an alternative to out-of-school suspension. Students assigned to in-school suspension do receive credit for work that can be done in the ISS room. Parents of students assigned to ISS will be notified.

Restorative Process: Red River Area Learning Center uses restorative discipline processes to teach positive behavior and accountability whenever possible.

Out Of School Suspension (OSS): “Suspension” means an action taken by the program director or designee prohibiting a student from attending school in accordance with the Pupil Fair Dismissal Act. The purpose of

suspension is to remove the student from the school environment and to provide time for professional staff, parent/guardian and student to discuss the matter and bring about an agreement of future conduct.

For additional information refer to School Board Policy 551 on the school district website or in the school office.

Drug-Free School Zone: The area in and around River Area Learning Center is a drug-free zone. Students are prohibited from using or possessing controlled substances, *toxic substances, and alcohol before, during or after school hours, at school or in any other school location. Paraphernalia associated with controlled substances is prohibited. "Use" includes to sell, buy, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

Discipline may include:

1. Suspension from school
2. Referral to Student Assistance and a chemical evaluation
3. Reported to the appropriate law enforcement agencies for possible legal action.
4. Parental conference upon readmission

*toxic substances include any illegal or legal substance possessed or used with the intent of inducing intoxication or excitement of the central nervous system.

For additional information refer to School Board Policy 572 on the school district website or in the school office.

Fire, Tornado and Lockdown Drills: Emergency drills will be conducted throughout the school year.

Guidelines for Visitors: City ordinances and state statutes require that all visitors report to the main office immediately for a visitor's permit. Student visitors are not allowed. Exceptions will require advance administrative approval.

An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.

For additional information refer to School Board Policy 905 on the school district website or in the school office.

Policy against Harassment and Violence: 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 in 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.

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 (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 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.

For additional information refer to School Board Policy 570 on the school district website or in the school office.

Hazing: “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 school-related other 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.

“Student organization” means a group, club or organization having 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.

Reporting Procedure

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The building principal (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 principal immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. A teacher, administrator, coach/advisor, volunteer, contractor and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes or 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 principal 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.

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.

For additional information refer to School Board Policy 571 on the school district website or in the school office.

Improper Activation of Fire Alarms: The improper activation of fire alarms is illegal. Any student who causes a false alarm will be suspended and referred to legal authorities. A second offense may result in expulsion.

Lockers - Storage: Pursuant to Minnesota statutes, school lockers/storage are the property of the school district. At no time does the school district relinquish its exclusive control of lockers/storage provided for the convenience of students. Inspection of the interior of lockers/storage may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker/storage may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers/storage were searched unless disclosure would impede an ongoing investigation by police or school officials.

For additional information refer to School Board Policy 574 on the school district website or in the school office.

Nuisance Devices: Because of the potential for disruption to the learning environment, students are not to bring items to school which may create a danger, create a disturbance or interfere with the normal conduct of the school. These devices typically may include, but are not limited to: water guns, chains, ~~beepers~~, electronic games, or laser lights.

Parking and Use of Motor Vehicles; Patrols, Inspections and Searches: It is the policy of the Moorhead Area Public School District to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

Student Parking of Motor Vehicles in School District Locations - Students are permitted to park in a school district location as a matter of privilege, not of right. Students will not park vehicles in driveways or in other designated areas, (e.g., staff, visitors or busing lanes). **Vehicles in violation of parking regulations will receive a warning for the 1st offense and towed at owner's expense for subsequent violations.**

Patrols, Inspections and Searches - School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

Violations - A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion or expulsion. In addition, the student may be referred to legal officials when appropriate.

Students park at Red River Area Learning Center at their own risk. Moorhead Area Public Schools is not responsible for any damage or theft that occurs to vehicles parked on school property. Bus service is provided to all eligible students. Director approval is required to drive to and from school, regardless of where the driver parks the vehicle (i.e., school parking lot, streets, etc.). Students need to provide proof of insurance and a valid driver's license. Student drivers who are not following school and community rules provide a risk to others and disrupt the education environment. Director approval to use a personal vehicle is a rare privilege that will be easily revoked.

For additional information refer to School Board Policy 575 on the school district website or in the school office.

Passive Alcohol Screening: School administration (or designee) may choose to administer a passive alcohol screening (PAS) test to students who choose to attend after-school events such as dances, athletic contests, etc. Students who are detected to have alcohol in their system from the PAS test will be referred to an on-duty officer from the Moorhead Police Department who may administer an official breathalyzer.

Personal Electronic Devices (PEDS): Personal electronic devices include all electronic communication and entertainment devices that can be used by a student that includes cell phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants. PEDs may be used during designated times. Upperclassmen may earn the privilege of using electronics during individual study time. Signage will designate acceptable use areas for cellphones. Cell phones are prohibited from use in classrooms to make telephone calls or instant message. Students are not allowed to use cell phones in any area in the building while they are scheduled to be in class.

Disciplinary action for inappropriate cell phone or PED use will be administered according to district policy. Students who violate the cell phone and PED guidelines on a regular basis and/or refuse to put their devices away may lose the privilege of accessing technology for a period of time and/or may have their cell phone/PED confiscated.

*The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.

*Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.

*PEDs are also governed by other district policies (e.g., harassment, copyright, acceptable use).

* Public WiFi is available for students to connect their Internet-capable PEDs to for instructional purposes. District-provided WiFi access is filtered and monitored for inappropriate online behavior. School district policies apply to all public WiFi users. Users who violate district policy will be disciplined accordingly, including notification of legal authorities where appropriate. The classroom teachers determine if PEDs use is permitted for instructional purposes within their classrooms. All non-instructional online activities are not permitted on district's public WiFi.

For additional information refer to School Board Policy 551 on the school district website or in the school office.

Student Accountability: The Red River ALC staff provide all students with the level of structure they need to be successful and to encourage pro social behavior. Students will be more closely monitored when they display behavior that suggests more adult supervision and structure is warranted. Students with chronic behavior problems will be provided a more structured program with specific behavioral goals, incentives and related response costs (i.e., behavioral point sheet).

Student Dress and Appearance: It is the policy of Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

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

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

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

1. "Short shorts," ~~skinny tank tops, tops~~ clothing that expose the midriff, or undergarments and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified. Head coverings and hats are not allowed to be worn in the building, except for religious purposes, between the hours of 8:45 a.m. and 4:15 p.m. except with the approval of the program director.

The state health department requires that students wear shirts and shoes when in the building.

For additional information refer to School Board Policy 577 on the school district website or in the school office.

Tobacco: Red River Area Learning Center has been designated a tobacco-free building. Tobacco use or possession, including smokeless tobacco and all forms of electronic cigarettes, **or inhaling of vapor from any electronic delivery device** is not permitted by any student while on the school grounds or at school-sponsored events.

Minimum corrective actions include:

- Referral to legal authorities
- Parent(s)/Guardian(s) conference
- Additional corrective actions may be used.

For additional information refer to School Board Policy 551 and 573 on the school district website or in the school office.

Vandalism: Students who destroy or vandalize school property will be required to pay for losses or damages. If you should happen to damage something by accident, please report it to a teacher or the office immediately.

Weapon-Free School Zone: The area in and around Red River Area Learning Center is a weapon-free zone. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether

loaded or unloaded; airguns; pellet guns; BB guns; paintball guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. Any student caught possessing a weapon on school grounds will be subject to discipline in accordance with the school district's discipline policy and procedures. Such discipline may include suspension or expulsion from school. Offenders may also be subject to increased penalties as defined by state law.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the building administrator's office shall not be considered to possess a weapon.

For additional information refer to School Board Policy 576 on the school district website or in the school office.

STUDENT ASSISTANCE:

Red River Area Learning Center has a team of professionals to help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

Student Assistance Team Members include:

Scott Matheson, Student Assistance Counselor, Red River ALC & MHS 218-284-2314 -
smatheson@moorheadschoools.org

Linda Scheet, School Social Worker and Homeless Liaison, Red River ALC - 218-284-2213 -
lscheet@moorheadschoools.org

Janel Simonson, School Counselor, Red River ALC, 218-284-2249 - jsimonson@moorheadschoools.org

Megan Ramsey, Counselor, Horizon Middle School 218-284-7213 - mramsey@moorheadschoools.org

Danella Klamman, Student Wellness Facilitator, Horizon Middle School, MHS & Red River ALC - 218-284-7217 -
dklamman@moorheadschoools.org

Crisis Management: Moorhead Area Public Schools and Red River Area Learning Center have a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school.

For additional information refer to School Board Policy 710 on the school district website or in the school office.

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. Moorhead Area Public Schools 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 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.

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

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

For additional information refer to School Board Policy 534 on the school district website or in the school office.



MOORHEAD

AREA PUBLIC SCHOOLS

Independent School District 152

Probstfield Center for Education

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

www.moorheadschoools.org

■ Superintendent: 218-284-3330

■ Assistant Superintendent: 218-284-3370

■ Human Resources: 218-284-3350

Discipline Procedures – Grades 9-12

Administrative Procedure: 551.1

Date Adopted: 6/27/2011

Dates Reviewed: 6/20/2012, 6/18/2013, 6/23/2014, 6/8/2015, 6/13/2016

Section: 500 STUDENTS

Date Revised: 6/8/2015,

6/13/2016

General Statement

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

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

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

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

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

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

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

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

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

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

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

Procedures

1. ABUSE, VERBAL

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension or alternative action	3-5 day suspension	10 day suspension Recommendation to the superintendent for expulsion or exclusion

2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

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

Definitions:

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-3 day suspension or alternative action Notification of legal authorities and the student assistance team Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for six (6) weeks*	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities Referral to Student Assistance Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for eight (8) weeks*	Parent(s)/Guardian(s) conference 5-10 day suspension Notification of legal authorities Referral to Student Assistance Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for the remainder of the school year

(*) Weeks are counted as calendar weeks.

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

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

Definitions:

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Immediate notification	Parent(s)/Guardian(s) conference Immediate notification	Parent(s)/Guardian(s) conference Immediate notification

	of legal authorities and the student assistance team 5-10 day suspension or alternative action	of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion	of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion
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4. ARSON

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

Grade Level	First Offense
Grades 9-12	Parent(s)/Guardian(s) conference 10 day suspension Immediate notification of legal authorities (police and fire marshal)

5. ASSAULT/FIGHTING

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification 1-5 day suspension Notify legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities Recommendation to the superintendent for expulsion or exclusion

6. ATTENDANCE, CHRONIC ABSENTEEISM

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

Grade Level	First Offense
Grades 9-12	Parent(s)/Guardian(s) notification Detention Referral to Truancy Intervention Program

7. BREAKING AND ENTERING

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 3-5 day suspension or alternative action Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

8. BULLYING PROHIBITION

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

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification 1-2 day suspension or alternative action Notification of legal authorities and referral to threat assessment team	Parent(s)/Guardian(s) conference 2-5 day suspension Notification of legal authorities and referral to threat assessment team	Parent(s)/Guardian(s) conference 5-10 day suspension Notification of legal authorities and referral to threat assessment team

9. DISHONESTY, ACADEMIC

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Detention	Parent(s)/Guardian(s) conference 1-3 day suspension	Parent(s)/Guardian(s) conference 3-10 day suspension

10. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension or alternative action	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

11. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

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

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension or alternative action	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

12. DRESS AND APPEARANCE

- A. Appropriate clothing includes, but is not limited to, the following:
 1. Clothing appropriate for the weather.
 2. Clothing that does not create a health or safety hazard.
 3. Clothing appropriate for the activity (i.e., physical education or the classroom or cocurriculum activity).
- B. Inappropriate clothing includes, but is not limited to. The following:
 1. "Short shorts," ~~skinny tank tops, tops~~ clothing that expose the midriff, ~~clothing that exposes or~~ undergarments and other clothing that is not in keeping with community standards.
 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 3. Apparel promoting products or activities that are illegal for use by minors.
 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570: Prohibition of Harassment and Violence.
 5. Any apparel or footwear that would damage school property.
- C. Hats or head coverings are not allowed in the building except with the approval of the building administrator (i.e., student undergoing chemotherapy; medical situations, religious purposes, class outside the building).
- D. Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of this guideline, the student will be directed to make modifications or be sent home for the day.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference Modify clothing	Parent(s)/Guardian(s) notification Modify clothing or send home	Parent(s)/Guardian(s) notification Modify clothing or send home

13. DRIVING, CARELESS OR RECKLESS

Driving any motorized or nonmotorized vehicle on school locations in such a manner as to endanger people or property is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Refer to legal authorities Detention or community service	Parent(s)/Guardian(s) conference 1-3 day suspension Refer to legal authorities	Parent(s)/Guardian(s) conference Refer to legal authorities Recommendation to the superintendent for expulsion or exclusion

14. FALSE ALARM

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Detention or 1-5 day suspension or alternative action Referral to legal authorities	Parent(s)/Guardian(s) conference Detention or 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

15. FALSE REPORTING

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension or alternative action	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

16. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance for stakes) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)	Parent(s)/Guardian(s)

	conference 1-2 day suspension or alternative action	conference 3-5 day suspension	conference 10 day suspension
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17. HARASSMENT

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference Notification of Title IX Officer	Parent(s)/guardian(s) conference 1-5 day suspension Notification of Title IX Officer Notification of legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Notification of Title IX Officer Notification of legal authorities

18. HAZING

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-3 day suspension or alternative action	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Notification of legal authorities

19. INSUBORDINATION

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference Parent(s)/Guardian(s) notification Detention	Parent(s)/Guardian(s) notification 1-3 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

20. MISBEHAVIOR ON THE SCHOOL BUS

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference and warning	Parent(s)/Guardian(s) conference 5 school day suspension from riding the bus	Parent(s)/Guardian(s) conference 10 school day suspension from riding the bus

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

21. NUISANCE OBJECTS

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Student conference Confiscate	Parent(s)/Guardian(s) notification Confiscate 1-5 day suspension	Parent(s)/Guardian(s) conference Confiscate 10 day suspension

22. PERSONAL ELECTRONIC DEVICES (PEDs)

Personal electronic devices include all electronic communication and entertainment devices that can be used by a student that includes cellphones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants. PEDs, except for cellphones, may be used during passing time or in classrooms with teacher permission, or in the commons during study time. Cellphones are prohibited from use in classrooms to make telephone calls. Students are not allowed to use cellphones in any area in the building while they are scheduled to be in class.

- A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
- B. Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
- C. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- D. Public WiFi is available for students to connect their Internet-capable PEDs to for instructional purposes. District-provided WiFi access is filtered and monitored for inappropriate online behavior. School district policies apply to all public WiFi users. Users who violate district policy will be disciplined accordingly, including notification of legal authorities where appropriate. The classroom teacher will determine if PEDs use is permitted for instructional purposes within their classrooms. All non-instructional online activities are not permitted on the district's public WiFi.

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Student conference Confiscate 1 day	Parent(s)/Guardian(s) conference Confiscate Meet with bldg. adm.	Parent(s)/Guardian(s) conference Confiscate Suspension

23. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Confiscate 1-2 day suspension or alternative action Referral to legal authorities	Parent(s)/Guardian(s) conference Confiscate 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference Confiscate 10 day suspension Referral to legal authorities

24. RECORDS OR IDENTIFICATION FALSIFICATION

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference	Parent(s)/Guardian(s) conference 1-2 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

25. SECURITY SYSTEM TAMPERING

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 3-5 day suspension or alternative action Restitution Notify legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Restitution Referral to legal authorities Recommendation to the superintendent for expulsion or exclusion

26. TECHNOLOGY AND TELECOMMUNICATION MISUSE

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 3-5 day suspension of computer privileges	Parent(s)/Guardian(s) conference 10 day suspension of computer privileges

27. THEFT, ROBBERY OR EXTORTION

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension or alternative action Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Restitution Referral to legal authorities

28. THREATS

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities Referral to threat assessment team

29. TOBACCO, POSSESSION AND USE

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Referral to legal authorities 1 day suspension or alternative action	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

30. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Student conference Notification of legal authorities Restitution Detention	Parent(s)/Guardian(s) conference Restitution Notification of legal authorities 1-5 day suspension	Parent(s)/Guardian(s) conference Restitution Notification of legal authorities 5-10 day suspension

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

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

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

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

Grade Level	First Offense	Second Offense
Grades 9-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.014C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/16/2016

RE: 2016-17 Employee Handbook

The 2016-17 Employee Handbook has been revised and reviewed for School Board approval. A lined-out copy of the handbook with revisions will be presented at the August 22, 2016 School Board meeting.

The following revisions should be noted:

Page 4	Personal Appearance
Page 9	Employment of Minors
Page 12	Other Communications
Page 14-16	Employee Pay and Records
Page 23-24	Employee Benefits
Page 27	Worker's Compensation
Appendix A	
Appendix B	

Additions:

Page 7	Federal and State Wage and Hour Standards
Page 7	At-Will Employment Status
Page 7	Right to View

Suggested Resolution: Move to approve the 2016-17 Employee Handbook as presented.

Moved by:
Seconded by:
Comments:

KLD:smw

ATTACHMENTS:

Description	Type
❑ 16-17 Employee Handbood	Backup Material

MOORHEAD AREA PUBLIC SCHOOL DISTRICT #152



EMPLOYEE HANDBOOK

~~2015-2016~~ 2016-2017

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This is the Moorhead Area Public School District #152 Employee Handbook effective September ~~2015~~2016. ~~It~~The Handbook contains basic information for all employees regarding employment in the Moorhead Area Public School District and. ~~The handbook is t~~designed to provide general guidelines on work rules, benefits and other issues related to your employment, and help answer many of the questions that may arise in connection with your employment. o be used as a guide in answering questions regarding personnel policies and is notThis Handbook does not create a contract, express or implied, guaranteeing any specific term of employment, nor does it obligate continued employment for a specific period of time. intended as a contract/agreement or offer of employment. The Employee Handbook should be used in conjunction with all applicable policy and procedure set forth by the School Board of the Moorhead Area Public Schools. ~~It is the right of the school district to add or delete to this handbook at any time.~~ For clarification or further explanation of policies of, please contact the Human Resources Office at 284-3350.

Moorhead Area Public Schools reserves the right to modify any the information covered in this handbook at any time. Notification of changes will be made by email and other appropriate means. However, such a notice is not required for changes to be effective. All prior versions of this handbook are hereby revoked.

Kristin Dehmer
Executive Director of Human Resources
Moorhead Area Public Schools

September 1, ~~2015~~2016

I. INTRODUCTION

A. Welcome

Welcome to the Moorhead Area Public Schools. We are pleased you have chosen to work here and to become part of our organization. We are committed to offering high quality education to our students, and a great place to work for our employees.

At Moorhead Area Public Schools, we work to provide the best services to students, whether we are teaching in the classroom; working in a supportive role; providing a supportive learning atmosphere by providing food, heat or transportation; or keeping track of pay, policies or many other details. We encourage you to join with us in this endeavor, and are happy to have you with us.

Moorhead Area Public Schools welcomes you!

B. Mission Statement

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

C. Organizational Philosophy/Culture/Values

The School Board, under [Policy 103, Philosophy of Education of Moorhead Area Public Schools](#), has defined the philosophy of the school district in the following manner:

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

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

The policy further defines needs of learners, parents, families, school staff members, community and the educational system.

II. YOUR RESPONSIBILITY AS AN EMPLOYEE

A. Success in the Moorhead Area Public School District

Your position with the Moorhead Area Public School District is an important one. Each and every job contributes to the successful operation of the school district, and realization of our mission of developing the maximum potential of every learner to thrive in a changing world.

Although there are many different types of jobs within the District, there are four basic elements common to every position that we believe are key to your success:

1. *Customer Service*: constantly and consistently meeting the needs of our students, employees, and community and treating all with respect.
2. *Job Performance*: the knowledge, skills, and abilities needed to perform a job well.
3. *Teamwork*: the way we work together to achieve our goals.
4. *Personal Appearance*: the standards for the way we look and present ourselves to others.

B. Attendance

Providing service to the students of the district and to the people we work with is the reason the school district exists. Any time you are late or absent will impact our ability to deliver these services, and also place an extra burden on your coworkers.

All scheduled employees are expected to notify their supervisors as soon as possible of any absence. Absences must be reported by the employee in the Substitute Employee Management System (SEMS). This system is used to record employee absences and to obtain substitutes for certain job classifications. You will receive a PIN number and instructions on how to access and utilize SEMS. It is your responsibility to record absences in the proper category when you are going to be absent. The system can be accessed by either calling 284-SEMS or by using Web Center on the district's Web site <http://www.moorheadschoools.org>.

Excessive absenteeism or tardiness may result in disciplinary action, up to and including termination of employment.

Employees are expected to report to their assigned work location on time each scheduled workday.

C. Licensure/Certification

Each employee who requires licensure or certification by law must maintain a current license or certificate with the Human Resources Department. Individuals are expected to know the date of expiration of their license/certification, and meet the requirements for re-licensure or certification in a timely manner in order to remain employed in that capacity. Please refer to [School Board Policy 412: Employee License Status](#).

Beginning with the 2006-2007 school year all teachers must be highly qualified as required under the federal No Child Left Behind Act. In Minnesota this was accomplished through the licensing process for all teachers licensed after the year 2000. Teachers licensed before the year 2000 can

visit <http://education.state.mn.us/mde/edexc/licen/highqualteach/> for more information regarding highly qualified requirements. If you have any questions regarding licensing, please contact Human Resources.

~~D.~~ Confidentiality

Information obtained as the result of employment with the school district is confidential. Respect for the privacy of our students requires that you discuss any student issues only with those staff members and parents who need to know the information. In addition to student information, confidentiality is expected in other areas including staff information or school district business information.

The District will comply with requests for public information as they are received in accordance with state law and school district policy. Requests should be directed to the proper department for processing. Please refer to [School Board Policy 504: Protection and Privacy of Pupil Records](#), and [School Board Policy 414: Employee Public and Private Personnel Data](#).

~~E.~~ Conflict of Interest

A conflict of interest is defined as any judgment, action or relationship that may benefit you or another party because of your relationship with the Moorhead Area School District. All employees are asked to avoid outside activity involving obligations that may compete or be in conflict with the best interests of the school district. Employees are asked to disclose the facts of any transaction that may be considered a conflict of interest before the fact or as soon as the facts become known to you. If you are currently in a situation that may present a conflict of interest, contact Human Resources. Please refer to [School Board Policy 440: Employee Copyright/Royalties](#), [School Board Policy 441: Employee Use of Facilities for Private Gain](#), and to [School Board Policy 445: Employees as Vendors of Schools Supplies](#).

~~F.~~ Documentation

Integrity is a core value in the Moorhead Area Public School District. Therefore, intentional inaccuracies on official school district documents such as time sheets, job applications, etc. are prohibited and are grounds for disciplinary action, up to and including termination of employment.

~~G.~~ Gifts and Gratuities

As a representative of a public employer, it is essential that your work be perceived as being free from external influences. It is our policy to decline gifts, gratuities or favors from any outside organizations or individuals doing business or seeking to do business with the school district. Gifts of nominal value may be accepted. Larger gifts should be graciously declined or referred to the Moorhead Area Education Foundation. Please refer to [School Board Policy 449: Gifts to Employees](#). If you have any questions regarding gifts, please contact Human Resources.

H. Meal and Break Periods

The district recognizes that appropriate breaks are important to you and your effectiveness on the job. If you work 8 or more consecutive hours, you will be given a 30-minute duty-free, unpaid meal break. Generally, you may take a paid 15 minute break for every four hours worked if work load and staffing needs allow, however, this is considered paid work time and does not apply to the calculation of overtime or comp time. Meal periods should not be forfeited to alter a daily schedule without the approval of a supervisor.

Break periods may vary based on contract language. If you have any questions regarding meal or break periods, please contact Human Resources.

I. Personal Appearance

As Moorhead Area Public School District employees we are judged not only by our service, but also by our appearance and presentation to others. Our expectation is that employee appearance is consistent with the high standards we set for ourselves as a district. You are expected to present a well-groomed and business-like appearance, avoiding extremes in clothing or appearance such as graphic, violent or otherwise offensive clothing, tattoos or body piercings and to practice good personal hygiene.

In a casual work setting, employees should wear clothing that is comfortable and practical for work, but not distracting or offensive to others, which typically excludes the following:

- ~~- Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.~~
- Clothing with inappropriate sayings, offensive language or language that endorses the use of alcohol, tobacco or drug products
- Clothing that is too revealing, such as low-cut or midriff-baring tops or excessively low-rise pants, ~~is not appropriate for a place of business. In our work environment,~~
- ~~-clothing should be clean and free of wrinkles.~~ Clothing that is torn, dirty, or frayed, ~~is unacceptable.~~
- Soft, plastic footwear/Flip Flops

Positions that require work with heavy equipment, hazardous materials, or positions that may require physical support of students, ~~should will~~ avoid loose clothing, shorts, open toed shoes or sandals, and excessive jewelry.

~~Remember that some students and/or employees could be allergic or sensitive to the chemicals or smells of P~~perfumes, colognes, and lotions, ~~so please wear these substances in~~ should be worn in moderation or avoid wearing them if possible, ~~as - some students and employees could be allergic or sensitive to the chemicals or smells~~

No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If you experience uncertainty about acceptable casual attire for work, please ask your supervisor or your Human Resources staff. If clothing fails to meet these standards, as determined by a supervisor and/or Human Resources staff, the employee will be asked not to wear the inappropriate item to work again.

Remember, to our students, parents and the public, you are the Moorhead Area Public Schools.

~~J.~~ Name Badges

Your name badge is an important part of your work attire. It lets students, parents, co-workers, vendors, and the general public, identify you as an employee of Moorhead Area Public Schools. It is an important part of providing a secure environment for our students, and to ensure that everyone who enters our schools is identified. Your name badge should be worn anytime you are at work and should be worn in a visible spot on the upper portion of your body.

Persons not wearing name badges in district facilities should be questioned as to their purpose within the facility to encourage safety of our students and employees. Employees who are not wearing their school district provided name badge, will be asked to wear their name badge or be provided a temporary visitor badge.

~~K.~~ Personal Property

The Moorhead Area Public School District does not assume any responsibility for loss, theft or damages to personal property. In order to minimize risk, we advise you to not carry unnecessary amounts of cash or other valuables. If you bring personal items to work, you are expected to exercise reasonable care to safeguard them. Personal appliances such as refrigerators, coffee makers, lamps, etc. ~~must also~~ may be utilized if the appliance meets ~~meet safety~~ applicable safety codes.

~~L.~~ District Property

The school district may supply you with equipment or supplies to assist you in performing your job duties. You are expected to show reasonable care for any equipment issued and to take precautions for theft as well. Any equipment, keys and key fobs issued must be returned prior to your last day of employment. Lost equipment, keys, and key fobs will be replaced at the expense of the employee.

~~M.~~ Solicitations

Individuals, groups and organizations often wish to solicit employees to support a particular activity or organization. This solicitation may be charitable, political, union or for other purposes. Solicitations that are sanctioned by the district such as the Moorhead Area Education Foundation or the United Way are permitted. All others need to be approved by administration in advance. The selling of tickets or merchandise by employees is permitted only on personal time in designated break areas.

~~N.~~ Teamwork

Providing a quality education for students and a quality work experience for employees involves teamwork between each employee in the district. Some important actions are:

1. Get to know your co-workers and their capabilities,
2. Create a pleasant, respectful, caring and enjoyable work atmosphere, and
3. Work together towards achieving the mission of Moorhead Area Public Schools

Teamwork is demonstrated by showing respect, cooperation and leadership at all times. Serving as an effective member of your team is key to accomplishing the district's mission.

~~Q.~~ School Board Policies and Administrative Procedures

It is the responsibility of each employee to read and become familiar with School Board Policies and Administrative Procedures of the district. These policies and procedures are found on the extranet as well as the district web site. Some policies and procedures are mentioned specifically in this handbook; however, all need to be reviewed on a regular basis by all employees. Refer to [School Board Policy 499: Policies Incorporated by Reference for Employees/Personnel](#).

~~P.~~ Reporting

A mandated reporter must immediately report 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. Please refer to [School Board Policies 534 Mandated Reporting of Child Neglect or Physical or Sexual Abuse](#), [535 Maltreatment of Vulnerable Adults](#), and [552: Corporal Punishment](#) or more information about mandated reporting required by state statute for the protection of students

Employees are also required to report incidents of bullying as defined by state statute. Please refer to [School Board policy 578: Bullying Prohibition](#) for more information.

You are required to comply with these statutes to maintain a safe and civil environment for students.

~~Q.~~ Acceptable Use

Please refer to [School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety](#), [School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes off School Premises](#) and [School Board Policy 4476 Employee Responsible Use of Social Media](#), along with their associated Administrative Procedures. You are expected to read and follow the directions of these policies at all times.

III. EMPLOYMENT LAWS

~~A.~~ Equal Opportunity Employment

The Moorhead Area Public School District prohibits discrimination in any form on the basis of race, color, creed, religion, age, disability, sex, sexual orientation, national origin, marital status, familial status, or status with regard to public assistance. This policy includes but is not limited to the following: employment, promotion, demotion, transfer, layoff, recall, corrective actions, termination, rate of pay, other compensation, and the application of policies and training. Please refer to [School Board Policies 401 Equal Employment Opportunity Statement](#); [402 Grievance Procedures for Equal Opportunity](#); and [404 Employment Disability Nondiscrimination](#), which all speak to equal employment opportunity.

Employees who engage in discrimination will be subject to disciplinary action, up to and including termination.

If you feel you have been the victim of discrimination, please refer to [404 Employment Disability Nondiscrimination](#), ~~School Board Policy 404 Grievance Procedures for Equal Opportunity~~.

Federal and State Wage and Hour Standards

To the extent that the terms and condition of a district employee's employment is not governed by an existing individual or collective bargaining agreement, he or she is an hourly, non-exempt employee under Federal and State wage and hour standards, based on verification of hours worked.

At-Will Employment Status

All non-contract employees are employed at the will and discretion of the district. As such, there shall be no individual continuing contract status, in fact or implied. Non-contract employees may be employed, promoted, demoted, or terminated at the will of the district so long as the requirements of cause, procedures, and the rights of the individual as mandated under law have not been violated.

Rights to Views

Nothing contained in this handbook shall be construed to limit, impair or affect the right of any employee to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not

B. Americans with Disabilities Act

Moorhead Area Public Schools is committed to complying with all applicable provisions of the Americans With Disabilities Act ("ADA"). It is policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the Company will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the Company aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the Company.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Human Resources Department. Moorhead Area

Public Schools encourages individuals with disabilities to come forward and request reasonable accommodation.

Procedure for Requesting an Accommodation

On receipt of an accommodation request, a member of the Human Resources Department and your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that may be made to help overcome those limitations. Reasonability of the requested accommodation will be made considering various factors, including, but not limited to the nature and cost of the accommodation, the availability of tax credits and deductions, outside funding, overall financial resources and organization, and the accommodation's impact on the operation of the organization, including its impact on the ability of other employees to perform their duties and the organization's ability to conduct business.

Human Resources will inform the employee of its decision on the accommodation request or on how to make the accommodation. If the accommodation request is denied, employees will be advised of their right to appeal the decision by submitting a written statement explaining the reasons for the request. If the request on appeal is denied, that decision is final.

The ADA does not require employers to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Human Resources Department. All such inquiries or complaints will be treated as confidential to the extent permissible by law. For further information, please contact Human Resources or see [School Board Policy #404: Employment Disability Nondiscrimination](#)

~~C~~-Employee Background Checks:

The school district requires a criminal history background check on all individuals employed by the school district, including athletic coaches, according to [MN Statute 123B.03](#). A person is employed after they successfully complete a criminal background check and the background check is reviewed by the school district.

Employees have the right to request and obtain a copy of the background check report from the district, which may be provided to the employee at a cost not exceeding the actual cost of the report. Employees have the right to challenge the accuracy and completeness of information contained in a background check report. Additional information can be found by reviewing [School Board Policy 413 Employment Background Checks](#).

~~D~~-Immigration Law Compliance

The Moorhead Area Public School District is committed to employing only United States Citizens and Aliens who are authorized to work in the United States, and to comply with the Immigration and Nationality Act. As a condition of employment, you must properly complete, sign and date the first section of the Immigration and Naturalization Service Form I-9 on your date of hire and provide documentation of information requested within three (3) business days of the date employment begins. Newly re-hired employees must also complete the form (I-9) prior to beginning

work if: they have not previously filed an I-9 with the school district; if their previous I-9 is more than three years old; or if their previous I-9 is no longer valid.

Employers cannot specify which documents an employee can use for Form I-9, Employment Eligibility Verification.

~~E.~~ Employment of Minors

No one under 18 years of age will be employed without providing proper proof of age in an age certificate, birth certificate, or driver's license. Minors will be employed only in accordance with the state child labor laws and school district policies. No one under ~~16~~ 14 years of age will be employed in any capacity.

This policy is in accordance with both state and federal laws that regulate hiring of minors - persons less than 18 years of age. In the Fair Labor Standards Act the minimum age of ~~16~~ 14 was set for general employment, but for those occupations that the Secretary of Labor determined to be hazardous, the minimum age is 18.

A high school student under the age of 16 may not work before 7:00 a. m. or after 9:00 p.m., or for more than 40 hours per week or more than eight hours in a 24-hour period. During the school year, an employment certificate must be issued by the superintendent to work during school hours, and hours are restricted to no later than 7:00 p.m., no more than three hours per day, and not more than 18 hours per week.

A high school student under the age of 18 will not be permitted to work after 11 p.m. on an evening before a school day or before 5 a.m. on a school day. (Minnesota Statutes 181A.05)

~~F.~~ Harassment

The purpose of the school district policy on harassment is to maintain learning and working environments that are free from religious, racial, national origin or sexual harassment and violence. The Moorhead Area Public Schools prohibits any form of religious, racial, sexual orientation, national origin or sexual harassment and violence. Please refer to School Board Policy 570 - Prohibition of Harassment and Violence.

GENERAL STATEMENT OF POLICY

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature or regarding religion, national origin and race as defined by this policy. For purposes of this policy, school personnel include School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict or attempt to inflict religious, racial, sexual orientation, national origin or sexual violence upon any pupil, teacher, administrator or other school personnel.

The Moorhead Area Public Schools will act to investigate all complaints, formal or informal, verbal or written, of religious, racial, sexual orientation, national origin or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

The school district encourages the reporting party or complainant to use [Administrative Procedure 570.1: Harassment and Violence Report Form](#) available from the administrator 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 (Director of Human Resources) or to the Superintendent.

The Human Rights Officer ([Executive](#) Director of Human Resources) will undertake or authorize and investigation upon receipt of a report or complaint alleging harassment or violence prohibited by this policy. The School District will take appropriate action based on the findings of the investigation.

~~G.~~ Retaliation

The law forbids retaliation when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment in response to filing a charge of discrimination; making a complaint to an employer or other covered entity about discrimination; or because of participation in a discrimination proceeding.

The school district will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged harassment, violence, or discrimination in accordance with School Board Policy or any person who testifies, assists, or participates in an investigation, 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.

~~H.~~ Comparable Worth/Pay Equity

It is the policy of the Moorhead Area Public School District to comply with the Minnesota State Law on comparable worth/pay equity. After the initial study a board policy has been put into place to maintain results for current job classifications and to process new or revised job descriptions through the study mechanism in order to continue compliance with the law. Further details are available in Human Resources. Please refer to [School Board Policy 403: Comparable Worth Review Process](#).

~~I.~~ Public and Private Personnel Data

Private and public personnel data is defined by Federal law, state statute and School Board Policy. The district will follow these laws, and it is important that you, as an employee, understand what information the district maintains about you is private and what information is public. Please refer to [School Board Policy 414: Employee Public and Private Personnel Data](#).

IV. COMMUNICATIONS

~~A.~~ Website

The school district maintains a website at <http://www.moorheadschoools.org>. It contains a wide variety of information about the district, our schools, programs, employment, policies, telephone numbers, upcoming events, community education, etc. There are two separate and distinct parts to the district Web site: the public Web site and the district extranet.

The public website is accessible to anyone who has a computer with Internet access. This site has a wealth of information about the school district, the schools, community education, district news and recognition, district and athletic event calendars, and employment opportunities.

The district extranet requires a username and password for entry. Employees receive a username and password to access the extranet. The extranet includes: bulletins, calendars, the Substitute Employee Management System (SEMS), access to your payroll/leave information, a staff directory, links to Flexible Spending account balances and many other areas. Please become familiar with the extranet as this will allow for enhanced communication and benefit to you as an employee.

~~B.~~ Publications

In addition to the electronic school and district announcements found on the extranet, there are several publications available to you as an employee to keep you connected to the many activities, programs, and newsworthy events occurring in the school district. Some of these include:

1. District Calendar
2. District Messages announcements/newsletters
- [3. Annual Report](#)

~~3.~~

~~C.~~ Staff Meetings

Staff, team and other meetings are an important link for you and your co-workers. Talk with your supervisor about the frequency and location of meetings and plan to attend. Periodically, staff meetings may be held for the purpose of hearing guest speakers, holding open forums, obtaining new information, the opportunity for employee input and/or education/training or receiving updates on what is happening in the school district.

~~D.~~ Telephone and Mail

You are encouraged to use district telephones, computers, fax machines, and other communication devices for school district business purposes only. Employees may use personal cell phones to make personal telephone calls/text messages or other electronic correspondence during their breaks,

meal periods or prep periods, but may not use them during scheduled work time. All communication with students should be professional and related to the education process.

Personal correspondence should be written on your own time. The district is not to be used as a personal mailing address.

Refer to Appendix A for building telephone numbers.

~~E.~~ Other Communication

Voice Mail - Voice Mail is assigned to designated employees. Employees with voice mail should listen to their messages frequently during the day and return messages in a timely and responsive manner.

Mailboxes - An individual mailbox may be assigned to employees at their work site.

E-mail/Internet/Extranet - E-mail, Extranet and Internet use are for school business use only. All electronic communication on district equipment can be requested and is discoverable. Please review [School Board Policy 731](#) and [Administrative Procedure 731.1: Moorhead Area Public Schools Information Network Acceptable Use and Safety](#).

Social Media – Moorhead Area Public Schools recognizes the importance of online social media networks as a communication and e-learning tool. The school district acknowledges the value of teacher inquiry, investigation, and innovation using new technology tools to enhance the learning experience. Employees are responsible for their behavior or activity on these networks. Employees must report inappropriate student behavior or activities including incidents governed by mandated reporting to their supervisor. The school district takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of these media for personal use during district time and/or on district equipment is prohibited.

Personal devices – The use of personal devices for work-related correspondence is highly discouraged. All work-related documents or correspondence on a personal device (phone, computer, tablet, etc.) could be subject of review in litigation towards the district and/or individual employees.

Please review School Board Policy 447 Employee Responsible Use of Social Media; Administrative Procedure 447.1 Social Media Guidelines for employees; [Employee and Student Relationships](#), and School Board Policy 448: Electronic Communication Between Employee and Students.

V. JOB PERFORMANCE

~~A.~~ Job Responsibilities

Your position has specific responsibilities which, you are expected to perform. It is important that the responsibilities of each job are fully understood. Please speak with your supervisor if you have any questions about the functions you are able to perform in your job. In addition, most jobs will require employees to be flexible and willing to take on new assignments as a result of their responsibilities changing over time. Therefore, it is very important that you clearly understand what your supervisor expects of you and that you keep abreast of changes in your job. Check with your supervisor if you have questions regarding your job description duties.

~~B.~~ Corrective Action

Corrective action may be taken by supervisors to address the behavior or performance of employees, whose conduct disrupts the activities and goals of the school district. Corrective action may also be taken to address work rule violations and other prohibitive acts. This process may include oral warnings, written warnings, suspension, demotion or termination. Through this process, employees are provided with the information needed to understand what aspect of their work performance and/or behavior is unacceptable and what improvements are needed to demonstrate success.

Moorhead Area Public Schools reserves the right to combine or skip steps depending upon facts of each situation and the nature of the offense. The level of disciplinary intervention may also vary. Specific steps of corrective action may vary based on contract language. If you have questions about corrective action, please refer to your contract or contact Human Resources.

~~C.~~ Your Supervisor

We encourage open communication throughout the district. Your supervisor should be the first person you talk to regarding most questions or concerns you may have. He/she can explain operations, protocols and procedures and can refer you to written materials or other resources for additional information.

~~D.~~ Initial Evaluation and Performance Review

The initial performance evaluation and periodic performance review varies by contract/agreement. Please refer to your contract regarding how the evaluations are completed, and whether you are under a probationary period and the length of that probationary period.

Evaluation of probationary and continuing contract teachers is described in the Teacher's Master Agreement. Please refer to [School Board Policy 470: School District Evaluation of Personnel](#).

~~E.~~ Staff Development

The district has an established Staff Development program to assist you in remaining current and up-to-date in your job duties. Work time is scheduled on the school calendar each year for staff development. You are encouraged to take advantage of this time to increase your knowledge, skills, and abilities to perform your job, which is a benefit to you, our students, and our co-workers.

Offsite staff development is also available by supervisor approval. Please refer to [School Board Policy 446: Staff Development](#).

The district staff development funds are also utilized in this manner. Please refer to [School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences](#).

VI. JOB OPPORTUNITIES

~~A.~~ Posting of Open Positions

All open positions are advertised on the district website under the Employment Opportunities section. If you are interested in being considered for one of the jobs posted you are asked to apply for the job [in the district assigned application system](#). ~~in writing to the Human Resources Department~~. All qualified applicants who apply are considered for job openings as they occur.

~~B.~~ Hiring of Relatives

The school district may employ immediate family of employees provided they are not placed in positions with direct supervision of one another.

~~C.~~ Right of Assignment

The school district has the right of assignment of all employees in the district.

VII. EMPLOYEE PAY AND RECORDS

~~A.~~ Wage Disclosure

Under the Minnesota Wage Disclosure Protection law, you have the right to tell any person the amount of your own wages. Your employer cannot retaliate against you for disclosing your own wages. Your remedies under the Wage Disclosure Protection law are to bring a civil action against your employer and/or file a complaint with the Minnesota Department of Labor and Industry at (651) 284-5070 or 1-800-342-5354.

~~B.~~ Personal Information Changes

For a variety of reasons (such as tax, pension, or benefit reporting) it is important that your records are current. If there are any changes in your name, address, telephone number, number of dependents, insurance beneficiaries, etc., it is your responsibility to notify Human Resources and/or Payroll

[Payday](#)

Payday is the last working day of each month with the exception of December when employees are paid before winter break. Those employees working less than a twelve (12) month year can choose to be paid in 10 or 12 installments by completing a form in the Payroll Office. Employees are required to have their check deposited directly to the bank account of their choice. There are limited exceptions to this requirement.

Payroll and leave information is available via the extranet and may be printed by employees.

You may review your paycheck information in My Demographics by clicking on your name in the upper left corner of the extranet.

Personnel Files

During your employment with the school district, information about you must be kept on file. Your confidential personnel record will include basic information such as your address, phone number, social security number and employment related information - performance reviews/assessments, applications, salary data, corrective action records, etc. A separate medical file is maintained for each employee, which has limited access. You may review your personnel file by contacting Human Resources for an appointment and/or making a written request.

Overtime Eligibility (Exempt and Non-Exempt Employees)

Each employee is designated as either exempt or non-exempt from federal and state wage and hour laws. Non-exempt or hourly employees are entitled to overtime pay under specific provisions of federal and state wage and hour laws. Non-exempt employees are entitled to time and one-half their regular rate of pay for each hour worked over a 40-hour period in a work week period. ~~Please refer to Subsection E below for more information.~~

Exempt employees are excluded from specific provisions of federal and state wage and hour laws: ~~Exempt employees~~ and must meet the criteria of specific tests outlined in wage and hour provisions. The status of an employee from exempt status to non-exempt status, or vice-versa, may only be changed upon written notification by the School District and by agreement with any union contract affected.

Exempt and non-exempt employees may receive wages on a salaried basis based on the daily hours that they are scheduled to work. Non-exempt employees who are paid on a salaried basis continue to be entitled for overtime per the Fair Labor Standards Act.

D. Payday

~~Payday is the last working day of each month with the exception of December when employees are paid before winter break. Those employees working less than a twelve (12) month year can choose~~

~~to be paid in 10 or 12 installments by completing a form in the Payroll Office. Employees are required to have their check deposited directly to the bank account of their choice. There are limited exceptions to this requirement.~~

~~Payroll and leave information is available via the extranet and may be printed by employees.~~

~~You may review your paycheck information in My Demographics by clicking on your name in the upper left corner of the extranet.~~

~~E. Personnel Files~~

~~During your employment with the school district, information about you must be kept on file. Your confidential personnel record will include basic information such as your address, phone number, social security number and employment related information—performance reviews/assessments, applications, salary data, corrective action records, etc. A separate medical file is maintained for each employee, which has limited access. You may review your personnel file by contacting Human Resources for an appointment and/or making a written request.~~

~~G.F. Overtime~~

Ideally, all jobs will be structured so that normal work assignments can be completed during a regular workweek. There may be instances, however, when you will need to work overtime to meet special demands. Overtime is paid at the rate of one and one half times the employee's regular rate of pay for hours worked in excess of 40 in a workweek. District overtime guidelines are:

1. All overtime must be authorized by your supervisor in advance, and
2. Exempt employees are ineligible for overtime.

Under certain prescribed conditions, employees of State or local government agencies may receive compensatory time off, at a rate of not less than one and one-half hours for each overtime hour worked, instead of cash overtime pay. An employee must be permitted to use compensatory time on the date requested unless doing so would "unduly disrupt" the operations of the agency. There are limitations on the number of hours that may be accumulated.

Moorhead Area Public Schools workweek begins on Sunday at midnight (12:00 a.m.) and ends on Saturday at 11:59 p.m.

If you have any questions regarding overtime, please contact Human Resources, 284-3350

Storm Days/Inclement Weather

If school is closed in the Moorhead Area Public Schools due to inclement weather, twelve-month employees are expected to report to work as usual. If you as an employee judge that it may be unsafe or potentially injurious for you to report to work, or you report to work on a storm day and feel that it is necessary for you to leave early, you have a choice to use vacation time, a personal leave day (if available) or a deduct day. Work time taken as a deduct may be made up during the work week at the discretion of your supervisor and if there is sufficient time left in the workweek to make up the time.

Operation and Maintenance employees are required to work on all storm days falling on regular workdays, even though school may be closed because of inclement weather. Contract language under Article VI, Section 9 would be followed in that event.

If you determine that it is unsafe for you to report to work due to inclement weather, please call your supervisor and inform them at the start of your normally scheduled workday. Call all absences into the SEMS system at the beginning of your normally scheduled workday to record your choice of vacation day, personal day or deduct day. The number for the SEMS system is 284-SEMS (7367). Please have your pin number ready when you call.

If you report to work on a storm day and you are sent home, you will receive credit for working the entire day. The decision to dismiss employees early will be made only by the Superintendent or designee.

VIII. TIME AWAY FROM WORK

There are a number of reasons for employees to be gone from the work setting. Generally, whenever you miss work there are two procedures you need to follow: notify your supervisor to receive authorization/permission to be absent from work and record your absence on the Substitute Employee Management System (SEMS).

Quick reference guides for how to use the system by either telephone or computer can be found by logging on to the district's extranet then clicking on your name in the upper left hand corner and following the link found in your demographic information.

~~Known~~ Planned absences should be recorded into the system as far in advance as possible, particularly for those employees who need substitutes. Please follow instructions and timelines to ensure the best functioning of the system.

~~A.~~ Sick Leave

Eligible employees have available sick leave to use for personal illness and in some contracts/agreements, for family illness. The district will comply with MN Statute to allow employees to use sick leave for specified family members in the same manner as they use leave for themselves. Certain contracts/agreements have expanded family definitions for sick leave usage. In certain circumstances, a physician's certification may be required for personal or family illness.

Available sick leave may also be utilized for "Safety Leave", defined by MN Statute as leave for the purpose of providing or receiving assistance because of sexual assault, domestic abuse or stalking. Safety leave can be used for assistance to the employee or assistance to the relatives described in the previous paragraph.

An employee is responsible for the appropriate use of sick leave. Sick leave abuse occurs when an employee used sick leave for unauthorized purposes or misrepresents the actual reason for charging an absence to sick leave. Abuse may also occur when an employee establishes a pattern of sick

leave usage over a period of time such as the day before or after a holiday, on Mondays and Fridays, after paydays, any specific day, half-day, or a continued pattern of maintaining zero leave balances. Abuse of sick leave by an employee may result in discipline, including and/or up to termination from employment.

Please use the Substitute Employee Management System (SEMS) - 284-SEMS or Web Center Online to record a sick leave absence. Please review contract language or contact Human Resources for further information.

~~B.~~ Parental Leave

The district has provided provisions under contracts/agreements for employees to take time off for birth or adoption of a child. Each contract has specific provisions, usually involving the use of sick leave under certain conditions for a specific length of time and an unpaid provision for extended leaves of absence.

Minnesota Parental leave allows up to 12 weeks of unpaid leave for female employee for pre-natal care, or incapacity due to pregnancy, childbirth or related health conditions for eligible employees. Eligible employees are those who have worked at least 12 months and worked an average number of hours per week equal to one-half the full-time equivalent of their job classification during the 12 months preceding the leave.

The Family Medical Leave Act (FMLA) is a federal law that also allows up to 12 weeks of unpaid leave, and is defined further later in this section.

Employees need to request the leave in writing to their supervisor and then it should be forwarded to Human Resources for processing 30 days in advance of the beginning of the leave when possible.

Leave taken based on contract eligibility; parental leave (MN) and FMLA are to be taken concurrently by the employee.

~~C.~~ Family and Medical Leave Act (FMLA)

PURPOSE: To outline the conditions under which an employee may request time off without pay for a limited period with job protection and no loss of accumulated service if the employee returns to work.

DEFINITION: A family or medical leave of absence is defined as an approved absence available to eligible employees for up to 12 weeks of unpaid leave during a 12-month period under particular circumstances that are critical to the life of a family. To determine the amount of leave to which an employee is entitled, the 12-month period is measured backward from the date that the employee uses any leave under FMLA. In other words, any leave that was taken by the employee during the

12 months preceding the date that the employee takes additional leave will be counted to determine the amount of leave remaining.

Leave may be taken:

- On the birth of an employee's child;
- On the placement of a child for adoption or foster care with an employee;
- When an employee is needed to care for a child, spouse, or parent who has a serious health condition; or
- When an employee is unable to perform at least one of the essential functions of his or her position because of the employee's own serious health condition.

SCOPE: This policy applies to all family and medical leaves of absence including leaves that are covered under paid employment benefit plans or policies for any part of the 12 weeks leave to which the employee may be entitled under this policy. In other words, if an employee is entitled to both family medical leave and paid leave under another benefit plan or policy, the employee is required to use all applicable paid leave plans or policies before unpaid leave. Family medical leave and the paid leave will run concurrently.

ELIGIBILITY: To be eligible for leave under this policy, an employee must have been employed at the district for at least 12 months and must have worked at least 1,250 hours during the 12-month period preceding the beginning of the leave.

Exception: If an employee on leave is salaried and among the highest paid 10% of district employees within 75 surface miles, and keeping the job open for the employee would result in substantial and grievous economic injury to the district, the employee can be denied job restoration after leave. In this situation, however, the employee will be given an opportunity to return to work during leave.

BASIC REGULATIONS AND CONDITIONS OF LEAVE:

Medical certification. The district will require medical certification to support a claim for leave for an employee's own serious health condition or to care for a seriously ill child, spouse, or parent.

For the employee's own medical leave, the certification must include a statement that the employee is unable to perform at least one of the functions of his or her position. For leave to care for a seriously ill child, spouse, or parent, the certification must include an estimate of the amount of time that the employee is needed to provide care.

The district may require a second medical opinion and periodic re-certifications at its own expense. If the first and second opinions differ, the district may require the binding opinion of a third health care provider, approved jointly by the district and the employee and paid for by the district.

Intermittent or reduced leave. Leave may be taken on an intermittent or reduced-leave schedule if it is medically necessary for a serious health condition of the employee or his or her spouse, child or parent. If leave is requested on this basis, however, the district may require the employee to transfer temporarily to a part-time schedule or an alternative position that better accommodates recurring absences. The alternative position will have equivalent pay and benefits.

Spouses combined leave. Spouses who are both employed by the district are entitled to a joint total of 12 weeks leave (rather than 12 weeks each) for the birth or placement for adoption or foster care of a child. For any other qualifying FMLA reason, each eligible spouse will be entitled to the

full 12 weeks of family medical leave, or that portion of leave remaining in the relevant 12-month period.

NOTIFICATION AND REPORTING REQUIREMENTS: When the need for leave is foreseeable, such as the birth of a child, the placement for adoption or foster care of a child, or planned medical treatment, the employee must provide reasonable prior notice and make an effort to schedule leave so that it does not unduly disrupt district operations. Employees who are ill will be required to report periodically on their status and their intention to return to work.

STATUS OF EMPLOYEE BENEFITS DURING LEAVE OF ABSENCE:

Health Insurance. Group health care coverage will continue for employees on leave as if they were still working. Employees who are granted an approved leave of absence under this policy are advised to arrange to pay their share of premiums during the absence.

If the leave is paid, premiums will continue to be paid through payroll deductions. If the leave is unpaid, employees are responsible for making sure the district receives premium payments by the normal payroll dates. The Human Resources Department will provide a schedule of payment amounts and due dates at the beginning of any unpaid leave of absence.

Recovery of premiums. If an employee chooses not to return to work, or does not stay at work for at least 30 days upon return (for reasons other than retirement), after an approved unpaid leave of absence, the district may recover from the employee the cost of any payments made to maintain the employee's health insurance, unless the failure to return is because of a serious health condition or reasons beyond the employee's control. Benefit entitlements based on length of service will be calculated as of the last paid workday before the start of the unpaid absence.

Return to Work A fitness for duty certification or release to return to work is required for all employees returning from consecutive family medical leave. The release must come from the employee's healthcare provider must address the employee's ability to perform the essential functions of their job, the date the employee may return to work and specify any restrictions, if applicable.

Upon return from leave, eligible employees must be restored to their original or equivalent position with equivalent pay, benefits, and other employment terms. While an employee is on an intermittent or reduced-schedule leave, the company may temporarily transfer the employee to an available alternative position that better accommodates the recurring leave and that has equivalent pay and benefits.

PROCEDURES: The employee must fill out a Request for Family and Medical Leave of Absence Form. This form must be completed in detail, signed by the employee, submitted to the immediate supervisor for proper approvals, and forwarded to the Human Resources Department. If possible, the form should be submitted 30 days before the effective date of the leave.

All requests for family and medical leaves of absence due to illness must include sufficient medical certification stating:

1. The date on which the serious health condition began;
2. The probable duration of the condition; and
3. The appropriate medical facts that the health care provider knows about the condition.

In addition, for leave to care for a child, spouse, or parent, the certificate must include an estimate of the amount of time that the employee is needed to provide such care.

For leave for an employee's illness, the certificate must state that the employee is unable to perform at least one of the functions of his or her position.

For certification of intermittent leave or leave on a reduced-leave schedule for planned medical treatment, the certificate must state the dates on which such treatment is expected to be given and the duration of the treatment.

Military Family Leave. There are two types of Military Family Leave available.

1. Qualifying exigency leave. If you (1) have been employed by the district for at least 12 months and (2) have worked at least 1,250 hours during the previous 12-month period, you are entitled to use up to 12 weeks unpaid leave to address certain qualifying exigencies.
 - Short-notice deployment (up to seven days of leave)
 - Attending certain military events
 - Arranging for alternative childcare
 - Addressing certain financial and legal arrangements
 - Periods of rest and recuperation for the service member (up to five days of leave)
 - Attending certain counseling sessions
 - Attending post-deployment activities (up to ninety (90) days after the termination of active duty status)
 - Other activities arising out of the service member's active duty or call to active duty and agreed upon by the Moorhead Area Public School District
 - Leave to care for a covered service member. There is also a special leave entitlement that permits employees who meet the eligibility requirements for FAMILY MEDICAL leave to take up to 26 weeks of leave to care for a covered service member during a single 12-month period.
2. Leave to care for a covered service member. There is also a special leave entitlement that permits employees who meet the eligibility requirements for FMLA to take up to 26 weeks of leave to care for a covered service member during a single 12-month period.

A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has been rendered medically unfit to perform his or her duties due to a serious injury or illness incurred in the line of duty while on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

When both husband and wife work for the same employer, the aggregate amount of leave that can be taken by the husband and wife to care for a covered service member is 26 weeks in a single 12-month period.

Parenting Leave

If you (1) have been employed by the district for at least 12 months and (2) have worked at least 1,250 hours during the previous 12-month period, you are entitled to use up to 12 weeks unpaid leave upon the birth of your child or placement of a child in your home for adoption or foster care.

The Moorhead Area School District mandates the use of paid time to run concurrently. You are required to use other available paid leave (sick leave or vacation) at the same time as parenting leave. The district will continue to pay its share of your group health insurance premiums during the leave.

Parenting leave must be arranged through your supervisor. You are encouraged to alert your supervisor and/or management at least 30 days prior to the date you will begin parenting leave, if possible. At the end of the leave, you will be reinstated to your old position or one that is substantially the same, if your old position is not available. If you are not able to, or choose not to return to work at that time, you will be considered to have voluntarily terminated your employment.

If you do not return to work for reasons beyond your control or because you have a serious health condition which prevents you from returning to work, then you will not be required to repay health insurance premiums paid by the district during your leave. If you do not return to work for any other reason, then you will be required to repay the district for those premiums.

Employees who do not work the requisite hours stated above, but have been employed at least 12 consecutive months and work an average number of hours equal to one half the full-time equivalent position, are eligible for leave under the Minnesota Parental Leave Act (Minnesota Statute 181.941). Such employees shall be entitled to up to six weeks of unpaid leave of absence when they are a natural or adoptive parent. The employee at his or her own expense may continue group health coverage.

Instructional employees, defined as one whose principal function is to teach and instruct students in a class, a small group, or an individual setting, are subject to special rules under the Family and Medical Leave Act. These employees include, but are not limited to, teachers, coaches, driver's education instructors, and special education assistants.

Further details may be obtained from your supervisor or management. Please refer to [School Board Policy 422: Family and Medical Leaves](#).

~~D.~~ Personal Leave

Under contracts/agreements, school district employees may qualify for a personal leave. Please refer to your contract for additional information or contact Human Resources. Also, please record the absence on the Substitute Employee Management System (SEMS) at 284-SEMS or on Web Center Online.

~~E.~~ Military Service Leaves

The Moorhead Area Public School District provides time off for employees who are members of the military. The district follows federal and state law for this type of leave.

~~F.~~ Funeral/Bereavement Leave

Time off with pay is granted in various ways in different contracts/agreements to allow an employee to attend the funeral, be with a relative prior to death, or to assist with final arrangements. The list of relatives varies by contract/agreement, as well as the allowed provisions of paid time off; many contracts provide funeral/bereavement leave as a part of emergency leave.

~~G.~~ Jury Duty

Employees are given paid time to serve on a jury. An employee called to serve on a jury must notify his or her supervisor as soon as possible after receiving notice.

Employees excused from jury duty, or not chosen as a juror, are expected to report back to work for the remainder of their workday during the entire time they are designated to be on jury duty.

~~H.~~ Deduct Days

Deduct days are days taken voluntarily by an employee without pay, and require the approval of a supervisor. These days are to be arranged as far in advance as possible in order to provide as little disruption to students and coworkers as necessary.

Deduct days are not to be used in place of other leaves of absence in the various contracts/agreements. Deduct days must be recorded in the Substitute Employee Management System at 284-3352 or on Web Center Online.

~~I.~~ Other Leaves of Absence

Certain contracts/agreements have provisions for other leaves of absence. These leaves are normally without pay and may vary in length from a few days to up to five years. Included are sabbatical leaves, extended leaves and leaves that do not fit other leave provisions. Please check your contract/agreement for leave provisions in this category.

IX. EMPLOYEE BENEFITS

~~A.~~ Insurance

Health Insurance

~~Currently, the~~ The school district provides the choice of several health insurance plans, which offer both employee and/or family coverage. These choices include different plan designs and premium

cost for each choice. ~~Some contracts/agreements provide a district contribution toward the cost of health insurance coverage.~~ Detailed information can be found in the Summary Plan Description (SPD) and other relevant plan documents located on the extranet.

Eligibility and district contribution toward the cost of health insurance coverage will be identified by each master agreement. Costs in excess of the provided premium will be borne by the employee through payroll deduction. Employees will be eligible for participation in District group insurance starting the first day of the month after their Hire Date through the last day of the last month of ~~Insurance coverage is effective the first day of the month following the employment start date for new employees.~~ employment. The opportunity for enrollment is within the first thirty (30) days of initial employment or within thirty (30) days of a change in employment status or life changing event, such as the birth or adoption of a child, death, marriage, divorce or loss of coverage.

~~Employees may change the level of coverage if there is a life event such as a birth, death, marriage, divorce or loss of job of a spouse. These changes need to be reported to Human Resources within 30 days of the event. Employees must meet eligibility requirements for the insurance provided by the district.~~

Employees who are not covered by a master agreement or contract, who meet the minimum threshold of hours to be considered full-time under the affordable care act, will be notified of eligibility to enroll in district health insurance benefits prior to the end of a 90-day probationary period. Premiums will be at the cost of the employee.

-If you have questions about health insurance, or the various plans and premiums, please contact the Human Resources department.

Life Insurance

In most contracts/agreements the school district pays the premium for a basic life insurance policy for eligible employees. This insurance currently has an accidental death and dismemberment provision. Supplemental coverage for the employee is available at his/her own expense.

Dependent coverage is available for spouse and children, in most instances, up to maximum amounts. Please contact Human Resources or Payroll for more information. Insurance coverage is effective on the first day of the month following the employment start date for new employees.

Dental Insurance

An optional, employee paid dental insurance is currently available through the school district under some contracts/agreements. Please contact Human Resources or Payroll for details on coverage and cost options available. Dental insurance must be applied for within 30 days of the employment start date, and employees must meet eligibility requirements.

Vision

An optional, employee paid vision insurance is currently available through the school district under some contracts/agreements. Please contact Human Resources or Payroll for details on coverage and cost options available. Vision insurance must be applied for within 30 days of the employment start date, and employees must meet eligibility requirements.

Disability Insurance

The school district pays the premium for a long-term disability insurance policy for eligible employees. There is a 60 continuous workday waiting period for eligibility. The policy pays 60%

of an employee's normal wage, subject to taxation, up to age 65 if necessary for continuing disability. Please contact Human Resources or Payroll for details if you are disabled. If you were hurt on the job you would be covered by Workers' Compensation, which will be discussed later in this handbook.

Unemployment/Re-employment Insurance

If you are terminated from your job or laid off from your job you may be eligible for this insurance. Please contact your local Job Service to apply for benefits on the Job Service link on the district Web site under Career Resources. The Career Resources section also has many other forms of assistance listed, ranging from interviewing skills, resume building, other Web sites listing jobs and employee assistance.

Cancer/Intensive Care Insurance

An optional, employee paid cancer/intensive care insurance is currently available through the school district under certain contracts/agreements. Please contact Human Resources or Payroll for details on coverage and cost options available. Cancer/intensive care insurance must be applied for within 30 days of the employment start date, and employees must meet eligibility requirements

B. Vacation

Vacation is paid time off earned by eligible employees to take off for any reason. The amount earned varies by contract/agreement and by the amount of hours worked.

Vacation may not be available until after a probationary period, depending on the contract/agreement. Advance requests are always required and should be submitted to your supervisor for approval.

Vacation days must be recorded on the Substitute Employee Management Systems at 284-SEMS or Web Center Online.

Leave requested after statement of resignation, retirement or termination may be approved based on the discretion of the supervisor and/or relevant contract language.

C. Retirement

PERA and TRA

All employees in the Moorhead Area Public School District who meet minimum state plan requirements are covered under either the Public Employee's Retirement Association or the Teacher's Retirement Association. The school district and the employee both contribute to the mandated state retirement plans in an amount set by law. Further information is available on the PERA Web site at <http://www.mnpera.org> or the TRA Web site at <http://www.tra.state.mn.us>.

Deferred Annuities - 403(b)

The school district sponsors district-approved companies who provide 403(b) deferred annuities/mutual funds. Employees may contribute to these annuities with pre-tax dollars up to the maximum allowed by law. In some contracts/agreements, the employer will match a portion of the employee contribution up to the maximum specified in the contract/agreement. Please refer to your contract/agreement to confirm if you are eligible for this benefit. Please contact Payroll if you are interested in signing up to participate in the 403(b) program or if you have further questions.

Social Security (FICA)

As an employee of the Moorhead Area Public School District you are automatically covered under the Federal Insurance Contribution Act. The employee and the district contribute a percentage of the employee's gross salary to Social Security, up to a maximum gross earning specified by the law. Any earnings above this contribution are not subject to taxation.

Old Age, Survivors and Disability Insurance (OASDI) are deducted from your check at the rate of 6.2% of gross earnings. Deductions will occur up to an annual limit, which is subject to change annually.

Medicare, as part of Social Security, is also deducted from your check at the rate of 1.45% of gross earnings, with no maximum limit on earnings.

Social Security that is paid to you is based on a complex formula that uses your high thirty-five years of earnings. You may begin drawing it upon retirement as early as age 62. The longer you wait until retirement, the higher amount you are paid upon retirement.

There are provisions built into Social Security for disability, death of spouse, etc. Social Security may be contacted directly for more information at its Web site at www.ssa.gov or the Fargo office at 239-5607 or 1-800-453-7255.

~~D.~~ Flexible Spending Accounts (FSA)

The school district maintains a flexible spending plan to which eligible employees may contribute pre-tax dollars from their pay to cover any or all of the following areas:

1. Unreimbursed Medical Expenses.
2. Child Care Expenses.

The plan year for flexible benefits runs from July 1 – June 30 thereafter to coincide with the health insurance plan year. Employees hired during that time may participate for the remainder of the plan year. Please contact Payroll prior to enrolling in the Flexible Spending Account if you participate in a Healthcare Saving Plan (HSA).

Please contact Payroll for more information or use the link to the site in the demographics box by clicking on your name in the upper left corner of the extranet.

~~E.~~ Employee Assistance Program

The Moorhead Area Public School District Employee Assistance Program is available to all district employees and their immediate household members. The program provides help to employees and family members with personal problems such as marital and family issues, mental or emotional problems, finances, alcoholism, drug abuse, legal problems or other concerns. Please refer to [School Board Policy 426: Employee Assistance](#).

All information shared with the EAP Coordinator is held in a confidential manner and may not be disclosed to anyone without a signed release from the employee. Participation in the Employee Assistance Program is voluntary and there is no charge for assessment interviews. ~~Current access to~~ EAP programs can be ~~gained~~ [obtained](#) by telephone at ~~1-800-432-5155~~ [1-866-326-7194](#). ~~For~~ hearing impaired the telephone number is ~~1-800-627-3529~~ [1-866-228-2809](#), or at <http://www.hpeap.com>.

~~F.~~ Employee Discounts

Occasionally, local businesses offer discounts to employees of the school district. This information will be posted on the Extranet in the announcement section and on the HAIKU page for Human Resources. For current information on available discounts, please contact Human Resources.

~~G.~~ Workers' Compensation

All employees are covered by Workers' Compensation. ~~You need to call~~ [Please contact the Work Injury Hotline at 855-675-3501 to report any injury.](#) ~~If you are injured on the job, report the injury immediately to your supervisor. Seek necessary medical attention if needed. Employee Incident Report forms are available on the district web site under Human Resources, Workers' Comp folder, in your building's main office, and in the Human Resources office. The form needs to be filled out even if medical attention is not sought. There are strict timelines to fill out the form in order to be covered and failure to report or file the form on a timely basis could result in a rejection of a Workers' Compensation claim. Please access all workers' compensation forms on the district Web site under Human Resources-Employee Forms.~~

Workers' Compensation will provide compensation for the following:

- Medical care for your work injury as long as it is reasonable and necessary
- Wage-loss benefit for part of your lost income. Requires a three (3)-calendar-day waiting period
- Compensation for permanent damage to or loss of function of a body part
- Benefits to your spouse or dependents if you die as a result of a work injury
- Vocational rehabilitation services if you cannot return to your pre-injury job or employer

Each contract should be reviewed for specific information regarding compensation during the three (3) day waiting period and subsequent loss of work time due to an injury.

X. HEALTH AND SAFETY

Our district is committed to providing a healthy and safe work environment for all employees. Regard for safety of our students and employees is of utmost concern. Safety does not occur by chance. It is the result of careful attention to all school district operations. Providing a safe place to work, a work environment conducive to safe work practices, and effective safety policies are primary concerns for the administration. It is our belief that employees at every level have a responsibility for maintaining safety and occupational health within the district, and are expected to cooperate fully with the district's health and safety policies. Violations of health and safety policies should be reported to the Executive Director of Human Resources or the Director of Transportation/Buildings and Grounds. Please review the specific Health and Safety Information on the district Web site. Please refer to [School Board Policy 425: Health and Safety Protection](#).

~~A.~~ Tobacco Free Environment

Smoking and/or the use of tobacco products are prohibited on all school district property, including district-owned and contracted vehicles.

Enforcement

Signs will be placed at the entrance to each school district building stating that it is a tobacco free environment. "No Smoking" signs shall be placed in the halls and common areas of each district building.

The success of this tobacco free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share the responsibility for adhering to and enforcing this policy.

Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

Violations - Staff

Any violation of the tobacco-free environment policy by an employee of the district shall be referred to the appropriate supervisor. One verbal warning shall be issued to the staff member. Further violations shall be considered insubordination and shall be dealt with accordingly, based on applicable collective bargaining agreements, if any, and Minnesota Statutes. Please refer to School Board Policy 573: Tobacco-Free Environment.

~~B.~~ Drug Free Workplace/Drug-Free School

The Moorhead Area Public [School District Policy 572: Drug Free Schools](#), prohibits the use, possession, sale, transfer or dispersing of any drug on school property. You need to familiarize yourself with this policy and be in compliance with its requirements.

It is also important that you review, be familiar and comply with [School Board Policy 420: Chemical Use and Abuse Policy](#), [Policy 421: Employee Drug and Alcohol Testing \(DOT\)](#), [Policy](#)

[421: Employee Drug and Alcohol Testing \(Other\), Policy 532: Medication, and Policy, 551: Student Discipline.](#) ~~These policies are available on the district Web site at www.moorheadschoools.org.~~

~~C.~~ Employee Right-to-Know

The school district has identified hazardous substances, harmful physical agents or infectious agents in the school district and provides training and information for employee protection. Under [School Board Policy 424 Employee Right to Know](#)—Exposure to Hazardous Substances, there is more information regarding the policy and coverage. Please familiarize yourself with the policy, identify the hazards around your workstation and ensure you have read the Material Safety Data Sheets about those hazards in order to minimize risk to yourself. Also, please read [Administrative Procedure 424.1, Personal Protective Equipment](#), regarding personal protective equipment and follow up to use this equipment properly.

~~D.~~ Emergency Closings/Crisis Management

When conditions prevail at the school which a building administrator considers to be of an emergency nature or hazardous to staff and students, he or she shall notify the superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in [School Board Policy 710: School District Crisis Management Policy](#), [School Board Policy 711: Severe Weather-Related School Closing](#) and [Administrative Policy 712.1](#). The superintendent or designee may determine an alternate plan of action. Once the plan is determined school district staff will contact the media, other public and non-public schools, and other organizations or individuals in which may be necessary to notify. Twelve-month employees should also refer to Appendix B for additional information regarding snow days and inclement weather.

Emergency or hazardous conditions are defined as those situations that make it impossible to carry on the normal teaching activities in the school and/or create a situation that could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, weather and utility failures.

The automated notification system may be used in these situations. Each school within the district has a specific policy. Please locate the policy for your building and familiarize yourself with its provisions.

~~E.~~ Health and Safety Protection

The Moorhead Area Public Schools consider health and safety protection an important part of every operation. The district will establish, provide, and maintain safe and healthful working conditions and insist upon safe work methods and practices at all times. Please refer to [School Board Policy 425: Health and Safety Protection](#) and [Policy 531: Communicable Disease Control and Infectious Conditions](#).

All employees and students shall follow safe working practices, obey rules and regulations, and work in a manner that maintains the high safety and health standards developed and sanctioned by the district.

~~F.~~ Fire Safety

The school district seeks to provide a safe environment for employees and students. Fire Safety is an essential element of this environment.

Employees should know:

1. Location of fire alarms.
2. Location of fire extinguishers.
3. Evacuation routes.
4. Who to notify in case of fire.

Employees need to remain calm in situations involving danger to self and others, and to take precautions to prevent fires from occurring. In the event of a fire, the most important task is to sound the alarm and clear the building. Employees should not risk their safety in fighting fires.

Please review [School Board Policy 710: School District Crisis Management](#).

~~G.~~ Automated External Defibrillator (AED)

The Moorhead Area School District maintains AEDs in the Middle School, the High School and the Moorhead Sports Center for use if needed. Please refer to [School Board Policy 713: Automated External Defibrillator \(AED\)](#) and Administrative Procedure [713.1 School District Automated External Defibrillator \(AED\)](#) Procedure for use of the device.

~~H.~~ Weapons

All district employees are expected to follow all provisions of School Board Policy 576: Moorhead Area Public Schools Weapons Policy. It is essential that a safe and civil environment be maintained in order to meet the mission of the district.

~~I.~~ Wellness

Although [School Board Policy 536: Wellness](#) was developed primarily for students, the school district values the health and well being of each staff member. The school staff should act as role models to students for good nutrition and physical activity. The Moorhead Area Public Schools encourages the involvement of administrators, School Board, students, parents, teachers, food and

nutrition personnel and other interested persons in implementing, monitoring and reviewing school district nutrition and physical activity policies.

XI. TRANSPORTATION

~~A.~~ Driving for Work Related Purposes

If you use your vehicle for work related purposes you are expected to:

1. Drive defensively;
2. Wear your seat belt;
3. Allow plenty of time;
4. Make accommodations for bad weather; and,
5. Carry appropriate equipment in your vehicle to ensure your safety (i.e., in the winter: blankets, boots, shovel, etc.).

~~B.~~ Seat Belt Use

All employees are required to use seat belts when operating or riding in a motor vehicle on school district business.

~~C.~~ Vehicle Insurance

All employees who use a vehicle for work related purposes must carry insurance on their vehicle as required by the State of Minnesota. You may not use your vehicle for work related purposes if your vehicle is not covered by the required insurance. You may be required to show proof of current vehicle insurance.

~~D.~~ Driver's License

All employees who use a vehicle for work related purposes are required to have a valid driver's license.

~~E.~~ Parking

Please contact your supervisor or site/department for the specific policy on parking issues.

Appendix C is a map of all district building sites.

~~F.~~ Mileage

Employees who use their own car for district business will be reimbursed at the rate determined by the school district. Employees will be reimbursed for miles driven in excess of their normal commute to their principle place of work. Please refer to [School Board Policy 722: School District Owned Vehicle Reservation](#).

XII. RESIGNATION FROM EMPLOYMENT

~~A.~~ Notice of Resignation

The school district requires notice if you are resigning from employment. The district requests as much advance notice as possible in order to have some time to advertise and hire your replacement. This notice should be in writing utilizing a personal letter or the district form for resignation, which is available under Human Resources~Employee Forms on the district web site.

Failure to give notice may jeopardize future employment with the district.

~~B.~~ Return of District Property

At the time of resignation or retirement, and prior to leaving the district you will need to return all district property to your supervisor. Keys, key fobs, identification badges and all other district property is to be given to your supervisor, who will ensure that all property is returned to the department where it originated.

~~C.~~ COBRA Benefits

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) requires that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called “continuation coverage”) at group rates in certain instances where coverage under the plan would otherwise end (called “qualifying events”).

If you are covered by the district’s group health insurance plan and lose your coverage because of a reduction in your hours of employment or the termination of your employment, whether voluntary or involuntary (except for reasons of gross misconduct on your part), you have the right to choose continuation coverage. If you choose continuation coverage, you will be provided with coverage that is identical to the coverage being provided to similarly situated employees (or their family members). If you do not choose continuation coverage, your group health insurance coverage under the plan will end.

COBRA requires that you be offered the opportunity to maintain continuation coverage for three years unless you lost group health coverage because of a termination of employment or reduction in hours. In that case, the required continuation coverage period is 18 months, unless the Social Security Administration determines that you (either employee or dependent) were disabled at the time termination or reduction of hours, and you inform Moorhead Area Public Schools before the end of the 18-month period, in which case your coverage may be extended up to 29 months. Minnesota Statute requires that a unit of local government must allow a former employee and the employee’s dependents to continue to participate indefinitely in the employer-sponsored hospital,

medical, and dental insurance group that the employee participated in immediately before retirement, under certain conditions. Please refer to [MN Statute 471.61](#) for more information.

If you are covered by the district's group health insurance plan, your spouse will have the right to choose continuation coverage for himself/herself if group health coverage is lost for any of the following four reasons:

1. Your death;
2. Termination of your employment with the district (for reasons other than gross misconduct) or reduction in your hours of employment with the district;
3. Divorce or legal separation from you; or
4. You become entitled to Medicare.

Your dependent children have the right to choose continuation coverage if group health coverage is lost for any of the following five reasons:

1. Your death;
2. Your termination from employment with the district (for reasons other than gross misconduct), or reduction in your hours of employment with the district;
3. Your divorce or legal separation;
4. A parent becomes entitled to Medicare; or
5. The dependent ceases to be a "dependent child" under the terms of the group insurance plan.

You or your family member has the responsibility to inform the Plan Administrator of a divorce, legal separation, or a child losing dependent status under the Plan, within sixty days of the date of the event or the date on which coverage would end under the group Plan because of the event, whichever is later. The district will notify the Plan Administrator of your death, termination of employment, reduction in hours of employment or Medicare entitlement.

You have sixty days from the later of

1. The date you ordinarily would have lost coverage because of one of the events described above, or
2. The date of the notice of your right to elect continuation coverage to inform the Plan Administrator that you want continuation coverage.

Additional qualifying events can occur while the continuation coverage is in effect. Such events may extend an 18-month continuation coverage period to 36 months, but in no event will coverage extend beyond 36 months after the initial qualifying event. Under certain circumstances, your continuing coverage may be cut short.

If you or your family member elects to continue coverage, you must pay the district the cost of continued coverage monthly. Once your continuation coverage terminates for any reason, it cannot be reinstated.

1. The federal COBRA law applies to employers with 20 or more employees. Provisions for continuation of health benefits under Minnesota law have been amended to substantially follow the federal COBRA law, without the 36-month limitation for surviving descendants. The Minnesota Act applies to all group insurance policies. COBRA ensures that employees and beneficiaries do not lose health insurance coverage because of death, termination, reduction of employment hours, divorce or separation, retirement, or other qualifying event.

Employees are allowed to continue on the group health plan at their own expense after a qualifying event.

2. The employee has up to 60 days in which to decide whether to take advantage of this continuation coverage. No evidence of insurability is needed for such continued coverage.
3. Upon learning of a qualifying event, the district should provide the employee with a COBRA notice and election form.
4. Generally, former employees may elect to maintain their COBRA coverage for up to 18 months after their termination or reduction in hours while dependents generally may elect to maintain their coverage for 36 months after the date of an employee's death, divorce, or legal separation, the employee's entitlement to Medicare, or a dependent's loss of dependent status.
5. Former employees or dependents that elect to continue coverage under COBRA must pay the entire premium for the continuation coverage.
6. In order to be certain that the district is complying with its obligation under COBRA it is important that the administrators/supervisors notify the Human Resources Department of any qualifying events to an employee in their department including an employee's termination whether voluntary or involuntary, an employee's reduction in hours, the employee's death, divorce, legal separation, the employee's entitlement to Medicare or a dependent's loss of independent status.

Employees who are laid off and who carry district health insurance may have a portion of their health insurance paid for a limited amount of time if they meet eligibility requirements.

If you have any questions regarding continuation of benefits under COBRA, please contact Human Resources.

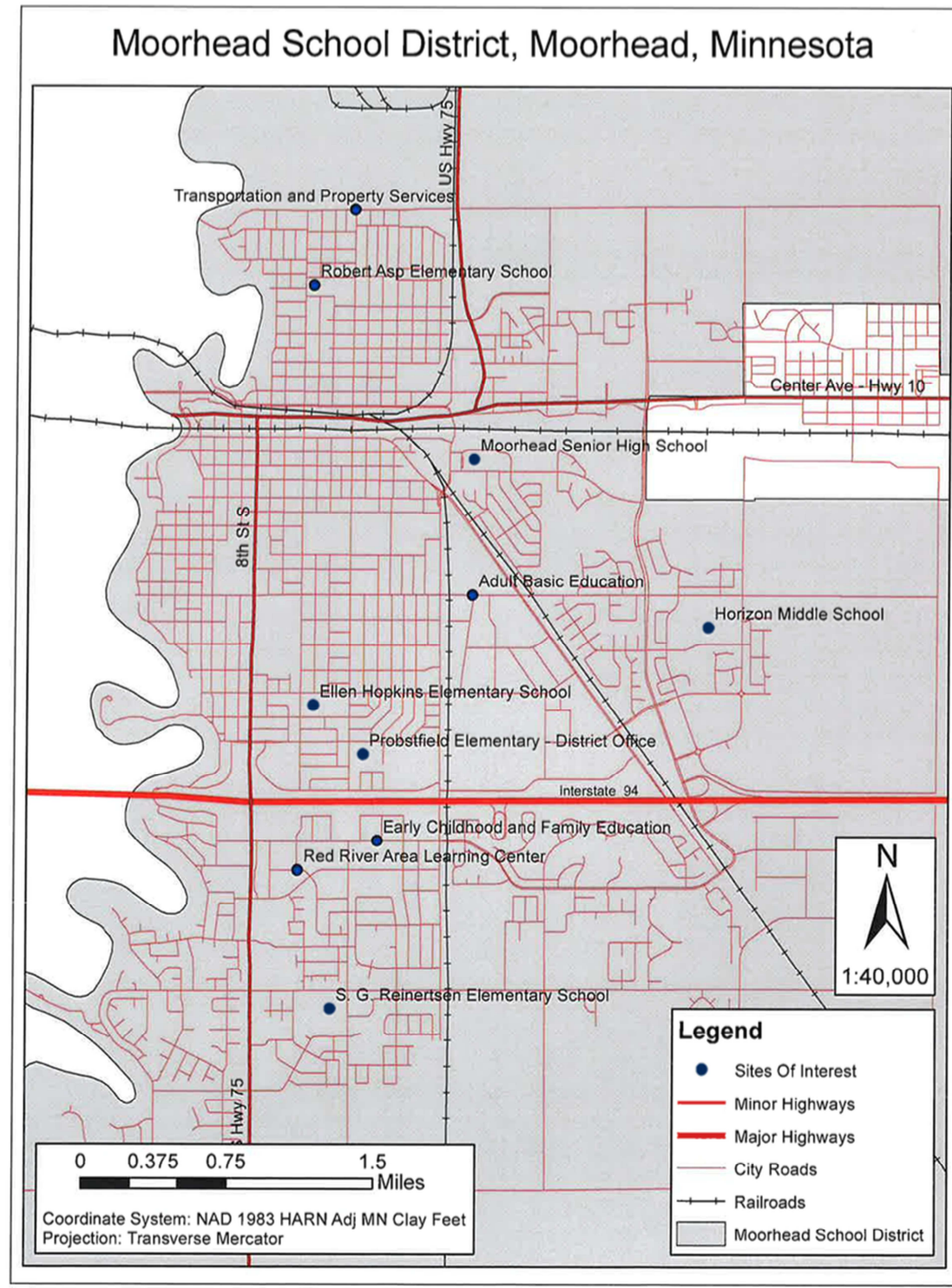
~~D.~~ Exit Interviews

The Human Resource Department would like to schedule an exit interview when you leave employment. This interview gives you the opportunity to tell us how we can improve our working conditions, policies, supervisory techniques and other areas. It also gives you the opportunity to tell us what is good about the district. Exit interviews will be provided electronically, however paper copies will be available upon request. If you would prefer to make an appointment to discuss your experience as an employee of Moorhead Area Public Schools, please contact the Human Resources department.

District Directory

Appendix A

Ellen Hopkins Elementary School -- 2020 11th Street South Principal: Ryan LaDage Asst. Principal: Diana Johnson	284-4300
Robert Asp Elementary School -- 910 11th Street North Principal: Chris Triggs Asst. Principal: Lynelle Dirksen	284-6300
S.G. Reinertsen Elementary School --1201 40th Avenue South Principal: Carla Smith Asst. Principal: Josh St. Louis	284-5300
Probstfield Elementary -- 2410 14th Street South Principal: Robin Grooters Asst. Principal: Nancy Wilson	284-3800
Horizon Middle School -- 3601 12th Avenue South Principal: Dr. Jeremy Larson Asst. Principal: Jacob Seandrett Jennifer Stiles	284-7300
Moorhead High School -- 2300 4th Avenue South Principal: Dave Lawrence Asst. Principals: Josh Haag and Angela Doll	284-2300
River Area Learning Center -- 1100 32nd Avenue South Director of Alternative Services: Deb Pender- Tilleraas	284-2200
Detention Center -- 915 9th Avenue North Director of Alternative Services: Deb Pender- Tilleraas	284-5150
Adult Basic Education -- 2215 12th Ave S Director of ABE: Tammy Schatz	284-3451
Community Education -- 1587 30th Ave S Director of Community Education: Lauri Winterfeldt	284-3330
Early Intervention Services -- 2410 14th Street South Program Manager: Jennifer Grabow	284-3800
Superintendent, Dr. Lynne Kovash	284-3330
Assistant Superintendent of Finance and Operations, Brandon Lunak	284-3375
Assistant Superintendent of Learning and Accountability, Missy Eidsness	284-3345
Executive Director of Human Resources, Kristin Dehmer	284-3355
Executive Director of Learner Support Services, Duane Borgeson	284-3710
Executive Director of Information Systems and Instructional Support, Dan Markert	284-3345





MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.17.011R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 8/12/2016

RE: First Reading of Policies

Attached please find the policies, School Board Agendas 213, Student Surveys 505, Student Discipline 551 and Notification to Staff Regarding Placement of Students with Violent Behaviors 555, for your review.

LAK:mde

ATTACHMENTS:

Description	Type
 Policies	Cover Memo

School Board Meeting Agendas

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	213
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 10/12/2009, 08/09/2010, 11/09/2015
Reviewed Date(s):	10/10/2005, 10/12/2009, 08/09/2010, 11/09/2015
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the School Board of the Moorhead Area Public Schools meeting agenda and to ensure that the School Board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT

The policy of the Moorhead School Board is that the School Board meetings shall be conducted in a manner to allow the School Board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon. In order for a more efficient administration of School Board meetings, the School Board may use a consent agenda for the passage of non-controversial items or items of a similar nature.

III. PROCEDURES

A. While all School Board members may provide input, it shall be the responsibility of the School Board Chair and/or Vice-Chair and Superintendent to develop, prepare and arrange the order of items for the tentative School Board meeting agenda for each School Board meeting.

B. Persons wishing to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The request should state the person's name, address, purpose of the item, action desired, and pertinent background information. The Chair and Superintendent shall determine whether to place the matter on the tentative agenda.

C. The tentative agenda and supporting documents shall be sent to School Board members three (3) days prior to a regular scheduled School Board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the School Board meeting shall include a description of the matter.

E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the School Board or its employees and a) distributed at the meeting to all members of the governing body; b) distributed before the meeting to all members; or c) available in the meeting room for inspection by the public while the School Board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

IV. CONSENT AGENDAS

A. The Superintendent, in consultation with the School Board Chair and/or Vice-Chair, may place items on the consent agenda. By using a consent agenda the School Board has consented to the consideration of certain items as a group under one motion. When a consent agenda is used, an appropriate amount of discussion time will be allowed to review any item upon request.

B. Consent items are those which usually do not require discussion or explanation prior to School Board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, approval of the previous minutes, approval of bills, approval of grants, resignations, etc.

~~C. 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 the 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. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.~~

D. Consent agenda items are approved en masse by one vote of the School Board. The consent agenda items are recorded separately in the minutes.

Legal References:

Minn. Stat. 123B.09, Subd. 7 (School Board Powers)

Minn. Stat. 13D.01, Subd. 6 (Open Meeting Law)

Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 210: School Board Meeting Rules of Order

Moorhead School Board Policy 212: School Board Public Hearings

Moorhead School Board Policy 213: School Board Meeting Agendas

Moorhead School Board Policy 214: School Board Meeting Minutes

MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)

MSBA/MASA Model Policy 203.6 (Consent Agendas)

Student Surveys

Type:	School Board Policy
Section:	500 STUDENTS
Code:	505
Adopted Date:	3/8/2004
Revised Date(s):	02/11/2008, 11/12/2013
Reviewed Date(s):	02/11/2008, 11/12/2013
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish the parameters of information that may be sought in student surveys. Moorhead Area Public Schools may utilize surveys to obtain student opinions and information about students.

II. GENERAL STATEMENT

Student surveys may be conducted as determined necessary by the school district. Results of surveys will be shared with administrators, staff, students, and parents/guardians as appropriate. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained.

B. The Superintendent or designee may choose not to approve any survey for reasons to include seeking probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin. The survey must meet recognized professional standards.

C. Surveys containing questions pertaining to the student's or the student's parent's(s)/guardian's(s') personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent(s)/guardians(s) of the student is notified in writing that such survey is to be administered and the parent(s)/guardian(s) of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent/guardian for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C.1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of

participating in a student survey.**IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM**

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parent(s)/guardian(s) of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent(s)/guardian(s), to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent(s)/guardians(s);
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. religious practices, affiliations, or beliefs of the student or the student's parent(s)/guardian(s); or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parent/guardian access to information, and administration of certain physical examinations to minors.

1. The following guidelines are to be adopted in consultation with parent(s)/guardian(s):
 - a. The right of a parent/guardian to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's/guardian's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent/guardian of a student to inspect, on request, any such survey.

- c. The right of a parent/guardian of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent/guardian for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et. seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student's or parent's/guardian's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other postsecondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent/guardian to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent/guardian for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The guidelines adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents/guardians of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents/guardians with an opportunity to opt out of participation in the following activities:

- (1) Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
- (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.
- (3) Any nonemergency invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

- c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2. Subparagraph b., above, are scheduled, or expected to be scheduled.
- d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parent/guardian notification.

V. NOTICE

~~DA.~~ The school district ~~shall~~ must give parents/guardians and students notice of ~~their rights under this section~~ this policy at the beginning of the school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, email, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:

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

Minn. Stat. 121A.065 (District Surveys to Collect Student Information: Parent Notice and Opportunity for Opting Out)

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

20 U.S.C. 1232h (Protection of Pupil Rights)

34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)

C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)

Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:

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

MSBA/MASA Model Policy 520 (Student Surveys)

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, 06/08/2015, 06/13/2016
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, 06/08/2015, 06/13/2016
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 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 (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and 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. 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. 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;

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

37. 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;

38. 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;

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

40. 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;

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

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

43. 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

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. The teacher of record shall have the general control and government of the classroom. 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.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- 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 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.

F. 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.

G. 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.

H. 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.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

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.moorheads.schools.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.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. 122A.42 (General Control of Schools)
 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. 152.22 (Medical Cannabis; Definitions)
 Minn. Stat. 152.23 (Medical Cannabis; Limitations)
 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**

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, 06/08/2015
Reviewed Date(s):	01/08/2007, 05/09/2011, 06/08/2015
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to communicate a process for notifying staff and making determinations regarding a student with a history of violent behavior.

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, including

any documented physical assault of a school district employee by the student, 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, a school district employee, 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 References:

Moorhead School Board Policy 504: Protection and Privacy of Student Records
MSBA/MASE Model Policy 529 (Staff Notification of Violent Behavior by Students)



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.17.013R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 8/16/2016

RE: 2016-18 Master Agreement for Principals

A new two-year contract was successfully negotiated with the Principal Group for the period of July 1, 2016 through June 30, 2018.

Language changes to the new contract were made to the following Articles of the contract:

1. Article IX Salaries
2. Article X Insurance
3. Article XIII Travel
4. Article XV Severance Pay/Deferred Compensation
5. Article XVI Evaluation

The financial settlement for the two-year contract is as follows:

Year	Cost	Percentage Increase
2016-2017	\$70,197	4.42%
2017-2018	\$40,788	2.46%
TOTAL	\$110,985	6.88%

Suggested Resolution: Move to approve the Master Agreement for Principals for 2016-2018 as presented with the cost as follows:

Year	Cost	Percentage Increase
2016-2017	\$70,197	4.42%
2017-2018	\$40,788	2.46%
TOTAL	\$110,985	6.88%

Moved by:
Seconded by:
Comments:

