



## INDEPENDENT SCHOOL DISTRICT 152

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

June 26, 2017  
7:00 PM

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

### ATTENDANCE:

Mark Altenburg	_____	Scott Steffes	_____
Cassidy Bjorklund	_____	Bill Tomhave	_____
Melissa Burgard	_____	Matt Valan	_____
Cindy Fagerlie	_____	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 Moorhead High and Horizon Middle School adapted bowling team members Alec Stein, Brett Solum, Aidan Ecklund, Nick Knight, Taylor Scholar, Seth Helland, Julia Lehrer, Reis Welle and Elijah Rosado, who qualified for the 2017 state tournament. Elijah Rosado placed first at state in the boys singles ASD division. Rosado and Reis Welle placed ninth in the ASD doubles. Alec Stein, Brett Solum, Aidan Ecklund and Nick Knight placed 11th in the CI team competition, and Solum and Ecklund placed 14th in the CI doubles. Seth Helland competed in the PI singles, and Julia Lehrer competed in PI singles and PI doubles. Taylor Scholar placed 15th in the girls' singles PI division and competed in PI doubles. Heidi Fisher is the adapted bowling coach, and Lesley Hughes is team

manager.

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) June 12, 2017 Meeting Minutes
- (2) Approval of 2017-18 Memberships

B. FINANCE AND OPERATIONS - Brandon Lunak

- (1) Resolution for ECFE Transfer

C. LEARNING AND ACCOUNTABILITY - Missy Eidsness

D. HUMAN RESOURCES - Kristin Dehmer

- (1) Termination and Non-Renewal of Non-Licensed Position
- (2) Resignations
- (3) Change in Contract
- (4) Part-time and Substitute Pay Schedule
- (5) Family/Medical Leaves
- (6) New Employees

E. LEARNER SUPPORT SERVICES - Duane Borgeson

- (1) Interagency Purchase of Services Agreement/Lakeland
- (2) Interagency Purchase of Services Agreement/Solutions Behavioral Health
- (3) Resident Teacher Agreement, University of North Dakota
- (4) Pat Konewko Special Education Grant

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

Moved by:  
Seconded by:  
Comments:

3. **COMPREHENSIVE COMMUNITY EDUCATION REPORT: Missy Eidsness**

Suggested Resolution: Move to approve the comprehensive Community Education report as presented.

Moved by:  
Seconded by:  
Comments:

4. **2017-18 MOORHEAD HIGH SCHOOL STUDENT HANDBOOK: Missy Eidsness**

Suggested Resolution: Move to approve the 2017-18 Moorhead High School Student Handbook and Moorhead High School Grades 9-12 Registration and Planning Guide 2017-18 as presented.

Moved by:  
Seconded by:  
Comments:

5. **2017-18 HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Missy Eidsness**

Suggested Resolution: Move to approve the 2017-18 Horizon Middle School Student Handbook, Horizon Middle School West Campus Grades 5-6 Course Description and Planning Guide 2017-18, Grade 5 Parent Curriculum Guide, Grade 6 Parent Curriculum Guide, and Horizon Middle School East Campus Grades 7-8 Course Description and Planning Guide 2017-18 as presented.

Moved by:  
Seconded by:  
Comments:

6. **ANNUAL OPERATING PLAN 2017-2018: Brandon Lunak**

Suggested Resolution: Move to approve the 2017-2018 Annual Operating Plan, which includes the preliminary budget and Long-Term Facility Maintenance Plan for fiscal year 2018.

Moved by:  
Seconded by:  
Comments:

7. **SECOND READING OF POLICY 538 UNPAID MEAL CHARGES: Brandon Lunak**

Suggested Resolution: Move to approve the policy, Unpaid Meal Charges 538, as presented.

Moved by:  
Seconded by:  
Comments:

8. **RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY: Brandon Lunak**

Suggested Resolution: Move to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy as presented.

Moved by:  
Seconded by:  
Comments:

9. **SCHEDULE SCHOOL BOARD WORK SESSION: Missy Eidsness**

Suggested Resolution: Move to approve Monday, July 17, 2017 from 9 a.m. to 5 p.m. to conduct a School Board work session to discuss school district and board priorities, district projects, continuous improvement, and board training.

Moved by:  
Seconded by:  
Comments:

10. **SUPERINTENDENT REPORT**

11. **COMMITTEE REPORTS**

12. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

13. **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:

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

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

Moved by:  
Seconded by:  
Comments:

15. **ADJOURNMENT**



## **CALENDAR OF EVENTS**

School Board - June 26, 7 p.m., PCE

Citizen Finance Advisory Committee - July 11, 6 p.m., PCE

School Board Work Session - July 17, 9 a.m. - 5 p.m., PCE

School Board - July 17, 7 p.m., PCE

School Board Candidate Filing Period - August 1 - 15, PCE

School Board - August 14, 7 p.m., PCE

School Board - August 28, 7 p.m., PCE



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

**Office of Superintendent**  
**Memo S.17.143C**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/5/2017

RE: June 12, 2017 Meeting Minutes

Attached please find the June 12, 2017 meeting minutes for your review.

Suggested Resolution: Move to approve the June 12, 2017 meeting minutes as presented.

LAK:mde

**ATTACHMENTS:**

Description	Type
 061217	Cover Memo

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT 152  
PROBSTFIELD CENTER FOR EDUCATION  
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**CALL TO ORDER AND ROLL CALL:** Chair Tomhave called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

Members Present: Mark Altenburg, Melissa Burgard, Cindy Fagerlie, Bill Tomhave, and Missy Eidsness.

Member Absent: Cassidy Bjorklund, Scott Steffes, Matt Valan, and Dr. Lynne A. Kovash.

**PREVIEW OF AGENDA:** Assistant Superintendent Missy Eidsness recommended approval of the agenda to proceed with a revision to page 24.

**APPROVAL OF AGENDA:** Fagerlie moved, seconded by Burgard, to approve the agenda as revised. Motion carried 4-0.

**WE ARE PROUD:**

**We Are Proud** of Moorhead High School student Luke Gulbranson for placing first for the second year in a row in the local level of a drafting competition sponsored by the National Association of Women in Construction Education Foundation. Gulbranson's plans then placed first at the regional level, which includes nine Midwest states, to advance to the national competition. Gulbranson is a student of Hannah Reisdorf, Moorhead High industrial technology teacher.

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

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

Minutes - Approve the May 22, 2017 Meeting Minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of \$5,883,628.13.

General Fund: \$854,265.27

Food Service Fund: \$142,665.58

Community Service Fund: \$11,523.69

Construction Fund: \$4,875,173.59

TOTAL: \$5,883,628.13

**REGULAR MEETING  
BOARD OF EDUCATION  
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Approve the May Wire Payments, subject to audit, in the amount of \$1,859,917.58.

General Fund: \$1,859,509.58

Post Employment Irrevocable Fund: \$408.00

TOTAL: \$1,859,917.58

Community Education Census Update - Accept the change of the Moorhead census number from 44,318 to 46,316 as indicated in Minnesota demographic information.

Tuition Fees 2017-18 - Approve Administrative Procedure 512.1: Tuition Fees. Tuition fee for a full-time out-of-state student is \$6,188 and is based on the general education formula allowance and pupil weighting.

Resignations

Curtis Strom - Paraprofessional, Horizon Middle School, effective May 31, 2017.

Justin Hanefeld - Lunchroom Supervisor, Probstfield Elementary, effective June 1, 2017.

Amy Johnson - Paraprofessional, Jump Start, effective June 1, 2017.

Kaia Christianson - Paraprofessional, Probstfield Elementary, effective June 2, 2017.

Vance Christianson - Administrative Assistant, Ellen Hopkins Elementary, effective June 2, 2017.

Pat Jinadasa - Network Administrator, Probstfield Center for Education, effective June 14, 2017.

Ryan LaDage - Principal, Ellen Hopkins Elementary, effective June 30, 2017.

Kaitlin McNary - Spanish Teacher, Horizon Middle School, effective July 19, 2017.

Kasey O'Brien - Paraprofessional, EIS, effective August 3, 2017.

Family/Medical Leaves

Jennifer Stiles - Assistant Principal, Horizon Middle School, medical leave (non-FMLA), beginning May 31, 2017 through June 30, 2017.

Scott Schulz - Custodian, Probstfield Center for Education, medical leave (FMLA), beginning June 2, 2017 through June 9, 2017.

Change in Contracts

Pamela Schott - Paraprofessional, S.G. Reinertsen Elementary to Media Administrative Assistant, Horizon West Middle School, A12 (4) \$17.03 per hour, effective August 28, 2017 (new position per the 2017-18 staffing plan).

Jessica Rieniets - Spanish Immersion Teacher, Ellen Hopkins Elementary to Academic and Data Coach, District Wide, effective with the 2017-18 school year.

Becky Sipe - Math Coach, 1.0 FTE to Interventionist .5 FTE, Robert Asp Elementary, effective with the 2017-18 school year (new position per the 2017-18 staffing plan).

Amy Mattison - Music Teacher, .3 FTE, Probstfield Elementary to 1.0 FTE Music Teacher, Dorothy Dodds Elementary, BA (0) \$37,613.00, effective with the 2017-18 school year (new position per the 2017-18 staffing plan).

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Allana Offerdahl - Paraprofessional, EIS, 1.0 FTE to Administrative Assistant, S.G. Reinertsen Elementary, A13 (3) \$17.24 per hour, effective August 1, 2017 (replaces Kathy Martinez).  
Isidro Lopez - Security and Student Resource, Horizon Middle School to Early Riser/Behavioral Interventionist, Horizon East Middle School, 1.0 FTE, C44 (4) \$30.55 per hour, effective with the 2017-18 school year (change of position per 2017-18 staffing plan).  
James Stetz - Night Custodian, Moorhead High School, to Pool Operator, Moorhead High School, B22 (0-2) \$17.26 per hour, effective June 1, 2017 (replaces Mike Engelking).

Leave of Absence

Vian Mustafa - Paraprofessional, Ellen Hopkins Elementary, effective September 5, 2017 through December 21, 2017.

New Employees

Christina Withers - Food and Nutrition Server, Robert Asp Elementary, \$10.25 per hour, 2.75 hours per day, effective September 5, 2017 (replaces Christina Withers).  
Rhea Jeffers - Bus Driver, Transportation, \$16.10 per hour, 5 hours per day, effective May 30, 2017 (replaces Mohamed Ahmed).  
Alyson Erickson - Building Administrative Assistant, Horizon West Middle School, A13 (0-2) \$16.61 per hour, effective August 1, 2017 (new position per 2017-18 staffing plan).  
Greg Softing - Building Computer Tech, Dorothy Dodds Elementary, B24 (7) \$18.98 per hour, effective May 23, 2017 (new position per 2017-18 staffing plan).  
Saleban Salad - Custodian, Horizon West Middle School, A12 (0-2) \$15.86 per hour, 6.5 hours per day, effective June 1, 2017 (replaces Elijah Dee).  
Matthew Cooper - Night Custodian, Horizon West Middle School, A12 (3) \$16.90 per hour, 8 hours per day, effective August 1, 2017 (replaces James Stetz).  
Kelly Iverson - Jump Start Teacher, Probstfield Center for Education, 1.0 FTE, 30.16 per hour, effective September 5, 2017 (replaces Katlyn Engebretsen).  
Holly Hanson - Spanish Immersion Teacher, Horizon West Middle School, 1.0 FTE, BA (2) \$39,912.00, effective with the 2017-18 school year (replaces Palma Wright).  
Jorddan Wadholm - Art Teacher, Horizon West Middle School, 1.0 FTE, BA (1) \$38,770.00, effective with the 2017-18 school year (new position per 2017-18 staffing plan).  
Jana Potter - Resource Strategist, Horizon West Middle School, 1.0 FTE, MA (1) \$44,487.00, effective with the 2017-2018 school year (new position per the 2017-18 school year).  
Denetre Stetz - Language Arts Teacher, Moorhead High School, 1.0 FTE, BA (3) \$41,069.00, effective with the 2017-18 school year (replaces Karen Krebsbach).  
Jordan Snow - 5th Grade Teacher, Horizon West Middle School, 1.0 FTE, BA+10 (4) \$43,844.00, effective with the 2017-2018 school year (new position per 2017-18 staffing plan).  
Stephanie Kimber - Math Teacher, Moorhead High School, 1.0 FTE, MA (5) \$50,112.00, effective with the 2017-18 school year (replaces Brian Olmanson).  
Paige Cermak - 5th Grade Teacher, Horizon West Middle School, 1.0 FTE BA (0) \$ 37,613.00, effective with the 2017-2018 school year (new position per 2017-18 staffing plan).

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Tara Wood - LSS Teacher, Horizon West Middle School, 1.0 FTE, MA (5) \$50,112.00, effective with the 2017-2018 school year (new position per 2017-18 staffing plan).

Patricia Roningen - Business Education Teacher, Moorhead High School, 1.0 FTE, MA (10) \$57,130.00, effective with the 2017-2018 school year (replaces Mary Flesberg).

Lauren Fink - Language Arts/AVID Teacher, Horizon East Middle School, 1.0 FTE, BA+20 (3) \$44,190.00, effective with the 2017-2018 school year (replaces Matthias Valan).

Southwest Minnesota State University Agreement - Approve the agreement with Southwest Minnesota State University Student Teaching and Field Experience as presented.

Alternative Services Delivery Grant - Approve the Alternative Delivery of Specialized Service Grant for state fiscal years 2018 and 2019.

Extended Learning Year Summer Programs - Approve the 2017 Extended School Year and Learning Year programs for Moorhead Area Public Schools.

Motion carried 4-0.

**TRANSPORTATION REVIEW:** Brandon Lunak, Assistant Superintendent of Finance and Operations, reported district administration will review the current transportation plan during the 2017-18 school year and present a report to the board next spring. The review will include laws, policies and procedures, and cost.

**COMPREHENSIVE ACTIVITIES REPORT:** Activities Director Dean Haugo provided the board with a comprehensive review of Moorhead School District Activities. The discussion focused on current activities and fees, recommendation to reinstate debate, review of activities office plans and goals, and increasing communications related to \$10 student activity passes and complimentary senior citizen activity passes for district residents

Altenburg moved, seconded by Fagerlie, to approve the Comprehensive Activities Report as presented. Motion carried 4-0.

**FIRST READING OF POLICY 538 UNPAID MEAL CHARGES:** Lunak provided a first reading of Policy 538 Unpaid Meal Charges mandated by USDA. Lunak indicated an administrative procedure will be added and reviewed at the June 26 board meeting.

**SECOND READING OF POLICY 650 SCHOOL DISTRICT SYSTEM**

**ACCOUNTABILITY:** Fagerlie moved, seconded by Burgard, to approve the policy, School District System Accountability 650, as presented. Motion carried 4-0.

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**SECOND READING OF POLICY 653 CREDIT FOR LEARNING OF MINNESOTA GRADUATION STANDARDS:** Altenburg moved, seconded by Burgard, to approve the policy, Credit for Learning of Minnesota Graduation Standards 653, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 503 STUDENT PARENTAL, FAMILY AND MARITAL STATUS NONDISCRIMINATION:** Burgard moved, seconded by Fagerlie, to approve the policy, Student Parental, Family and Marital Status Nondiscrimination 503, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 540 STUDENT ACTIVITIES:** Altenburg moved, seconded by Burgard, to approve the policy, Student Activities 540, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 541 STUDENT ACTIVITY ELIGIBILITY:** Burgard moved, seconded by Fagerlie, to approve the policy, Student Activity Eligibility 541, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 543 STUDENT ACTIVITIES TRAVEL:** Fagerlie moved, seconded by Altenburg, to approve the policy, Student Activities Travel 543, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 545 HIGH SCHOOL ACADEMIC, ACTIVITY AND VARSITY ATHLETIC LETTERS:** Fagerlie moved, seconded by Burgard, to approve the policy, High School Academic, Activity and Varsity Athletic Letters 545, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 551 STUDENT DISCIPLINE:** Burgard moved, seconded by Altenburg, to approve the policy, Student Discipline 551, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 632 FIELD TRIPS:** Altenburg moved, seconded by Burgard, to approve the policy, Field Trips 632, as presented. Motion carried 4-0.

**SECOND READING OF POLICY 832 COMPLIMENTARY ATHLETIC SEASON PASSES/SINGLE EVENT PASSES:** Fagerlie moved, seconded by Burgard, to approve the policy, Complimentary Athletic Season Passes/Single Event Passes 832, as presented. Motion carried 4-0.

**COMMITTEE REPORTS:** A brief report was heard related to Moorhead High School graduation on June 4.

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**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Missy Eidsness, Assistant Superintendent for Learning and Accountability, reminded board members of the July 17 School Board Work Session scheduled from 9 a.m. to 5 p.m., which will include Minnesota School Boards Association board training and tours of building construction. Altenburg thanked administration for providing the November 7 election timeline.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:09 p.m.

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Matt Valan, Clerk





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

**Office of Superintendent**  
**Memo S.17.149C**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/19/2017

RE: Approval of 2017-18 Memberships

Attached please find information related to memberships to The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association and Minnesota State High School League.

Suggested Resolution: Move to approve the following 2017-18 memberships: The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association and Minnesota State High School League.

LAK:mde

**ATTACHMENTS:**

Description	Type
▣ Memberships	Backup Material

**MOORHEAD AREA PUBLIC SCHOOLS  
2017-18 SCHOOL BOARD MEMBERSHIPS**

<b><u>ORGANIZATIONS</u></b>	<b><u>COST</u></b>
The Chamber (Fargo-Moorhead-West Fargo)	\$1,650
Minnesota Rural Education Association	\$2,500
Minnesota State High School League	\$2,890
Total	\$7,040



**THE CHAMBER**  
FARGO MOORHEAD WEST FARGO

MAY 8 - 2017

May 5, 2017

Lynne Kovash  
Moorhead Area Public Schools  
2410 14 St S  
Moorhead, MN 56560

Dear Lynne,

Moorhead Area Public Schools's membership investment since 1997 in the Fargo Moorhead West Fargo Chamber of Commerce makes you a partner with more than 2,100 businesses and organizations interested in improving and supporting The Chamber to continue its role as an essential part in making our business community and the Fargo Moorhead West Fargo area a thriving one.

As a reminder, here are just some of the ways The Chamber is here to benefit your business:

- ❖ **Keep You In the Know** through Chamber publications and real-time events about business topics and facts on issues affecting our region.
- ❖ **Keep You Networking** through trainings, trade shows, programs and signature events, helping you build lasting relationships in the business community.
- ❖ **Get You Recognized** through marketing opportunities designed to spread the good news about your organization throughout the community and beyond.
- ❖ **Keep You Involved** through leadership programs, networking, a variety of committees and more.
- ❖ **Keep You Engaged** in the Fargo Moorhead West Fargo area and help you belong, fostering support for our community and region.

**We're on a roll!!** This past year has been an exciting one as active participation in committees and attendance at networking events has increased among our members. Lots of great ideas and many new working relationships have been generated as a result.

**Don't risk being left out!** In order to continue building on the success of our area's economy and community, I encourage you to renew your membership. Enclosed is an invoice for your annual membership renewal. For your convenience, we do accept all major credits cards.

Please do not hesitate to call The Chamber should you have any suggestions concerning Chamber programs, or if you would like to discuss any aspect of The Chamber activities, including your active participation in committee work. Together, we can continue to make the Fargo Moorhead West Fargo Chamber of Commerce a catalyst for economic and community development.

Thank you and best wishes for the coming year.

Sincerely,

Craig Whitney  
President/CEO

*Promoting economic growth and prosperity for business and its members through advocacy, education and engagement.*

202 First Avenue North, Moorhead, MN • [www.fmwfchamber.com](http://www.fmwfchamber.com) • 218-233-1100 • 218.233.1200 • P.O. Box 2443, Fargo, ND 58108



# THE CHAMBER

FARGO MOORHEAD WEST FARGO

Lynne Kovash  
Moorhead Area Public Schools  
2410 14 St S  
Moorhead, MN 56560

**Invoice Date:** 05/01/2017

**Invoice#:** 177236

**Member ID:** 999817

**P.O.#:**

**Reference#:**

Description	Date Due	Amount
Membership Investment For period covering 06/01/2017 to 05/31/2018	06/01/2017	\$1,650.00
<b>Total</b>		\$1,650.00
<b>Amt Paid</b>		\$0.00
<b>Balance Due</b>		\$1,650.00

Membership dues to The Chamber are not tax deductible as a charitable contribution for income tax purposes but may be deductible as an ordinary and necessary business expense. A portion of the dues, however, is not deductible as an ordinary and necessary business expense to the extent that The Chamber engages in state or federal lobbying.

***The nondeductible portions of dues for 2017 is 5%.***

***The Chamber promotes economic growth and prosperity for business and its members through advocacy, education and engagement.***

**INVOICE PAYABLE NET 30 DAYS**

The Chamber - P.O. Box 2443 - Fargo, ND 58108-2443  
Phone: 218.233.1100 - Fax: 218.233.1200



Voice For Greater Minnesota Education

June 1, 2018

Lynne Kovash  
Superintendent  
Moorhead Area Public Schools  
2410 14th St S  
Moorhead MN 56560-0000

JUN 5 - 2017

Dear Lynne,

MREA tirelessly advocated for key funding and policy issues for Moorhead Public Schools district this last legislative session. Our constant presence and persistence on your behalf at the Capitol are critical to our legislative advocacy and progress.

#### Keep Our Voice Strong

As you look forward to next year, please renew your MREA membership to keep our voice strong for Greater Minnesota education. With your support, we had many accomplishments this last session:

- Created Ag2School 40% agriculture tax credit for school facility debt taxes
- Added 2% and 2% to the general education funding formula
- Expanded Voluntary Pre-K funding with new School Readiness Plus (SR+) program
- Established tiered teacher licensure
- Expanded statewide support for concurrent enrollment teacher credentialing
- *View more accomplishments on the enclosed flyer*

#### Renew Your MREA Membership

We're already planning and looking forward to the 2018-19 school year. To ensure we continue to be your voice in St. Paul, **renew your MREA membership by July 15.**

Your renewal invoice and membership listing are enclosed. Contact Diane Vosen, MREA Administrative Coordinator, at [info@mreavoice.org](mailto:info@mreavoice.org) or at (320) 762-6574 with questions.

We thank you for the privilege of representing Moorhead Public Schools students and schools. Together, we are the Voice for Greater Minnesota Education.

We look forward to welcoming you back for the 2017-18 membership year.

Sincerely,

Eric (Rick) Frederickson, MREA Board President  
Board Chair, Windom Schools

Fred Nolan, MREA Executive Director

**P.S. Plan now to attend our annual conference Nov. 12-14, "Future-Ready Students."** Learn more at [mreavoice.org/annualconference](http://mreavoice.org/annualconference).



Voice for Greater Minnesota Education

PO BOX 187 | ST. CLOUD, MN 56302 | (320) 762-6574 | [MREAVOICE.ORG](http://MREAVOICE.ORG)



The only advocate exclusively for Greater Minnesota schools. Under the leadership of school board members, administrators, teachers and community members, MREA focuses on what puts first the education, growth and development of learners to bring about our best possible future.



## Leading Advocacy For Greater Minnesota Students

### IN 2016

- \$3 million for I8ONLINE: A Northwest Regional Partnership, a pilot program for Higher Learning Commission required content credits for concurrent enrollment teachers
- \$2 million increase in loan forgiveness for teachers
- \$900,000 for Northwest Mobile Manufacturing Lab
- \$385,000 to initiate para-to-teacher program at Southwest Minnesota State University (SMSU)
- \$35 million for rural broadband expansion grants

### LONG-TERM FACILITY MAINTENANCE FUNDING

School districts continue to benefit from MREA's leadership and advocacy to establish and preserve Long-Term Maintenance Funding (LTMF) with a 3-year phased-in equalized levy.

### IN 2017

#### Led and collaborated to gain legislative approval to:

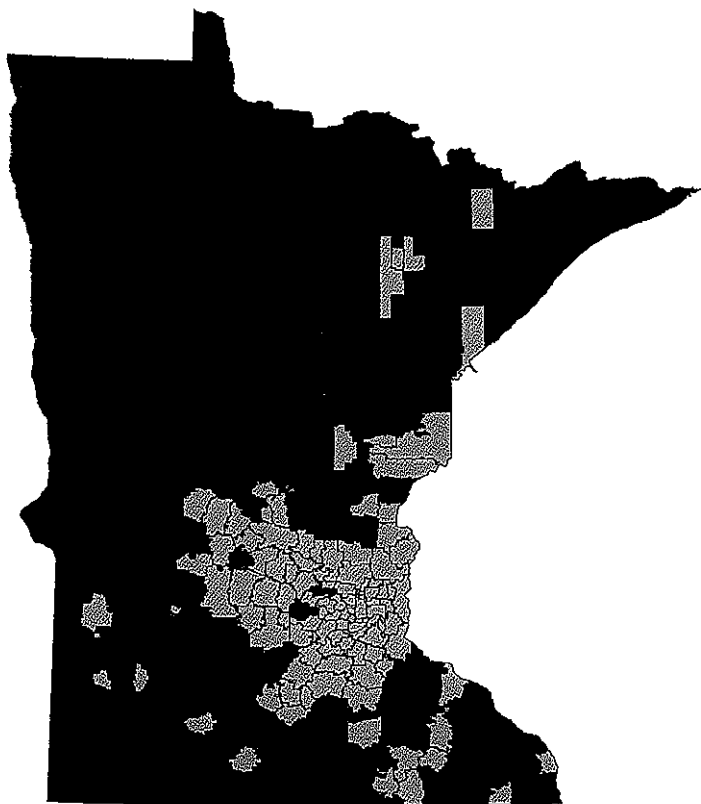
- Create Ag2School 40% Ag credit for school facility debt taxes
- Expand state-wide support for concurrent enrollment teacher credentialing with \$375,000 annually for four years
- Expand participation eligibility for para-to-teacher program at Southwest Minnesota State University (SMSU)
- Secure \$500,000 one-time funding for teacher loan forgiveness in FY 2018
- Restore some districts' eligibility for Debt Service Equalization
- Gain an additional \$15 million in broadband expansion grants

#### Participated in collaborative efforts to urge the legislature to:

- Add 2% and 2% to the education formula
- Fund a fix to TRA with a balanced proposal
- Establish tiered teacher licensure
- Expand Voluntary Pre-K (VPK) funding with advocacy of the Governor's proposal to add \$175 million with \$111 million for 200 rural school districts
- Provide new Teacher Development and Evaluation (TDE) funding for non-Q-Comp participating school districts
- Support young people of color to enter the teaching profession

"Thank you for your watchful eye at the Capitol and your diligence watching for legislation that largely affects rural Minnesota schools. Without your voice at the capitol, we would not have anywhere close to the support that is needed for rural schools throughout the state of Minnesota."

David Fjeldheim, Superintendent, Sebeka School District



■ MREA Member School Districts

# 98%

of members rate MREA's communications as effective.

## Ways We Connect with Members

- Weekly insider briefings on key issues and news
- Action alerts to help you effect change on issues
- Email alerts detailing impact when key legislation is passed
- Interactive maps and analysis that illustrate the impact of a change on district, regional and state levels
- Lobbyists focused on key issues impacting schools
- Website sharing news on what's happening in our schools and at the Capitol
- Professional development and networking at Annual Conference
- Regional meetings to discuss issues and connect with other school leaders
- Reduced ACT prep costs for districts through partnership with John Baylor Test Prep
- Social Media Partnership Project on using social media to connect with parents and the communities

In addition to Greater Minnesota school districts, MREA members include:

- Service Cooperatives
- Minnesota Education Districts Association
- Special Education Cooperatives
- Colleges & Universities
- Businesses & Nonprofits
- Individuals

"I am very happy that we became a member of MREA. It is apparent we have a great lobbyist. I appreciate your responsiveness to concerns that I have had."

Bob Indihar, Superintendent, Moose Lake Schools



**MREA MEMBERSHIP RENEWAL  
FY 2017-18 INVOICE**

Lynne Kovash  
Superintendent  
Moorhead Area Public Schools  
2410 14th St S  
Moorhead MN 56560-0000

**Email:** lkovash@moorheadschoools.org  
**Phone:** 218.284.3300

JUN 5 - 2017

**District # 0152**

**Invoice date:** June 1, 2017

**Due Date:** July 15, 2017

**Membership Year:** July 1- June 30

**MREA Membership Type:** FULLISD

**\*Base Fee:** \$1,100.00

**SHARED DISTRICT:**

**APU =** 6931

**\*\*APU Legislative Fee:** + \$1,400.00

**Total 2017-18 MREA Dues =** **\$2,500.00**

\*Base Fee of \$825 applies only if districts with SHARED Membership Type both join MREA.

\*\*\$1.00 per Adjusted Pupil Unit (APU) to \$1,400 maximum. APU based on MDE estimates for 2017-18.

**Enclose a copy of this invoice with your dues payment, payable to MREA. Enclose your membership listing only if changes are needed.**

MREA dues are not deductible as a charitable contribution for U.S. federal income tax purposes, but *may* be deductible as a business expense; check with your tax advisor for your situation. MREA estimates that 42.7% of your dues are not deductible because of MREA lobbying activities on behalf of our members.

**"Thank you for your diligence watching for legislation that largely affects rural Minnesota schools. Without your voice at the Capitol, we would not have anywhere close to the support that is needed for rural schools throughout the state of Minnesota."**

**David Fjeldheim  
Superintendent, Sebeka Schools**



Voice for Greater Minnesota Education

PO BOX 187 | ST. CLOUD, MN 56302 | (320) 762-6574 | MREA@GME.ORG







## Education and Leadership for a Lifetime

2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262, FAX (763) 569-0499 | [www.mshsl.org](http://www.mshsl.org)

April 2017

MAY 1 - 2017

Dear Superintendent:

Minnesota Statutes, Section 128C.01, requires individual school boards to authorize membership in the Minnesota State High School League. The Resolution for Membership (Resolution) affirms (1) that your school board delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; (2) that your school board adopts the MSHSL Constitution, Bylaws and Rules and Regulations; and, (3) that the administration and responsibility for supervising your registered activities is assigned to your official school representative(s).

Section 208.00 of the MSHSL Constitution found in the Official Handbook and online at [mshsl.org](http://mshsl.org) provides that each member school shall identify a **Designated School Representative** and **Designated School Board Member**. In addition, each school must identify individuals to represent boys' sports, girls' sports, speech and music; schools are also urged to form a **Local Advisory Committee** to address MSHSL matters. Page 2 of the Resolution provides language from the Constitution and space for your school to identify those persons who will represent your school.

**Please return one copy of pages 1 and 2 of the 2017-2018 Resolution for Membership for each high school to the Minnesota State High School League and retain one copy of each for your school files. The deadline for returning the Resolution Form(s) is as soon as possible but not later than September 1, 2017. If your Designated School Board Member, Designated School Representative, Activity Representatives or Mailing Representative has changed from the previous year, please have your school's activity director make the change on your school's page on the MSHSL website database. If the Resolution is not received by the above date, a \$250 late fee will be assessed. No school is eligible to compete in regular or post-season tournaments unless the completed Resolution is on file in the League office.**

A billing for services, rule books, and other supplies ordered for your school will be mailed in mid-August as has been the accepted procedure in the past and will be based on the supplies ordered and submitted to the League regarding the activities your school has agreed to sponsor during the 2017-2018 school year.

Please be reminded of the following:

1. August 1 begins the MSHSL fiscal year and the Resolution for Membership for the 2017-2018 school year must be approved by your local school board.
2. **September 1, 2017 is the due date for return of the Resolution Form.** A late fee will be assessed if the Resolution is not returned by that date; **your students WILL NOT BE COVERED** by the catastrophic insurance plan; your school district must assume that responsibility; and your students will not be allowed to participate in League-sponsored events.
3. **The Resolution must be completed in full**, including viewing of the *WHY WE PLAY* training video and a review of the Code of Conduct Statement. Signatures of the superintendent and clerk/secretary of the school board affirm such compliance.

I suggest that you place this Resolution on your agenda as soon as possible but certainly not later than your June or July board meeting, in order to avoid last-minute efforts late in the summer which may create problems for your board and administrative staff to meet the September 1, 2017 deadline.

Membership in the Minnesota State High School League will provide your students with rewarding benefits as they participate in the education-based athletic and fine arts activities sponsored by your school. The League staff looks forward to an on-going partnership with your school, your school personnel, and the students in your school community.

Sincerely,



David V. Stead  
Executive Director

Enclosure

## 2017-2018 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

Moorhead High School

(over)

**2017-2018 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

The following is taken from the MSHSL Constitution:

**208.00 LOCAL CONTROL**

**208.01 Designated School Representatives**

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

**One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.**

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

**208.02 Designated Activity Representatives**

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

**208.03 Local Advisory Committee**

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the schools membership in the MSHSL.

**Please complete and return this form with your school's 2017-2018 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.**

\_\_\_\_\_  
Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

\_\_\_\_\_  
Designated School Board Member  
(Please Print)

\_\_\_\_\_  
Designated School Representative  
(Please Print)

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Email Address

**208.02 ACTIVITY REPRESENTATIVES**

\_\_\_\_\_  
Boys' Sports  
(Please Print)

\_\_\_\_\_  
Girls' Sports  
(Please Print)

\_\_\_\_\_  
Speech  
(Please Print)

\_\_\_\_\_  
Music  
(Please Print)

\_\_\_\_\_  
\*Mailing Representative (Please Print)

\* The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings or email messages.

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

\_\_\_\_\_  
Board Member (Please Print)

\_\_\_\_\_  
Student (Please Print)

\_\_\_\_\_  
Parent (Please Print)

\_\_\_\_\_  
Faculty Member (Please Print)



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

**Assistant  
Superintendent of  
Finance and Operations**  
**Memo**  
**OASFO.17.076C**

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: 6/23/2017

RE: Resolution for ECFE Transfer

Moorhead Area Public Schools has committed to ensuring students' readiness for school providing comprehensive services and supports to students and families. As part of the 2010 operating levy the district has been operating a school readiness program, Jump Start Preschool, and that focus continues through the school district strategic priorities.

This is the last year of a two-year approval that districts can request the Commissioner of Education to approve the transfer of funds from Early Childhood Family Education (ECFE) to School Readiness. ECFE and School Readiness funds are within the Community Service Fund (04), so this transfer would not be a transfer from the Community Service Fund to a different fund. ECFE has a balance that can be transferred to the School Readiness fund.

Attached please find the resolution to apply to the Commissioner of Minnesota Department of Education to initiate a fund transfer from the ECFE Fund to the School Readiness Fund in the amount of \$100,000 to the Commissioner of the Minnesota Department of Education as stated in Minnesota Laws 2011, First Special Session, Chapter 11, Article 5, Section 11 as amended by Laws 2013, Chapter 116, Article 7, Section 19.

Suggested Resolution: Move approve the resolution to apply for and request a fund transfer from the ECFE Fund to the School Readiness Fund in the amount of \$100,000 appending approval from the Commissioner of Minnesota Department of Education.

BML:dmb

**ATTACHMENTS:**

Description	Type
□ Fund Transfer	Cover Memo

**Under Laws 2011, First Special Session, Chapter 11, Article 5, Section 11  
As Amended by Laws 2012, Chapter 239, Article 1, Section 31,  
As Amended by Laws 2013, Chapter 116, Article 7, Section 19 and as Amended by Laws 2015, First Special  
Session, Chapter 3, Article 7, Section 19**

**DISTRICT INFORMATION**

<b>District Name:</b> Moorhead Area Public Schools	<b>District Number:</b> 152	<b>District Type:</b> 01
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<b>Superintendent's Name:</b> Dr. Lynne Kovash	<b>Fiscal Year:</b> 2017
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**Requested Amount of Transfer: \$** 100,000.00

	FUND	FINANCE CODE	BALANCE SHEET RESERVE ACCOUNT NUMBER	BALANCE SHEET RESERVE NAME	STATUTE PROHIBITING TRANSFER
TO:	4	344	444	School Readiness	Minn.Stats.124D16
FROM:	4	325	432	<b>ECFE</b>	Minn.Stats.124.135

The following must be attached:

- ☒ Copy of the board resolution stating the fund transfer will not diminish instructional opportunities for students.
- ☒ Copy of the board minutes documenting adoption of the board resolution (above) and board approval for the transfer of funds in the amount of this application.

**VERIFICATION OF INFORMATION**

I hereby verify that the information provided on this form is true and accurate to the best of my knowledge.

Signature – Superintendent

Date

**MINNESOTA DEPARTMENT OF EDUCATION APPROVAL**

Signature – Designated Authority

Date



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

**Human Resources**  
**Memo HR.17.112C**

TO: Dr. Lynne. A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/14/2017

RE: Termination and Non-Renewal of Non-Licensed Position

The reduction of the following Full-Time Equivalents (FTE) is recommended to a change in program need and is delineated as follows:

<b>Full-Time Equivalent (FTE)</b>	<b>Position</b>	<b>Grade Level</b>
1.00	Licensed Practical Nurse (LPN)	District-Wide

The following personnel have been recommended for non-renewal of their employment with the Moorhead Area Public Schools as a result of a change in programming, financial limitations and discontinuance of position. Reductions are being made in accordance with applicable contract provisions of the Master Agreement for Non-Aligned.

<b>Employee Name</b>	<b>Position</b>	<b>Full-Time Equivalent (FTE)</b>
Chantal Nelson	Licensed Practical Nurse (LPN)	1.00

Suggested Resolution: Move to approve the termination and non-renewal of Chantal Nelson as presented.

KLD:smw





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

**Human Resources**  
**Memo HR.17.113C**

TO: Dr. Lynne. A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/14/2017

RE: Resignations

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

**Kari Johnson**

Teacher, Robert Asp Elementary, effective June 9, 2017/

**Judy Wollin**

LSS Teacher, Moorhead High School, effective June 12, 2017.

**Tom Dooher**

Cross Country Coach, Moorhead High School, effective June 13, 2017.

**Christy Revering**

ABE Administrative Assistant, Vista Center for Education, effective June 15, 2017.

**Michelle Kaspari**

ELL Teacher on Leave of Absence, effective June 16, 2017.

**Michael Petyo III**

Music Teacher, S.G. Reinertsen Elementary, effective June 20, 2017.

**Kairsten Nelson**

Elementary Teacher, Horizon West, effective June 21, 2017.

Suggested Resolution: Move to approve the resignation of Kari Johnson, Judy Wollin, Tom Dooher, Christy Revering, Michelle Kaspari, Michael Petyo III and Kairsten Nelson as presented.

KLD:smw



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

**Human Resources**  
**Memo HR.17.115C**

TO: Dr. Lynne. A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/14/2017

RE: Change in Contract

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

**Nicole Stumo**

Building Administrative Assistant, Ellen Hopkins Elementary to Principal Administrative Assistant, Ellen Hopkins Elementary, B23 (3) \$18.77 per hour, effective July 3, 2017. (Replaces Vance Christianson)

Suggested Resolution: Move to approve the Change in Contract for Nicole Stumo as presented.

KLD:smw



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

**Human Resources**  
**Memo HR.17.116C**

TO: Dr. Lynne. A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/14/2017

RE: Part-time and Substitute Pay Schedule

Attached is a copy of the Part-time and Substitute Pay Schedule for 2017-2018. This pay schedule covers part-time, casual and substitute district employees who are not part of a contract or association.

Suggested Resolution: Move to approve the Part-time and Substitute Pay Schedule as presented.

KLD:smw

**ATTACHMENTS:**

Description	Type
 Part-time and Substitute Pay Schedule	Backup Material

# PART-TIME AND SUBSTITUTE PAY SCHEDULE 2017-2018

<b>Adult/Community Education</b>	<b>2016-2017</b>	<b>2017-2018</b>
Licensed Teacher	Located in Teacher's Master Agreement	
Program Assistant/Classroom Aide	9.50	9.50
Evening Secretary/Part-time clerical and paraprofessional	11.00	11.00
Helper	9.50	9.50
Kid Source	9.50	9.50
Summer Program Student Coach (1-2 years)	9.50	9.50
Summer Program Student Coach (3+ years)	10.00	10.00
Community Education Teacher	17.02	<b><u>17.53</u></b>
<b>Substitute Teachers</b>		
Day 1-10 Consecutive in the same classroom^	110.00	110.00
Day 11-30 Consecutive in the same classroom^	133.00	133.00
Day 31 and over Consecutive in the same classroom	205.54	205.54
Long-Term Substitutes 31+ in the same classroom*	205.54	205.54
<i>*Starting daily rate if the position is known to be 31 days or longer</i>		
Substitute Bonus: After <b>15</b> full-time days any classroom *	100.00	100.00
<i>*Long Term Substitutes are not eligible for the bonus.</i>		
MAPS Retired Teachers receive an additional \$15.00 daily for days 1-30	125.00/148.00	125.00/148.00
<b>Administrative Assistants</b>		
Part-time (non-contract)	11.00	11.00
<b>COTAS</b>		
Part-time (non-contract)	17.58	17.58
<b>Custodians</b>		
Part-time (non-contract)	11.00	11.00
Part-time (snow removal)	20.00	20.00
<b>Interpreters</b>		
Part-time (non-contract)	23.53	<b>Contracted Rate</b>
<b>Lifeguard</b>	18.00	18.00
<b>Paraprofessionals</b>		
Part-time (non-contract)	11.00	11.00
<b>Tutor – Non-Licensed</b>	12.00	12.00
<b>Food Service: Servers</b>		
Part-Time (non-contract)	12.40	12.40
After 3 Years	12.75	12.75
After 5 years	13.15	13.15
After 10 years	13.50	13.50
<b>Food Service: Noon Hour Supervisors/Substitute Servers</b>		
Part-Time (Non-contract)	10.25	<b>10.50</b>
After 2 years	10.55	<b>10.80</b>
After 5 years	10.85	<b>11.10</b>
After 10 years	11.15	<b>11.40</b>
<b>Student General Help</b>	9.50	9.50
<b>Tutor – Non-Licensed</b>	12.00	12.00
<b>Teacher /Licensed-- Part-Time</b>		
Tutor – Licensed	24.71	24.71
Curriculum Writing+	27.34	27.34
Excel/Targeted Services+	40.00	40.00
Summer School+	27.34	27.34



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

**Human Resources**  
**Memo HR.17.111C**

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/16/2017

RE: Family/Medical Leaves

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

**Lynne Kovash**

Superintendent, District-wide, Medical Leave (FMLA) beginning May 22, 2017 on an intermittent basis for up to twelve weeks.

**Renee Grover**

Computer Technician, S.G. Reinertsen, Medical Leave (FMLA) beginning June 27, 2017 through approximately July 11, 2017.

Suggested Resolution: Move to approve the medical leave for Lynne Kovash and Renee Grover as presented.

KLD:jal



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

**Human Resources**  
**Memo HR.17.114C**

TO: Dr. Lynne. A. Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: 6/14/2017

RE: New Employees

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

**Whitney Restemayer**

Physical Education Teacher, Robert Asp Elementary, 1.0 FTE, BA+10 (4) \$43,844.00, effective with the 2017-2018 school year. (Replaces Skip Toops)

**Whitney Restemayer**

Head Girls Hockey Coach, Moorhead High School, .12 (7) \$5,916.00, effective with the 2017-2018 season. (Replaces Emily Sell)

**Kenard Booker**

Head Wrestling Coach, Moorhead High School, .11 (7) \$5,423.00, effective with the 2017-2018 season. (Replaces Skip Toops)

**Casey Tidd**

Physical Education Teacher, Horizon West, 1.0 FTE, BA (0) \$37,613.00, effective with the 2017-2018 school year. (New position per 2017-18 staffing plan)

**Kristine Buckley**

School Psychologist, District Wide, .6 FTE, MA+30 (9) \$38,073.60, effective with the 2017-2018 school year. (New position per 2017-18 staffing plan)

**Cassandra Gunderson**

EIS Administrative Assistant, .8 FTE, B21 (0) \$17.04 per hour, effective July 1, 2017. (New position per 2017-18 staffing plan)

**Sheri Schuman**

Administrative Assistant, Horizon East Middle School, 1.0 FTE, A13 (7) \$18.15 per hour, 8 hours per day, effective August 1, 2017. (Replaces Rachel Sternson)

**Katy Miller**

Kindergarten Teacher, S.G. Reinertsen Elementary, 1.0 FTE, MA+30 (10) \$65,112.00, effective with the 2017-2018 school year. (Replaces Jessica Molstre)

**Hannah Johnson**

Elementary Teacher, S.G. Reinertsen Elementary, 1.0 FTE, BA+30 (1) \$43,059.00, effective with the 2017-2018 school year. (Replaces Katie Russell)

**Marie Rupiper**

LSS Teacher, Horizon West Middle School, 1.0 FTE, BA (0) \$37,613.00, effective with the 2017-2018 school year. (Replaces Judy Wollin)

**Madeline Johnson**

Elementary Teacher, Robert Asp Elementary, 1.0 FTE BA (0) \$37,613.00, effective with the 2017-2018 school year. (Replaces Jennifer Bodensteiner)

**Sheena McLain**

Kindergarten Teacher, Ellen Hopkins Elementary, 1.0 FTE, MA (5) \$50,112.00, effective with the 2017-2018 school year. (Replaces Jennifer Hammer)

**Laura Kowatch**

English Teacher, Moorhead High School, 1.0 FTE, MA+10 (1) \$46,406.00, effective with the 2017-2018 school year. (Replaces Kim Brosdahl one year leave of absence)

Suggested Resolution: Move to approve the employment of Whitney Restemayer, Kenard Booker, Casey Tidd, Kristine Buckley, Cassandra Gunderson, Sheri Schuman, Katy Miller, Hannah Johnson, Marie Rupiper, Madeline Johnson, Sheena McLain and Laura Kowatch as presented.

KLD:smw



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

**Learner Support  
Services**  
**Memo LSS.17.013C**

TO: Dr. Lynne Kovash, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 6/19/2017

RE: Interagency Purchase of Services Agreement/Lakeland

Attached is the mental health agreement with Lakeland Mental Health Center in cooperation with Clay County Social Services to continue mental health services to identified students with disabilities as part of the Interagency Mental Health Programming, which includes Day Treatment Programming at middle to high school levels.

The agreement covers the period of July 1, 2017 to June 30, 2018 and is not to exceed the amount of \$325,000. The cost of this program is paid with a combination of state aid and medical assistance funds.

Suggested Resolution: Move to approve the July 1, 2017 to June 30, 2018 agreement with Lakeland Mental Health Center to provide mental health services as determined through the IEP process to students needing mental health services as part of their special education program, not to exceed \$325,000.

DSB

**ATTACHMENTS:**

Description	Type
 Lakeland Mental Health Agreement 2017-18	Cover Memo



**PROFESSIONAL SERVICE AGREEMENT**  
**Moorhead Area Public Schools / Lakeland Mental Health Center**

This Agreement is entered into by and between the Moorhead Area Public Schools ISD #152, at 2410 14th St. S Moorhead, MN (hereafter District) and Lakeland Mental Health Center, 1010 32nd Avenue South, Moorhead, MN, (hereafter "Contractor").

**RECITALS**

WHEREAS, the District, wishes to purchase the services of Lakeland Mental Health Center for mental health services and supports to students and indirect/consultative support into planning pre-interventions; and

WHEREAS, there are funds available for the purchase of these services;

NOW THEREFORE, in consideration of the mutual undertakings and agreements hereinafter set forth, the District, and the County agree as follows:

**1. TERM AND COST OF THE AGREEMENT**

This contract shall be in effect from the date of execution by all parties, or from commencement of services hereunder, whichever is first, and shall continue in effect until June 30, 2018. All of the agreed upon services are available to the District at the same rate with or without the service being included in an individual educational plan. If the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a free and appropriate public education. In these instances the Contractor will bill parents for all required deductibles and co-pays.

**Diagnostic Assessment:** The hourly rates for diagnostic assessments that are provided as part of a student's Individual Education Plan or Assessment are:

**Standard:** \$ 262

**Extended:** \$ 525

**Explanation of Findings:** \$ 175

**Psychotherapy:** The hourly rates for psychotherapy services that are provided as part of a student's Individual Education Plan are:

**Crisis:** \$ 175

**Individual:** \$ 175

**Group:** \$ 300 per one hour group session. The minutes of the group are divided amongst the students who participate.

**Individual Educational Plan Team Meetings:** The hourly rate for mental health professional involvement in IEP team meetings is \$175. The hourly rate for mental health practitioner involvement in IEP team meetings is \$94.

**Staff Training and In-service:** The hourly rate for formal staff training and in-services provided to special education staff is \$175, regardless of whether the training or in-service is provided by a mental health professional or practitioner.

**Day Treatment:** The rate for day treatment services provided as part of a student's Individual Education Plan is \$420 per hour and \$1260 per 3 hour day of service per. This rate is divided out amongst the group participants.

**Crisis Assistance:** The rate for crisis assistance services that are provided as part of a student's Individual Education Plan is \$45 per fifteen (15) minute unit.

**Skills Training Services:** The hourly rates for mental health skills training services that are provided as part of a student's Individual Education Plan are:

**Individual:** \$94

**Group:** \$300 per one hour group session. The minutes of the group are divided amongst the participating students.

**Formal and Informal Consultation, and Team Meetings:** The hourly rate for mental health professional consultation is \$ 175. The hourly rate for mental health practitioner consultation is \$ 94.

The cost of this Agreement shall not exceed \$325,000 .

## **2. SERVICES TO BE PROVIDED AS PER ATTACHED EXHIBIT(S)**

Services shall be provided in accordance with the criteria set forth in the attached Exhibit(s):

[Attachment to Professional Service Agreement Exhibit 1 2016-17]

The Contractor guarantees all data, services and material supplied conform to the District's specifications and against inferiority as to specification, such guarantee shall be unconditional.

## **3. PAYMENT FOR SERVICES**

Payment for services shall be made directly to the Contractor after completion of services upon the presentation of a claim in the manner provided by.

If payment under this Agreement is dependent upon the availability of federal, state, District or other funds and such funds are reduced or terminated, this Agreement may be renegotiated or terminated at the sole discretion of the District.

In the event of termination, Contractor shall be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

Time is an essential element of this Contract. If the Contractor fails for any reason, excepting delays caused by uncontrollable circumstances to complete installation of all items before the Contract completion date as set forth in Section 2, it is hereby agreed that the District shall have the right to deduct liquidated damages from any money or monies due or coming due to the Contractor. Any monies deducted are not to be construed as a penalty, but as liquidated damages to compensate for the additional cost and inconvenience incurred by the District.

Contractor certifies that payment for purchased services will be in accordance with rates of payment which do not exceed amounts reasonable and necessary to assure quality of services and, if the services are being purchased from another public agency, the cost reasonably assignable to such services.

For final payment, Contractor shall comply with all requirements contained in Minnesota Statute. §290.92 regarding the withholding of taxes and wages. Contractor shall submit documentation of compliance with its claim for final payment. A certificate by the Minnesota State Commissioner of Revenue will satisfy this requirement (Form IC-134). Contractor is not entitled to final payment until such documentation is submitted.

#### **4. BONDS**

If required and contemporaneous with the execution of this Agreement, Contractor agrees to provide payment and performance bond for the District pursuant to Minnesota Statute §§375.21 & 574.26 and in equal to or greater than the Contract amount. Said bonds shall guarantee the faithful performance of all obligations required of Contractor under terms of this Contract, including payment of labor and material.

#### **5. INDEPENDENT CONTRACTOR**

- A. Contractor is to be and shall remain an independent contractor with respect to any and all work performed under this Contract. Nothing contained in this Agreement is intended or should be construed as creating the relationship of co-partners or joint ventures with the County. No tenure or any rights including worker's compensation, unemployment insurance, medical care, sick leave, vacation leave, severance pay, PERA, or other benefits available Contractor's employees, including indemnification for third party personal injury/property damage claims, shall accrue to the Contractor or employees of the Contractor performing services under this Agreement.
- B. Contractor acknowledges and agrees that no withholding or deduction for State or Federal income taxes, FICA, FUTA, or other, will be made from the payments due Contractor and it is Contractor's sole obligation to comply with all federal and state tax laws.

- C. Contractor shall at all times be free to exercise initiative, judgment and discretion as to how to best perform or provide services identified in this Agreement.
- D. Contractor is responsible for hiring sufficient workers to perform the services required by this Agreement and withholding taxes and paying all other employment tax obligation on their behalf.
- E. The Contractor is solely responsible for supervision, control and direction of the Contract personnel utilized to provide the services under this agreement.

## 6. INDEMNIFICATION AND INSURANCE

Each party shall be liable for its own acts to the extent provided by law and hereby agrees to indemnify, hold harmless and defend the other, its officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the other, its officers and employees may hereafter sustain, incur or be required to pay, arising out of or by reason of any negligent act or omission of the party, its agents, servants or employees, in the execution or performance or failure to adequately perform its obligations pursuant to this Agreement.

It is understood and agreed that the District's and the Contractor's liability shall be limited by the provisions of Minnesota Statute § 466 and/or other applicable law.

Contractor further agrees that in order to protect itself as well as the District under the indemnity provision set forth above, it will at all times during the term of this Agreement keep in force liability limits in compliance with Minnesota Statutes, Section 466 or:

- A. Commercial General Liability Insurance Policy with minimum limits of \$1,500,000 combined single limit (CSL), with coverage pertaining premise operations. In the event Combined Single Limits Coverage is not secured by the County, the minimum limits apply:

- \$3,000,000 Aggregate
  - \$3,000,000 Products and Completed Operations Aggregate
  - \$1,500,000 Personal Injury and Advertising Injury
  - \$1,500,000 Each Occurrence
  - \$ 100,000 Fire Damage Limit
  - \$ 5,000 Medical Expense

The policy should be written on an "occurrence" basis and not a "claims-made" basis.

- B. Automobile Liability Insurance including owned, non-owned, and hired vehicles in an amount not less than \$1,500,000 combined single limit (CSL) for total bodily injuries and/or damages arising from any one accident.
- C. Professional Liability Insurance (when required) the following minimum limits apply:
  - \$3,000,000 Aggregate
  - \$1,500,000 per claim

- D. Excess Umbrella Liability Policy will be additionally required if any of the above policies have lower limits than stated.
- E. Worker's Compensation Insurance.
- F. Prior to the effective date of this Agreement, and as a condition precedent, the County will furnish the District with an original Certificate of Insurance listing the District as an "Additional Insured" in all coverage areas including Excess Umbrella Liability or Excess Umbrella follows form language except Worker's Compensation and Professional Liability.

## **7. DATA PRIVACY/DATA OWNERSHIP**

### **A. Data Practices.**

All data collected, created, received, maintained, or disseminated in any form, for any purposes by the activities of Contractor because of this contract is governed by the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as amended, the Minnesota Rules promulgated pursuant to Chapter 13. The person responsible for release of all data under this Agreement shall be the Director of Special Education of the District employee identified in provision 10.

### **B. Health Insurance Portability and Accountability Act (HIPAA – 45 C.F.R. §§160,162,164)**

If under this Agreement the exchange of Protected Health Information in any form is anticipated the Contractor shall comply with all regulatory obligations including signing any required agreements (e.g., Business Associate Agreement). Such Agreements shall be attached to and incorporated into this Agreement.

### **C. Release.**

No educational data may be released by the Contractor to a third party without the express consent of the District's representative as indicated below – this includes any media relations.

### **D. Ownership.**

Ownership of all data prepared for or by the District whether having commercial value or not shall remain with the District. Any reports, studies, photographs, negatives or other documents or any other form of data prepares by the Contractor in the performance of its obligations under this contract shall be the exclusive property of the District, and all such material or data shall be remitted to the District by the Contractor upon completion, termination or cancellation of this contract. The Contractor shall not use, allow, or cause to have such materials used for any purpose other than performance of the Contractor's obligations under this contract without the prior written consent of the District.

## **8. RECORDS: AVAILABILITY AND RETENTION**

Pursuant to Minnesota Statute §16C.05, subd. 5, the Contractor agrees that the District, the State Auditor, or any of their duly authorized representatives at any time during

normal business hours and as often as they may reasonably deem necessary, shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, et., which are pertinent to the accounting practices and procedures of the Contractor and involve transactions relating to this Agreement. Contractor agrees to maintain these records for a period of six years from the date of termination of this Agreement. Any educational data may be retained for a longer period, as the District may determine in accordance with applicable law and policy.

## **9. MERGER AND MODIFICATION**

- A. It is understood and agreed that the entire Agreement between the parties is contained herein and that this Agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter. All items referred to in this Agreement are presumed to be incorporated or attached and are deemed to be part of this Agreement. Where the incorporated terms differ with the terms of this Agreement, the terms of this Agreement shall control.
- B. Any material alteration, modification, or variation shall be reduced to writing as an amendment and signed by the parties.

## **10. DEFAULT AND CANCELLATION**

- A. If the Contractor fails to perform any of the provisions of this Agreement or so fails to administer the work as to endanger the performance of the Agreement, this shall constitute default. Unless the Provider's default is excused by the District, the District may, upon written notice to the Contractor's representative listed herein, cancel this Agreement in its entirety as indicated in (10 B.) below.
- B. ~~This Agreement may be cancelled with or without cause by either party upon thirty (30) days written notice.~~
- C. Unless Contractor's default is excused under the terms of this Contract the District may recover from Contractor such damages as it may sustained by reason of additional administrative costs, expenses of re-awarding the contract and other damages sustained by the District by reason of delay, price changes, loss of other contracts, loss of income, inability of the District to fulfill other contracts, loss of other benefits of this Contract and any other damages directly or consequently arising out of this Contract or failure to perform the same by Contractor.
- D. Representatives for each of the parties to this Agreement are as listed below:

### **District**

Executive Director LSS  
2410 14th St S  
Moorhead, MN 56560  
218-284-3311

### **Contractor**

Lakeland Mental Health Center  
1010 32nd Avenue South  
Moorhead, MN 56560  
218-233-7524

- E. The District and the Contractor agree to attempt to resolve quickly all matters related to uncontrollable circumstances and use all reasonable efforts to mitigate its effects.

## **11. SUBCONTRACTING AND ASSIGNMENT**

- A. Contractor shall not enter into any subcontract for the performance of any services contemplated under this Agreement without the prior written approval of the District and subject to such conditions and provisions as the District may deem necessary. The Contractor shall be responsible for the performance of all Subcontracts. Any agreement between the Contractor and any subcontractor shall obligate the subcontractor with the general terms of this Contract.
- B. No party may assign or transfer any rights or obligations under this Agreement without the prior consent of the other Parties and a fully executed Assignment Agreement, executed and approved by the same parties who executed and approved this Agreement, or their successors.

## **12. NONDISCRIMINATION**

During the performance of this Agreement, the Contractor agrees to the following:  
No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, sexual orientation, public assistance status, criminal record, creed or national origin be excluded from full employment rights in, participation in, be denied the benefits of or be otherwise subjected to discrimination under any and all applicable Federal and State laws against discrimination.

## **13. HEALTH AND SAFETY**

The Contractor shall be solely responsible for the health and safety of its employees and subcontractor's employees in connection with the services performed in accordance with this Agreement. The Contractor shall ensure that all employees, including those of all subcontractors, have received training required to properly and safely perform services outlined in this Agreement. Such training is to include, but not be limited to, all applicable sections of the State and Federal Occupation, Safety and Health Administration (OSHA) laws, Superfund Amendments and Reauthorization Act (SARA), Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), Uniform fire Code and/or any other applicable health and safety regulations. Upon the request of the District, the Contractor shall provide copies of any licenses and/or training records for Contractor and/or Contractor's employees or subcontractor's employees who perform services pursuant to this Agreement.

## **14. NONWAIVER, SEVERABILITY & APPLICABLE LAWS**

A. Nonwaiver.

Nothing in this Agreement shall constitute a waiver by the District of any statute of limitations or exceptions on liability. If the District does not enforce any provision of this Agreement, that failure does not waive the provision or its right to enforce it.

B. Severability.

If any part of this Agreement is rendered void, invalid or unenforceable, by a court of competent jurisdiction, such rendering shall not affect the remainder of this Agreement unless it shall substantially impair the value of the entire Agreement with respect to either party. The parties agree to substitute for the invalid provision a valid provision that most closely approximates the intent of the invalid provision.

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C. Applicable Laws.

The Laws of the State of Minnesota shall apply to this Agreement. The Contractor shall abide by all Federal, State, or local laws, statutes, ordinances, rules and regulations now in effect or hereinafter adopted pertaining to this Contract or to the facilities, programs and staff for which Contractor is responsible.

## **15. SECTION HEADINGS**

The section headings contained in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement.

## **16. THIRD PARTIES**

This Agreement does not create any rights, claims or benefits inuring to any person that is not a party hereto nor create or establish any third party beneficiary.

## **17. CONFLICT OF INTEREST**

Contractor agrees that it will not contract for or accept employment for the performance of any work or services with any individual, business, partnership, corporation, government, governmental unit or any other organization that would create a conflict of interest in the performance of its obligations under this Contract.

## **18. PREVAILING WAGE**

Employees, laborers subcontractors of the Contractor pursuant to this Agreement working or receiving employment and training services for which financial assistance, including grants, loans and tax abatement to a person engaged in manufacturing or sale of goods and services as defined by Minnesota Statue § 116J.871, subdivision 1(c) and is provided by the State of Minnesota shall be paid the prevailing wage as defined by Minnesota Statue § 177.42, subdivision 6.



District and Contractor, having signed this Agreement and pursuant to the proper District and Contractor officials having signed this Agreement, the parties hereto agree to be bound by the provisions herein and attached.

Lakeland Mental Health Center  
Moorhead, MN

Moorhead Area Public School  
Moorhead, MN

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Contractor/Date

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Chairperson, School Board/Date

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Executive Director LSS/Designee/Date



## **SCOPE OF WORK/SERVICE DESCRIPTION**

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Lakeland Mental Health Center (Contractor) will provide independent contracted mental health services to ISD 152 Moorhead Area Public Schools District special education and regular education students. Special Education services will be professionally determined and indicated on the Student's Individual Family Service Plan (IFSP) or Individual Education Plan (IEP). Regular education services will be determined by recommendations from school staff and agreement with student's parents. Whenever the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a free and appropriate public education. In these instances the Contractor will bill parents for all required deductibles and co-pays. Services provided by Contractor mental health staff will be consistent with covered services under Children's Therapeutic Services and Supports (CTSS) and will include:

### **Mental Health Services:**

- Diagnostic assessment
- Crisis Assistance
- Psychotherapy (Individual, Group, and Crisis)
- Day Treatment
- Skills training (Individual, Group)

### **Ancillary and supportive services:**

- Indirect and consultative support to student assistance teams (Pre-referral, response to intervention problem solving teams)
- Consultation to special education staff
- Staff training and in-service
- Attending IEP meetings

## **PROVIDER QUALIFICATIONS**

The Contractor will provide licensed mental health professionals and qualified mental health practitioners. The Contractor will furnish a copy of the license, background student and supporting practitioner documentation for each staff person prior to the effective date of the contract and prior to the start date for any new employees.

## **ELIGIBLE POPULATIONS**

Eligible populations include special education students and regular education students and services to these students will be provided as described in the Scope of Work/Service Description section of this agreement.

Mental health services that are medically necessary, as determined by a diagnostic assessment, will be provided according to an Individual Treatment Plan authorized by the student's parents or by the student if the student is older than 18 or otherwise qualified to consent to mental health services by law.

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

**DISTRIBUTION OF FUNCTIONS**

The Contractor's mental health professionals will complete diagnostic assessments that are requested by a student's parents or by the District and authorized by the student's parents. The student's special education team will use the diagnostic assessment along with other school information and school testing to decide what medically necessary mental health services, if any need to be included in the student's IEP or IFSP. The mental health professional that completed the diagnostic assessment will explain the findings from the diagnostic assessment to the school, parents and student and help the family find mental health resources To meet identified needs. Upon request, a Contractor mental health professional will help find mental health resources to meet needs identified in diagnostic assessments that are done by other mental health professionals.

The District will coordinate school, student, and the Contractor's mental health staff schedules to best use available mental health resources to meet IEP/IFSP and non-IEP needs. Information about service availability and needs will be communicated to the school-linked supervisor no less than once each month of the school year.

**MENTAL HEALTH SERVICES TO BE PROVIDED**

<b>Mental Health Professional Level Services</b>		
<b>Major Job Functions</b>	<b>Specific Tasks</b>	<b>Knowledge, Abilities, &amp; Skills</b>
Diagnostic Assessment, Standard	<ul style="list-style-type: none"> <li>• Meet with students with parent's permission</li> <li>• Obtain necessary releases</li> <li>• Interview students to collect relevant mental health information as per DHS requirements</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> <li>• Synthesize and complete written Diagnostic Assessment within 2 weeks of intake date</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to quickly develop rapport with diverse clients</li> <li>• Manage session time to work on treatment goals while meeting the client where they are</li> <li>• Understanding of Diagnosis and appropriate interventions</li> <li>• Clear and timely documentation</li> </ul>
Diagnostic Assessment, Extended	<ul style="list-style-type: none"> <li>• Obtain necessary release</li> <li>• Observe, interview, and collect relevant mental health information as per DHS requirements in three unique settings</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> <li>• Synthesize and complete Diagnostic Assessment within 2 weeks of intake date</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified to diagnose Ability to quickly develop rapport with diverse clients</li> <li>• Manage session time to work on treatment goals while meeting the client where they are.</li> <li>• Understanding of Diagnosis and appropriate interventions</li> <li>• Ability to gather clinical data in different setting</li> <li>• Clear and timely documentation</li> </ul>

Psychotherapy for Crisis	<ul style="list-style-type: none"> <li>• Meet with students in crisis to understand student needs and de-escalate behaviors</li> <li>• Make referrals to the crisis team and outside mental health services as needed</li> <li>• Consult with parents, school staff to plan effective interventions for students</li> <li>• Obtain necessary releases</li> <li>• Document crisis service provision and plan</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of crisis prevention techniques</li> <li>• Trained in CPI</li> <li>• Understanding of child development, trauma, and grief</li> <li>• Knowledge of effective techniques for self-care and calming</li> <li>• Knowledge of supportive resources within the school building and system</li> <li>• Knowledge of broader mental health services including crisis team services, outpatient and in-home therapy, day treatment, partial hospitalization/hospitalization services</li> </ul>
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Individual Psychotherapy	<ul style="list-style-type: none"> <li>• Obtain necessary releases</li> <li>• Obtain or complete Diagnostic Assessment following DHS required documentation</li> <li>• Develop Individualized Treatment Plans (ITP) Provide psychotherapy according to the ITP.</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> <li>• Document service provision and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to quickly develop rapport with diverse clients</li> <li>• Manage session time to work on treatment goals while meeting the client where they are</li> <li>• Understanding of diagnosis and appropriate interventions</li> <li>• Clear and timely documentation</li> </ul>
Group Psychotherapy	<ul style="list-style-type: none"> <li>• Obtain necessary releases</li> <li>• Obtain or complete diagnostic assessments to determine medically necessary services</li> <li>• Develop Individualized Treatment Plans</li> <li>• Provide group services according to the ITP</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of Rule 47 requirements for diagnostic assessment and outpatient mental health services</li> <li>• Skilled in the use of solution focused brief therapy</li> <li>• Knowledge of group dynamics and function</li> <li>• Ability to manage multiple tasks at the same time</li> <li>• Clear and timely documentation</li> </ul>
Staff Training and In-Service	<ul style="list-style-type: none"> <li>• Provide relevant staff trainings around mental health topics</li> <li>• Document service provision</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of adult learning styles</li> <li>• Knowledge of a variety of mental health topics and interventions</li> <li>• Organized presentations skills</li> </ul>
IEP Meetings	<ul style="list-style-type: none"> <li>• Attend IEP Meetings when relevant</li> <li>• Explain the recommendations contained in the diagnostic assessment</li> <li>• Help define mental health goals and measures for</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the District's policies and procedures</li> <li>• Able to explain mental health symptoms, diagnosis, and recommendations in terms parents and students can understand.</li> </ul>

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

**Day Treatment**

Major Job Functions	Specific Tasks	Knowledge, Abilities, & Skills
Day Treatment	<ul style="list-style-type: none"> <li>Services are provided or supervised by an on-site Licensed Mental Health professional.</li> <li>Obtain necessary releases</li> <li>Obtain or complete diagnostic assessments to determine medically necessary services</li> <li>Develop Individualized Treatment plans</li> <li>Provide one to two hours of individual or group psychotherapy and one or two hours of skills training daily to stabilize children's mental health status accordingly.</li> <li>Offer one hour of family psychotherapy monthly to help transfer acquired skills between home, school, and community.</li> <li>Consults with parents, school staff and other involved professionals to coordinate services</li> <li>Crisis management and planning</li> <li>Document service provision</li> </ul>	<ul style="list-style-type: none"> <li>Skilled in the use of solution focused brief therapy</li> <li>Knowledge of group dynamics and function</li> <li>* Ability to manage multiple tasks at the same time</li> <li>Clear and timely documentation</li> </ul>

**Mental Health Practitioner Level Services**

Major Job Functions	Specific Tasks	Knowledge, Abilities, & Skills
Pre-referral Intervention and Informal Consultation	<ul style="list-style-type: none"> <li>Provided services under the clinical supervision of Licensed Mental Health Professional</li> <li>Participate on intervention teams/pre-referral</li> <li>Consultation and collaboration provided to families and school personnel</li> <li>Consult and collaborate with community agencies and other mental health professionals to coordinate services</li> <li>Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success</li> <li>Develop interagency collaboration and consultation to provide comprehensive services</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of social work interventions and methods such as counseling, crisis intervention, casework, group work, community organization, consultation, case management, family therapy, and effective education strategies</li> <li>Knowledge of data gathering methods and inference-making from such data; performance objectives, measurable outcomes and the means to assess the effects of intervention</li> </ul>
MH Team Meetings	<ul style="list-style-type: none"> <li>Provides services under the clinical supervision of Licensed Mental Health Professional</li> <li>Attend Mental Health Team Meeting</li> <li>Join interagency collaboration and consultation to provide comprehensive services</li> <li>Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the District's policies and procedures</li> <li>Ability to communicate with and listen to a diverse team with varied backgrounds and experience around mental health</li> </ul>
Crisis Assistance	<ul style="list-style-type: none"> <li>Provides services under the supervision of a Licensed Mental Health Professional</li> <li>Help the child, the child's family, school staff, and other providers of services to the child to: <ul style="list-style-type: none"> <li>Recognize factors precipitating a mental health crisis</li> <li>Identify behaviors related to the crisis</li> <li>Know about available resources to resolve the crisis</li> </ul> </li> <li>Develop a plan to address prevention and intervention strategies, including plans for: <ul style="list-style-type: none"> <li>Arranging admission to acute care hospital inpatient treatment</li> <li>Crisis placement</li> <li>Community resources for follow-up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understanding of child development, trauma, and grief</li> <li>Knowledge of effective techniques for self-care and calming</li> <li>Knowledge of supportive resources within the school building and system</li> <li>Understanding of crisis prevention techniques</li> <li>Trained in CPI</li> </ul>

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
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<p>Individual Skills Training</p> <p>\$94/hr</p>	<ul style="list-style-type: none"> <li>• Provides services under the clinical supervision of a Licensed Mental Health Professional</li> <li>• Provide individual skills training according to Individual Treatment Plan</li> <li>• Utilize evidence based curriculum to develop/teach identified skills/behavior modification strategies that help youth develop, self-monitor, compensate for, cope with, counteract, or replace skills deficits or maladaptive skills acquired as a result of diagnosed mental health needs.</li> <li>• Gather data on student progress related to goals and objectives</li> <li>• Collaborate with special education teachers regarding service delivery and progress</li> <li>• Document service provision</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the District's special education policies and procedures</li> <li>• Knowledge of evidence based curriculum, data collection and measurable outcomes</li> <li>• Have an understanding behavior and the social environment including theories of human growth and development; cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children's school functioning</li> </ul>
<p>Group Skills Training</p> <p>\$300/hr</p>	<ul style="list-style-type: none"> <li>• Provides services under the clinical supervision of a Licensed Mental Health Professional</li> <li>• Provide group skills training according to Individual Treatment Plans</li> <li>• Utilize evidence based curriculum to teach skills</li> <li>• Document service provision</li> <li>• Gather data on student progress/goals/objectives</li> <li>• Collaborate with special education teachers regarding service delivery and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the District's special education policies any procedures</li> <li>• Knowledge of evidence based curriculum, data collection and measurable outcomes</li> <li>• Have an understanding of human behavior and the social environment including theories of human growth and development, cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children's school functioning</li> </ul>

**BUILDING**

The Contractor's mental health employees are responsible for learning and following the Cultures, policies and procedures in each of the buildings where they are assigned. They are responsible for attending training required and provided by the District, for following restraint and seclusion policies, for participating in fire drills, and for building safe, effective, and professional relationships with staff and students in each school building.

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

<b>Program Supervision and Mental Health Psychotherapy</b>			
Person	Credentials	Building	FTE
Name of Contact Staff	List specific Credentials	List school building/location	FTE
Craig Weickert	MSW, LICSW #12584	Horizon Middle School	.50
Craig Weickert	MSW, LICSW #12584	Moorhead High School	.5-

Staff listed below are part of the day treatment interdisciplinary team:

<b>Day Treatment</b>			
Person	Credentials	Buildings	FTE
List name	Licensure or mental health practitioner	Setting where day treatment will occur	
Craig Weickert	MSW, LICSW #12584	Horizon Middle School	.50
		Moorhead High School (Outreach)	.50

<b>Mental Health Skills Training</b>			
Person	Credentials	Building	FTE
Name	List licensure or mental Health practitioner	Building/school(s) where services may be provided	
Scott Penner	Mental Health Practitioner	Outreach	.88
Heather Krause	Mental Health Practitioner	Horizon Middle School	.88

## **TRAINING**

The Contractor is responsible for providing professional development training for all contracted staff. Contract staff will participate effectively in school trainings on MTSS, crisis response, restraint and seclusion and fire or emergency operations.

## **COMPENSATION/PAYMENT**

Whenever the Contractor provides mental health services under a student's IEP/IFSP, the Contractor will invoice the District for the provided service. These invoices will include the date of the service, type of service, the name and credentials of the mental health provider, session start and stop times, number of group members (when appropriate), direct and indirect service minutes in accordance to the IEP, the name of the student, and the cost of the service. The services that will be invoiced when identified on the IEP, include diagnostic assessments, crisis assistance, psychotherapy, day treatment, and skills training. The Contractor will also invoice IEP meetings, student assistance team meetings, consultation to special education staff, trainings, and in-services provided by Contract staff. The invoiced time will be entered into the school's electronic data reporting system (EDRS) as contracted special education services. The District will pay the Contractor's invoices for the special education mental health services provided under this contract.



**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

The District will bill all eligible IEP health-related mental health services to the Minnesota Health Care Programs. When these students are covered by insurance other than the Minnesota Health Care Programs, the District will seek the parent's permission to bill the insurance provider whenever possible. The Contractor will assist the District with the credentialing process with insurance companies in order to assist the school in expanding capacity for billing eligible services to appropriate payers.

The District is responsible for using the CTSS revenue that is collected under this agreement for technology, training, or special education services provided by staff not involved in the provision of CTSS services.

Whenever the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a free and appropriate public education. In these instances the Contractor will bill parents for all required deductibles and co-pays.

The Contractor and the District agree as follows: the Contractor and the District have entered into a contractual relationship whereby Contractor personnel provide services to the District as indicated in the contract. The Contractor is reimbursed by the District for IEP related services. The Contractor bills third party sources for non-IEP services when possible. If appropriate, School-Linked Grant funds pay for some of the non-IEP therapy costs provided to students without insurance or for unreimbursed co-pays and deductibles. The remainder of the cost of Contractor personnel specified in this contract is paid by the Contractor.

**REFERRAL PROCESS**

The District will make referrals directly to the Contractor staff assigned to the building, following identified referral process. Issues such as capacity, schedule conflicts, quality of service and disagreements about the need for services are to be brought to the Contractor's school mental health supervisor. The supervisor will coordinate meetings with the appropriate people to seek agreement on issues that arise.

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
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**COMMUNICATION**

The school-linked supervisor will have no less than quarterly communication with the appropriate staff in each of the buildings where Contractor staff is assigned. District concerns with the provision of any services shall be brought to the attention of the Contractor's school-linked supervisor.

The Contractor shall not be considered an employee or agent of the District. It is agreed that the Contractor is a contractor hereunder and acquires no tenure rights or any rights or benefits by way of Worker's Compensation, re-employment insurance, medical and hospital care, sick and vacation leave, severance pay, retirement benefits or any other rights or benefits offered to District employees.

In accordance with the Contractor's policies against discrimination, no person shall be excluded from full employment rights or participation in or the benefits of any program, service or activity on the grounds of race, color, creed, religion, age, sex, disability, marital status, sexual orientation, public assistance status or national origin; and no person who is protected by applicable Federal or State laws, rules or regulations against discrimination shall be otherwise subjected to discrimination.

Subject to the requirements of Minnesota Statutes Section 16C.05, Subd. 5 (as may be amended), the District agrees that the County, the State Auditor, the Legislative Auditor or any time during normal business hours, and as often as they may reasonably deem necessary, shall have access to the right to examine, audit, excerpt and transcribe any books, documents, papers, records, etc. which are pertinent to the accounting practices and procedures of the District and involve transactions relating to this Agreement. Such materials shall be maintained and such access and rights shall be in force and effect during the period of the contract and for six (6) years after its termination or cancellation. Any educational data may be retained for a longer period, as the District may determine in accordance with applicable law and policy.

The Contractor shall not assign, subcontract, transfer or pledge this Agreement and/or the services to be performed hereunder, whether in whole or in part, without the prior written consent of the District and subject to such conditions and provisions as the District deems necessary including but not limited to a Certificate of Insurance.

Any alterations, variations, modifications or waivers of provisions of this Agreement shall only be valid when they have been reduced to writing as an amendment to this Agreement signed by the parties hereto.

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

Either party may terminate this Agreement at any time upon thirty (30) days written notice to the Grantee if the Grantee fails to comply with one or more conditions of this Agreement.

**REPORTING/RECORD KEEPING**

Refer to section 8 of the contract, regarding records availability and retention.

**CONFIDENTIALITY**

Refer to section 7 of the contract, regarding data privacy and data ownership.

**PUBLICITY**

Refer to section 8 of the contract, merger and modification and Section 10 of the contract, default and cancellation.

**MEDICAL NECESSITY**

The Contractor's diagnostic assessments will recommend specific mental health services that are recognized as the prevailing standard or current practice for treating any identified conditions or disabilities in order to assist the student in achieving an acceptable level of behavioral and emotional functioning.

Each student's IEP team will determine which medically necessary mental health services are needed in order for the student to benefit from special education. When the Contractor completes a diagnostic assessment, that mental health professional will participate in the student's IEP team meeting in order to help team members best understand the recommendations. The Contractor employee will assist parents in obtaining medically necessary services recommended in the diagnostic assessment and not included in the IEP/IFSP are no longer medically necessary, or when mental health treatment needs change, the Contractor employee will participate in IEP team meetings where changes are being discussed. When IEP teams rely on outside diagnostic assessments, the Contractor mental health professional assigned to the building the student attends will participate in that student's IEP meetings when asked to do so.

**EXTENDED SCHOOL YEAR (ESY)**

When a student's IEP team determines that extended school year services are needed and those needs include mental health services, the District shall coordinate the needed services with appropriate Contractor person assigned to that building. The District shall be responsible for student transportation to school ESY programs.

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

**AMENDMENT**

Refer to section 9 of the contract, merger and modification.

**ASSURANCES**

Refer to section 14, C of the contract, non-waiver, severability, and applicable laws. The Contractor shall follow all CTSS requirements for the delivery of mental health services that are provided under this contract.



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

**Learner Support  
Services**  
**Memo LSS.17.014C**

TO: Dr. Lynne Kovash, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 6/19/2017

RE: Interagency Purchase of Services Agreement/Solutions Behavioral Health

Attached is the mental health agreement with Solutions Behavioral Health in cooperation with Clay County Social Services to continue mental health services to identified students with disabilities as part of the Interagency Mental Health Programming, which includes Day Treatment Programming at the Elementary School level.

The agreement covers the period of July 1, 2017, to June 30, 2018 and is not to exceed the amount of \$175,000. The cost of this program is paid with a combination of state aid and medical assistance funds.

Suggested Resolution: Move to approve the July 1, 2017 to June 30, 2018 agreement with Solutions Behavioral Health to provide mental health services as determined through the IEP process to students needing mental health services as part of their special education program, not to exceed \$175,000.

DSB

**ATTACHMENTS:**

Description	Type
▣ Solutions Agreement	Cover Memo

**PROFESSIONAL SERVICE AGREEMENT**  
**Moorhead Area Public Schools /Solutions Behavioral Health**

This Agreement is entered into by and between the Moorhead Area Public Schools ISD #152, at 2410 14th St. S Moorhead, MN and Solutions Behavioral Health, 891 Belsly Blvd, Moorhead, MN 56560 (hereafter District) and, (hereafter "Contractor").

**RECITALS**

WHEREAS, the District, wishes to purchase the services of Solutions Behavioral Health for mental health services and supports to students and indirect/consultative support into planning pre-interventions; and

WHEREAS, there are funds available for the purchase of these services;

NOW THEREFORE, in consideration of the mutual undertakings and agreements hereinafter set forth, the District, and the County agree as follows:

**1. TERM AND COST OF THE AGREEMENT**

This contract shall be in effect from the date of execution by all parties, or from commencement of services hereunder, whichever is first, and shall continue in effect until June 30, 2018. All of the agreed upon services are available to the District at the same rate with or without the service being included in an individual educational plan. If the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a free and appropriate public education. In these instances the Contractor will bill parents for all required deductibles and co-pays.

**Diagnostic Assessment:** The hourly rates for diagnostic assessments that are provided as part of a student's Individual Education Plan or Assessment are:

**Standard:** \$ 262

**Extended:** \$ 525

**Explanation of Findings:** \$ 175

**Psychotherapy:** The hourly rates for psychotherapy services that are provided as part of a student's Individual Education Plan are:

**Crisis:** \$ 175

**Individual:** \$ 175

**Group:** \$ 300 per one hour group session. The minutes of the group are divided amongst the students who participate.

**Individual Educational Plan Team Meetings:** The hourly rate for mental health professional involvement in IEP team meetings is \$175. The hourly rate for mental health practitioner involvement in IEP team meetings is \$94.

**Staff Training and In-service:** The hourly rate for formal staff training and in-services provided to special education staff is \$175, regardless of whether the training or in-service is provided by a mental health professional or practitioner.

**Day Treatment:** The rate for day treatment services provided as part of a student's Individual Education Plan is \$420 per hour and \$1260 per 3 hour day of service per. This rate is divided out amongst the group participants.

**Crisis Assistance:** The rate for crisis assistance services that are provided as part of a student's Individual Education Plan is \$45 per fifteen (15) minute unit.

**Skills Training Services:** The hourly rates for mental health skills training services that are provided as part of a student's Individual Education Plan are:

**Individual:** \$94

**Group:** \$300 per one hour group session. The minutes of the group are divided amongst the participating students.

**Formal and Informal Consultation, and Team Meetings:** The hourly rate for mental health professional consultation is \$ 175. The hourly rate for mental health practitioner consultation is \$ 94.

The cost of this Agreement shall not exceed \$175,000 .

## **2. SERVICES TO BE PROVIDED AS PER ATTACHED EXHIBIT(S)**

Services shall be provided in accordance with the criteria set forth in the attached Exhibit(s):

[Attachment to Professional Service Agreement Exhibit 1 2017-18]

The Contractor guarantees all data, services and material supplied conform to the District's specifications and against inferiority as to specification, such guarantee shall be unconditional.

## **3. PAYMENT FOR SERVICES**

Payment for services shall be made directly to the Contractor after completion of services upon the presentation of a claim in the manner provided by.

If payment under this Agreement is dependent upon the availability of federal, state, District or other funds and such funds are reduced or terminated, this Agreement may be renegotiated or terminated at the sole discretion of the District.

In the event of termination, Contractor shall be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

Time is an essential element of this Contract. If the Contractor fails for any reason, excepting delays caused by uncontrollable circumstances to complete installation of all items before the Contract completion date as set forth in Section 2, it is hereby agreed that the District shall have the right to deduct liquidated damages from any money or monies due or coming due to the Contractor. Any monies deducted are not to be construed as a penalty, but as liquidated damages to compensate for the additional cost and inconvenience incurred by the District.

Contractor certifies that payment for purchased services will be in accordance with rates of payment which do not exceed amounts reasonable and necessary to assure quality of services and, if the services are being purchased from another public agency, the cost reasonably assignable to such services.

For final payment, Contractor shall comply with all requirements contained in Minnesota Statute. §290.92 regarding the withholding of taxes and wages. Contractor shall submit documentation of compliance with its claim for final payment. A certificate by the Minnesota State Commissioner of Revenue will satisfy this requirement (Form IC-134). Contractor is not entitled to final payment until such documentation is submitted.

#### **4. BONDS**

If required and contemporaneous with the execution of this Agreement, Contractor agrees to provide payment and performance bond for the District pursuant to Minnesota Statute §§375.21 & 574.26 and in equal to or greater than the Contract amount. Said bonds shall guarantee the faithful performance of all obligations required of Contractor under terms of this Contract, including payment of labor and material.

#### **5. INDEPENDENT CONTRACTOR**

- A. Contractor is to be and shall remain an independent contractor with respect to any and all work performed under this Contract. Nothing contained in this Agreement is intended or should be construed as creating the relationship of co-partners or joint ventures with the County. No tenure or any rights including worker's compensation, unemployment insurance, medical care, sick leave, vacation leave, severance pay, PERA, or other benefits available Contractor's employees, including indemnification for third party personal injury/property damage claims, shall accrue to the Contractor or employees of the Contractor performing services under this Agreement.
- B. Contractor acknowledges and agrees that no withholding or deduction for State or Federal income taxes, FICA, FUTA, or other, will be made from the payments due Contractor and it is Contractor's sole obligation to comply with all federal and state tax laws.



- C. Contractor shall at all times be free to exercise initiative, judgment and discretion as to how to best perform or provide services identified in this Agreement.
- D. Contractor is responsible for hiring sufficient workers to perform the services required by this Agreement and withholding taxes and paying all other employment tax obligation on their behalf.
- E. The Contractor is solely responsible for supervision, control and direction of the Contract personnel utilized to provide the services under this agreement.

## 6. INDEMNIFICATION AND INSURANCE

Each party shall be liable for its own acts to the extent provided by law and hereby agrees to indemnify, hold harmless and defend the other, its officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the other, its officers and employees may hereafter sustain, incur or be required to pay, arising out of or by reason of any negligent act or omission of the party, its agents, servants or employees, in the execution or performance or failure to adequately perform its obligations pursuant to this Agreement.

It is understood and agreed that the District's and the Contractor's liability shall be limited by the provisions of Minnesota Statute § 466 and/or other applicable law.

Contractor further agrees that in order to protect itself as well as the District under the indemnity provision set forth above, it will at all times during the term of this Agreement keep in force liability limits in compliance with Minnesota Statutes, Section 466 or:

- A. Commercial General Liability Insurance Policy with minimum limits of ~~\$1,500,000 combined single limit (CSL), with coverage pertaining~~ premise operations. In the event Combined Single Limits Coverage is not secured by the County, the minimum limits apply:

- \$3,000,000 Aggregate
  - \$3,000,000 Products and Completed Operations Aggregate
  - \$1,500,000 Personal Injury and Advertising Injury
  - \$1,500,000 Each Occurrence
  - \$ 100,000 Fire Damage Limit
  - \$ 5,000 Medical Expense

The policy should be written on an "occurrence" basis and not a "claims-made" basis.

- B. Automobile Liability Insurance including owned, non-owned, and hired vehicles in an amount not less than \$1,500,000 combined single limit (CSL) for total bodily injuries and/or damages arising from any one accident.
- C. Professional Liability Insurance (when required) the following minimum limits apply:
  - \$3,000,000 Aggregate
  - \$1,500,000 per claim

- D. Excess Umbrella Liability Policy will be additionally required if any of the above policies have lower limits than stated.
- E. Worker's Compensation Insurance.
- F. Prior to the effective date of this Agreement, and as a condition precedent, the County will furnish the District with an original Certificate of Insurance listing the District as an "Additional Insured" in all coverage areas including Excess Umbrella Liability or Excess Umbrella follows form language except Worker's Compensation and Professional Liability.

## **7. DATA PRIVACY/DATA OWNERSHIP**

### **A. Data Practices.**

All data collected, created, received, maintained, or disseminated in any form, for any purposes by the activities of Contractor because of this contract is governed by the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as amended, the Minnesota Rules promulgated pursuant to Chapter 13. The person responsible for release of all data under this Agreement shall be the Director of Special Education of the District employee identified in provision 10.

### **B. Health Insurance Portability and Accountability Act (HIPAA – 45 C.F.R. §§160,162,164)**

If under this Agreement the exchange of Protected Health Information in any form is anticipated the Contractor shall comply with all regulatory obligations including signing any required agreements (e.g., Business Associate Agreement). Such Agreements shall be attached to and incorporated into this Agreement.

### **C. Release.**

No educational data may be released by the Contractor to a third party without the express consent of the District's representative as indicated below – this includes any media relations.

### **D. Ownership.**

Ownership of all data prepared for or by the District whether having commercial value or not shall remain with the District. Any reports, studies, photographs, negatives or other documents or any other form of data prepares by the Contractor in the performance of its obligations under this contract shall be the exclusive property of the District, and all such material or data shall be remitted to the District by the Contractor upon completion, termination or cancellation of this contract. The Contractor shall not use, allow, or cause to have such materials used for any purpose other than performance of the Contractor's obligations under this contract without the prior written consent of the District.

## **8. RECORDS: AVAILABILITY AND RETENTION**

Pursuant to Minnesota Statute §16C.05, subd. 5, the Contractor agrees that the District, the State Auditor, or any of their duly authorized representatives at any time during

normal business hours and as often as they may reasonably deem necessary, shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, et., which are pertinent to the accounting practices and procedures of the Contractor and involve transactions relating to this Agreement. Contractor agrees to maintain these records for a period of six years from the date of termination of this Agreement. Any educational data may be retained for a longer period, as the District may determine in accordance with applicable law and policy.

## **9. MERGER AND MODIFICATION**

- A. It is understood and agreed that the entire Agreement between the parties is contained herein and that this Agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter. All items referred to in this Agreement are presumed to be incorporated or attached and are deemed to be part of this Agreement. Where the incorporated terms differ with the terms of this Agreement, the terms of this Agreement shall control.
- B. Any material alteration, modification, or variation shall be reduced to writing as an amendment and signed by the parties.

## **10. DEFAULT AND CANCELLATION**

- A. If the Contractor fails to perform any of the provisions of this Agreement or so fails to administer the work as to endanger the performance of the Agreement, this shall constitute default. Unless the Provider's default is excused by the District, the District may, upon written notice to the Contractor's representative listed herein, cancel this Agreement in its entirety as indicated in (10 B.) below.
- ~~B. This Agreement may be cancelled with or without cause by either party upon thirty (30) days written notice.~~
- C. Unless Contractor's default is excused under the terms of this Contract the District may recover from Contractor such damages as it may sustained by reason of additional administrative costs, expenses of re-awarding the contract and other damages sustained by the District by reason of delay, price changes, loss of other contracts, loss of income, inability of the District to fulfill other contracts, loss of other benefits of this Contract and any other damages directly or consequently arising out of this Contract or failure to perform the same by Contractor.
- D. Representatives for each of the parties to this Agreement are as listed below:

### **District**

Executive Director LSS  
2410 14th St S  
Moorhead, MN 56560  
218-284-3311

### **Contractor**

Solutions Behavioral Health  
891 Belsly Blvd.  
Moorhead, MN 56560  
218-287-4338

- E. The District and the Contractor agree to attempt to resolve quickly all matters related to uncontrollable circumstances and use all reasonable efforts to mitigate its effects.

## **11. SUBCONTRACTING AND ASSIGNMENT**

- A. Contractor shall not enter into any subcontract for the performance of any services contemplated under this Agreement without the prior written approval of the District and subject to such conditions and provisions as the District may deem necessary. The Contractor shall be responsible for the performance of all Subcontracts. Any agreement between the Contractor and any subcontractor shall obligate the subcontractor with the general terms of this Contract.
- B. No party may assign or transfer any rights or obligations under this Agreement without the prior consent of the other Parties and a fully executed Assignment Agreement, executed and approved by the same parties who executed and approved this Agreement, or their successors.

## **12. NONDISCRIMINATION**

During the performance of this Agreement, the Contractor agrees to the following: No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, sexual orientation, public assistance status, criminal record, creed or national origin be excluded from full employment rights in, participation in, be denied the benefits of or be otherwise subjected to discrimination under any and all applicable Federal and State laws against discrimination.

## **13. HEALTH AND SAFETY**

The Contractor shall be solely responsible for the health and safety of its employees and subcontractor's employees in connection with the services performed in accordance with this Agreement. The Contractor shall ensure that all employees, including those of all subcontractors, have received training required to properly and safely perform services outlined in this Agreement. Such training is to include, but not be limited to, all applicable sections of the State and Federal Occupation, Safety and Health Administration (OSHA) laws, Superfund Amendments and Reauthorization Act (SARA), Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), Uniform fire Code and/or any other applicable health and safety regulations. Upon the request of the District, the Contractor shall provide copies of any licenses and/or training records for Contractor and/or Contractor's employees or subcontractor's employees who perform services pursuant to this Agreement.

#### **14. NONWAIVER, SEVERABILITY & APPLICABLE LAWS**

**A. Nonwaiver.**

Nothing in this Agreement shall constitute a waiver by the District of any statute of limitations or exceptions on liability. If the District does not enforce any provision of this Agreement, that failure does not waive the provision or its right to enforce it.

**B. Severability.**

If any part of this Agreement is rendered void, invalid or unenforceable, by a court of competent jurisdiction, such rendering shall not affect the remainder of this Agreement unless it shall substantially impair the value of the entire Agreement with respect to either party. The parties agree to substitute for the invalid provision a valid provision that most closely approximates the intent of the invalid provision.

**C. Applicable Laws.**

The Laws of the State of Minnesota shall apply to this Agreement. The Contractor shall abide by all Federal, State, or local laws, statutes, ordinances, rules and regulations now in effect or hereinafter adopted pertaining to this Contract or to the facilities, programs and staff for which Contractor is responsible.

#### **15. SECTION HEADINGS**

The section headings contained in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement.

#### **16. THIRD PARTIES**

~~This Agreement does not create any rights, claims or benefits inuring to any person that is not a party hereto nor create or establish any third party beneficiary.~~

#### **17. CONFLICT OF INTEREST**

Contractor agrees that it will not contract for or accept employment for the performance of any work or services with any individual, business, partnership, corporation, government, governmental unit or any other organization that would create a conflict of interest in the performance of its obligations under this Contract.

#### **18. PREVAILING WAGE**

Employees, laborers subcontractors of the Contractor pursuant to this Agreement working or receiving employment and training services for which financial assistance, including grants, loans and tax abatement to a person engaged in manufacturing or sale of goods and services as defined by Minnesota Statue § 116J.871, subdivision 1(c) and is provided by the State of Minnesota shall be paid the prevailing wage as defined by Minnesota Statue § 177.42, subdivision 6.

District and Contractor, having signed this Agreement and pursuant to the proper District and Contractor officials having signed this Agreement, the parties hereto agree to be bound by the provisions herein and attached.

Solutions Behavioral Health  
Moorhead, MN

Moorhead Area Public School  
Moorhead, MN

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Contractor/Date

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Chairperson, School Board/Date

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Executive Director LSS/Designee/Date



## **SCOPE OF WORK/SERVICE DESCRIPTION**

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Solutions Behavioral Health (Contractor) will provide independent contracted mental health services to ISD #152 Moorhead Area Public Schools (District) special education and regular education students. Special Education services will be professionally determined and indicated on the Student's Individual Family Service Plan (IFSP) or Individual Education Plan (IEP). Regular education services will be determined by recommendations from school staff and agreement with student's parents. Whenever the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a free and appropriate public education. In these instances the Contractor will bill parents for all required deductibles and co-pays. Services provided by Contractor mental health staff will be consistent with covered services under Children's Therapeutic Services and Supports (CTSS) and will include:

### **Mental Health Services:**

- Diagnostic assessment
- Crisis Assistance
- Psychotherapy (Individual, Group and Crisis)
- Day Treatment
- Skills training (Individual and Group)

### **Ancillary and supportive services:**

- Indirect and consultative support to student assistance teams (Pre-referral, response to intervention problem solving teams)
- Consultation to special education staff
- Staff training and in-service
- Attending IEP meetings

## **PROVIDER QUALIFICATIONS**

The Contractor will provide licensed mental health professionals and qualified mental health practitioners. The Contractor will furnish a copy of the license, background student and supporting practitioner documentation for each staff person prior to the effective date of the contract and prior to the start date for any new employees.

## **ELIGIBLE POPULATIONS**

Eligible populations include special education students and regular education students and services to these students will be provided as described in the Scope of Work/Service Description section of this agreement.

Mental health services that are medically necessary, as determined by a diagnostic assessment, will be provided according to an Individual Treatment Plan authorized by the student's parents or by the student if the student is older than 18 or otherwise qualified to consent to mental health services by law.



**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

**DISTRIBUTION OF FUNCTIONS**

The Contractor's mental health professionals will complete diagnostic assessments that are requested by a student's parents or by the District and authorized by the student's parents. The student's special education team will use the diagnostic assessment along with other school information and school testing to decide what medically necessary mental health services, if any need to be included in the student's IEP or IFSP. The mental health professional that completed the diagnostic assessment will explain the findings from the diagnostic assessment to the school, parents and student and help the family find mental health resources To meet identified needs. Upon request, a Contractor mental health professional will help find mental health resources to meet needs identified in diagnostic assessments that are done by other mental health professionals.

The District will coordinate school, student, and the Contractor's mental health staff schedules to best use available mental health resources to meet IEP/IFSP and non-IEP needs. Information about service availability and needs will be communicated to the school-linked supervisor no less than once each month of the school year.

**MENTAL HEALTH SERVICES TO BE PROVIDED**

<b>Mental Health Professional Level Services</b>		
<b>Major Job Functions</b>	<b>Specific Tasks</b>	<b>Knowledge, Abilities, &amp; Skills</b>
Diagnostic Assessment, Standard	<ul style="list-style-type: none"> <li>• Meet with students with parent's permission</li> <li>• Obtain necessary releases</li> <li>• Interview students to collect relevant mental health information as per DHS requirements</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> <li>• Synthesize and complete written Diagnostic Assessment within 2 weeks of intake date</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to quickly develop rapport with diverse clients</li> <li>• Manage session time to work on treatment goals while meeting the client where they are</li> <li>• Understanding of Diagnosis and appropriate interventions</li> <li>• Clear and timely documentation</li> </ul>
Diagnostic Assessment, Extended	<ul style="list-style-type: none"> <li>• Obtain necessary release</li> <li>• Observe, interview, and collect relevant mental health information as per DHS requirements in three unique settings</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> <li>• Synthesize and complete Diagnostic Assessment within 2 weeks of intake date</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified to diagnose Ability to quickly develop rapport with diverse clients</li> <li>• Manage session time to work on treatment goals while meeting the client where they are.</li> <li>• Understanding of Diagnosis and appropriate interventions</li> <li>• Ability to gather clinical data in different setting</li> <li>• Clear and timely documentation</li> </ul>

Psychotherapy for Crisis	<ul style="list-style-type: none"> <li>• Meet with students in crisis to understand student needs and de-escalate behaviors</li> <li>• Make referrals to the crisis team and outside mental health services as needed</li> <li>• Consult with parents, school staff to plan effective interventions for students</li> <li>• Obtain necessary releases</li> <li>• Document crisis service provision and plan</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of crisis prevention techniques</li> <li>• Trained in CPI</li> <li>• Understanding of child development, trauma, and grief</li> <li>• Knowledge of effective techniques for self-care and calming</li> <li>• Knowledge of supportive resources within the school building and system</li> <li>• Knowledge of broader mental health services including crisis team services, outpatient and in-home therapy, day treatment, partial hospitalization/hospitalization services</li> </ul>
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Individual Psychotherapy	<ul style="list-style-type: none"> <li>• Obtain necessary releases</li> <li>• Obtain or complete Diagnostic Assessment following DHS required documentation</li> <li>• Develop Individualized Treatment Plans (ITP) Provide psychotherapy according to the ITP.</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> <li>• Document service provision and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to quickly develop rapport with diverse clients</li> <li>• Manage session time to work on treatment goals while meeting the client where they are</li> <li>• Understanding of diagnosis and appropriate interventions</li> <li>• Clear and timely documentation</li> </ul>
Group Psychotherapy	<ul style="list-style-type: none"> <li>• Obtain necessary releases</li> <li>• Obtain or complete diagnostic assessments to determine medically necessary services</li> <li>• Develop Individualized Treatment Plans</li> <li>• Provide group services according to the ITP</li> <li>• Consult with parents, school staff and other involved professionals to coordinate services</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of Rule 47 requirements for diagnostic assessment and outpatient mental health services</li> <li>• Skilled in the use of solution focused brief therapy</li> <li>• Knowledge of group dynamics and function</li> <li>• Ability to manage multiple tasks at the same time</li> <li>• Clear and timely documentation</li> </ul>
Staff Training and In-Service	<ul style="list-style-type: none"> <li>• Provide relevant staff trainings around mental health topics</li> <li>• Document service provision</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of adult learning styles</li> <li>• Knowledge of a variety of mental health topics and interventions</li> <li>• Organized presentations skills</li> </ul>
IEP Meetings	<ul style="list-style-type: none"> <li>• Attend IEP Meetings when relevant</li> <li>• Explain the recommendations contained in the diagnostic assessment</li> <li>• Help define mental health goals and measures for</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the District's policies and procedures</li> <li>• Able to explain mental health symptoms, diagnosis, and recommendations in terms parents and students can understand.</li> </ul>

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

**Day Treatment**

Major Job Functions	Specific Tasks	Knowledge, Abilities, & Skills
Day Treatment	<ul style="list-style-type: none"> <li>• Services are provided or supervised by an on-site Licensed Mental Health professional.</li> <li>• Obtain necessary releases</li> <li>• Obtain or complete diagnostic assessments to determine medically necessary services</li> <li>• Develop Individualized Treatment plans</li> <li>• Provide one to two hours of individual or group psychotherapy and one or two hours of skills training daily to stabilize children's mental</li> <li>• Offer one hour of family psychotherapy monthly to help transfer acquired skills between home, school, and community.</li> <li>• Consults with parents, school staff and other involved professionals to coordinate services</li> <li>• Crisis management and planning</li> <li>• Document service provision</li> </ul>	<ul style="list-style-type: none"> <li>• Skilled in the use of solution focused brief therapy</li> <li>• Knowledge of group dynamics and function</li> <li>* Ability to manage multiple tasks at the same time</li> <li>• Clear and timely documentation</li> </ul>

**Mental Health Practitioner Level Services**

Major Job Functions	Specific Tasks	Knowledge, Abilities, & Skills
Pre-referral Intervention and Informal Consultation	<ul style="list-style-type: none"> <li>• Provided services under the clinical supervision of Licensed Mental Health Professional</li> <li>• Participate on intervention teams/pre-referral</li> <li>• Consultation and collaboration provided to families and school personnel</li> <li>• Consult and collaborate with community agencies and other mental health professionals to coordinate services</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of social work interventions and methods such as counseling, crisis intervention, casework, group work, community organization, consultation, case management, family therapy, and effective education strategies</li> <li>• Knowledge of data gathering methods and inference-making from such data; performance objectives, measurable outcomes and the means to assess the effects of intervention</li> </ul>
MH Team Meetings	<ul style="list-style-type: none"> <li>• Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success</li> <li>• Develop interagency collaboration and consultation to provide comprehensive services</li> <li>• Provides services under the clinical supervision of Licensed Mental Health Professional</li> <li>• Attend Mental Health Team Meeting</li> <li>• Join interagency collaboration and consultation to provide comprehensive services</li> <li>• Consult and/or plan with classroom teachers, parents and administrators to develop intervention strategies to achieve school success</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the District's policies and procedures</li> <li>• Ability to communicate with and listen to a diverse team with varied backgrounds and experience around mental health</li> </ul>
Crisis Assistance	<ul style="list-style-type: none"> <li>• Provides services under the supervision of a Licensed Mental Health Professional</li> <li>• Help the child, the child's family, school staff, and other providers of services to the child to: <ul style="list-style-type: none"> <li>- Recognize factors precipitating a mental health crisis</li> <li>- Identify behaviors related to the crisis</li> <li>- Know about available resources to resolve the crisis</li> </ul> </li> <li>• Develop a plan to address prevention and intervention strategies, including plans for: <ul style="list-style-type: none"> <li>- Arranging admission to acute care hospital inpatient treatment</li> <li>- Crisis placement</li> <li>- Community resources for follow-up</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of child development, trauma, and grief</li> <li>• Knowledge of effective techniques for self-care and calming</li> <li>• Knowledge of supportive resources within the school building and system</li> <li>• Understanding of crisis prevention techniques</li> <li>• Trained in CPI</li> </ul>

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

Individual Skills Training \$94/hr	<ul style="list-style-type: none"> <li>• Provides services under the clinical supervision of a Licensed Mental Health Professional</li> <li>• Provide individual skills training according to Individual Treatment Plan</li> <li>• Utilize evidence based curriculum to develop/teach identified skills/behavior modification strategies that help youth develop, self-monitor, compensate for, cope with, counteract, or replace skills deficits or maladaptive skills acquired as a result of diagnosed mental health needs.</li> <li>• Gather data on student progress related to goals and objectives</li> <li>• Collaborate with special education teachers regarding service delivery and progress</li> <li>• Document service provision</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the District's special education policies and procedures</li> <li>• Knowledge of evidence based curriculum, data collection and measurable outcomes</li> <li>• Have an understanding behavior and the social environment including theories of human growth and development; cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children's school functioning</li> </ul>
Group Skills Training \$300/hr	<ul style="list-style-type: none"> <li>• Provides services under the clinical supervision of a Licensed Mental Health Professional</li> <li>• Provide group skills training according to Individual Treatment Plans</li> <li>• Utilize evidence based curriculum to teach skills</li> <li>• Document service provision</li> <li>• Gather data on student progress/goals/objectives</li> <li>• Collaborate with special education teachers regarding service delivery and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the District's special education policies any procedures</li> <li>• Knowledge of evidence based curriculum, data collection and measurable outcomes</li> <li>• Have an understanding of human behavior and the social environment including theories of human growth and development, cultural, racial and ethnic diversity; needs of at-risk and disabled children; and biological factors affecting children's school functioning</li> </ul>

## **BUILDING**

The Contractor's mental health employees are responsible for learning and following the Cultures, policies and procedures in each of the buildings where they are assigned. They are responsible for attending training required and provided by the District, for following restraint and seclusion policies, for participating in fire drills, and for building safe, effective, and professional relationships with staff and students in each school building.

**EXHIBIT 1: Attachment to the Professional Service Agreement**  
**Contract Year: July 2017 – June 2018**

<b>Program Supervision and Mental Health Psychotherapy</b>			
Person	Credentials	Building	FTE
Name of Contact Staff	List specific Credentials	List school building/location	FTE
Denette Narum	MSW, LICSW, Mental Health Professional LICSW #11815	Hopkins Elementary	.1

Staff listed below are part of the day treatment interdisciplinary team:

<b>Day Treatment</b>			
Person	Credentials	Buildings	FTE
List name	Licensure or mental health practitioner	Setting where day treatment will occur	
Kayla Lawrence	MSW, LGSW Mental Health Professional - Rule 47 under #17810	Hopkins Elementary	.75
Jon Bernston	Mental health professional #cc01483	Dorothy Dodds Elementary	.50

<b>Mental Health Skills Training</b>			
Person	Credentials	Building	FTE
Name	List licensure or mental Health practitioner	Building/school(s) where services may be provided	
Luke England	Mental Health Practitioner	Hopkins Elementary	.2
Katheryne Stalnaker	Mental Health Practitioner	Hopkins Elementary	1.0
Mark Wychor	Mental Health Practitioner	Dorothy Dodds Elementary	1.0

## **TRAINING**

The Contractor is responsible for providing professional development training for all contracted staff. Contract staff will participate effectively in school trainings on MTSS, crisis response, restraint and seclusion and fire or emergency operations.

## **COMPENSATION/PAYMENT**

Whenever the Contractor provides mental health services under a student's IEP/IFSP, the Contractor will invoice the District for the provided service. These invoices will include the date of the service, type of service, the name and credentials of the mental health provider, session start and stop times, number of group members (when appropriate), direct and indirect service minutes in accordance to the IEP, the name of the student, and the cost of the service. The services that will be invoiced when identified on the IEP, include diagnostic assessments, crisis assistance, psychotherapy,

day treatment, and skills training. The Contractor will also invoice IEP meetings, student assistance team meetings, consultation to special education staff, trainings, and in-services provided by Contract staff. The invoiced time will be entered into the school's electronic data reporting system (EDRS) as contracted special education services. The District will pay the Contractor's invoices for the special education mental health services provided under this contract.

The District will bill all eligible IEP health-related mental health services to the Minnesota Health Care Programs. When these students are covered by insurance other than the Minnesota Health Care Programs, the District will seek the parent's permission to bill the insurance provider whenever possible. The Contractor will assist the District with the credentialing process with insurance companies in order to assist the school in expanding capacity for billing eligible services to appropriate payers.

The District is responsible for using the CTSS revenue that is collected under this agreement for technology, training, or special education services provided by staff not involved in the provision of CTSS services.

Whenever the Contractor provides mental health services that are not included in a student's IEP/IFSP, or are provided outside of the school day, the Contractor will bill all available third party sources including Minnesota Health Care Programs (MHCP) for the service. Even though these services are coordinated with the student's educational program, they are also separate from the student's educational program and therefore do not fall under the student's right to a free and appropriate public education. In these instances the Contractor will bill parents for all required deductibles and co-pays.

The Contractor and the District agree as follows: the Contractor and the District have entered into a contractual relationship whereby Contractor personnel provide services to the District as indicated in the contract. The Contractor is reimbursed by the District for IEP related services. The Contractor bills third party sources for non-IEP services when possible. If appropriate, School-Linked Grant funds pay for some of the non-IEP therapy costs provided to students without insurance or for unreimbursed co-pays and deductibles. The remainder of the cost of Contractor personnel specified in this contract is paid by the Contractor.

### **REFERRAL PROCESS**

The District will make referrals directly to the Contractor staff assigned to the building, following identified referral process. Issues such as capacity, schedule conflicts, quality of service and disagreements about the need for services are to be brought to the Contractor's school-linked supervisor. The supervisor will coordinate meetings with the appropriate people to seek agreement on issues that arise.

**COMMUNICATION**

The school mental health supervisor will have no less than quarterly communication with the appropriate staff in each of the buildings where Contractor staff is assigned. District concerns with the provision of any services shall be brought to the attention of the Contractor's school-linked supervisor.

The Contractor shall not be considered an employee or agent of the District. It is agreed that the Contractor is a contractor hereunder and acquires no tenure rights or any rights or benefits by way of Worker's Compensation, re-employment insurance, medical and hospital care, sick and vacation leave, severance pay, retirement benefits or any other rights or benefits offered to District employees.

In accordance with the Contractor's policies against discrimination, no person shall be excluded from full employment rights or participation in or the benefits of any program, service or activity on the grounds of race, color, creed, religion, age, sex, disability, marital status, sexual orientation, public assistance status or national origin; and no person who is protected by applicable Federal or State laws, rules or regulations against discrimination shall be otherwise subjected to discrimination.

Subject to the requirements of Minnesota Statutes Section 16C.05, Subd. 5 (as may be amended), the District agrees that the County, the State Auditor, the Legislative Auditor or any time during normal business hours, and as often as they may reasonably deem necessary, shall have access to the right to examine, audit, excerpt and transcribe any books, documents, papers, records, etc. which are pertinent to the accounting practices and procedures of the District and involve transactions relating to this Agreement. Such materials shall be maintained and such access and rights shall be in force and effect during the period of the contract and for six (6) years after its termination or cancellation. Any educational data may be retained for a longer period, as the District may determine in accordance with applicable law and policy.

The Contractor shall not assign, subcontract, transfer or pledge this Agreement and/or the services to be performed hereunder, whether in whole or in part, without the prior written consent of the District and subject to such conditions and provisions as the District deems necessary including but not limited to a Certificate of Insurance.

Any alterations, variations, modifications or waivers of provisions of this Agreement shall only be valid when they have been reduced to writing as an amendment to this Agreement signed by the parties hereto.

Either party may terminate this Agreement at any time upon thirty (30) days written notice to the Grantee if the Grantee fails to comply with one or more conditions of this Agreement.

**REPORTING/RECORD KEEPING**

Refer to section 8 of the contract, regarding records availability and retention.

**CONFIDENTIALITY**

Refer to section 7 of the contract, regarding data privacy and data ownership.

**PUBLICITY**

Refer to section 8 of the contract, merger and modification and Section 10 of the contract, default and cancellation.

**MEDICAL NECESSITY**

The Contractor's diagnostic assessments will recommend specific mental health services that are recognized as the prevailing standard or current practice for treating any identified conditions or disabilities in order to assist the student in achieving an acceptable level of behavioral and emotional functioning.

Each student's IEP team will determine which medically necessary mental health services are needed in order for the student to benefit from special education. When the Contractor completes a diagnostic assessment, that mental health professional will participate in the student's IEP team meeting in order to help team members best understand the recommendations. The Contractor employee will assist parents in obtaining medically necessary services recommended in the diagnostic assessment and not included in the IEP/IFSP are no longer medically necessary, or when mental health treatment needs change, the Contractor employee will participate in IEP team meetings where changes are being discussed. When IEP teams rely on outside diagnostic assessments, the Contractor mental health professional assigned to the building the student attends will participate in that student's IEP meetings when asked to do so.

**EXTENDED SCHOOL YEAR (ESY)**

When a student's IEP team determines that extended school year services are needed and those needs include mental health services, the District shall coordinate the needed services with appropriate Contractor person assigned to that building. The District shall be responsible for student transportation to school ESY programs.



**AMENDMENT**

Refer to section 9 of the contract, merger and modification.

**ASSURANCES**

Refer to section 14, C of the contract, non-waiver, severability, and applicable laws. The Contractor shall follow all CTSS requirements for the delivery of mental health services that are provided under this contract.



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

**Learner Support  
Services**  
**Memo LSS.17.015**

TO: Dr. Lynne Kovash, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 6/19/2017

RE: Resident Teacher Agreement, University of North Dakota

Attached is the annual Special Education Resident Teacher Project Agreement with the University of North Dakota. The agreement is for July 1, 2017 through June 30, 2018. Three resident teachers will be placed in the district with a total cost of \$60,000.

Suggested Resolution: Move to approve the annual UND Special Education Resident Teacher Project Agreement for three resident teachers with a total cost of \$60,000.

DSB

**ATTACHMENTS:**

Description	Type
UND Resident Teacher Agreement	Cover Memo

## Fixed Price Contract

**Party No. 1**

Name: University of North Dakota  
Address: 264 Centennial Dr. Stop 7306  
Grand Forks, ND 58202-7306

**Party No. 2**

Name: Moorhead Learner Support Services  
Address: 2410 14<sup>th</sup> St. S  
Moorhead, MN 56560

PI Name: Amy Jacobson

PI Name: Duane Borgeson

**Period of Performance:**

This Budget Period: From: 7.1.17 To: 6.30.18

Total Project Period: From: 7.1.17 To: 6.30.18

CFDA: See Page 2

**Contract Value:**

Funding This Action: \$60,000

Original Funding: \$60,000

New Total Contract Value: \$60,000

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

This document sets forth the Agreement between the following parties: the University of North Dakota, having its principal place of business in Grand Forks, North Dakota (hereinafter referred to as UND), and the Moorhead Learner Support Services, located in Moorhead, MN (hereinafter referred to as MLSS). WHEREAS UND is willing to conduct a project entitled "UND Special Education Resident Teacher Project (SERTP)". THEREFORE, MLSS and UND agree as follows.

**Article 1 – Scope of Work:** UND agrees to perform the attached scope of work which is attached as APPENDIX A. 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, 2017 and shall terminate on June 30, 2018, unless extended by mutual written agreement between the parties, or unless terminated under the provisions of Article 6.

**Article 3 – Consideration and Payment:** The total cost to perform the Scope of Work, defined in APPENDIX A, is \$20,000 per resident teacher. Three (3) resident teachers will be placed with MLSS for a total cost of \$60,000. Costs shall be in accordance with the budget included in APPENDIX A. Payment for services will be made on a quarterly basis upon billing received from UND. 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 (7/1/17-6/30/18)	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000

**Article 6 – Termination:** If UND should fail to fulfill one or more of its obligations under this Agreement or breach any one or more of the terms and conditions of this Agreement, MLSS shall give written notice of such failure or breach. If UND does not cure such failure or breach with thirty (30) days, or begin curing such failure or breach if the failure or breach cannot be cured with thirty days (30), MLSS may immediately terminate this Agreement. UND may terminate this Agreement upon thirty (30) days' written notice if MLSS fails to make any payments due under this Agreement and fails to cure such nonpayment within twenty (20) days of such notice. No costs incurred after the effective date of termination will be allowable, except 1) those costs which UND could not reasonably avoid or eliminate, 2) those costs which were otherwise authorized by the termination notice, or 3) those costs which were incurred in UND's satisfactory fulfillment of its obligations under this Agreement.

Either party may terminate this Agreement for convenience by thirty (30) days' written notice to the other party. In the event of such termination, UND shall immediately stop all work and shall be reimbursed for allowable costs incurred under such termination and for all costs incurred after the effective date of such termination, which UND could not reasonably avoid or eliminate or which were otherwise authorized by the termination notice. In no event will the total of payments under this Agreement, if terminated, exceed the amount authorized by the MLSS in Article 3 of this Agreement.

**Article 7 – Liability:** Each Party shall be responsible for claims, losses, damages, and expenses which are proximately caused by the negligence or wrongful acts or omissions of that party or its employees, agents, or representatives acting within the scope of their employment. UND's liability is subject to any limitations contained in Chapter 32-12.2 of the North Dakota Century Code. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under the law or be construed to create a basis for a claim or suit when none would otherwise exist. This provision shall survive the termination of this Agreement.

**Article 8 – Governing Law:** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the state of North Dakota.

**Article 9 – Miscellaneous:** This Agreement, with attached APPENDIX A, constitutes the entire agreement between the parties relative to the subject matter. All changes, alterations, or modifications to this Agreement will be in writing and signed by the authorized officials of the parties hereto. If one or more of the provisions of the Agreement are held invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

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

**Moorhead Learner Support Services**

**UNIVERSITY OF NORTH DAKOTA**

**Name:**

**Name: Barry Milavetz**

**Title:**

**Title: Associate VP for Research & ED**

**Date:**

**Date:**

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

If yes, please provide the Prime Award CFDA# \_\_\_\_\_ FAIN# \_\_\_\_\_

### Point of Contact for Quarterly Invoicing

**Name:**

**Email:**

**Phone Number**

**APPENDIX A  
SCOPE OF WORK  
JULY 1, 2017 – JUNE 30, 2018**

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 MLSS under the joint supervision of experienced special educators (Resident Mentors) and a UND special education faculty member (University Mentor).

To accomplish this, the MLSS will provide funding of \$20,000 for each resident teacher placed in the MLSS. Administered by UND, these funds will be used for salary of a 9-month half time Graduate Teaching Assistantship (GTA) appointment for each student. This will pay a \$15,504 stipend plus applicable fringe benefits, as well as contribute to administration of the program. Expenses related to the administration of the program may include: summer scholarships, tuition and fees, personnel, 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%.

	<b>SALARY</b>	<b>FRINGE</b>	<b>ADMINISTRATION</b>	<b>INDIRECTS</b>	<b>TOTAL</b>
<b>FED – 8%</b>	\$15,504.00	\$75.00	\$3,051.00	\$1,370.00	\$20,000.00
<b>OTHER – 5.26%</b>	\$15,504.00	\$75.00	\$3,497.00	\$924.00	\$20,000.00

The work assignment for GTA's participating in this project will be in the MLSS. As UND graduate students, they will meet the requirements of the Graduate School and their academic programs, as well as those of the MLSS and the location of their individual placement. If a resident teacher moves to another school or changes assignment, the stipend with benefits will be prorated to time completed.

The MLSS will provide on-site supervision/mentorship and accept responsibility for duties (outlined in the Letters of Commitment and SERTP Guidelines) to be performed by fully credentialed special educators to meet state requirements. Also, the MLSS 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 MLSS, resident teachers are not considered to be under teaching contract.



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

**Learner Support  
Services**  
**Memo LSS.17.016C**

TO: Dr. Lynne Kovash, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 6/19/2017

RE: Pat Konewko Special Education Grant

The Pat Konewko Fund of the FM Area Foundation has awarded a grant to Moorhead Area Public Schools in the amount of \$1,085 to be used for special education programming.

Suggested Resolution: Move to accept the Pat Konewko Fund grant in the amount of \$1,085 as presented and direct administration to send a thank you.

DSB



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

**Assistant  
Superintendent of  
Learning and  
Accountability**  
**Memo ASLA17.38R**

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability

DATE: 6/26/2017

RE: Comprehensive Community Education Report

Community Education Director Lauri Winterfeldt will provide the board with a comprehensive review of the Moorhead Area Public Schools Community Education program. The report will include a review of 2016-17 activities, a recommendation to increase staffing by .25 FTE for the 2017-18 school year and review of Community Education plans and goals.

Suggested Resolution: Move to approve the comprehensive Community Education report as presented.

Moved by:  
Seconded by:  
Comments:

MOE:tro

**ATTACHMENTS:**

Description	Type
 Com Ed Presentation	Cover Memo



**MOORHEAD**  
AREA PUBLIC SCHOOLS

# Community Education Presentation

June 26, 2017

## Mission



**MOORHEAD**  
AREA PUBLIC SCHOOLS

The mission of Community Education is to improve the quality of life in our school district by extending learning opportunities to residents of all ages and abilities and by identifying community needs and developing cooperative relationships between school and community to meet these needs.



## State of Minnesota Legislative Oversight



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- Licensed director
- Part of a school district
- Advisory committee
- Self-sustaining enrichment opportunities
- No duplication of service
- Youth development plan
- Annual state reporting

## Programs



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- Adult Basic Education
- Adult Enrichment (Catalog)
- Adults with Disabilities
- Early Childhood Family Education
- Early Childhood Screening
- School Readiness (Jump Start, Countdown to Kindergarten)
- Youth Enrichment/Youth Service

## 2016-17 Highlights



- Interviews with recent immigrants that will air on MCAM and be available online
- Reinvested in SEED program
- Absent Narrative Program
- New class offerings including bike basics, skydiving and game design
- Collaboration with the Rourke Art Academy, The Center for Mindful Healing, Body Sava, The Timberwolves, the Lynx, FARRMS: Growing Together, Lost and Found Recovery Center, and Inspire Labs
- Civil War Roundtable
- After-school program at every elementary on game design/coding
- Reinstitute Summer Band
- Philanthropy and Youth

## Finance



- Community Education is financed by a combination of state funds, local levies, sponsorships, KIDsource revenue and course fees.
- State and local funding is based on census numbers which are updated annually.
- Detailed in the AOP

## K-12 Services



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- Wisdom, Courage, Respect and Kindness Retreats for students
- Learning Bank fine arts performances for all students in grades 1-6
- Service projects
- After-school programs
- SEED staff development
- Summer camp administration
- From 2015-17, supervised Americorp volunteers

## Promotional Materials



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- Catalog (42,000 distributed 3 times/year)
- Parenting Press (mailed to early childhood families 3 times/year)
- KIDsource (will be every K-6 student and online)
- School announcements
- Flyers for specific events
- Social media

## Administrative Functions



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- IRS payroll requirements
- Human Resource interface
- Registration software and support
- Scheduling and space allocation
- Enrollment documentation
- Provide instructional adaptations if required (ie., sign language interpretation)
- Accounting functions

## Administrative Functions



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- Teacher recruitment
- Community organization support
- Research programming examples
- Examine expense/revenue norms
- Identify and respond to changing community demographics

District	Community Education	Additional Comments
Westonka	70/30 split with coaches	
Eastern Carver County	72/28 split	Asks coaches what they need and builds fee around that
Chisago Lakes	80/20 split plus \$1 per registration	
Laverne	80/20 split	
Two Harbors	80/20 split	
Lake Crystal	80/20	80% goes to student activity accounts, nothing to salaries
Tridistrict	\$10 on top of cost	
Milaca	\$8 flat fee	
Jordan	90/10 split	
Bemidji	Previously 75/25 split	Sports now have their own organizations and run their own camps. CE still does after-school programs
Moorhead	85/15 split	



**MOORHEAD**  
AREA PUBLIC SCHOOLS

## Future Planning



**MOORHEAD**  
AREA PUBLIC SCHOOLS

- Collaboration with Narrative 4
- Return to Probstfield (Office and ECFE)
- ECFE Home Visitor Position through Lakes Country Service Cooperative
- Additional Jump Start classroom through Pathways II Grant
- Seek Voluntary PreK funding through MDE

## In 2017-18



- Changing job requirements for Community Education Director:
  - Assuming responsibility for School Readiness programs
- Changing responsibilities for Youth Enrichment Coordinator:
  - Assuming additional responsibility for adult enrichment programming

## Community Education in Moorhead



For more than 40 years, Moorhead has provided opportunities for citizens to make use of their school facilities through Community Education.

We are fortunate that the mission of Moorhead Area Public Schools recognizes learners, not just students, and understands the role the district plays throughout the lives of all of its constituents.



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

**Office of Superintendent**  
**Memo S.17.147R**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/21/2016

RE: 2017-18 Moorhead High School Student Handbook

Attached are the 2017-18 Moorhead High School Student Handbook and Moorhead High School Grades 9-12 Registration and Planning Guide 2017-18. According to Moorhead School Board Policy 221, the handbook is to be presented to the board for an annual review.

The following revisions have been made to the Moorhead High School Handbook:

TITLE	Page	Comment
Lunch Schedule	1	Updated information
Wednesday Schedule	1	Updated schedule
Meals	2	Updated policy language
Illness During the School Day	4	Change in office location
Tardiness	4	Updated information
Detention	5	Updated information
Student Dress and Appearance	7	New information
Conduct on School Buses	8	Updated grade levels
Testing Out Option	13	New information
Activities	14	Updated dates
Extracurricular Activities/Athletic Programs	16	Added debate
School Dances	16	Updated school year
School Calendar	19	Updated dates
Discipline Procedures 551.1	25	Updated information

A completed copy of the handbook will be available on the district's website at [www.moorheadschoools.org](http://www.moorheadschoools.org).

Suggested Resolution: Move to approve the 2017-18 Moorhead High School Student Handbook and Moorhead High School Grades 9-12 Registration and Planning Guide 2017-18 as presented.

Moved by:

Seconded by:  
Comments:

LAK:mde

**ATTACHMENTS:**

Description		Type
	Handbook	Cover Memo
	Reg Guide	Cover Memo



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

**District website is [www.moorheadschoools.org](http://www.moorheadschoools.org).**

**Moorhead High School Daily Class Schedule**  
**~~2016-17~~ 2017-18**

Period 1	8:25 - 9:10	Block 1	8:25 - 9:55
Period 2	9:15 - 10:00		
Period 3	10:05 - 10:50	Block 2	10:05 - 11:35
Period 4	10:55 - 11:40		

**1st Lunch 11:40 - 12:15**

Period 5	11:45 - 12:30	Block 3	12:15 - 1:45 or (11:45 - 1:15)
Period 6	12:35 - 1:20		

**2nd Lunch (Split Lunch) 12:30 - 1:05**      Class 11:45 -12:30/Lunch 12:30 - 1:05/Class 1:05 - 1:50

**3rd Lunch 1:20 - 1:55**

Period 7	1:55 - 2:40	Block 4	1:55 - 3:25
Period 8	2:45 - 3:30		

**Lunch Schedule**

**1st Lunch**      **Block Classes in** Art, Business, FCS, Industrial Tech ~~5/6 Block~~, Math, PE/Health ~~5/6 Block~~, & Science  
 (11:40 - 12:15)

**2nd Lunch (Split)** **Block Classes in** English, Social Studies & World Languages ~~5 & 6 Block~~  
 (12:30 - 1:05)

**3rd Lunch**      ALL Skinnies (45 min) 5th and 6th periods in all departments  
 (1:20 - 1:55)

Deposits to lunch accounts may be made throughout the school day into the meal account deposit box located by the food and nutrition office or online through PayFort.

Deposits must be made before 9:30 a.m. to be available for use the same day. Online payments through PayFort require 24 hours to process.

**WEDNESDAY COLLABORATIVE DAY SCHEDULE**

~~Staff Collaboration~~ **Student Support** Time = 8:10 - 9:00

Period 1	9:05 - 9:45	Block 1	9:05 - 10:25
Period 2	9:50 - 10:30		
Period 3	10:35 - 11:15	Block 2	10:35 - 11:55
Period 4	11:20 - 12:00		
Period 5	12:05 - 12:45	Block 3	12:05 - 1:25
Period 6	12:50 - 1:30		
Period 7	2:05 - 2:45	Block 4	2:05 - 3:25
Period 8	2:50 - 3:30		

**Lunch Schedule**

1st Lunch 12:00 - 12:35

2nd Lunch 12:45 - 1:20 Split Lunch (Class 12:05 - 12:45 / Lunch / Class 1:20 - 2:00)

3rd Lunch 1:30 - 2:05

**SHORTENED SCHOOL DAY SCHEDULE (2 Hours Late)**

Period 1 10:25 - 10:55 Block 1 10:25 - 11:25  
Period 2 11:00 - 11:30

Period 3 11:35 - 12:05 Block 2 11:35 - 1:05  
Period 4 12:10 - 12:40

**\*Use 3rd period or Block 2 class to determine lunch shift**

**1st Lunch - 11:30 - 12:05** Class - 12:05 - 1:05

**2nd Lunch - 12:05 - 12:40** Class - 11:35 - 12:05 / Lunch / Class - 12:40 - 1:10

**3rd Lunch - 12:40 - 1:10** Class - 11:35 - 12:35

Period 5 1:15 - 1:45 Block 3 1:15 - 2:15  
Period 6 1:50 - 2:20

Period 7 2:25 - 2:55 Block 4 2:25 - 3:25  
Period 8 3:00 - 3:30

**1st Lunch - Block Classes in Art, Business, FCS, Industrial Tech, PE/Health, Math & Science**

**2nd Lunch - Block Classes in English, Social Studies & World Languages, ESL**

**3rd Lunch - ALL Skinnies (45 minutes) 3rd and 4th periods in all departments, Business, FCS, Fitness/Wellness, LSS, Music, Theatre Arts**

**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](http://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.

**MEALS:** Moorhead High School offers breakfast and lunch meals that meet the state and federal guidelines. School breakfast is available from 7:45-8:20 a.m. and 9:50-10 a.m. and costs \$1. Lunch costs \$2.40 and includes milk. In addition, milk is sold for \$.40 and the ala carte line has items ranging from \$.25 to \$1.50.

**Moorhead Area Public Schools uses a computerized lunch program. Students must prepay for meals and milk. Parents/guardians are asked to deposit enough money for a week or more of meals. Deposits to lunch accounts may be made throughout the school day into the meal account deposit box located by the food and nutrition office or online through [PayForIt](#), an online payment processing system. Deposits must be made before 9:30 a.m. to be available for use the same day. Online payments through PayForIt require 24 hours to process. A student who does not have sufficient funds will not be allowed to charge la carte items until additional money is deposited in the student's account. Parents/guardians may check their students' meal account balance and transactions through PowerSchool.**

**If a parent/guardian chooses to submit one payment that is to be divided between sibling accounts, the parent/guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent/guardian.**

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

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

The school district will provide a meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The cost of the meal will be charged to the student's account or otherwise charged to the student.

The school district will make reasonable efforts to collect unpaid meal charges. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it. Unpaid balances of more than \$5, not paid prior to end of the month, will be turned over to the superintendent or designee for collection.

For additional information refer to School Board Policy 538 on the school district website or in the school office.

**SEVERE WEATHER-RELATED SCHOOL CLOSINGS:** Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow or ice. 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. You may also sign up for emergency alerts through PowerSchool. 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.

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

See Shortened School Day Schedule for the 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.

**CRISIS MANAGEMENT:** Moorhead Area Public Schools and Moorhead High School 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.

**ATTENDANCE:** We believe that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the students.

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. 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.

For additional information refer to School Board Policy 515 on the school district website or in the school office.

**\*EXCUSED ABSENCES:** The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. The following reasons shall be sufficient to constitute excused absences:

1. Illness - physician verification will be required for illnesses beyond three (3) consecutive days
2. Serious illness or emergency in student's immediate family
3. A death or funeral in the student's immediate family or of a close friend or relative
4. Medical or dental appointments
5. Legal Appointments
6. Religious observance
7. Official school field trip or other school sponsored outing
8. Family Vacation - must be pre-excused (limited to 7 consecutive days)

**Procedure for Excusing Students:** For absences that fall into the excused categories it is the responsibility of the parent/guardian of the student to notify the school. Parents should call the morning of the absence or a note should be brought in by the student on the morning of his or her return to school. Parents can also excuse absences in PowerSchool. If an absence has not been excused in 48 hours it will remain unexcused. The attendance number is 284-2301. Parents/Guardians and students are encouraged to monitor attendance through PowerSchool.

**UNEXCUSED ABSENCES:** Unexcused absences are all absences that can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's 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. Unexcused absences or truancy receive no daily credit for work missed. These are examples of absences that will not be excused:

1. Any absence where the student/family failed to comply with any reporting requirements of the school district's attendance procedures
2. Including but not limited to - missing the bus, work, extra sleep, baby sitting, hair appointments, shopping, skipping class, etc.
3. Family vacations not pre-excused

Moorhead High School has an automated phone calling system that will contact a parent/guardian at the primary contact number at the end of each day when a student has an unexcused absence in a class.

Consequences of Unexcused Absences:

1. Students will receive no credit for work due on the day of an unexcused absence.
2. Detention will be assigned for each class missed (1 session for a skinny, 2 sessions for a block).
3. Coaches and advisors will be advised of team members/students who have unserved detentions. Students are not permitted to participate in any games, contests, performances or miss any class time until all detentions are served.
4. Minnesota Statute 260A.02 defines a student with unexcused absences in three (3) or more classes on three (3) different days as a "Continuing Truant." Students meeting the Continuing Truant criteria may be referred to the county attorney media program.
5. Minnesota Statute 260C.007 defines a student with an unexcused absence from one or more class periods on seven (7) different school days as an "Habitual Truant." Students meeting the Habitual Truant criteria may be referred to the county attorney media program.
6. Parent/guardian, student and school administration conference may be required to discuss absences and the prescribed discipline. Parents/guardians and students are encouraged to initiate this conference to help rectify attendance issues.

**ILLNESS DURING THE SCHOOL DAY:** Students becoming ill during the school day have access to and services available at the school health office. Any student leaving school during the day due to illness must be excused by the health office or a parent/guardian through the health attendance office. Friends will not be excused to transport students.

**TARDINESS:** Students are expected to be to their assigned area on time. Excessive tardiness will not be accepted. Students who are tardy to their first period class will need to go to the old commons to receive a tardy slip from a hall monitor. Students who are tardy for second period through the end of the day will need to report to the attendance office to receive a tardy slip. Students will not be admitted to class without a tardy slip.

Moorhead High School uses digital clocks. Students need to be at their assigned area at least one minute prior to class starting (ex. in class at 8:24 a.m. or earlier for a class starting at 8:25 a.m.).

#### **Unexcused Tardy Consequence Progression**

3rd Tardy = 1 Session of Detention

6th Tardy = 1 Session of Detention

Every **unexcused** tardy after **the 3rd** will result in the 6th student will be **being** assigned 1 session of detention.

**This progression will be for the duration of the school year; there will not be a restart after first semester.**

Students with excessive tardies may be required to have a parent/student conference with their class principal to address issues causing the tardiness.

**MAKE-UP POLICIES FOR EXCUSED ABSENCES:** School work missed because of an excused absence must be made up within two class days from the date of the student's return to school. 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. Students in school-sponsored activities should not assume they have the right to an extended deadline for school work.

School work not turned in to a teacher within the two-day guideline may result in the assignments receiving a lower grade or no credit. In the case of a prolonged (3 or more days) excused absence, the teacher and student should mutually agree upon a deadline. An administrator will mediate if mutual agreement is not reached.

For additional information refer to School Board Policy 515 on the school district website or in the school office.

**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.

**DETENTION:** Detention will be held daily before school and after school. Detention can not be served during the scheduled school day of 8:25 a.m.-3:30 p.m. Arrangements can be made with your class principal to ~~do volunteer work on weekends~~ **complete community service hours** with specified **approved** nonprofit organizations. One hour of service completed will equal one session of detention. **A maximum of 20 hours of community service can be completed each school year.** **Remaining detentions must be served at Moorhead High School either from 7:35-8:15 a.m. or 3:35-4:15 p.m.** Detention will be assigned for unexcused absences, tardies and disciplinary reasons. It is the students' responsibility to monitor PowerSchool for detention notification.

Students are responsible for monitoring detentions assigned for attendance or other reasons and serving them in a timely manner. If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation, that senior will not be allowed to participate in the ceremony.

#### Detention Consequence Progression

Students who have unserved detentions will not be allowed to attend any of the school's three organized dances: Homecoming, Prom and Morp. Students also will be ineligible for participation in competition of any extracurricular activity until all detentions are served.

Students in excess of 10 detentions may be required to have a parent/student conference with their class principal to address issues causing the detentions. Students who accumulate 40 or more detentions and refuse to improve their behavior will be exempt from all dances, the graduation ceremony and participation in extra curricular activities for the remainder of the school year. An attendance/behavior plan will need to be in place for students with this number of detentions.

**OUT-OF-SCHOOL SUSPENSION (OSS):** "Suspension" means an action taken by the school principal 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.

**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.

**PASSES:** Students who need to leave their classes for purposes such as the washroom, office, health office, locker or counselor must use the hallway pass signed by their teacher. Students who abuse passes by being disruptive or using them excessively may lose this privilege. Students may be denied pass privileges after three (3) unexcused absences. Reinstatement of pass privileges will occur only after a suitable plan for correcting attendance problems has been developed by the student, submitted to the administration and followed successfully.

**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.

**GUIDELINES FOR VISITORS TO MHS:** 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. All visitors during the school day will be requested to wear an appropriate form of identification.

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.

**DRUG-FREE SCHOOL:** The area in and around Moorhead High School 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.

**PASSIVE ALCOHOL SCREENING:** Moorhead High School 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.

**TOBACCO:** Moorhead High has been designated a tobacco-free building. Tobacco use or possession, including smokeless tobacco, tobacco-related devices 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.

**WEAPON-FREE SCHOOL:** The area in and around Moorhead High School 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; paint ball 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. 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 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. Clothing bearing a message that is lewd, vulgar or obscene.
2. Head coverings and hats are not allowed to be worn in the building except with the approval of the building principal (i.e., medical situations or religious purposes).
3. Short shorts, clothing that expose the midriff or undergarments, and other clothing that is not in keeping with community standards.
4. Apparel promoting products or activities that are illegal for use by minors.
5. 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.

6. Any apparel or footwear that would damage school property.

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.

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

**Dress Code Violation Consequence Progression**

1. **Warning - Student conference**
2. **Detention assigned**
3. **Conference with class principal, parent contact made**
4. **Suspension**

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

**MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST HARASSMENT AND VIOLENCE RELATED TO RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, FAMILIAL STATUS, STATUS WITH REGARD TO PUBLIC ASSISTANCE, SEXUAL ORIENTATION, OR DISABILITY**

1. Everyone 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 (executive director of human resources).
5. Your right to privacy will be respected as much as possible.
6. The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and the school district will take all appropriate actions based on the report.
7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.
8. This is summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Complete policies are available in the building administrator's office and the Superintendent's Office and at the school district's website at [www.moorheadschoools.org](http://www.moorheadschoools.org).

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, 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, 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.

**DISRUPTIVE BEHAVIOR:** Students who display disruptive behavior in a class may be removed from that class by a teacher or principal 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.

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

**BULLYING:** An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. "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.

**BUILDING HOURS:** Students should not be in the building before 7:55 a.m. and must leave before 4 p.m. unless arrangements have been made with a staff member or they are involved in school activities including use of the media center. Students who remain in the building outside of the designated building hours and cause disruptions will be referred to legal authorities.

**CONDUCT ON SCHOOL BUSES 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.



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 five 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 (5-12)**

1st offense	Student conference and warning
2nd offense	Conference with parents/guardians / 5 school days suspension from riding the bus
3rd offense	Conference with parents/guardians / 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.

*\*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.

**PROCESS FOR ADDRESSING 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 building principal or program director 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.

**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, the Moorhead Police Department or Clay County Sheriff's Department.

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.

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

Lockers have been assigned to each student. Students are expected to use the locker that is assigned to them and are not allowed to share lockers. Locks for lockers will be provided by the school. If you lose your lock, you must pay \$10 to obtain a new one. Students are not allowed to write on the inside or outside of any locker. The use of a school locker is a privilege. Students who fail to comply with school locker use guidelines may lose locker use privileges. Replacement cost for lockers is \$80 plus installation fee.

Lockers should always be locked when not in use. Do not give your combination to anyone else. Lockers should not be considered safe from theft. The school assumes no liability in the case of theft. Random locker checks will be conducted, and law enforcement K-9 units will randomly check lockers four to six times per year. We encourage students not to leave money or valuables in their lockers. Please leave valuables at home. In the rare instance that you must bring something of value to school, please leave it in the office so that it can be stored in the vault for the day and returned to you when school is dismissed.

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

**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 username and password, which are available in the school counseling office or by calling 218-284-2312. 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.

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

**INFOSNAP:** InfoSnap is an information gathering process that allows parents/guardians to complete and/or update their students' information and register for athletics and activities online. Log in to your PowerSchool parent account and choose the InfoSnap Registration link.

**PAYFORIT:** Moorhead Area Public Schools offers an online payment processing system, PayForIt, 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 PayForIt 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 visible in PowerSchool's parent portal.

**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: laser pointers, flammable lighters, radios, magnets, snaps, stink bombs, bolt cutters and crowbars.

**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 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 or instant message. Students are not allowed to use cellphones in any area in the building while they are scheduled to be in class.

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

**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.

Moorhead Area Public Schools provides students in grade 3-12 with a district assigned email. All email messages sent and received by students are archived and retained per legal statutory requirements. The district reserves the right to revoke a student's email account at any time due to inappropriate use.

For additional information refer to School Board Policies 730 and 731 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.

**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.

**FIRE, TORNADO AND LOCK DOWN DRILLS:** Emergency drills will be conducted throughout the school year.

**REGISTRATION:** Student registration typically takes place in February for grades 9-11. Four-year plans are discussed during the 9th grade year and updated as needed during registration. The four-year plan serves as a guide for registration and is flexible to allow for changes. All students who request admission to Moorhead High School and have not attended a high school for the previous two weeks or longer will be encouraged to enroll in alternative education options for the remainder of the semester. These students will be eligible to enroll at the start of the next year or semester. Students who have failed a significant number of middle school/junior high courses may be required to take alternative/remedial course work as a condition of entering the high school.

**COMMUNITY RELEASE:** The Community Release class is offered as a free period for junior and senior students who are on track for graduation at the discretion of the administration. Juniors must have completed a minimum of 14 credits and will be allowed a maximum of one free block per semester. Seniors must have completed 20 credits and will be allowed a maximum one free block per quarter. If, during the current grading period, a junior or senior is not making academic progress toward graduation the Community Release class will be revoked and the student will be placed in a class for the next quarter or semester to make up the missing credits.

**GRADUATION REQUIREMENTS:** Moorhead High School students must successfully complete 26 credits. Along with completion of credits, students must meet district testing requirements. All students participating in the graduation exercises must have completed the required minimum number of credits and met all graduation requirements as well as completed the Senior Checkout Process with his/her counselor. Students who fail to complete the Senior Checkout process will not be allowed to participate in the graduation ceremony. Those students not participating in graduation will be able to pick up their diplomas beginning on the Monday following the ceremony.

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

It is an expectation that all library books, textbooks, and other school-issued materials be returned every year. Students will be notified annually of missing materials.

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.

For additional information refer to School Board Policy 640 on the school district website or in the school office.

**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.

**FOREIGN EXCHANGE STUDENTS:** Moorhead High School welcomes foreign exchange students who are sponsored by accredited agencies. All foreign exchange students are classified as freshmen, sophomores or juniors. Foreign exchange students are not eligible for status as a senior and are not entitled to graduation from Moorhead High School.

**COUNSELING DEPARTMENT:** One of the first resource people you will meet at Moorhead High school is your counselor. Your counselor is available to assist you in many areas of your high school career including:

- planning and developing an academic program that best fits your needs,
- identifying career goals and interests, providing resources that will give current information about colleges and other post-secondary institutions, and,
- helping you make good decisions about concerns and conflicts in your personal life.

Moorhead High School is proud to have five licensed professional school counselors on staff to work with parents and students. MHS also has a licensed professional addiction counselor and several outreach workers to assist with student concerns which include chemical usage, attendance, and nontraditional high school programming.

A-D	Keith Hartleben	284-2319
E-J	Maret Kashmark	284-2316
K-P	Toni Bach	284-2313
Q-Z	Sarah Miller	284-2315
Student Assistance	Scott Matheson	284-2314

Your counselor is truly interested in helping you succeed at MHS. Make it a point to get to know your counselor and see him or her frequently. Students are free to talk to any counselor, not just their assigned one.

**MARKING SYSTEM:** Moorhead High School uses letter grades of A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (0-59). An "I" will indicate an incomplete in a subject. Assignments must be completed for credit no later than two weeks from conclusion of a course or the incomplete will be changed to failure. Special cases should be cleared with your counselor or principal.

**PASS/FAIL OPTION:** 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.

**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 department chair. 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.~~

~~*Students may test out of a class and receive credit in specified courses. A student may not test out of a course that is considered to be of a lower level sequence of a course in which they are currently enrolled. The student must make arrangements with his or her counselor and complete the Course Credit by Assessment application at least one month before the assessment is given. To gain credit the student is required to score a minimum of 80% on a version of the course final. For more information please see the counselor. This corresponds with [Administrative Procedure 653.1](#), which is available on the school district website or in the counseling office.*~~

**CLASS AUDIT:** Any student who wishes to audit a class for no credit should meet with the course instructor and the assistant principal for details.

**SENIOR HONOR STUDENTS:** Seniors with a cumulative G.P.A. of 3.70 or higher through the first semester will be named a Moorhead Honor Student.

**ACADEMIC LETTER:** The purposes of the academic letter are motivation, incentive and recognition for work well done. The Academic Letter Committee follows these guidelines/qualifications:

- Grade 10 - 3.70 cumulative G.P.A. through first semester
- Grade 11 - 3.65 cumulative G.P.A. through first semester
- Grade 12 - 3.60 cumulative G.P.A. through first semester

A = 4.00, A- = 3.75, B+ = 3.50, B = 3.00, B- = 2.75, C+ = 2.50, C = 2.00, C- = 1.75, D+ = 1.50, D = 1.00, D- = .75

**REPORT CARDS:** Report cards are issued at the end of each nine-week grading period and are available online through PowerSchool. They include a letter grade for each subject and a report on attendance and tardiness. If you feel there is an error on your report card, bring it to the registrar's office and report it to the secretary. The last report card of the year will be mailed to the student's home.

**UNSATISFACTORY WORK REPORTS:** Parents will be sent reports indicating unsatisfactory work in a subject near the midpoint of the course or any time students are not performing up to their capabilities. Parents should contact the teacher who sent the report for a conference. Teachers will send these reports while there is still time to improve the grade for that grading period.

**DROPPING A CLASS:** Once a student is enrolled in a class, you may drop it only after consultation with a counselor. You will also need parental permission. In most instances, you cannot drop a class with fewer than 20 students enrolled. Students will not be allowed to drop a class if this puts them below their required credit hours for the year (Seniors - 6, Juniors - 7, Sophomores and Freshmen - 8). The deadline for dropping a class is seven school days from the start of the class. Any class dropped after this deadline will result in a withdraw/fail which carries the same GPA weight as an "F".

**TRANSFERS OR WITHDRAWALS:** If you wish to transfer from Moorhead High, report to the counseling office for a withdrawal form. Complete the form and take it to all your teachers, the library, your counselor and the assistant principal for their signatures. After **all** signatures have been obtained, return the form to the registrar's office. All textbooks should be returned to teachers as you check out with each of them. Records will be sent to another school only after all obligations have been met.

For additional information refer to School Board Policy 517 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.

**MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS ACT:** 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.

**INDEPENDENT STUDY OPTIONS:** Students who are interested in taking a course not offered at Moorhead High School as an independent study, including online, should contact a principal. Independent study courses involve a considerable amount of reading, writing, and individual study.

**HOMEBOUND INSTRUCTION:** Students who are absent for 10 consecutive days due to an illness or medical condition are eligible for homebound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the Department of Learner Support Services (218-284-3710) and can be initiated before the time lines are in effect.

**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.

**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.

**ACTIVITIES:** All students are eligible to participate if they meet activity guidelines, but not all students will earn the privilege to participate in activities. Skill, tenacity, hard work and attitude are the primary factors in determining who will participate and represent our school. Moorhead High shall be represented by students who are good citizens, scholars and athletes willing to abide by prescribed rules and high standards. This privilege and honor carries with it responsibilities to the community, school faculty and student body they represent. To ensure that the standards and ideals of Moorhead High are upheld and requirements enforced uniformly, standards of conduct have been established. Advisors or coaches may enforce rules that are more strict than those established, but these are minimum rules that must be enforced:

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 (October 6 7, December 8 9, February 23 24, April 26 27) and the end of each quarter (November 3 4, January 19 20, March 29 30, June 5 6) through the year. Students will be notified of their ineligibility by the Activities Office and their ineligibility will run from Wednesday-Wednesday.
2. Students will be ineligible to participate in competition in any extracurricular activity until all detentions are served.
3. 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.
4. 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.
5. 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.
6. Students must dress appropriately when representing the school. Neat, casual dress clothes are appropriate.
7. Awards and honors are presented in trust. Should the student violate that trust, the honor or award may be revoked.
8. 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.

For additional information regarding activity eligibility, fees, travel, or lettering information refer to School Board Policies 541, 542, 543 and 545 on the school district website or in the school office.

**EXTRA CURRICULAR ACTIVITIES/ATHLETIC PROGRAMS:** For information on how to participate in these or other MHS 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

**Debate**

Student Newspaper	SADD
Marching Band	Jazz Band

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

<u>Fall:</u>	Cross Country - girls and boys
	Football - boys
	Soccer - girls and boys
	Tennis - girls
	Swimming - girls
	Volleyball - girls
<u>Winter:</u>	Basketball - boys and girls
	Swimming - boys
	Gymnastics - girls
	Wrestling - boys
	Hockey - boys and girls
	Nordic Ski - boys and girls
	Dance line - girls
	Weight Lifting - boys and girls
<u>Spring:</u>	Track - boys and girls
	Golf - boys and girls
	Tennis - boys
	Baseball - boys
	Softball - girls
	Adapted Bowling - boys and girls
	Clay Target - boys and girls

**SCHOOL SPIRIT/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 where important values such as dignity, equity, 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.

## 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**

Moorhead High School will hold three dances during the 2016-17 ~~17-18~~ 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 their class principal one week prior to the dance. Guests for Homecoming and Morp must be enrolled in high school and in good standing. 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.

### **Prom**

Prom is a school event for junior and senior students who attend Moorhead High School. Each student choosing to attend may invite one guest. If you are bringing a guest (anyone other than another junior or senior from MHS), you must pre-register that guest in the high school office. Guests must be at least a high school sophomore and not older than age 20. School policies apply to all students and guests during prom.

Students are expected to stay in the building until the end of the dance. Once a student leaves, he or she will not be readmitted. Students who wish to go outside or to their vehicles during the dance must be escorted by a chaperone.

**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 activities office for details.

**FUND RAISING:** All fund raising projects by any student group must be approved in advance by the advisor, principal, and assistant superintendent before any fund raising may begin.

For additional information refer to School Board Policy 644 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.

**MUSICAL INSTRUMENT RENTAL FEES:** The Moorhead School Board authorizes a rental fee of \$75 per instrument for each student playing a school-owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

1. If a family cannot afford to pay the fee, as determined by the building principal using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information and rental agreement refer to School Board Policy 831 on the school district website or in the school office.

**PROTECTION AND PRIVACY OF STUDENT RECORDS:** The following information is considered public information and may be disclosed unless the school principal 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

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 post-secondary 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.

**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.

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

For additional information refer to School Board Policy 632 on the school district website or in the school office.

**PARENT TEACHER ADVISORY COUNCIL (PTAC):** The PTAC is composed of parents and staff members who wish to become more actively involved at Moorhead High School. Meetings are held monthly. Dates are listed in district calendar and on the website. All parents are welcome to become members and are encouraged to call the main office for more information.

**SURVEILLANCE EQUIPMENT:** Moorhead High School premises 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.

**MESSAGES:** All emergency messages will be handled by an administrator.

**WELLNESS:** The Moorhead School Board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and educational achievement.

Foods and beverages sold or served at school during the school day by the Moorhead Area Public Schools (including school stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards. (See Administrative Procedures 536.1 and 536.2.)

For additional information refer to School Board Policy 536 on the school district website or in the school office.

**BUILDING CLEANLINESS:** We ask that students be respectful and responsible by doing their part to keep the building clean. Help keep the building clean by depositing unwanted paper in wastebaskets or proper recycling bins.

Students are not allowed to bring food/beverages into classrooms (excluding water with teacher permission) unless it is appropriate for a class (e.g., Family Consumer Science). Breakfast and lunch food items must be eaten in the Commons/lunchroom. Students do have the privilege of bringing food/beverages into the building. Along with this privilege comes the responsibility of properly discarding waste and cleaning any spill or mess you may make. If building cleanliness becomes an issue this privilege may be revoked. Students not properly disposing waste will face disciplinary measures.

**STUDENT USE AND PARKING 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 driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. 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 owners 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.

### **Student Use of Motor Vehicles**

Students are permitted to use their vehicles during assigned lunch period for off-campus purposes, or for off-campus school programs during assigned times. Operating a motor vehicle on school property is a privilege not a right and necessitates safe driving in accordance with the law and conditions.

### **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 Moorhead High School 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.

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

**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 Moorhead High at 218-284-2300 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.

### **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 (including Tylenol, Ibuprofen, nasal spray, eye drops, etc.) requires parental signatures on the medication request form. Medication request forms are available in the health office or with the medication policy on the district website. All medicine must be in the original bottle with appropriate label, and the student's name should be on it. If at all possible, medication should be given at home. Please let the health office know if

your student begins taking a new prescription medication at home that was not previously entered 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 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:** The high school media center is easily accessible to the students and staff from 7:30 a.m. to 5 p.m. Monday through Thursday and 7:30 to 3:30 p.m. on Friday.

At the high school we have 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 that they are available for use by others. If something is lost or damaged, the original cost of the item will be charged.

Students 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 this facility. The deliberate abuse of any of the materials, programs or equipment located in the library/media center will be referred to a principal for disciplinary action.

**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.

**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.

#### **School Calendar 2016-17-17-18**

September 5 6	K-12 Classes Begin
<del>September 29</del> <del>October 7</del>	No School - Teacher PD/PLC - Homecoming Parade, Game & Dance
October 16	Parent Teacher conferences (5-8:30)
October 17	Parent Teacher conferences (5-8:30)
October 18	No School - Parent-teacher conferences (8-11:45) Teacher PD/PLC (12:45-4:15)
October 19-20-21	No School - MEA
November 3 4	End of 1st Quarter
November 10 11	No School - Teacher PD/PLC
November 22-24 23-25	No School
December 7 8	Parent Teacher conferences (5-8:45)
December 22	Winter Break Begins
January 2 3	Classes Resume
January 15 16	No School - Teacher PD/PLC
January 19 20	End of 1st Semester/2nd Quarter
<b>February 16</b>	<b><u>No School - Teacher PD/PLC (8-11:30)</u></b>
February 19 20	President's Day - No School
February 23	Parent Teacher conferences (5-8:45)
March 5 6	MCA Reading, Math and Science online testing begins
<b>March 7</b>	<b><u>No School - Parent-Teacher conferences (8-11:45) Teacher PD/PLC (12:45-4:15)</u></b>

March <del>8-9</del> -10	No School
March <del>29</del> 24	End of 3rd Quarter
<b><u>March 30</u></b> April 14	No School
April <del>2</del> 47	No School
April <del>24</del> 27	Parent-teacher conferences (5-8:45)
<b><u>April 27</u></b>	<b><u>No School - Teacher PD/PLC (8-11:30)</u></b>
May <del>28</del> 29	Memorial Day - No School
June <del>3</del> 4	Graduation
June <del>5</del> 4	Last Day for Students
<b><u>June 6</u></b>	<b><u>Last Day for Staff</u></b>

#### **EMERGENCY MAKEUP DAYS**

March 9, April ~~2~~ 47, June 2, ~~5~~ 6, 7, 8, 9, **11,12**



## **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](http://www.moorheadschoools.org)

■ Superintendent: 218-284-3330

■ Assistant Superintendent for Business and Operations: 218-284-3370

■ Assistant Superintendent for Learning and Accountability: 218-284-3310

■ Human Resources: 218-284-3350

#### **Discipline Procedures – Grades 9-12**

**Administrative Procedure:** 551.1      **Section:** 500 STUDENTS

**Date Adopted:** 6/27/2011

**Date Revised:** 6/8/2015, 6/13/2016

**Dates Reviewed:** 6/20/2012, 6/18/2013, 6/23/2014, 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 and Supports (PBIS) as a foundation for behavior expectations in a building.

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

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

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

Restorative practices are 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](http://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 of legal authorities and the student assistance team 5-10 day suspension or alternative action	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion

#### 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
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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
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## 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," 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: 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	<u>Detention assigned</u> Parent(s)/Guardian(s) notification Modify clothing or send home	<u>Conference with class principal</u> Parent(s)/Guardian(s) notification Modify clothing or send home

Further offenses: Individually considered. Students may be suspended.

## 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) 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

**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, 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
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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
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**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



**Academics**



**Arts**



**Activities**

**Athletics**



**MOORHEAD**  
AREA PUBLIC SCHOOLS

## **Moorhead High School Grades 9–12**

### **Registration and Planning Guide 2017–2018**



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

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Dear Students and Parents or Guardians:

Welcome to Moorhead High School and a world of opportunity in academics, activities, the arts and athletics! The possibilities are endless. Students can create their own avenues for success. There is so much to choose from at Moorhead High School, but it takes planning so that one does not miss an opportunity. Too often we will hear people say, "When I was in high school I wish I had..." You only get one chance at high school, and it is best to grab as many of the opportunities as possible and to create a strong foundation upon which to build your future and chase your dreams.

This planning and registration book contains a variety of options for high school and the future. You need to study this document to take full advantage of it. Some courses require that a student take other courses first. These prerequisites provide the skills, tools, and preparation to ascend to the next level of study. It is also useful to consider your goal(s) after high school and learn what is required for entrance into those area. A student may consider an apprenticeship, a gap year, the military, professional training, a two-year program of study, AmeriCorps, missionary work, a four-year degree — or more! It is useful to seek other options with regards to activities that can enrich one's life with new friends, new learning and possible hobbies or vocational interest. Study the tools that are linked to this document, such as the World of Work Wheel, which offers information about possible careers in a trade or profession, as well as what the requirements might be in terms of classes and academic performance.

The Moorhead High School staff is an outstanding collection of professionals. They are willing to answer questions and help a student through all phases of a high school career and beyond. Planning a program of study and life after high school is a team effort that involves the student, the family and the staff at the high school.

Take the time to carefully read the information in this document. The information will help all students make good academic decisions while at Moorhead High School and will do much to create pathways to the future. If a student has any questions or uncertainty please ask a staff member, make an appointment with a counselor or get information from past graduates. The staff of Moorhead High School looks forward to seeing you in the fall of 2017. All staff join me in wishing you a successful high school career and remind you that we, the staff, are partners in your journey. We measure our success by your success!

Sincerely,

Dave Lawrence  
Principal  
Moorhead High School

## Graduation Requirements

Moorhead High School students must successfully complete 26 credits and must meet state or district testing requirements. All students participating in the graduation exercises must have completed the required minimum number of credits, met all graduation requirements and completed the Senior Checkout Process to be allowed to participate in the graduation ceremony.

Required Subjects	Credits	Minimal Required Courses
Mathematics	3 credits	Intermediate Algebra (Algebra II), Geometry and Advanced Algebra
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
Explore	.5 credit	Required in grade 9
Health	.5 credit	Health
Physical Education	1 credit	Physical Education 9 and an elective
<b>Required Credit Total</b>	16.5 credits	
<b>Elective Credits</b>	9.5 credits	From any content area - either core or elective subjects
<b>Total for Graduation</b>	26 credits	

## Academic Awards

Academic Letters are awarded in grades 10-12. The purpose is to recognize academic achievement and effort as well as provide incentive. Academic Letters are awarded in May based upon the cumulative grade point average through the first semester of that academic year on a 4.0 scale.

Grade 10 - 3.7 cumulative grade point average through the first semester

Grade 11 - 3.65 cumulative grade point average through the first semester

Grade 12 - 3.6 cumulative grade point average through the first semester

Seniors with a cumulative grade point average of 3.7 or higher through the first semester of the senior year are considered Honor Students and are indicated as such on the graduation program and recognized in May at the Awards Night. Special Honors, Salutatorians and Valedictorians are determined by the high school administration. They are named at the Awards Night program and recognized on the graduation program.

## Advanced Placement Award Levels - Recognized by the Advanced Placement Program

- AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.
- AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
- State AP Scholar: Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.

## Earning College Credit While in High School

Students have a variety of paths available to reach graduation and prepare for the future. No one path is appropriate for every student. Think of your long-term goals, visit with older students, seek input from teachers and counselors, and gather as much information as possible before making a decision.



### Advanced Placement (AP)

Advanced Placement classes work to enhance a student's individual skills in thinking, reading, writing and background knowledge in a variety of subjects. Those advanced skills come with effort, and a student can expect more homework in an AP than a regular class (a minimum of 30-45 minutes per night). According to the College Board website, AP classes help a student to stand out in college applications as a student who desires to take the most challenging classes to prepare for the next stage of life. A student may decide to take the AP examination. Many schools allow credit for satisfactory scores, but one only needs to send the scores to colleges after one has been accepted and it will help in placement. If a student is seeking college credit at a specific school be sure to check each school's policy as to what is accepted. Just having the AP course and grade on your transcript is a benefit. The state of Minnesota pays a portion of the AP examination fee, but the amount may vary from year to year depending upon the action by the Minnesota legislature. Moorhead High School offers the following courses:

AP Human Geography	AP Psychology
AP Macroeconomics	AP Biology
AP Microeconomics	AP Chemistry
AP European History	AP Language and Composition
AP US Government	AP Literature and Composition
AP United States History	AP Statistics
AP Comparative Government	AP Calculus AB / BC

Any student may take an Advanced Placement examination even if he or she is not enrolled in the course at Moorhead High School.

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## Articulated Agreements



Articulated Agreements enable high school students to earn college credit while in high school. For Moorhead High School, several business classes are articulated with Minnesota State Community and Technical College (M|State), with campuses in Fergus Falls, Detroit Lakes, Moorhead and Wadena, and Northwest Technical College, with a campus in Bemidji, and Northland Community College in Thief River Falls. Some automotive classes are articulated with M|State. A student must attend one of the listed schools to receive the credit. If, at some point a student is thinking of attending a school other than one in the M|State system please check to make sure the credits transfer. Currently, Moorhead High School offers articulation in the following classes:

- Computer Applications
- Web Design
- Microsoft Office Applications
- Personal Finance
- Accounting I and II (must take both)
- Brakes/Steering and Suspension
- Small Engines I & II
- Introduction to Auto - when two auto classes are completed at Moorhead High School

## Post-Secondary Enrollment Options



Under the Post-Secondary Enrollment Options (PSEO) program, qualifying Minnesota high school juniors and seniors may enroll in courses at Minnesota State University Moorhead, Concordia College or Minnesota State Community and Technical College - Moorhead (M|State) as part of their full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. A student could really attend any school in the state in which he or she would be accepted. Students in grade 10 may enroll in [Career and Technical Education](#) courses if they meet the requirements. The admission criteria varies by school and availability of class space. There is no charge for tuition, fees or required textbooks. Students may decide to earn college credit and high school credit at the same time or to take courses that are not offered at the high school. This will generate a college transcript at the institution a student attends.

If students do not plan to attend the school at which the PSEO courses are taken, they should check with the school they plan to attend to ensure the credits will transfer to that particular school — if that is the goal of the student. The PSEO admissions requirements for the local schools are as follows:

- [Concordia College](#)
- [Minnesota State University Moorhead](#)
- [M|State](#)

Students must notify Moorhead High School by May 30 if they want to participate in PSEO the following school year.

## Concurrent Enrollment



Concurrent enrollment classes are college courses taught at Moorhead High School. However, the course is partnered with courses taught at local colleges or universities. It is often called College in the Schools. Classes are taught by trained high school

teachers or college instructors. Because it's free, students can save time and money as they work toward a degree. Studies have shown that students who take college-level/AP classes when they are still in high school are more likely to graduate with a degree from college in four years. Students need a 3.2 grade point average at the end of their sophomore year or a 2.8 at the end of the junior year. In addition students need an "acceptable" ACT score or to pass the Accuplacer Test with a 78. When students successfully pass these concurrent classes, they can earn both high school and college credit. It also gives students the chance to explore subjects at a more advanced level. This will generate a college transcript at the partnering institution.

## Options!

### Independent Research Study



Students who are interested in taking a course as an independent study should contact a faculty adviser and establish the criteria that meets the state standards for relevant courses or create a rubric for a course that enables a student to pursue an area of interest. This may involve research, reading, interviews, online work, audio-visual resources or other options. Such courses demand a great deal of

self-motivation and/or a keen interest in an area of study. Once the faculty contact is established, a principal must be contacted to complete the required paperwork. The student needs to create a schedule of meetings with the faculty adviser and meet the agreed upon criteria to earn credit. This can be a wonderful path to expand an interest, pursue creativity and more. Please note: the course is an "independent" study and demands a great deal of individual fortitude, but the path affords unlimited possibilities.

**Online Learning:** Online learning options may be provided by Moorhead High School to address scheduling conflicts or to provide courses not offered by Moorhead High School, credit recovery, alternative learning options, independent study options or home school options. The combination of online and traditional classes can never exceed 4 credits per semester or more than 50 percent online. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees by the student. Online agreements can be made on an individual basis with your school counselor. [Moorhead School Board Policy: Online Learning Options 610](#) applies to students participating in online courses.

**Course Credit by Assessment:** Students may test out of a class and receive credit in specified courses. A student may not test out of a course that is considered to be of a lower level sequence of a course in which they are currently enrolled. The student must make arrangements with his or her counselor and complete the Course Credit by Assessment application at least one month before the assessment is given. To gain credit the student is required to score a minimum of 80% on a version of the course final. For more information please see the counselor. This corresponds with [Administrative Procedure 653.1](#), which is available on the school district website or in the counseling office.

**Pass/Fail Option:** 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. Students should check with their counselor for the correct forms. The deadline for a pass/fail option is 15 days from the start of the class. Once a student has been graded, the student may not change the pass/fail option. Students who fail a course and then retake it at a later time will have the original failure replaced by the more recent grade. Students who are missing credits that would place them two grade levels below the average student's credit level will have this option removed.



## Internships Within the District and Mentorships

Moorhead Area Public Schools offers a number of competitive internships that also include life skills and potential recommendations for future jobs. Juniors and seniors can support the Spuds and earn skills and experience at the same time! These positions are open to any junior or senior student who has the desire to be a team player, learn, and do the best possible job every time. These positions have the potential to earn credit and be placed on a student's transcript. Interns may apply for the positions below by completing this [application](#).



**Activities Office Student Information Director:** working for the activities director. In this role a student(s) would write articles/stories about student activities, athletic events, students, coaches, trainers, musicians, actors, speech team members, student council, Key Club or anything else that is a student activity. A website run by the Minnesota State High School League has a spot for each school to post stories, articles, pictures, etc. and articles could be used for district communication.

**Communication Intern:** working with the journalism teacher and the district's communication coordinator. This role is like the one described above but would work at the district level, i.e. cover stories about more than Moorhead High School...yes, it could include stories about Moorhead High School, but great things are happening at the elementary schools, middle school and Red River Area Learning Center that deserve attention. Both this internship and the one above provide a wonderful basis for further work at the post high school level.

**Mentorship** offers an opportunity to follow or work with local businesses or agencies. Students who participate in such programs can get a feel for what the job entails and get first-hand information from the professionals with whom they might work. It is the student's responsibility to contact the agency or business and to follow the guidelines established for the program. While these mentorships are unpaid, they do offer hands-on-experience that can result in not only real-life experience but also exposure to career interests, recommendations and possible future jobs. A student would sign up for this like any other course but the possibilities are endless! A student may enroll through the social studies or business department.

**Peer Tutoring** is designed for juniors and seniors who meet qualifications and are interested in tutoring in academic subject areas. Students are encouraged to gain placement in the district elementary schools and Horizon Middle School. Tutors are responsible to find tutoring placement and provide their own transportation.

### Peer Tutoring Qualifications:

1. Complete application (available in the counseling office)
2. Be a junior or senior in good standing (on track to graduate)
3. Have a 3.0 GPA or higher by the end of the sophomore year
4. Have transportation to another school building when needed
5. Sign a confidentiality agreement with regard to student(s) working with you



## World's Best Workforce

**“College, Career and Life Readiness”** – Minnesota strives to prepare every student to be career and college ready. A number of reasons are driving this attention:

- The population of the United States is aging.
- 70% of the future jobs will require more than a high school diploma by 2018.
- The state and the nation do not have qualified candidates to fill many good paying jobs.
- Future jobs are going to require increasingly more rigorous preparation in mathematics, science and reading skills.
- Students have a narrow sense of the available jobs and, in truth, are preparing for jobs that do not yet exist.

Every student will benefit from taking time to consider career options and crafting a track to reach their self-defined goals. The tricky part is that most students are unaware of career possibilities. Students only know the careers they have seen, heard or read about. There are tens of thousands of jobs that students do not even know exist that are rewarding in purpose and financially. Students and families are encouraged to access the tools available in the district, the state and online to help plan career trajectories. While in high school, students may want to consider courses offered at Moorhead High School that will enhance their understanding of career paths. Moorhead Area Public Schools believes in the need to help students chase their dreams.

### **Moorhead High School is committed to the following:**

- Annual review of each student's life plan
  - meeting academic standards
  - developing career and life skills (collaboration, creativity, communication and critical thinking)
  - identifying personal interests, aptitudes and aspirations
  - creating goals and timelines to achieve those goals
- Academic rigor and high expectation
- Integrating experiential learning opportunities in academic content
- Engaging in community partnerships
- Reducing the achievement gap by strengthening teacher practices in reaching all students
- Providing all students a level of instruction to obtain post-secondary credit without remediation
- Exposure to and conversation about a variety of career options in every course
- Access and choice for early college credit
- Providing support for students to obtain information about postsecondary education requirements and costs, eligibility for financial aid and scholarships

## **Opportunities Through the Arts, Activities and Athletics**

### **Year-Long Activities**

Apollo Strings  
Jazz Band  
Pep Band  
Marching Band  
Chess Club  
Intramurals  
Robotics

Cho-Kio / Yearbook  
The Spud / Newspaper  
Knowledge Bowl  
Mathematics League (Sept.-March)  
Philanthropy and Youth (PaY)  
Students Against Destructive  
Decisions (SADD)

Student Council  
Key Club  
Ford AAA Auto Skills  
Economics Challenge  
Writer's Club  
SkillsUSA/Small Engines Club

**Fall Activities**

School Musical  
Debate

**Winter Activities**

Science Olympiad  
Carolers  
Destination Imagination  
Speech/National Forensics  
One Act Play

**Spring Activities**

Spring Play

**Fall Athletics****Boys:**

Cross Country  
Football  
Soccer

**Winter Athletics****Boys:**

Basketball  
Hockey  
Nordic Skiing  
Swimming  
Wrestling  
Weight Lifting

**Spring Athletics****Boys:**

Baseball  
Golf  
Tennis  
Track and Field  
Adapted Bowling  
Trap Shooting

**Girls:**

Cross Country  
Soccer  
Swimming  
Tennis  
Volleyball

**Girls:**

Basketball  
Competitive Dance  
Gymnastics  
Hockey  
Nordic Skiing  
Weight Lifting

**Girls:**

Track and Field  
Softball  
Golf  
Adapted Bowling  
Trap Shooting

**Post High School Planning**

The graduation requirements for Moorhead High School do much to prepare a student for college or career. The course work in language arts, social studies, mathematics and science provides a good base. Most colleges also will require a study of a world language. If a student does well in these courses, he or she may reasonably expect to score adequately well on the college entrance examinations. Taking rigorous course work strongly correlates to higher scores on the college entrance examinations.

To learn the requirements of a school of your interest, it is suggested that you visit the school's website or check in the Moorhead High School counseling office. Entrance requirements for the more selective schools will demand more challenging coursework, involvement in activities, and demonstration of leadership or community involvement. The most selective schools will expect some Advanced Placement classes or other evidence of seeking the most rigorous possible curriculum. It is also wise to develop positive relationships with one's teachers and counselors. Many schools require recommendations from the staff at Moorhead High School, and the better the staff know a student the more complete the recommendation can be. Many factors and many tools go into a search for a post high school plan. Graduates from Moorhead High School are fortunate to have a full spectrum of opportunities available within a small geographical area — or a graduate can always chase his or her dream no matter where it might be or what path is taken to get to that goal. The following information might be helpful to a student considering local options or to get an idea about what might be required for post high school planning.

**Important:** Please note that each college or university sets standards of preparation that it believes will provide the background necessary for students to succeed. In addition to academic preparation and background, for example, a school may consider other factors in making admissions decisions such as activities, leadership



potential and work experiences. This is particularly true at more selective schools. If a student plans to be college-bound, he or she is strongly advised to research specific requirements for admission to the schools of her or his choice.

*The following information was provided by the colleges and universities and is current as of January 2017.*

### **Minnesota State University Moorhead**

High school graduation or the GED and the following qualifications are necessary for admission to MSUM.

1. A composite ACT score of 21 or higher

**OR**

A composite ACT score of 17-20 and either:

- A high school class rank at the 50th percentile or higher, or
- A high school cumulative GPA of 3.0 or higher

**AND**

2. Complete Preparation Standards as described below. New entering freshmen who have met preparation standards for university admission in their respective states will be deemed to have met Minnesota preparation standards.
  - 4 years of English (including composition and literature)
  - 3 years of mathematics (two years of algebra, of which one is intermediate or advanced algebra, and one year of geometry)
  - 3 years of science (at least one year of a biological and a physical science and at least one course including significant laboratory experiences)
  - 3 years of social studies (including American history and at least one course that includes significant emphasis on geography)
  - 2 years of world language
  - 1 year of world culture or the arts

### **North Dakota State University**

Applicants must complete the following high school college preparatory courses (one unit equals one year of study):

- 4 units of English
- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social science
- 1 unit from existing core subject area or world language (including foreign languages, Native American languages or American Sign Language)
- Completion of the core courses does not guarantee admission to NDSU

In addition to fulfilling the college preparatory courses, grade point average (GPA) and ACT or SAT scores are considered in evaluating an application. The ACT writing test is not required. The general guidelines used in making admission decisions include a cumulative GPA of 2.75 (4.0 scale) with strong consideration given to grades earned in college preparatory courses. An ACT composite score of 22 or higher or SAT score (math and reading) of 1100 (evidence-based reading and writing + math combined score) or higher is recommended. Students who do not meet these guidelines will be considered if other supporting factors show potential for success.

### **Concordia College**

Concordia College reviews the application, test scores (ACT or SAT), GPA, and additional documentation to determine a student's admissions status. Concordia does not have any set ACT or SAT scores or GPA requirements.

Concordia recommends the following curriculum for admissions:

- 4 years English
- 3-4 years mathematics
- 3-4 years science
- 3-4 years social science
- World Language - two years encouraged

Solid additional college-prep type courses are recommended with additional considerations given for Advanced Placement or Honor courses.

### [University of North Dakota](#)

Applications are evaluated on an individual basis. Admission decisions are based on a student's total high school record. The university uses selective criteria to assure adequate preparation, which will enable students to be successful in their academic pursuits.

Applicants must complete the following high school college preparatory courses (one unit equals one year of study):

- High school GPA and grade trend, difficulty of course work and more
- ACT or SAT score
- 4 units of English
- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social studies
- 1 additional unit from any category above (English, math, lab science or social studies) or world language (including foreign languages, Native American languages or American Sign Language)
- Completion of the core courses does not guarantee admission to UND

### [Minnesota State Community and Technical College \(M|State\)](#)

A wide variety of programs and courses are available at Minnesota State Community and Technical College - Moorhead (M|State). Students can review current programs [here](#). The programs listed are by campus but a student can readily identify those at the Moorhead campus. These programs are designed to meet the changing job market and student interest.

Some students find it financially prudent to start their education at M|State for general course work or to explore interests to take advantage of tuition and expenses that may be lower than other schools. After one or two years the students may then transfer, having saved money and time in exploring career interests. It is always recommended that a student check to ensure credits earned at M|State would transfer to any other school when the decision to transfer is made.

A number of programs have a separate application for admissions. Many of the articulation agreements that Moorhead High School offers are through M|State and enable a smooth transition of credits. Classes taken at M|State may lead to careers, associate degrees and job opportunities. Money earned from those jobs may fund further education as a student travels a career path.

### [University of Minnesota Twin Cities](#)

Students planning to attend the University of Minnesota, or any of its branches, as freshmen should complete, at a minimum, the following in grades 9-12:

- 4 years English (emphasis on writing, speaking and literature)
- 4 years in mathematics (algebra, geometry and intermediate algebra. Examples of fourth year math include calculus (preferred), pre-calculus, analysis)
- 3 years in laboratory sciences (one year each of a biological and a physical science)
- 2 years in a single world language
- 3 years in social studies (one year each of U.S. history and geography)

In addition, the University of Minnesota-Twin Cities requires one year in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.). Students are strongly encouraged to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission. The rigor of a student's schedule is a factor in admissions. Indeed, while not requiring more courses, almost all, successful applicants present additional classes.

UNIVERSITY OF MINNESOTA: [College of Biological Sciences](#), [Carlson School of Management](#), and [College of Science and Engineering](#) have greater requirements -

Students planning to enter the Carlson School of Management, College of Biological Sciences or the Institute of Technology at the University of Minnesota are required to complete the following courses in grades 9-12:

- 4 credits in English (emphasis on writing, speaking, and literature)
- 4 credits in science (1 year each of chemistry, physics, and biology)
- 4 credits in mathematics (1 year each of algebra, geometry, advanced algebra and FST or Precalculus)
- 2 credits in a single world language (Grades 8-12)
- 3.5 credits in social studies

Rigorous coursework is expected. Evidence of leadership or community engagement is sought for the Carlson School of Management. A [profile of students](#) admitted to the various schools is a useful tool in measuring one's preparation...but, please, understand, there are always unusual cases in every admission process.

### **[National Collegiate Athletic Association](#)**

The NCAA has established a well-defined set of criteria for eligibility in college athletics. Any student who is considering participation in college athletics needs to be mindful of the criteria and work purposefully toward fulfilling the prescribed requirements. By clicking in the NCAA title above one will be taken to the portal that gives access to qualifications for all NCAA divisions. Another source is included [here](#), and it goes step by step. The [PDF document](#) can be printed to give the complete requirements in a booklet format. Requirements listed are for the Class of 2016 and after. Each potential student athlete must review and follow the rules outlined by the NCAA. It is not Moorhead High School's responsibility to ensure the rules have been followed. The rules can change annually so it is necessary to check each year.

### **[Common Application](#)**

Applying to a college or a list of colleges can be daunting. The Common Application can save a student time if the college or university is a [member institution](#). There are more than 500 member institutions. A student completes the process once, and the application is available to all schools to which a student applies. A student can track his or her application online, check to see if all information has been received and if all recommendations have been submitted. The cautionary note is that a student should not merely apply randomly to schools but try to limit one's scope to about five schools. Select one or two that might be a "stretch," two that are good solid choices and one that is a safe and secure selection. One has to consider not only the factor of being selected, but also the financial aid package that is offered. A student may get into a highly selective school but then find that the aid package is not sufficient for the student's need.

### **[Free Application for Federal Student Aid \(FAFSA\)](#) and the [CSS College Profile](#)**

The FAFSA is a federal financial aid form that must be filled out by every family who has a senior planning on furthering their education after high school. This form can be filled out online. The submitted form will allow the

federal government and the college you attend to calculate your financial package for your college choice. The FAFSA form can now be completed any time after October 1 of a student's senior year.

This [following video](#) might be helpful, or one can find other help online that will guide a family in completing this form. A family must have filed its income tax for the previous year before the form can be completed.

The CSS College Profile is an alternative tool used by some colleges to determine the level of financial aid and support. Like the FAFSA there is much online support for this tool. Both FAFSA and the Profile require much information regarding a family's and student's financial status. It is useful to gather the information prior to completing the forms. The College Profile website lists supporting resources on the right-hand side.

## **Military**

Each branch of the Service has different requirements. Minimum entrance-age requirements are 17 with parental consent or 18 without parental consent. Because of the varying physical demands on service members in each branch, physical requirements vary greatly. These differences can vary even within each branch of the Service. Generally speaking, potential service members should be in good physical condition, of appropriate weight and able to pass a standard physical screening prior to entry. Success in any branch of the Military depends on a good education, and a high school diploma is most desirable. Candidates with a GED (General Education Development certificate) can enlist, but some Services may limit opportunities. It is very difficult to be considered a serious candidate without either a high school diploma or accepted alternative credential. In any case, staying in school is important for entering the military.

The [ASVAB](#) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants and high school and postsecondary students. The information can help students chart a course of training in any of the branches of the military or be used for career planning even if a student decides against entering the military.

## **Military Academies**

The United States has five different academies — United States Air Force, Annapolis (Navy and Marine), Coast Guard Academy, Merchant Marine Academy, and West Point (Army). Nominations must come from government officials (except for Coast Guard Academy), and each has its own application process. Students should check the website of the Senator, member of the House of Representatives or Vice President of the United States. The nomination process is long so it is recommended to start the research process in the junior year and begin making contacts with government representatives. A synopsis of each academy and relevant information is provided with the link above. The academies offer an outstanding education but expect a lot. Be prepared!

## **AmeriCorps**

AmeriCorps offers students a chance to provide community service, travel and explore America. At the same time young people gain valuable life experience while developing the skills that will last a lifetime. Students earn a stipend for living expenses and normally share living expenses with other AmeriCorps members. Participants who complete the program may earn a Segal AmeriCorps Education Award of up to \$5,815 that may be used for education. Many colleges will match this award or students may sometime serve for two years and earn a larger stipend. Three programs are available, but it is suggested that recent high school graduates should check out the National Civilian Community Corps (NCCC).

## **Other Opportunities**

Many local and national businesses will hire high school graduates and provide [in-house training](#). Students are hired and trained at company expense. These jobs in the trades offer competitive salaries, benefits and

training, and after a good job performance these businesses will pay for further education. These positions can be found in electrical work, plumbing, sheet metal, heating, cooling and ventilation (HVAC), construction and more. Many banks, after a one-year period, will offer tuition reimbursement for courses that apply to the banking business, e.g., human relations, business, security, accounting, etc. Furthermore, such introductory jobs offer a career. As employees increase their skills, their opportunities and income grow with the company, or an employee may decide to start his or her own business. See the Career Counselor for options.

Another thought might be to consider alternative paths to careers. The book [Roadtrip Nation](#) inspired the series based upon the premise that young people do not always know the realistic options that are open to them. The book and the series [Roadtrip Nation](#) interview a variety of people about how they got their jobs and how they pursued their passions. It is worth the consideration of every student and family – too often we do not know the possibilities that exist and in truth there are possibilities that still do not exist – but will!

## Student Support

Students have access to a full range of support for registration and all aspects of their high school career and post high school planning. Students are encouraged to use the contacts and the staff at Moorhead High School. All staff members love to help students! Do not hesitate to ask input from teachers, counselors, administrators, etc. There is a team among staff and families to help each student reach her or his goals.

### [High School Counselors](#)



High school counselors have a number of responsibilities, but their largest concern is the growth of the individual student — the whole student and person. Counselors help with course selection, crisis intervention and resource information, information about community support and resources, conduct support groups, help with credit and graduation questions, post-secondary questions and enrollment, accessing Red River

Area Learning Center, accessing educational support tools and personal student support.

Updates and news from the counseling office can be accessed by clicking on the counseling department's Haiku page. A person will find deadlines for testing and dates for visits from schools, the military, college fairs and more. **Registration note:** Two weeks prior to the new semester, a schedule change day will be held.

Students may talk with any counselor however, for administrative purposes students have been divided alphabetically:

A-D / AVID:	Keith Hartleben, 284-2319, <a href="mailto:khartleben@moorheadschoools.org">khartleben@moorheadschoools.org</a>
E-J:	Maret Kashmark, 284-2316, <a href="mailto:mkashmark@moorheadschoools.org">mkashmark@moorheadschoools.org</a>
K-P	Toni Bach, 284-2313, <a href="mailto:tbach@moorheadschoools.org">tbach@moorheadschoools.org</a>
Q-Z:	Sarah Miller, 284-2315, <a href="mailto:smiller@moorheadschoools.org">smiller@moorheadschoools.org</a>

Student Assistance: Scott Matheson, 284-2314, [smatheson@moorheadschoools.org](mailto:smatheson@moorheadschoools.org)

Designated counselor helping students and families with dropout prevention, alternative education, credit recovery and chemical health concerns.

A number of additional support staff are available to help all students, however some do require a counselor's referral.

Barb Scaub - 284-2469 Lakeland Mental Health - students who have a mental health diagnosis may receive support in terms of skills and therapy with a referral from a counselor or a member of the learner support services staff.

Debbie Grant - 284-2391 or [dgrant@moorheadschoools.org](mailto:dgrant@moorheadschoools.org) Monday, Wednesday and Friday - [Career Planning](#)  
Often students think of careers from what they think they know and do not have the knowledge of all that is available and the variety of paths that could be followed as one develops a career. This is where assistance from Career Planning is invaluable.

Additional resources:

[School Social Worker](#): Joni Hubrig, 218-284-7116

[School Psychologist](#): Tammi Fortney, 218-284-2468

Vocational Rehabilitation Services: If you have a disability, Vocational Rehabilitation Services (Voc Rehab) can help you prepare for, find and keep a job, and live as independently as possible. With the right kind of training, preparation and workplace accommodations, competitive employment is within reach. Contact your LSS case manager or counselor for further details.

[Gifted and Talented Coordinator](#) - Leigh Dornfeld, 218-284-3789, [ldornfeld@moorheadschoools.org](mailto:ldornfeld@moorheadschoools.org)

The gifted and talented coordinator:

- Helps students and families to select different options available at the high school;
- Helps students and families in addressing the unique social and emotional challenges facing the gifted and talented student;
- Helps educators in providing options to gifted and talented students; and
- Serves as an advocate and partner to students as they seek alternative paths and resources to maximize their educational social growth.

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[Naviance](#) is a comprehensive college and career readiness solution for high schools that helps connect academic achievement to post-secondary goals. All students grades 9-12 have access to Naviance by logging in through SPUDS Landing.



Available options through Naviance include:

- College Visit Schedule
- College Lookup
- College Search
- College Resources
- College Compare
- Scholarship List
- National Scholarship Search
- Explore Careers and Clusters
- Success Plan
- Course Planner
- [Roadtrip Nation](#)
- Resume Building
- Goal Setting
- Career Exploration
- Aptitude/Interest Inventories
- Scholarship List



## Grades 9-12 District-wide Testing

Test	Grades Tested	Objectives/Uses
Minnesota Comprehensive Assessments in		To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress.
Reading MCA	10	
Mathematics MCA	11	
Science MCA	Biology Students	
ACCESS for ELs (WIDA)	English Learners 9-12	To assess the progress in the acquisition of academic English in the areas of reading, writing, listening and speaking for English Learners 9-12.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP.	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA.
Special Education Tests as applicable	Specific students in all grades	To assess student needs for referral and special help; to assist with classroom placements and course adjustments.
Entrance tests for students new to the district	Specific students in all grades	
PSAT (pre SAT)	11 (optional)	To provide information and assist in counseling individual college-bound students; all are norm referenced achievement tests; PSAT is the National Merit qualifying test
ACT	11	
SAT / SAT II	11-12 (registration offered online)	
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	To determine students' vocational aptitude and interests; one option to meet the graduation requirement.
Advanced Placement Exams	9-12	To determine college credit related to student scores for students enrolled in AP coursework.

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# Art



The Minnesota Department of Education notes, “The interrelationship of artistic knowledge and processes defines artistic literacy.” The Art Department of Moorhead High School seeks to develop “artistic literacy” in all students. At the same time, the Art Department seeks to promote creativity, self-assessment and personal growth. Satisfaction grows when creating a piece of artistic expression. It takes a great deal of effort to take an idea and turn it into a reality that adequately reflects the artist’s goals and thinking while seeking to share those feelings with others in a compelling manner. Much can be learned from studying art and through the production of a personal piece of art — skills that can last a lifetime and tell a story.

The [arts state standards](#) can be reviewed on the Minnesota Department of Education website, and the [arts national standards](#) can be reviewed on the National Coalition for Core Arts Standards website.

Minnesota requires one art credit (two ½ credit classes or one 1 credit course) for graduation and that can be taken any year between grades 9-12. Foundations of Art must be taken prior to registering for any other art courses. It is highly recommended that students have maintained a C or above in their previous art classes when considering taking upper-level courses.

Progression of Visual Arts courses				
	Foundations of Art 9-12	Crafts 9-12		
<b>2 Dimensional</b>	Foundations of Art 9-12	Painting 10-12	Mixed Media 10-12	Advanced Art 11-12
<b>3 Dimensional</b>	Foundations of Art 9-12	Sculpture 9-12	Pottery 10-12	Advanced Art 11-12
<b>Drawing/Graphic Design</b>	Foundations of Art 9-12	Drawing and Design I 9-12	Drawing and Design II 10-12	Advanced Art 11-12

## 21st Century Skills in visual arts:

### Critical Thinking

Artist statements  
Problem solving  
Self-assessment  
Accountability  
Research  
Perspective

### Communication

Nonverbal communication  
Visual  
Multi-mediums at once  
Written critiques  
Presentation  
Interpersonal

### Collaboration

Confidence  
Focus  
Cooperation  
Interpersonal  
Feedback  
Teamwork

### Creativity

Studio production  
Perseverance  
Dedication  
Technique  
Medium  
Practice

Setting goals	Literacy development	Critique	Repetition
Brainstorming	Individualized instruction	Digital skills	Risk taking
Decision making	Receiving constructive feedback		Exploration

### Jobs involving the visual arts:

Art administration	Printmaker	Graphic / web design	Art history
Artistic director	Fashion designer	Culinary arts	Ceramics
Freelance artist	Interior design	Museum work	Curatorial practice
Educator	Photography	Animation	Sculptor
Industrial designer	Set design	Architecture	Digital photography
Floral designer	Video / film editor	Art education	Drawing
Illustrator	Game design	Art history	Film
Merchandise display	Advertising	Landscape design	Furniture design
Glass work	Product design	Glass blower	Toy design
Medical illustration	Art therapy	Photojournalism	
	Painter		

## Course Descriptions

### **FOUNDATIONS OF ART (ART01F)**

**Grades 9-12; ½ credit, Block (Quarter)**

**This course is a prerequisite for all art classes.**

The primary objective of this course is to explore a broad range of mediums and techniques. Students planning on taking more art classes will receive a visual arts foundation that will prepare them for success in upper-level classes. Students will gain a basic understanding of the art elements and principles of design. A variety of media and techniques will be explored through research, creative problem solving and studio work. Mediums include pencil, acrylic paint, clay, and mixed media. Projects include shape and form drawing, shading, color design, sculpture, mixed media, and gallery critique. Creativity and craftsmanship are important for success in this class. A sketchbook is required for drawings, notes, and problem solving.

### **CRAFTS (ART01C)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Foundations of Art**

This course is a basic foundations of art with emphasis on crafts, adapting the elements and principles of design to various craft projects. Composition and structure is emphasized in this course. Students will learn to construct artwork through the proper use of tools, techniques, and products in clay, fiber, paper, and other media. Some of the projects included are jewelry, picture frames, altered book boxes, and greeting cards. Students will learn to express themselves through a variety of mediums and application of craft procedures. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

### **SCULPTURE (ART04)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Foundations of Art**

Basic hand-building techniques and decorative methods are primary concerns for Sculpture students. Exploration and elaboration on the fundamental methods of building sculpture by hand should lead students to higher levels of individual expression and creativity. Along with clay, other media will be explored, such as fiber, wire, papier mâché, and wood. Students learn various sculptural skills such as clay-slab, coil, and drape. A multicultural mixed media project allows students to research and investigate cultures other than their own. Along with learning the techniques of the various mediums, students will learn the terminology used in the three-dimensional areas of art. Students will be encouraged to enter art shows and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

**POTTERY (ART05)****Grades 10-12; 1 credit, Block (Semester)****Prerequisite: Sculpture**

This course is offered to students who were particularly successful in Sculpture and desire to increase their understanding and further their skills. Throwing on the pottery wheel will be introduced along with additional advanced hand-building projects not covered in Sculpture. Students will be encouraged to enter art shows, exhibits, and competitions. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

**PAINTING (ART06)****Grades 10-12; ½ credit, Block (Quarter)****Prerequisite: Foundations of Art**

Painting is primarily a two-dimensional class focusing on water-based and oil-based painting mediums. These include acrylics and oils. Acrylic techniques included are opaque, transparent, and translucent. Oil techniques are based off monochromatic painting and historical research of master paintings. Drawing and other design elements and principles will be incorporated into the paintings with an emphasis on composition, application and originality. A thorough understanding of color is reviewed and emphasized. Application of terminology is used to increase students' understanding and familiarity of the mediums and techniques covered within the course. Students analyze the composition, color scheme, techniques and styles by masters. Historical background of painting is studied through the use of various visual media, including Internet exploration, reference books, demonstrations, and videos. Students are encouraged to enter art shows, exhibits, and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

**MIXED MEDIA (ART07)****Grades 10-12; ½ credit, Block (Quarter)****Prerequisite: Foundations of Art**

Mixed Media is an extension of Painting. The studio focus of this class will be on the use of multiple media. Combining mediums, such as watercolor, pen and ink, pastel, acrylic, and other materials will be used to create original pieces of art. Students will continue to analyze, research and study masters from various periods in history. Originality and self-expression is highly encouraged. Students will have the freedom to explore various directions within their personal creativity. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

**DRAWING AND DESIGN I (ART02)****Grades 9-12; ½ credit, Block (Quarter)****Prerequisite: Foundations of Art**

The primary objective of this course is to discover how to develop art that has impact and the ability to communicate. A systematic approach to creative problem solving is emphasized and effective use of the art elements and principles of design is constantly reinforced. Critical-thinking skills are challenged through design projects such as logo/symbol design, type style design, and trading card design. Projects are created using a variety of media including pencil, colored pencil, charcoal, and Adobe Photoshop. Examples from art history, student work, and everyday life will be used as references and idea spring boards. In this course, students have the opportunity to heighten their drawing skills and learn about the world of graphic design. Career opportunities in the design world are investigated. Students will be encouraged to enter and compete in art shows. Self-expression and creative thinking are a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

**DRAWING AND DESIGN II (ART03)****Grades 10-12; ½ credit, Block (Quarter)****Prerequisite: Drawing and Design I**

This class allows students who have taken Drawing and Design I to continue to develop their design knowledge and skills to an advanced level. Creative problem solving is a continued focus and effective use of the art elements and principles of design is constantly reinforced. Creative-thinking skills are challenged through various design projects based on the elements and principles using a variety of mediums. Some of the projects included are mixed media drawing, quote design, and graphite drawing. Examples from art history, student work, and everyday life will be used as references. In this course, students will have the opportunity to continue to heighten their drawing skills and focus on the impact of the elements of art on the graphic design world. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

## **ADVANCED ART (ART08)**

**Grades 11-12; 1 credit, Block (Semester)**

**Prerequisite: Any four (4) Art Courses**

**Students who take Advanced Art will be better prepared for college-level art courses.**

Students will have an opportunity to work in specific areas of concentration and focus on their medium of interest. They will have an opportunity to produce a portfolio of their work to be used for possible preparation for college entrance review. Students write up individual contracts, which include their area of concentration, artist influences, and their individual goals and intents. Students will learn terminology, techniques, and materials at an advanced level of instruction. They will learn to budget time and meet deadlines, which play a large role in college art courses. Students will learn to critique and exhibit their work. Through advanced instruction, students will learn to use critical and technical thinking. Students will learn to create from self, rather than by the use of total reference. Individual and group art exhibits are highly encouraged. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

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# **AVID**



*Advancement Via Individual Determination (AVID)* is an elective program that helps students achieve the necessary requirements and skills to be eligible for university acceptance. AVID's mission is to close the achievement and opportunity gap by preparing all students for college readiness and success in a global society. The program has two major components: tutorials and AVID curriculum. Tutorials occur two times per week. Tutorials are small study groups facilitated by college students who assist students with their studies. Each AVID student is to come prepared for the tutorial with questions from their core or college classes. Field trips may be scheduled to visit local colleges and universities, providing students with the opportunity to visit the institutions firsthand.

AVID students are expected to be motivated and determined to achieve university acceptance at the end of their high school career. It will be necessary for AVID students to manage their time so that school and studies become a top priority. This means they will need to be responsible for making wise and sometimes difficult choices.

Learn more about [AVID curriculum](#) on the AVID website.

## **Course Description**

### **AVID (AVID01)**

**Grade 9; 1 credit, Skinny (Year)**

This college preparedness and readiness course is designed to provide students with the necessary writing/study skills known to be beneficial for success in college. AVID students will receive academic instruction and personal support from the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the students in academic tutorial sessions two times per week. In addition, AVID students receive intensive college placement test preparation, information on colleges and careers, and engagement in philosophical chairs/Socratic seminars. Students must apply for admittance in AVID.

### **AVID II (AVID02)**

**Grade 10; 1 credit, Skinny (Year)**

This college preparedness and readiness course is designed to provide students with the necessary writing/study skills known to be beneficial for success in college. AVID students will receive academic instruction and personal support from

the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the students in academic tutorial sessions two times per week. In addition, AVID students receive intensive college placement test preparation, information on colleges and careers, and engagement in philosophical chairs/Socratic seminars. Students must apply for admittance into the AVID program.

### **AVID III (AVID03)**

#### **Grade 11; 1 credit, Skinny (Year)**

AVID III is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID Seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

### **AVID IV (AVID04)**

#### **Grade 12; 1 credit, Skinny (Year)**

AVID IV is the final part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research.

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## **Business Education**

[Watch the video](#) to learn more about the Business Department.

Business Education courses relate academic subjects to the real world. Whether it is the jobs one might have or taking care of one’s money no one can escape the need for business education and the skills these courses offer.

Coursework in business education enables one to navigate a complex financial and digital world that is changing rapidly. Business education helps students to develop the skills needed to survive in all that we do now and in the future.

The business education department offers skills in accounting, digital technology and design, computer applications, marketing, management, finance, law and related programs and business experience that will last a lifetime. These courses combine knowledge, analysis and creative thinking with opportunities for hands-on application and technology that allows students to experience learning activities in a memorable manner. As students learn these important skills they also will learn communication skills, cooperation, creativity and critical thinking. Partnerships with local businesses enable students to gather real-life experiences while in high school — plus the business education department offers college credit for a number of classes through articulation agreements. Explore what the business education department can offer you — there is something for everyone!

The [business national standards](#) can be reviewed on the National Business Education Association website.

**Articulation Agreements** offer college credit while enrolled in high school. The Moorhead High School Business Department has worked with local colleges to enable students to earn **college credit** in the following classes:

- Computer Applications (1 Credit)
- Microsoft Office Applications (3 Credits)
- Accounting I and II (must take both) (3 Credits)
- Web Design (3 Credits)
- Personal Finance (3 Credits)

Articulation agreements with M|State (Minnesota State Community & Technical College campuses in Fergus Falls, Moorhead, Detroit Lakes and Wadena), Northwest Technical College (campus in Bemidji), and Northland Community & Technical College have been approved for dual credit. Students in grades 9-12 passing any of these courses with a B or higher will be allowed to receive credit at any of the above institutions, free of charge, at the time of their admission.

Area of Study	9	10	11	12
<b>Business Courses</b>	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
		Personal Law & Ethics	Personal Law & Ethics	Personal Law & Ethics
		Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management
<b>Finance Courses</b>	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)
		Accounting I	Accounting I	Accounting I
		Accounting II Articulation Agreement (3 cr.)	Accounting II Articulation Agreement (3 cr.)	Accounting II Articulation Agreement (3 cr.)
			Accounting III	Accounting III
			Accounting IV	Accounting IV
<b>Careers/ Workplace Skills</b>			Business Mentorship	Business Mentorship
		Community Interactions (Service Learning)	Community Interactions (Service Learning)	Community Interactions (Service Learning)

		College Prep & Career Readiness	College Prep & Career Readiness	College Prep & Career Readiness
<b>Technology Courses</b>	Computer Applications <i>Articulation Agreement (1 cr.)</i>	Computer Applications <i>Articulation Agreement (1 cr.)</i>	Computer Applications <i>Articulation Agreement (1 cr.)</i>	Computer Applications <i>Articulation Agreement (1 cr.)</i>
	Microsoft Office Applications <i>Articulation Agreement (3 cr.)</i>	Microsoft Office Applications <i>Articulation Agreement (3 cr.)</i>	Microsoft Office Applications <i>Articulation Agreement (3 cr.)</i>	Microsoft Office Applications <i>Articulation Agreement (3 cr.)</i>
	Beginning Computer Skills	Beginning Computer Skills	Beginning Computer Skills	Beginning Computer Skills
	DigiTools I <i>(meets fine arts requirement)</i>	DigiTools I <i>(meets fine arts requirement)</i>	DigiTools I <i>(meets fine arts requirement)</i>	DigiTools I <i>(meets fine arts requirement)</i>
		DigiTools II <i>(meets fine arts requirement)</i>	DigiTools II <i>(meets fine arts requirement)</i>	DigiTools II <i>(meets fine arts requirement)</i>
		TV Productions I	TV Productions I	TV Productions I
		TV Productions II	TV Productions II	TV Productions II
		Web Design I <i>Articulation Agreement (3 cr.) (meets fine arts requirement)</i>	Web Design I <i>Articulation Agreement (3 cr.) (meets fine arts requirement)</i>	Web Design I <i>Articulation Agreement (3 cr.) (meets fine arts requirement)</i>
		Web Design II <i>(meets fine arts requirement)</i>	Web Design II <i>(meets fine arts requirement)</i>	Web Design II <i>(meets fine arts requirement)</i>
		Coding / Computer Programming	Coding / Computer Programming	Coding / Computer Programming
<b>Combined Courses (year-long skinny)</b>	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing

## 21st Century Skills in Business:

### Critical Thinking

Decision making  
Problem solving  
Self-assessment  
Accountability  
Research  
Perspective  
Setting goals  
Brainstorming

### Communication

Nonverbal communication  
Visual  
Multi-mediums at once  
Written critiques  
Presentation  
Interpersonal  
Literacy development  
Individualized instruction

### Collaboration

Confidence  
Focus  
Cooperation  
Interpersonal  
Feedback  
Teamwork  
Critique  
Digital skills

### Creativity

Perseverance  
Storyboards  
Risk taking  
Design  
Design prototypes



## **Jobs involving business:**

### **Business:**

Accountants & auditors  
Appraisers & assessors  
Financial analysts  
Claims adjusters/appraisers  
Bank examiners & investigators  
Banking & finance  
Loan officers  
Financial advisors  
Compensation, benefits and job analysis specialists  
Economic development specialists  
Administrative support  
Human resource management  
Labor relations specialist  
Insurance underwriters  
Contract law  
Market research analysts  
Management  
Entrepreneurship/small business  
Purchasing managers, buyers & agents  
Tax examiners & collectors  
Revenue agents  
Training & development specialists  
Meeting, convention & event planners

### **Technology:**

Software developer  
Web developer  
Photography  
Graphic design  
Digital publishing  
Video production  
Computer animation  
Computer and information research  
Computer networks architect  
Computer programmer  
Computer support specialist  
Database administrator  
Information security analysis  
Network and computer systems

## **Course Descriptions**

### **ACCOUNTING I (BUS08)**

#### **Grades 10-12; ½ credit, Block (Quarter)**

This course will introduce accounting concepts and practices. Students will work with journals and ledgers to prepare financial statements manually and will have hands-on experience completing problems on the computer. Students will work with bank reconciliation statements and various other areas of banking and checking accounts. The course will provide a foundation for further study in business and/or accounting in college or vocational school. Time is spent on an overview of career opportunities in the area of accounting. **It is strongly recommended that students registering for this course complete the sequence by taking Accounting II immediately following Accounting I.**

### **ACCOUNTING II (BUS09)**

#### **Grades 10-12; ½ credit, Block (Quarter)**

##### **Prerequisite: Accounting I**

This course is especially recommended for students interested in a career in accounting, administration, management, finance, or any business career. The course builds upon the financial accounting concepts and practices developed in Accounting I. The areas covered are accounting control systems, professional accounts, departmentalized accounting, and automated accounting. Students also will work with completing a payroll for a company and work with taxes withheld. They will complete a simulation for a small company using all the skills learned. *Students will receive credit at M|State and Northwest Technical College through articulation agreements approved by the state. See [explanation](#) in the first part of this Business Education section.*

### **ACCOUNTING III COMPUTERIZED (BUS10)**

#### **Grades 11-12; ½ credit, Block (Quarter)**

##### **Prerequisite: Accounting I & II**

This course is especially recommended for students interested in a career in accounting, administration, management, or finance. The course builds upon the financial accounting concepts and practices developed in Accounting I and II. The



areas covered are accounting control systems, professional accounts, departmentalized accounting, and automated accounting. Students will review all concepts learned in Accounting I and II and complete an accounting simulation.

#### **ACCOUNTING IV COST & MANAGERIAL (BUS11)**

**Grades 11-12; ½ credit, Block (Quarter)**

**Prerequisite: Accounting I & II, Accounting III Computerized**

This course builds upon the financial accounting concepts and practices developed in Accounting III Computerized. The areas covered are general accounting adjustments, management accounting, and cost accounting. Students will complete an automated accounting simulation utilizing departmental accounting. They also will study cost accounting and complete a cost accounting simulation. These accounting classes will be a definite asset to students taking college accounting.

#### **PERSONAL FINANCE (BUS17)**

**Grades 9-12; ½ credit, Block (Quarter)**

Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at M|State through an articulation agreement approved by the state. See [explanation](#) in the first part of this Business Education section.*

#### **SPORTS & ENTERTAINMENT MARKETING (BUS12)**

**Grades 9-12; ½ credit, Block (Quarter)**

Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business, marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

#### **PERSONAL FINANCE/SPORTS & ENTERTAINMENT MARKETING (BUS25)**

**Grade 9-12; 1 credit (Skinny) (Year)**

**Personal Finance**

**Skinny (Semester)**

Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at M|State through an articulation agreement approved by the state. See [explanation](#) in the first part of this Business Education section.*

**Sports & Entertainment Marketing**

**Skinny (Semester)**

Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business, marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

#### **COMMUNITY INTERACTIONS (BUS19)**

**Grades 10-12; ½ credit, Block (Quarter)**

This course provides the student the opportunity to develop life and work skills through a partnership with a business, school or community agency. The student will volunteer to help in one of our numerous community agencies helping our community to grow in service to others. The course will focus on students becoming active citizens in meeting the needs of our school and community through service learning — they can make a difference! Students will assist in the agency an average of four hours per week. Class will meet one day per week and will focus on reflection and growing opportunities

as well as goal setting, choices, ethics, working with others, decision making, and conflict resolution. Students are responsible for their own transportation. This course may be taken more than once for credit.

### **BEGINNING COMPUTER SKILLS (BUS011)**

**Grades 9-12; ½ credit Skinny (Semester)**

***This is an arranged class and tailored to the needs of each student.***

This course is for the student with limited or no previous computer experience, or those keying at a speed of 25 words per minute or lower. It will focus on the basics of operating a computer, learning the keyboard touch, and introducing basic word processing and communication applications.

### **COMPUTER APPLICATIONS (BUS02 Block) (BUS02S Skinny)**

**Grades 9-12; ½ credit, Block (Quarter) or Skinny (Semester)**

Students will improve keyboarding skills and use the computer to prepare term papers in MLA report style, personal business letters, spreadsheets and presentations. In this course they will discover the many features of Microsoft Office Suite focusing on Word, Excel and PowerPoint. Knowledge and use of Microsoft Office is becoming an expected skill in the workplace. *Students will receive credit at M|State through an articulation agreement approved by the state. See [explanation](#) in the first part of this Business Education section.*

### **MICROSOFT OFFICE APPLICATIONS (BUS03)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Computer Applications**

This class is essential for anyone interested in working in the business world. Students learn introductory and advanced skills using Microsoft Office. Concepts and techniques will cover Microsoft Word, Excel, Access and PowerPoint. The student will learn how word processing, spreadsheets, databases, and presentations can integrate to create many types of business and home documents. Learn to feel comfortable and confident using the current technology used in the business world today. Students will be prepared for the Microsoft Office Specialist (MOS) Certification Exam that is required by many employers. *Students will receive 3 credits at M|State and Northland Community & Technical College through articulation agreements approved by the state. See [explanation](#) in the first part of this Business Education section.*

### **DIGITOOLS I (BUS07)**

**Grades 9-12, ½ credit, Block (Quarter)**

***\*Meets Fine Arts Requirement***

This course is for everyone! Students will learn computer skills that are expected of them in their classes. They will be exposed to the newest software and skills needed to complete high school assignments and simplify their lives. Complete units in a variety of topics including photography, image editing (Photoshop), animation (Flash), and music production (GarageBand).

### **DIGITOOLS II (BUS072)**

**Grades 10-12, ½ credit, Block (Quarter)**

**Prerequisite: DigiTools I (with a final grade of a “C” or higher)**

***\*Meets Fine Arts Requirement***

Are you fascinated and intrigued by the design of magazines, posters, and digital art? Students let their imaginations go wild as they learn about design software and techniques used in the area of graphic design. Add creativity and interest to publications by learning how to arrange text and graphics in an attractive, eye-catching fashion. Students also will explore the area of manual photography. Emphasis will be placed on photo composition, camera settings and equipment. This course would be very helpful for students who have an interest in advertising or journalism, enjoy using the computer, or plan a career in graphics or business.

### **WEB DESIGN I (BUS05)**

**Grades 10-12, ½ credit, Block (Quarter)**

**Prerequisite: DigiTools**

***\*Meets Fine Arts Requirement***

In Web Design I, students will incorporate their knowledge of web design principles, web standards, and browser compatibility to make websites that are compliant with industry standards. Students will learn to plan the structure of their websites using Inspiration, plan the overall design of the site and the graphics throughout the site using Photoshop, and then carry out the creation of their websites using XHTML and CSS. *Students will receive credit at M|State through articulation agreements approved by the state. See [explanation](#) in the first part of this Business Education section.*

**WEB DESIGN II (BUS06)****Grades 10-12, ½ credit, Block (Quarter)****Prerequisite: Web Design I (with a final grade of a “C” or higher)****\* Meets Fine Arts Requirement**

This course is recommended for students interested in furthering their experience in web design. A more in-depth look at web layout and design using CSS will be studied, and students will use Dreamweaver, Flash and Photoshop more extensively. This is a great class for those looking at a career in web technology.

**CODING / COMPUTER PROGRAMMING (BUS28)****Grades 10-12, ½ credit, Skinny (Semester)**

This course is an introduction to coding and computer programming for all students interested in developing software applications. Through a project-based approach, students will explore a variety of programming systems and languages to create interactive applications and systems. By collaborating in a hands-on environment, students will practice problem solving, software design, debugging strategies and the foundations of computer programming.

**ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT (BUS16)****Grades 10-12; ½ credit, Block (Quarter)**

Small Business Management is designed to enable students to examine the proper approach to the problems and responsibilities of managing and/or owning a small business. The topical areas covered include: business organization, production, marketing and distribution, employment and personnel management, banking and financing, along with work-related laws. Small Business Management offers students an opportunity to develop a better understanding of the business community and the role that each of us plays in the business world. Students will create a Business Plan, a layout and go through the hiring process for a company of their creation.

**PERSONAL LAW AND ETHICS (BUS15)****Grades 10-12; ½ credit, Block (Quarter)**

Personal Law and Ethics provides students an opportunity to obtain a better understanding of everyday law, the structure of our general law, the legal processes available when rights have been violated and the operation of our court system. Students will be able to see that law is a force in everyone's life and that business activities, personal activities and the law are all interdependent. This course is designed for personal use and will help students to develop the power to think clearly and logically and to express themselves accurately and concisely. The area of ethics will be covered in depth with topics such as ethics in the workplace; government and citizenship; technology; bioethics; cultural diversity; nature and entertainment.

**COLLEGE PREP AND CAREER READINESS (BUS18C)****Grades 10-12; ½ credit, Block (Quarter)**

This course equips students with the study and learning skills required in today's academic and workplace environments. Focus is on learning how to learn, critical thinking, reading comprehension, time management, and managing information. This course prepares students to make successful learning an ongoing part of their academic and career development. Time is also spent on preparing for college testing (ACT, SAT), scholarship applications, and college applications. The area colleges and universities are invited to speak to the class regarding admissions and financial aid. The career component addresses career assumptions, major courses of study, the career skills employers require, workplace ethics, professionalism and communication skills.

**BUSINESS MENTORSHIP (BUS13)****Grades 11-12; ½ credit, Block (Quarter)**

Explore a variety of business systems and prepare yourself for the future. Students will be given time to research, explore and experience the different opportunities provided in careers in the field of business. Career areas covered are accounting, law, law enforcement, management, banking, finance, insurance, realty, entrepreneurship and all areas of technology. This course may be taken more than once for credit.

**TV PRODUCTION I (BUS23)****Grades 10-12; ½ credit, Block (Quarter)**

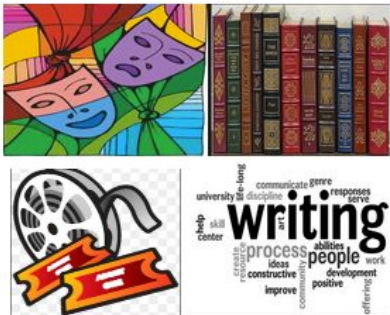
Interested in being behind the scenes or in front of a camera? This course will introduce a number of technical and non-technical skills related to TV production such as camera work, scripting, editing, appearing on camera, and developing stories into broadcast quality news segments. This class will introduce students to state-of-the-art digital editing and studio equipment. This course will also prepare students for the opportunity to be a member of Spud News. Class projects will include news-oriented material and creative assignments. This course is a prerequisite for students wishing to sign up for the TV Production II class.

**TV PRODUCTION II (BUS24)**  
**Grades 10-12; ½ credit, Block (Quarter)**  
**Prerequisite: TV Productions I (with a final grade of a “C” or higher)**

The mission of this course is to inform viewers of events and activities in an accurate and entertaining way through a weekly student newscast (Spud News) that airs throughout Moorhead High School with the possibility of also airing on local cable access television. This course is for highly motivated students with a sincere interest and commitment to television journalism who thrive on independent initiative and work well in high-pressure situations. Students should be willing to learn complex technical skills and apply those skills creatively in communicating with others. A flexible schedule and the ability to work with a variety of people are essential for success in this course. Sophomores may register for up to two quarters each year. Juniors and seniors may register for up to four quarters.

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# English/Theater Arts



Coursework in English language arts and theater help students develop skills for life. Students will be engaged in reading, writing, research, and speaking. Behind each of those skills is the fundamental skill of thinking. English classes help students think from different perspectives and connect with the ideas and thinking of people throughout the world and throughout time.

These same classes help students enhance their analytical thinking by evaluating evidence and citing examples to defend their thinking. Each of these components increases a person’s vocabulary, which provides flexibility in thinking and communicating with others.

English classes help students evaluate communication, whether it be in everyday life, advertisements, business or through material received in a variety of formats and media. Additionally, strong writing skills provide a competitive advantage in the workforce and college. A variety of writing skills not only helps one build a thought structure but also promotes a point of view; writing skills help all students become better at thinking, and thinking is fundamental to all we do in life.

The [English language arts state standards](#) can be reviewed on the Minnesota Department of Education website.

	9	10	11	12
Required	English 9	English 10	American Literature and Composition	World Literature and Composition
Advanced Placement	Honors English 9	Honors English 10	AP Language and Composition	AP English Literature and Composition College Writing
Electives	Beginning Acting Intermediate	Yearbook I Yearbook II	Yearbook I Yearbook II	Yearbook I Yearbook II

	Acting/Beginning Directing Mythology	Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Communication Arts Creative Writing Journalism I Mythology	Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Arts Alive Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition	Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Arts Alive Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition College Writing
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### 21st Century Skills in English:

#### Critical Thinking

Verbal reasoning  
Research  
Textual analysis  
Understand evidence  
Understand perspective  
Build background

#### Communication

Speaking  
Writing  
Reading  
Summarize  
Write creatively  
Vary with audience  
Work with digital media  
Correct grammar and syntax

#### Collaboration

Group work  
Presentations  
Prepare for assessments  
Sensitivity

#### Creativity

Writing  
Acting  
Speaking

### Jobs involving English:

Law  
Politics  
Social media manager  
Teacher  
Broadcast  
Sales  
Editor  
Computer work

Writer  
Lobbyist  
Grant / proposal writer  
Retail  
Public relations  
Stock broker  
Corporate communications  
Congressional aide

Corporate blogger  
Sales account manager  
Web design  
Policy analyst  
eCommerce analyst  
Proposal manager  
Public service  
Nonprofit agencies

Researcher  
Church work  
Museum work  
Marketing  
Human resources  
Technical writer  
Librarian  
Business

**Choose any field you want! Go chase your dreams!**

## Course Descriptions

### Required Courses for Grade 9 (Select One):

#### ENGLISH 9 (ENG019)

#### Grade 9; 1 credit, Block (Semester)

English 9 is a required class for all incoming grade 9 students. The major units that students will study include public speaking, literature (short stories and novels), drama ("Romeo and Juliet"), and learning the formal research process.

Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.

### **HONORS ENGLISH 9 (ENG02)**

#### **Grade 9; 1 credit, Block (Semester)**

Honors English 9 is an accelerated-level English class that grade 9 students can choose to take with the recommendation of middle school teachers. The major units of study include public speaking, literature (short stories and the novel “To Kill a Mockingbird”), Shakespearean drama and poetry, and an overview of the formal research process. Throughout the semester, students will continue to hone their writing skills by studying grammar, punctuation, parts of speech, the writing process (including revising and peer editing), and writing essays of various lengths and topics.

### **Required Courses for Grade 10 (Select One):**

#### **ENGLISH 10 (ENG03)**

##### **Grade 10; 1 credit, Block (Semester)**

##### **Prerequisite: English 9**

Students enrolled in English 10 will read “To Kill a Mockingbird” and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage students to become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of writing genres concentrating on structure and logical paragraph construction. With this knowledge, students will write a formal research paper. Expanding the vocabulary of English 10 students plays a significant role in helping these students to grow and develop in the use of written language. Students will explore examples of drama, poetry, and nonfiction materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

#### **HONORS ENGLISH 10 (ENG04)**

##### **Grade 10; 1 credit, Block (Semester)**

Available by a combination of counselor placement, teacher recommendation, and standardized test scores. The objectives of the Honors English 10 course are similar to those of English 10; however, the approach is more suited to the accelerated learner.

### **Required Courses for Grade 11 (Select One):**

#### **AMERICAN LITERATURE AND COMPOSITION (ENG06)**

##### **Grade 11; 1 credit, Block (Semester)**

American Literature and Composition is a survey course primarily devoted to the study of American and contemporary literature and composition. The class will investigate major themes and ideas in literature, various writing styles, literary devices, and historical eras. Tests and writing assignments are given periodically to help evaluate students’ progress. Students will study vocabulary related to the selections read and will be asked to practice writing skills in response to the literature being studied.

#### **AP ENGLISH LANGUAGE AND COMPOSITION (ENG07)**

##### **Grade 11; 1 credit, Block (Semester)**

This course will engage students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The goal of the AP English Language and Composition course is accomplished through emphasis on expository, analytical and argumentative writing. This course is intended to prepare grade 11 students to take the AP English Language and Composition exam offered by the College Board.

### **Required Courses for Grade 12 (Select One):**

#### **WORLD LITERATURE AND COMPOSITION (ENG09)**

##### **Grade 12; 1 credit, Block (Semester)**

World Literature and Composition will focus on and feature authors and selections from a variety of time periods and places from around the world. Literature selected for study includes novels, poetry, short stories, drama, myths, and legends. A major outcome of the class is a development not only of the literature of other cultures but also the gaining of a global perspective. Stressing the organization of an idea into written form and the development of an effective style of writing also will be a focus in this course. One major research paper and a number of expository essays are required writing.

## **AP ENGLISH LITERATURE AND COMPOSITION (ENG10)**

### **Grade 12; 1 credit, Block (Semester)**

This course will engage the students in careful reading and critical analysis of literature. It will encourage them to appreciate and understand the writers' use of language to provide both meaning and satisfaction through the consideration of structure, style and themes. AP Literature and Composition will encourage a wide and deep reading of literature accompanied by thoughtful discussion and writing. This course is intended to prepare grade 12 students to take the AP English Literature and Composition exam offered by the College Board.

## **Elective Courses Offered by the English Department**

### **Fill Your Schedule With These:**

## **JOURNALISM I (ENG11)**

### **Grades 10-12; 1 credit, Skinny (Year)**

**Prerequisite:** Completion of English 9 with grade average of B or higher. This course is only available to grade 9 students with the instructor's approval.

Journalism I explores the many aspects of journalistic writing and newspaper production. The class assumes the responsibility of writing and proofreading for the school newspaper, The Spud. The main emphasis of Journalism I is placed on the improvement of individual writing. Students work on the development of organization, unity, conciseness, spelling, grammar and journalistic style. Through the year the class will develop additional skills connected with newspaper production such as editing, layout and design, photography, artwork, graphics and the use of the computer to produce a paper. The course examines the newspaper business from the First Amendment to today. Journalism students will write and help produce both the online and print versions of The Spud.

## **JOURNALISM II (ENG12)**

### **Grades 11-12; 1 credit, Skinny (Year)**

**Prerequisite:** Completion of Journalism I, with a grade average of a B or higher.

Journalism II students are responsible for producing a high quality newspaper under conditions of commercial production. They serve as production staff, editor-in-chief and section editors. Students experience hands-on learning as they produce the school newspaper. Students design the nameplate and banners and determine the style to be used for production. Journalism II students have the opportunity to continue to develop their writing skills with special assignments. Content selection, layout and design, copy editing, photography and graphics, advertising and computer layout will be performed by Journalism II students. The major emphasis of the class is to continue to develop and refine journalistic skills with the actual production of both print and online versions of The Spud.

## **PRE-COLLEGE COMPOSITION (ENG15)**

### **Grades 11-12; ½ credit, Block (Quarter)**

Pre-College Composition provides the college-bound junior or senior with writing experiences intended to prepare them for the entry-level requirements of college-level academic and research writing. The focus is on the development of independent thinking and expression of that thinking in writing. The initial portion of the quarter is devoted to multi-paragraph writing assignments drawn from student interest, experience, and observation. During a major portion of the quarter, students are assigned a research paper. At this time, the techniques of investigation are examined, and the elements of style and organization are emphasized.

## **COLLEGE WRITING (ENGL1101)**

### **Grades 11-12 ; 1 credit (high school) Block (semester); 3 credits (college credit) through M|State**

**Prerequisite:** Passing score on the Accuplacer Test.

**Concurrent Credit College Writing:** Meets Minnesota Transfer Curriculum Goal Area 1.

This is an introductory writing course designed to prepare students for later college and career writing. The course focuses on developing fluency through a process approach, with particular emphasis on revision. Students will consider purpose and audience, read and discuss writing and further develop their own writing processes through successive revisions to produce polished drafts. Course work will include an introduction to argumentative writing, writing from academic sources and a short research project. This course earns both high school and college writing credit through M|State.

## **COLLEGE WRITING ABOUT LITERATURE (ENGL1205)**

### **Grade 12 ; 1 credit (high school) Block (semester); 3 credits (college credit) through M|State**

**Prerequisite:** College Writing (ENGL1101)



**Concurrent Credit College Writing:** Meets MnTC Goal Area 1.

This course builds on the foundations of College Writing and provides students with additional opportunities to develop fluency in their writing through a process approach. Students will read critically from a variety of literary genres, explore meaning through academic research, and respond through discussion and writing.

**CREATIVE WRITING (ENG16)****Grades 10-12; ½ credit, Block (Quarter)**

Creative writing is a course open to students who are interested in writing poetry, plays, short stories, and nonfiction. Students try their hand at various types of narrative writing, including poetry, personal experiences, short stories, and plays. They also will work with imaginative and factual descriptive writing, in both poetry and prose. Most of the shorter assignments are written in class. In addition, all students are expected to help critique others' work and to share their own. For these reasons, regular attendance is a must. While students are required to complete all major assignments, they may choose which assignments are to be included in their portfolio.

**COMMUNICATION ARTS (ENG17)****Grades 10-12; 1 credit, Skinny (Semester)**

Communication Arts is a one-semester elective open to all students who have successfully completed English 9. The course is designed to give students opportunities to develop good speaking and listening skills. All of the activities and projects involve class members in individual or group presentations. Work requires student preparation in planning, organizing and rehearsing. This course is designed to help students develop their interpersonal and public speaking skills.

**FILM STUDIES (ENG18)****Grades 11-12; ½ credit, Block (Quarter)**

Film studies is a class designed for students capable of interpreting literature within the genre of film and being able to analyze it as work of art from the perspective of the filmmaker, society, and the audience. Students will study films from a variety of different eras and genres and explore how filmmakers shape ideas differently from writers, musicians, visual artists, and theater directors. The goal for this course is to give students an understanding of how the history, innovations, and artistry of filmmaking affects society. Students will learn the history of filmmaking, including the directors/producers who have influenced the medium most profoundly. At the end of the course, students will be able to identify key genres, influential authors, and significant works.

**YEARBOOK I (ENG19)****Grades 10-12; ½ credit, Skinny (1st Semester)**

The Yearbook I course will concentrate ultimately on the production of the Moorhead High School yearbook. Students will work collaboratively throughout the yearbook's publication. The primary objectives of this course are effective photographic composition, creative desktop layout methods, and appropriate writing techniques for captions and other featured pieces of writing within the publication. Students will utilize electronic desktop-publishing programs for the creation of each page. As students work together on the yearbook, the course will also concentrate on the individuals' ability to direct their creativity in correlation with the yearbook's chosen theme.

**YEARBOOK II (ENG20)****Grades 10-12; ½ credit, Skinny (2nd Semester)****Prerequisite: Yearbook I**

The Yearbook II course is for students returning after participating in yearbook from the preceding year or preceding semester. The primary objective of the Yearbook II student is to ensure the production of a yearbook of the highest quality in a timely fashion. In order to accomplish this, Yearbook II students will focus their efforts on the yearbook planning process, which includes the entire order of the publication. Yearbook II students also will work with the composition of pages within the yearbook.

**MYTHOLOGY (ENG21)****Grade 9-12; ½ credit, Skinny (Semester)**

Percy Jackson, Harry Potter, Link, Luke Skywalker, Thor — these are the characters of modern myth popularized in books, films and games. Their stories are not new. They are as old as language itself. In this course we will look at contemporary stories and films, which are the primary ways we experience mythology today, and explore the ancient sources of these stories in Greek, Norse, Native American, African, British and Indian legend. The course will examine the ways myth is repackaged and repurposed to better understand our culture and the stories we tell ourselves about what constitutes heroism, conflict, redemption and love. The course will focus on meeting Common Core Standards in reading, writing and media literacy and is open to all students. The class will focus on reading and discussion and will require unit projects analyzing a specific modern/ancient mythological connection.



### **BEGINNING ACTING (THT01)**

**Grades 9-12; ½ credit, Block (Quarter)**

Beginning acting will focus on the development of individual skills relating to acting on the stage. Performance areas will include movement, characterization, vocal quality, and interpretation of dramatic literature. Students will prepare monologues and scenes of their choice and participate in theater games and improvisations. May be repeated for credit. Beginning acting culminates in a final lip sync performance.

### **INTERMEDIATE ACTING/BEGINNING DIRECTING (THT02)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Beginning Acting**

This class will build on skills acquired in Beginning Acting. Students will practice focus and concentration as it pertains to acting and directing work, invent and portray characters, develop stage presence and vocal projection, and understand the technical aspects of theatrical performance. Performance units include: slam poetry, Shakespearean scenes, extended improv/"The Harold," acting for film, and an independent project created, performed and critiqued.

### **ADVANCED ACTING/INTERMEDIATE DIRECTING (THT03)**

**Grades 10-12; ½ credit, Block (Quarter)**

**Prerequisite: Intermediate Acting**

The Advanced Acting class will utilize skills learned in Beginning Acting and past theater experience. Students will choose one full-length play or two one-act plays to produce. Focus will be on studying, organizing, rehearsing, advertising and producing the play. Students will be in charge of directing, publicity, costumes and makeup, setting up rehearsal and production schedules, building a simplified set, and designing and running lights. Opportunities for public performances will be provided. May be repeated for credit.

### **ARTS ALIVE (THT04)**

**Grades 11-12; ½ credit, Block (Quarter)**

Arts Alive is an advanced arts study course available to junior and senior students actively involved in the theater arts at Moorhead High. Students will design a performance-based project to challenge their artistic interests, positively impact the community, and completely engage in the artistic process. Examples of past projects include play direction, choreography, set design, film study and creation, and national scholarship competition. Self-motivated students who may be considering a future career involving theater arts are encouraged to enroll. The semester course may be repeated for credit.

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## **English Learners**



The goal of Moorhead Area Public Schools is to help every student to quickly learn English while helping students to be successful in classes where English is spoken. Moorhead Area Public Schools has developed a comprehensive plan of service that is useful in understanding the scope of English Learner services and processes available in the Moorhead Schools. [The English Learner Plan of Service](#) is an important tool for all English Learner students and families.

Read more about [English Learner services](#) on the Minnesota Department of Education website.

The classes listed below will be offered in the 2016-2017 school year. Students will start with the class that best fits their score on the [ACCESS Test of English Proficiency from WIDA](#).

	WIDA Levels 1- 2	WIDA Levels 2-3	9-12	9-12
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<b>Language Development Classes</b>	English Language Development - Foundations	English Language Development - Level A	English Learner - Language Acquisition English Learner - Study Lab	English Learner - READ 180
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Sheltered classes are classes that support English-learning students to gain skills in vocabulary and English usage while also learning the material for a specific course like math, social studies, science and English / Language Arts. For the 2016-2017 school year, sheltered classes will be offered in World History, Biology and Geometry. Courses in Sheltered English / Language Arts I and II will be offered each year. Students are advised to sign up for a sheltered course when it is offered. **Sheltered classes are not grade specific, and students who need a specific credit should sign up when the course is offered.**

	<b>English</b>	<b>Social Studies</b>	<b>Science</b>	<b>Mathematics</b>
<b>2015-16</b>	Sheltered English I and II	Sheltered United States History	Sheltered Physical Science	Sheltered Intermediate Algebra
<b>2016-17</b>	Sheltered English I and II	Sheltered World History	Sheltered Biology	Sheltered Intermediate Algebra
<b>2017-18</b>	Sheltered English I and II	Sheltered United States History	Sheltered Physical Science	Sheltered Math Skills

**21st Century Skills:** The 21st Century Skills gained from enrollment in any of the sheltered courses and the English language development courses are the same as those gained from a non-sheltered course.

## Course Descriptions

### Language Development Courses

#### ENGLISH LANGUAGE DEVELOPMENT - FOUNDATIONS (ELDF)

##### Grades 9-12; 1 credit, Block (Semester)

English Language Development - Foundations is a class designed for students who are at the beginning and/or emerging stages of English language proficiency. ELD: Foundations uses materials that are aligned with the Common Core Standards from National Geographic Edge and will develop and increase English language skills in the areas of listening, understanding, speaking, reading, and writing. This course helps new English learners develop the language skills needed to achieve social and academic success. Learners develop social and academic literacy skills through content, images, video, and daily oral language practice that are connected to the real world. A clear connection between reading and writing skills helps students master both skills naturally. At the heart of the course is thinking. The objective of this class is to move students toward the English proficiency level necessary to successfully access the curriculum of core classes required for graduation from Moorhead High School. Placement is dependent upon student scores from the English proficiency assessments WIDA ACCESS or W-APT.

#### ENGLISH LANGUAGE DEVELOPMENT - LEVEL A (ELDA)

##### Grades 9-12; ½ credit, Skinny (Semester)

English Language Development - Level A uses materials that are aligned with the Common Core Standards from National Geographic Edge to promote an intensive program in all areas of language acquisition: vocabulary, grammar, comprehension, reading, writing, and speaking using academic language forms. The objective of this class is to move students toward the English proficiency level necessary to successfully access the curriculum of core classes required for graduation. Students will increase their English language proficiency skills in all areas of language acquisition necessary

to become career and college ready with the skills needed to be successful in the next phase of their lives. Placement is dependent upon student scores from the English proficiency assessments WIDA ACCESS or W-APT.

### **COLLEGE & CAREER SUCCESS 9 (ELL009), 10 (ELL010), 11 (ELL011)**

**Grades 9-12; 1 credit, Skinny (Year)**

College and Career Success is a required course for English language learners who have not previously taken Explore. Students will work on study skills, practice organization skills, research career opportunities, and explore their learning style. Students will also study the 7 Mindsets, which will help them create meaningful goals for the future and a positive outlook that will help them reach their biggest dreams. Sections of this course may vary in content focus as needed.

### **LIFE SMARTS (ELL012)**

**Grades 9-12; 1 credit, Block (Semester)**

Life Smarts is a course designed for students who have recently arrived in the United States. With language support and academic vocabulary, students will learn 21st century skills to help them succeed outside of the school environment.

### **ENGLISH LEARNER: STUDY LAB (WLG100)**

**Grades 9-12; ½ credit, Skinny (Semester)**

The English Learner - Study Lab is designed to provide support in the content classes. Students will have help with the acquisition of content and academic vocabulary, assignment completion and study skills. Each student is responsible for his or her own work, but the study lab can help students get answers to questions that may stand in their way of completing the tasks for a particular course.

### **ENGLISH LEARNER: READ 180 (READ180)**

**Grades 9-12; 2 credits, Block (Year)**

READ 180 is a research-based, comprehensive reading program that accelerates the reading skills necessary for students to attain grade-level reading proficiency. This is done through four daily components: whole group instruction, small group skill instruction, independent reading at the student's individualized reading level, and computer-generated instruction, also differentiated for each student. Through READ 180, students will develop reading skills that transfer to other course work in the core classes needed for graduation and increase the ability to comprehend a wide variety of reading materials.

## **Sheltered Courses**

### **SHELTERED ENGLISH I and II (ENG22)**

**Grades 9-12; 1 credit, Skinny (Year)**

Students will address the same content and standards found in a non-sheltered English course, but these courses are designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary.

**English I** - English I is a semester-long block class. The major units the students will study include public speaking, literature (short stories and novels), drama ("Romeo and Juliet"), and learning the formal research process. Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.

**English II** - Students enrolled in English II will read "To Kill a Mockingbird" and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage the students to become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of writing genres concentrating on structure and logical paragraph construction. With this knowledge, students will write a formal research paper. Expanding the vocabulary of English II students plays a significant role in helping these students to grow and develop in the use of written language. Students will explore examples of drama, poetry, and nonfiction materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

### **SHELTERED SOCIAL STUDIES - UNITED STATES HISTORY (SOC01S)**

**Grades 9-12; Skinny (Year)**

Students will address the same content and standards found in a non-sheltered American history course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. The first half the course will be a survey of United States history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course

will survey United States history from about 1877 to the present. This will include such topics as industrialization, Populist protest, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

### **SHELTERED SCIENCE - PHYSICAL SCIENCE (SCI19S)**

#### **Grades 9-12; Skinny (Year)**

Students will address the same content and standards found in a non-sheltered Physical Science course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

### **SHELTERED MATHEMATICS - MATH SKILLS (Foundational Skills) (ELL15.1)**

#### **Grades 9-12; Skinny (Year)**

This course is offered to grades 9-12 SLIFE and Foundations leveled EL students and is designed to teach math curriculum in a manner that is more accessible for English learners while at the same time promoting their English language development. Teachers highlight key language features and incorporate strategies that make the content more comprehensible to students. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks and by providing appropriate background information, vocabulary, and filling in any voids these students have in their math development. The objective of this class is to prepare students to join the mainstream math class.

### **SHELTERED MATHEMATICS - INTERMEDIATE ALGEBRA (formerly Algebra II) (MTH18S)**

#### **Grades 9-12; Skinny (Year)**

Students will address the same content and standards found in a non-sheltered Intermediate Algebra (formerly Algebra II) course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Intermediate Algebra is primarily concerned with further developing students' understanding of topics discussed in Algebra I, including (but not limited to) solving equations and linear and absolute value functions as well as introducing students to piecewise-defined, quadratic, polynomial, rational, exponential, and logarithmic functions, topics necessary to prepare students for advanced mathematics-based courses such as probability and statistics, calculus, chemistry, and physics. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. A graphing calculator (TI-83+ or TI-84+) is required.

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## **Explore**



It sounds like a cliché but — life is a journey. No one knows what opportunities will arise or what opportunities one can create for himself or herself. Chances are good that young people will not have the same job all of their lives. The world is changing so fast that jobs will too. The trick is to prepare for change. Know yourself! Each individual must determine her or his aptitude, abilities, likes and dislikes. From that foundation students start to plot a course that can change as students learn more about themselves and develop new interests and abilities.

The Explore class is a start. This class is about the students! Students begin to quantify what they value and begin to understand what they really are seeking in life. There are hundreds of jobs in the world that the average students know nothing about. Sometimes students may think they know what they may want to do but have no understanding, or appreciation, of what the job entails. The Explore class is an opportunity for students to start a meaningful process that creates a “career vision.” Moorhead High School offers other

opportunities after Explore to continue the process. Careers (Family and Consumer Science) and College Prep & Career Readiness (Business) are other classes that can help students define maps for their journeys. Our advice is to take every positive opportunity possible and gather experiences — one never knows where it may lead.

ACT’s [World-of-Work map](#) shows how occupations relate to each other based on work tasks.

## Course Description

**EXPLORE (ELE13)**  
**Grade 9 Required; 1/2 credit, Block (Quarter)**

Explore is a required course for all grade 9 students. Students will develop a four-year academic plan, work on study skills, explore career opportunities, participate in service learning, explore their learning style and develop rapport with the Explore teacher. Students also will explore the 7 Mindsets, which will help them to create meaningful goals for the future and a positive outlook that will help them reach their biggest dreams. Studies Strategies 9 maybe substituted for Explore with permission from a Child Study Team or the administration.

# Family and Consumer Science

[Watch the video to learn more about the FACS department](#)

Family and Consumer Science courses offer opportunities that prepare students for life. Subject matter in these courses help students as they move through the different stages of their lives and prepare for their careers and community involvement. Courses address specific content skills, 21st century workforce skills, and relationship skills that students will need to be successful in their careers, community and family life.

Family and Consumer Science classes prepare students for the rest of their lives!

The [FACS national standards](#) can be reviewed on the National Association of State Administrators of Family and Consumer Sciences website.

Please observe the prerequisites listed in the course descriptions.

Category	9	10	11	12
Foods	Food Basics	Food Basics	Food Basics	Food Basics
		Advanced Foods	Advanced Foods	Advanced Foods
		International Foods	International Foods	International Foods
		Nutritional Food Choices	Nutritional Food Choices	Nutritional Food Choices
Life Management Skills	Relationships	Relationships	Relationships	Relationships
	Living in Family Environments	Living in Family Environments	Living in Family Environments	Living in Family Environments

	(LIFE)	(LIFE)	(LIFE)	(LIFE)
		Child Development	Child Development	Child Development
			Living on Your Own (L.O.Y.O.)	Living on Your Own (L.O.Y.O.)
			Housing and Design <i>(meets fine arts requirement)</i>	Housing and Design <i>(meets fine arts requirement)</i>
<b>Careers</b>		Careers	Careers	Careers

## 21st Century Skills in family and consumer sciences:

### Critical Thinking

Perspective  
Problem solving  
Self-assessment  
Accountability  
Research  
Brainstorming  
Goal setting  
Decision making  
Inventive thinking  
Organization  
Prioritizing

### Communication

Nonverbal communication  
Interpersonal communication  
Presentations  
Written critiques  
Digital literacy  
Listening skills

### Collaboration

Teamwork  
Feedback  
Cooperation  
Interpersonal  
Shared responsibility  
Management  
Time management

### Creativity

Design  
Personal expression  
Flexible thinking

## Jobs involving family and consumer sciences:

Management  
Child care  
Social work  
Food service  
Hospitality industry  
Foster care  
Designing  
Financial consultant

Counseling  
Teaching  
Nutrition  
Sales  
Interior design  
Chef / Culinary skills  
Career counseling  
Job services

Family therapy  
Marriage counseling  
Personal finance  
Retail  
Real estate  
Negotiator  
Pediatric care  
Psychology

Architecture  
Caterer  
Event manager  
Grocery store owner  
Produce manager  
Grocery warehouse

**Life itself** — food, children, family, housing, personal living including a career. Skills needed to function in society today!

## Course Descriptions

### Foods



## **FOOD BASICS (FCS01)**

**Grades 9-12; ½ credit, Block (Quarter)**

Let's cook! Food Basics is a beginning foods class, recommended for all students who would like to improve their skills in the kitchen. This class will help students learn the basics of food preparation, including proper measuring techniques, food/kitchen safety, nutritional value of food, selection and storage of food, and more. Areas of study include resource management, fruits and vegetables, eggs, breads, and pastry. The class will give students a chance to learn interpersonal and small-group skills that will allow them to function as part of the team. Working in the foods lab will provide an excellent opportunity for students to work cooperatively.

## **ADVANCED FOODS (FCS02)**

**Grades 10-12 (Grades 9-12 if taken Food Basics), ½ credit, Block (Quarter)**

**Prerequisite: MUST have had Food Basics**

Have you heard of Rachel Ray or Chopped? This class is designed for students who want to expand their food preparation knowledge and skills. Emphasis is on planning and preparing well-balanced meals while including advanced resource management and food/kitchen safety and sanitation skills. Students learn about small appliances, knife skills, the art of seasoning, salad and soup preparation, pasta making, and cake decoration. Come and enjoy the aroma that will surely delight your appetite. Let's cook!

## **INTERNATIONAL FOODS (FCS03)**

**Grades 10-12; ½ credit, Block (Quarter)**

**Prerequisite: Food Basics; Advanced Foods encouraged**

Pack your bags and here we go! Students gain exposure to the foods and cultures of the world. Students will study and prepare foods from Mexico, British Isles, France, Germany, Scandinavia, Italy, China, and country of choice. For each country, students will learn about the climate, geography and culture and how they relate to the development of food customs and cuisine. Students should come with a desire to learn how to cook exciting new foods while exploring new tastes and adventures in the world of foods.

## **NUTRITIONAL FOOD CHOICES (FCS10)**

**Grades 10-12; ½ credit, Block (Quarter) or Skinny (Semester)**

**Prerequisite: Food Basics**

Whether students are athletes who need to fuel an active lifestyle or are simply hoping to learn how to make smarter food choices, Nutritional Food Choices will give students the tools they need to fuel their bodies right. In this class students will investigate their current eating habits and how small changes can help to make a big difference in how they feel and even think while at school or work. Students will learn about the basics of nutrition and the importance of the six classes of nutrients through study, in-class activities and labs, which will have them exploring the methods and foods that will lead to a healthier lifestyle for them and their families.

## **Life Management**

### **LIVING IN A FAMILY ENVIRONMENT (LIFE) (FCS04)**

**Grades 9-12; ½ credit; Skinny (Semester) or Block (Quarter)**

This class is for you because it is about you! Students learn about the power and effectiveness of communication by strengthening their communication skills. Students begin to examine themselves by exploring their personal values, goals and responsibilities they have to themselves and to others. They will examine their self-concept and self-esteem and how to improve it. Through class discussions, group work, and individual study, students learn more about meaningful relationships they will establish with peers, their families and adults. The importance and quality of friendships are studied, which are a valued asset in your life.

### **LIVING ON YOUR OWN (LOYO) (FCS05)**

**Grades 11-12, ½ credit, Skinny (Semester) or Block (Quarter)**

Will your paycheck cover your needs? Do you have renters insurance? No worries, use a credit card and charge it! Living On Your Own prepares students for finding a place to live and living with roommates, buying a car, using and managing credit wisely, understanding insurance, planning, choosing and purchasing food and clothing on a budget, doing laundry to extend the life of clothes, and managing online checking and saving accounts, including reconciling checkbooks. Students will learn about experiencing life on their own, visiting community sites and listening to the experts in the

industry. Topics will be covered through the use of websites, class discussions, videos, field trips, guest speakers, projects, group and individual research.

### **RELATIONSHIPS (FCS07)**

#### **Grades 9-12; ½ credit, Skinny (Semester) or Block (Quarter)**

Students learn lifelong skills for building and maintaining relationships. This course focuses on social and personal issues that provide an opportunity for students to better understand themselves regarding their relationships. Personal growth occurs as students strive to achieve goals and work to improve themselves and their relationships with others. These efforts will impact the individual, his or her family, their employer, and the community. Relationships class covers personality analysis, dating, healthy and unhealthy relationships, ending a relationship, love and infatuation, engagement/marriage and building a strong relationship. Both males and females can benefit from this course, as everyone is involved in relationships in their lives.

### **CHILD DEVELOPMENT (FCS08)**

#### **Grades 10-12, ½ credit, Block (Quarter)**

Ever wonder why babies chew on books and toddlers throw temper tantrums? Child Development is a course that will prepare students for child-related occupations and parenthood or will help anyone who wants to learn more about children. A real understanding of the “world of a child” is achieved by observing children at licensed child care centers. The fascinating development of a child from conception to age four is studied, including social, emotional, intellectual, and physical developmental patterns. This class generates involvement and activities in the community. This class is for students interested in a career with children or for those hope to be exceptional parents someday.

### **HOUSING AND DESIGN (FCS09)**

#### **Grades 11-12, ½ credit, Block (Quarter)**

##### ***\*Meets Fine Arts Requirement***

Your neighborhood will never look the same to you again! Students learn to identify architectural styles, read and evaluate floor plans, and choose furnishings. Students show their unique personalities and interests while coordinating their living space by using color, design elements and principles, and use of backgrounds. Enjoy an onsite visit to an apartment and a newly built home, and talk with the experts at flooring and wall covering businesses. In culmination of all that students have learned they will construct design boards using appropriate scale and design principles to share with the class.

## **Careers**

### **CAREERS (FCS11)**

#### **Grades 10-12, ½ credit, Block (Quarter)**

Do you know what you want to do with your future? Are you career and college ready? Whether you plan to be a nurse, dentist, culinary artist, or entrepreneur this class is designed to help students learn to discover who they are, what they want to do, and how to go about getting there. This class is all about YOU. Students look into the World of Work, identify key aspects of themselves in self-discovery, and find career options that fit. Local post-secondary education representatives will visit and inform students how they would fit with them, and they will give tips on what to do to be successful during post-secondary experience. Finally, students will learn places to look for a job and what to do to prepare for that job opportunity. This course has the potential to open important doors into your future. Students will create a portfolio to use after high school for the endeavor of their choosing. Take this class and "Get Ready!"

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# **Health, Wellness and Physical Education**





We are only given one body, and if we want it to last for all that we hope to do then we have to take care of it! Coursework in health, wellness and physical education helps students make responsible decisions that can help them to live healthier and more fulfilling lives. A healthy person must be healthy mentally as well as physically. A healthy person must provide the body with the tools to grow and sustain itself into the future. A combination of the required health class with additional department coursework will help any student lead a more fulfilling and productive life. In addition, the department offers courses that can help athletes improve their performance and maximize the opportunities for each sport's season and for life.

The [health and physical education state standards](#) can be reviewed on the Minnesota Department of Education website.

Minnesota requires ½ credit in health and 1 credit in physical education for graduation. Please note that some courses have a prerequisite that must be completed.

	9 Select one	10	11	12
<b>Required</b>	PE 9 - Coed PE 9 - Girls PE 9 - Boys Human Performance 9	Health		
<b>One of the following is required or may be an elective class</b>		<ul style="list-style-type: none"> <li>• Advanced Health</li> <li>• PE Sports 10</li> <li>• Weight Training I</li> <li>• Weight Training / Acceleration</li> <li>• Weight Training II</li> <li>• Team Sports</li> <li>• Individual Sports - Off-campus</li> <li>• Self-Defense</li> <li>• Human Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Health</li> <li>• Weight Training I</li> <li>• Weight Training / Acceleration</li> <li>• Weight Training II</li> <li>• Team Sports</li> <li>• Individual Sports-Off-campus</li> <li>• Self-Defense</li> <li>• Human Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Health</li> <li>• Weight Training I</li> <li>• Weight Training / Acceleration</li> <li>• Weight Training II</li> <li>• Team Sports</li> <li>• Individual Sports-Off-campus</li> <li>• Self-Defense</li> <li>• Human Performance</li> </ul>

#### 21st Century Skills in health, wellness and physical education:

##### Critical Thinking

Data analysis  
Skills for healthy living  
Practice is needed  
Social skills

##### Communication

Positive reinforcement  
Vocabulary of health/fitness  
Sportspersonship

##### Collaboration

Teamwork  
Safety  
Positive attitude

##### Creativity

Strategies in sports  
Alternative paths to a goal  
Variety in exercise and eating

#### [Jobs involving health, wellness and physical education:](#)

Gerontology	Sports entertainment	Medicine	Professional sports
Education	Life coach	Advocacy groups	Hospital work
Coaching	Respiratory therapist	Nursing	Epidemiologist
Fitness instruction	Nutrition	Parks and recreation	Strength and conditioning
Sports development	Corporate health / fitness	Sports physician	Occupational therapist
Physical therapy	Sports sales	Athletic trainer	Community health
Sports medicine		Sports facilities	
Dietician			

## Course Descriptions

### HEALTH (HPE01)

**Grade 10, ½ credit, Block (Quarter)**

**Required course for graduation to be completed *sophomore year***

*Personal Health:* wellness, fitness, self-assessment, decision making

*Mental and Emotional Wellness:* emotions and behavior, communication skills, stress management, suicide prevention and intervention, conflict resolution

*Nutritional Wellness:* label reading, weight management, disordered eating

*ATOD:* alcohol, tobacco, marijuana, club drugs, chemical dependency, alcohol poisoning, intervention

*Sexuality and Healthy Relationships:* abstinence, teen pregnancy prevention, STDs, sexual violence, love and infatuation, and establishing boundaries.

*Emergency First Aid and CPR:* triage, AHA AED/CPR and First Aid certification, choking, adult and child rescue.

### ADVANCED HEALTH (HPE02)

**Grades 11-12; ½ credit, Block (Quarter)**

**Prerequisite:** Health (HPE01)

This class is designed for students who would like the opportunity to investigate, participate in and discuss current health and wellness topics. Students will get actively involved in promoting community health and creating a student Wellness Fair. Students will need to provide for their own transportation to and from the facilities that may be attended.

### Required Courses for Grade 9 (choose one of the following):

**PE 9 COED (HPE03)**

**PE 9 GIRLS (HPE04)**

**PE 9 BOYS (HPE05)**

**Grade 9; ½ credit, Block (Quarter)**

In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is co-educational and may include the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

### HUMAN PERFORMANCE 9 (HPE07)

**Grade 9; ½ credit, Block (Quarter)**

In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

### Grades 10-12 students must select .5 credit of PE for graduation

### HUMAN PERFORMANCE 10-12 (HPE08)

**Grades 10-12, ½ credit, Block (Quarter)**

**Prerequisite:** PE 9 or Human Performance 9

In this co-educational course students will participate and will be divided into a wide variety of team activities and

individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

### **PE 10 SPORTS (HPE06)**

**Grade 10; ½ credit, Block (Quarter)**

**Prerequisite: PE 9 or Human Performance 9**

In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is coeducational and includes the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

### **WEIGHT TRAINING/SPORT ACCELERATION (HPE15Y)**

**Grades 10-12; 1 credit, Skinny (Year)**

### **WEIGHT TRAINING/SPORT ACCELERATION (HPE15S)**

**Grades 10-12; ½ credit, Skinny (Semester)**

**Prerequisite: PE 9 or Human Performance 9**

This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. A combination of weight training, plyometrics and speed training are the main focus of this course. This course is a great option for multi-sport athletes. Measurement of fitness, core strength and endurance will be a part of this course. Students will be responsible for recording daily progress.

### **WEIGHT TRAINING I (HPE13S)**

**Grades 10-12; ½ credit, Skinny (Semester)**

**Prerequisite: PE 9 or Human Performance 9**

This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. Measurement of fitness, core strength and endurance will be part of this course. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

### **WEIGHT TRAINING II (HPE14S)**

**Grades 10-12; ½ credit, Skinny (Semester)**

**Prerequisite: Weight Training I**

Students must:

1. Successfully complete weight training I and have instructor approval.
2. Have no physical limitations that would limit the student from performing the required lifts.
3. Not substitute this class for a required physical education course.

Advanced weight training routines and techniques will be used extensively. There will be no deviation from class core lifts. Students will be able to demonstrate proficiency in core strength and olympic lifts. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

### **INDIVIDUAL SPORTS OFF CAMPUS (HPE10)**

**Grades 10-12; ½ credit, Block (Quarter)**

**Prerequisite: PE 9 or Human Performance 9**

Are you interested in a different type of physical education? Activities may include horseshoes, tennis, frisbee golf, golf, snowshoeing, billiards, bowling, rock climbing, skiing, sand volleyball, paintball and various aerobic activities at local fitness centers. An activity fee of \$40 is required for this course, and students need to provide their own transportation to and from each of the facilities attended. This course cannot be used to substitute for a required physical education course.

### **TEAM SPORTS FALL & SPRING (HPE11)**

**Grades 10-12; ½ credit, Block (Quarter)**

### **TEAM SPORTS WINTER (HPE12)**

**Grades 10-12; ½ credit, Block (Quarter)**

**Prerequisite: PE 9 or Human Performance 9**

Activities included are softball, flag football, team handball, badminton, pickleball, boot hockey, eclipse ball, basketball, volleyball, soccer, ultimate frisbee, and water sports. Activities will vary depending on the time of the year the course is offered. This course cannot be used as a substitute for a required PE 9 course.

### **SELF-DEFENSE (HPE16)**

**Grades 10-12; ½ credit, Block (Quarter)**

### Prerequisite: PE 9 or Human Performance 9

This class is designed for students to acquire a knowledge of personal safety. Students will understand principles of training necessary to improve mental and physical fitness. Students will be taught the basic fundamentals of self-defense and will be able to apply these skills if needed. Personal and community violence will be taught through lecture, videos, guest speakers and current media resources. Issues such as sexual harassment, sexual violence, and date rape will be units covered throughout the course. Students will receive hands-on experience through simulations. This course cannot be used as a substitute for PE 9.

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# Industrial Technology

[Watch the video to learn more about Industrial Technology](#)



Industrial Technology coursework includes studies in areas that readily lead to immediate careers in high demand jobs. Industrial technology coursework can lead to careers as engineers, technicians, business owners and more. A student could try a little piece of each area or immerse one's self in an area of study like automotive, woodworking, and drafting. Engineering and Industrial Technology courses offer additional opportunities to explore careers of high interest and high demand.

The safety and well-being of each student is of paramount concern. Safety information and assessment is given to every student prior to any lab work and each student **MUST** pass all safety tests. Should a student transfer into a class after the safety preparation has been completed, additional work may be required of the student before participating in lab work. Please note that a lab fee will be applied to all "take home" projects.

Special note: Automotive classes are designed to serve both the beginning student who seeks a basic automotive knowledge and the student who wants to gather additional skills. Those additional skills could lead to immediate employment or further education at a two-year or four-year college.

The automotive program is nationally certified by the [National Automotive Technicians Education Foundation \(NATEF\)](#), an arm of the National Institute for [Automotive Service Excellence \(ASE\)](#). The program is also a national high school [Automotive Youth Educational Systems \(AYES\) program](#). This is a tremendous opportunity for high school students to earn certification and work experience that will lead to high-paying jobs after high school or create a fast track to other careers or certification.

**Articulation Agreements** offer college credit while enrolled in high school. The Moorhead High School Industrial Technology Department has worked with Minnesota State Community and Technical College - Moorhead to enable students to earn **college credit** in the following classes:

Brakes / Steering and Suspension

Introduction to Auto (when two auto classes are completed at Moorhead High School)

Small Engines I & II - for TRNS 1100 (4 credits) at M|State Detroit Lakes Campus

Students must attend M|State to have the credit entered on their transcript.

The International Technology Education Association has developed [standards for technology](#).

Please note that some courses have a prerequisite.

	9	10	11	12
<b>Drafting</b>	Introduction to Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting
<b>Welding</b>	Welding I Welding II	Welding I Welding II	Welding I Welding II	Welding I Welding II
<b>Automotive</b>	Automotive Technology I	Automotive Technology I Automotive Brakes, Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair	Automotive Technology I Automotive Brakes, Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair <b>Automotive Internship</b>	Automotive Technology I Automotive Brakes, Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair <b>Automotive Internship</b>
<b>Woodworking</b>	Woodworking and Cabinetry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry
<b>Small Engines</b>	Small Engines I Small Engines II	Small Engines I Small Engines II	Small Engines I Small Engines II	Small Engines I Small Engines II
<b>Engineering / STEM / PLTW</b>	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering

#### 21st Century Skills in Industrial Technology:

##### **Critical Thinking**

Organization  
Self-assessment

##### **Communication**

Planning  
Constructing

##### **Collaboration**

Design  
Problem Solving

##### **Creativity**

Prototyping  
Troubleshooting

### Jobs involving industrial technology

Machinist	Cabinet installer	Plumber	Carpenter
Parts manager	Mechanical drafter	3D prototyper	Industrial technology teacher
Fabricator	Welding inspector	Civil engineer	Automotive technician
Cabinet maker	Finish carpenter	Electrician	Concrete finisher
Engine technician	Technical drafter	Sheet metal fabricator	Vocational - agriculture teacher
Welder	Architect	Electrical engineer	
Diesel technician			

## Course Descriptions

### Project Lead the Way (PLTW) (STEM)

#### **PLTW / STEM - DIGITAL ELECTRONICS (STEM01)**

##### **Grades 9-12; 1 credit, Block (Semester)**

Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

#### **PLTW / STEM - INTRODUCTION TO ENGINEERING (STEM02)**

##### **Grades 9-12; 1 credit, Block (Semester)**

Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through the Engineering Design Process (EDP). On a regular basis, students will be given an example of a real-world problem, devise a strategy to solve the problem, and design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs to be modified. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to explore engineering and related careers, enhance their organization skills, and hone their practical real-world problem-solving skills. Students also will have the opportunity to work with and utilize the same 3-D printing technology used in industry to prototype and test designs.

#### **PLTW / STEM - PRINCIPLES OF ENGINEERING (STEM03)**

##### **Grades 9-12; 1 credit, Skinny (Year)**

This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

### Drafting

#### **INTRODUCTORY DRAFTING (INT09)**

##### **Grades 9-12; ½ credit, Block (Quarter)**

Introductory drafting will teach students how to turn sketches into technical drawings and floor plans. In this course students will learn how to create detailed drawings of parts and objects by hand, with an emphasis on basic skills such as organization, neatness, line quality, accuracy in measuring, technical representation, and dimensioning procedures. Once students have gained the skills necessary to produce detailed technical drawings they will learn how to use the AutoCAD

Inventor software to create 3D working parts. Students will design a project of their choice. AutoCAD REVIT will be used to design floor plans. This course also utilizes 3-D printing technology. Note: Introductory Drafting is a prerequisite for both Technical Drafting and Architectural Drafting.

### **TECHNICAL DRAFTING (INT11)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Introductory Drafting**

Do you enjoy taking things apart to understand how they work? Technical Drafting is the study of drafting as it relates to the manufacturing industry. In this course you will learn to analyze different objects so that you can recreate them using AutoCAD Inventor 3D computer-aided design software; you also have the option to learn the AutoCAD 2D software. It is a practical course for students considering a career in the engineering field, or students who are interested in any type of manufacturing or fabrication. Students will learn to analyze different parts and objects to understand how they work together, they will create detailed drawings of different parts, build the parts using the AutoCAD Inventor software, and put the parts together to make a working 3D computer-aided project of their choice, complete with an animation of their creation. After you have made a 3D design you will have an opportunity to 3D print your design. Note: Introductory Drafting is a prerequisite for Advanced Technical Drafting.

### **ARCHITECTURAL DRAFTING (INT10)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Introductory Drafting**

If you enjoy drawing floor plans or have an interest in the construction industry this course is for you. You will design floor plans and create within a set of given constraints. You also will be able to design floor plans of your choice and turn those designs into 3D computer-aided designs by modeling with the AutoCAD REVIT software. After you have made a 3D design you will have an opportunity to bring your concept to life using a 3D printer. Note: Introductory Drafting is a prerequisite for Advanced Architectural Drafting.

## **Automotive**

### **AUTOMOTIVE TECHNOLOGY I (INT16)**

**Grades 9-12; ½ credit, Block (Quarter)**

Automotive Technology I is the first class in auto and is a prerequisite to all the other automotive classes. The class is for anyone who plans to own or drive an automobile and wishes to learn more about how automobiles operate, how to maintain them, and how to perform some repair work. Students study the principles of operation and service of today's automobile, shop skills, and hand tools. They will learn to check, rotate, mount, repair, and balance tires and wheels. Students learn engine basics and how to check the mechanical condition of engines using electronic and mechanical test equipment. Students learn about cooling and lubrication systems as well. Students apply these skills in Moorhead High School's modern lab on shop and student/customer-owned vehicles.

### **AUTOMOTIVE BRAKES AND STEERING AND SUSPENSION (INT17)**

**Grades 10-12; 1 credit, Block (Semester)**

**Prerequisite: Automotive Technology I**

The first half of this class is Automotive Brakes and the second half is Steering/Suspension. In the brakes unit, students will learn the hydraulic and mechanical theory and operation of automotive brake systems. Students will then learn how to check, service, and repair drum and disc brake systems. Students will perform work in the lab on brake components, shop vehicles, and other vehicles. During the second nine weeks, they will study vehicle steering and suspension systems. This will include wheel and tire service, front and rear suspension systems, and alignment and handling problems and repair. Students will perform work on these systems in the lab using components, shop-owned vehicles, and other vehicles. The National Automotive Technicians Education Foundation (NATEF) program is followed for this class.

### **MAINTENANCE AND LIGHT REPAIR (INT19M)**

**Grades 10-12; 1 credit, Block (Semester)**

**Prerequisite: Automotive Technology**

This auto class is taken after Automotive Technology and focuses on maintaining and performing light repair work on modern automobiles and trucks. After a refresher on general shop safety, the students learn how to perform multi-point inspections on vehicles including battery and charging system condition, belt and hose condition, steering and suspension condition and lubrication, fluid level and condition, tire wear and condition, general brake inspection, and the operation of interior and exterior lights. The rest of the course is focused on the repair and maintenance of the above systems based on the findings of the inspection. The students will repair leaks, flush fluids, perform tune ups, and replace light bulbs, hoses, filters and belts. The students also will be able to identify brakes and steering/suspension issues. The repairs of



these systems are taught in Brakes/Steering and Suspension. The Maintenance and Light Repair class is designed to teach students to inspect and care for the modern automobile and truck.

### **AUTO ELECTRICAL/ELECTRONICS & ENGINE PERFORMANCE I (INT18)**

**Grades 10-12; 1 credit, Block (Semester)**

**Prerequisite: Automotive Technology I**

Students study the National Automotive Technician Education Foundation (NATEF) standards for the areas of Electronics and Engine Performance for this class. They will study basic electrical circuits and general electrical system testing and repairs. Students will work with the starting, ignition, and fuel systems of the vehicle. They will learn the theory and operation of each system, including testing and repair. The course covers computerized engine controls including emission systems and OnBoard Diagnostics. Students will apply these skills to shop vehicles and student/customer-owned vehicles.

### **AUTOMOTIVE INTERNSHIP (INT20I)**

**Grades 11-12; 1 credit**

**Prerequisite: Automotive Technology I & one more auto class & Instructor Approval**

A student may qualify for an internship during his or her junior or senior year in the auto program. A student has to have taken at least two auto classes. The student may receive 1 credit for work done at an automotive or diesel repair facility. The work has to be documented and reported to the instructor and must cover a broad range of repair categories under maintenance and light repair. The work must also be done under the supervision of a mentor. The internship can take place during the student's junior or senior year or in the summer between. The work should be equivalent to at least 135 hours of a mix of light repair work.

## **Welding**

### **WELDING I (INT12)**

**Grades 9-12; ½ credit, Block (Quarter)**

Students who want to learn how to join metal together by melting it, should register for the welding class. Students will learn how to weld steel with multiple welding processes, work with sheet metal, and apply those skills to fabricate projects. They will tour manufacturing facilities and explore career and educational opportunities in the manufacturing field.

### **WELDING II (INT13)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Welding I**

Students extend their welding skills in this advanced welding course. Students will spend more time in the lab fine-tuning their welding skills, learning new techniques and welding processes. This class is geared toward fabricating skills, and students will design and manufacture their own project designs using their fabrication skills. Examples of fabrication projects include go karts, mini bikes, trailers, deer stands, tree stands, benches, stools, tables, furniture, tool boxes, and other custom projects. Students will be financially responsible for the materials/projects they fabricate.

## **Small Engines**

### **SMALL ENGINES I (INT14)**

**Grades 9-12; ½ credit, Block (Quarter)**

Are you interested in working on gas engines? Take small engines classes to learn more about power equipment like ATVs, dirt bikes, snowmobiles, mowers, chainsaws, and snow throwers. In this class students will be working on engines, doing important maintenance, disassembling, and discovering the inner working of engines so they will be able to thoroughly understand how to fix power equipment. Fixing your own equipment can save you thousands of dollars over the course of your life! Students also tour and explore education and future careers in the power equipment industry.

### **SMALL ENGINES II (INT15)**

**Grades 9-12; ½ credit, Block (Quarter)**

**Prerequisite: Small Engines I**

Want to do more troubleshooting to fix power equipment and recreational powersports equipment like dirt bikes and ATVs? This class is about 75% lab and hands-on learning for troubleshooting and fixing lawn, garden, snow and recreational power equipment. Students also will tour and explore careers and educational opportunities for future occupations.

## **Woodworking**



**WOODWORKING AND CABINETRY (INT06)**

**Grades 9-12; 1 credit, Block (Semester)**

This woodworking technology class will incorporate textbook information and basic hands-on skills in the construction of low-cost projects. The course will guide students through principles of shop safety and the proper use of hand tools and shop equipment in the construction of a variety of projects. Throughout the course, students will develop and demonstrate an understanding of project planning, design, and the basics of cabinet construction. Students will select a project from a variety of options taking into consideration the time available, level of difficulty, the size of the project, and the cost of the project.

**ADVANCED CABINETRY (INT07)**

**Grades 10-12; 1 credit, Block (Semester)**

**Prerequisite: Woodworking and Cabinetry**

Advanced Cabinetry is open to all students who have successfully completed Woodworking and Cabinetry. Students will progress beyond the basic machine operations to more intricate operations. The students will then proceed to a lab situation, choosing a major project that will be a challenge to their woodworking abilities. Examples of projects would be entertainment centers, gun cabinets, wood turnings, china hutches and other types of cabinets. A unit on the use and application of plastic and wood laminates will be included to make students aware of innovative ways that plastic and wood laminates can be used to enhance the beauty and practicality of cabinetry.

**EXPLORING CARPENTRY (INT08)**

**Grades 10-12; 1 credit, Block (Semester)**

**Prerequisite: Woodworking and Cabinetry**

Students will be given the opportunity to explore the more intricate woodworking procedures used commercially and in residential construction. They will observe firsthand construction methods through field trips to various industries and M|State’s carpentry program. After being introduced to basic construction procedures the students will construct a small storage shed. Six to seven students will work as a group to construct each shed. The storage sheds will be sold, with the students being given first opportunity to purchase them. This project will give the students experience in construction of a framed structure, and they will gain skills in home maintenance, home repair, and remodeling.

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# Learner Support Services



All courses listed below serve to help students enhance their learning opportunities. Students must meet state disability criteria and have a specific need to enroll in these programs. Case managers, parents/guardians, and students will work together to schedule classes that meet individual student needs. The goal of Learner Support Services is to increase students’ ability to facilitate their transition toward independent living (community participation), employment, and postsecondary training. Students’ progress will be reviewed annually to ensure the best individualized education plan is developed and followed. This will occur through programming at Moorhead High School.

Please note that some classes have prerequisites or require permission prior to enrollment.

	9	10	11	12
<b>Fundamental Academics</b>	Foundation of English 9  Strategic Mathematics	Foundation of English 10  Strategic Mathematics	Foundation of English 11  Strategic Mathematics	Foundation of English 12  Strategic Mathematics

	Strategic Algebra Strategic Geometry Physical Education	Strategic Algebra Strategic Geometry Physical Education	Strategic Algebra Strategic Geometry Physical Education	Strategic Algebra Strategic Geometry Physical Education
<b>Work Experience</b>	Discovering Careers I  Community and Work	Discovering Careers I Discovering Careers II Community and Work Community Work Experience	Vocational Seminar I Volunteer Experience Community and Work Community Work Experience	Vocational Seminar I Vocational Seminar II Volunteer Experience Community and Work Community Work Experience
<b>Support Skills</b>	Instructional Studies Study Strategies 9 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II Life Skills Strategies	Instructional Studies Study Strategies 10 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II Life Skills Strategies	Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success II (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II	Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success II (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II
<b>Functional Skills</b>	Independent Functional Education Functional Living Skills Consumer Life Skills	Independent Functional Education Functional Living Skills Consumer Life Skills	Independent Functional Education Applied Life Skills Math Applied Life Skills English ExCEED Transition Setting	Independent Functional Education Applied Life Skills Math Applied Life Skills English ExCEED Transition Setting

## 21st Century Skills from Learner Support Services

### Critical Thinking

Problem solving  
Planning ahead  
Self-assessment

### Communication

Writing  
Speaking  
Listening

### Collaboration

Group projects  
Working with adults  
Team member

### Creativity

Projects  
Writing  
Presentations

### Four Transitional Pathways

1. Supported Employment and Independent/Supported Living
  - High School - Functional academics, social and life skills courses
  - Beyond High School - Community agency support
2. Competitive Employment and Independent Living
  - High School - A blend of fundamental academics and functional skills with career vocational electives
  - Beyond High School - Seek independent employment/living in community
3. Career Technical Training (certificate program, apprenticeship, two-year college)
  - High School - Core academics with supported skills classes
  - Beyond High School - Independently enroll and meet criteria for a career technical training program
4. Academic (four-year college)
  - High School - Core academics with supported skills classes
  - Beyond High School - Independently enroll and meet criteria for a four-year college degree

### Careers from the skills learned in Learner Support Services:

Health care	Electrical	Cosmetology	Chef
Art	Welding	Home health care	Business
Law enforcement	Dental assistant	Custodial	Education
Construction	Farm management	Assembly work	Plumbing
Auto	Retail	Child care	Cashier
Maintenance	Graphic design	Veterinary Tech	Nursery/Greenhouse

## Course Descriptions

### FUNDAMENTAL ACADEMICS

#### FOUNDATION OF ENGLISH 9 (LSS41)

**Grade 9; 1 credit, Skinny (Year)**

##### **Special Services Team Approval Required**

Foundations of English 9 is a small group English class taught in the resource room setting. It can fulfill the graduation credit requirement for English 9. Reading and writing instruction is provided using curriculum adapted from the general education grade 9 English program, as well as supplemental materials and strategies to meet individual student needs. Accommodations such as reading aloud together in class, extra time to complete assignments, and more guided practice are routinely employed in the classroom. Work includes phonics instruction/review, spelling instruction, vocabulary development, reading comprehension strategies, writing strategies, short stories, novels, plays, essay writing, research process skills, and public speaking. The curriculum is modified to meet student needs. Teacher and counselor recommendation is required.

#### FOUNDATION OF ENGLISH 10 (LSS42)

**Grade 10; 1 credit, Skinny (Year)**

##### **Special Services Team Approval Required**

Foundations of English 10 builds on the skills taught in Foundations of English 9. It can fulfill one credit toward English requirements for graduation. The overall goal of this class is to continue to increase student independence in reading and writing skills. Students will increase the depth and breadth of their vocabularies while improving their ability to comprehend informational/expository text. Reading and writing instruction is provided using curriculum adapted from the general education grade 10 English program, as well as supplemental materials and strategies. Work includes the review and further development of vocabulary, reading comprehension strategies, writing strategies, short stories, novels, plays, essay writing, and research process skills. The curriculum is modified to meet student needs. Teacher and counselor recommendation is required.

#### **FOUNDATION OF ENGLISH 11 (LSS43)**

**Grade 11; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

In this small group English class taught in the resource room setting, students will further develop their knowledge and skills in reading, writing, and American literature. Students will read and respond (both orally and in writing) to a variety of types of literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students also will be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

#### **FOUNDATION OF ENGLISH 12 (LSS44)**

**Grade 12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Students will further develop their knowledge and skills in reading, writing, and world literature. Students will read and respond (both orally and in writing) to a variety of types of world literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition and will complete a research paper to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students also will be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

#### **STRATEGIC MATHEMATICS (LSS48)**

**Grades 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Strategic Mathematics is specially designed to provide extra help in understanding pre-algebraic concepts. The course teaches the building blocks of algebra using a sequential approach and strategies for problem solving. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

#### **STRATEGIC ALGEBRA (LSS46)**

**Grade 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Strategic Algebra is specially designed to provide extra help in understanding algebraic concepts. The course teaches the key elements of algebra using a sequential approach and strategies for problem solving. It meets the needs of the individual learner by adjusting the pace of instruction based on student performance.

#### **STRATEGIC GEOMETRY (LSS45)**

**Grades 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Strategic Geometry is specially designed to provide extra help in understanding geometry concepts. The course teaches the key elements of geometry using a sequential approach and strategies for problem solving. It meets the needs of the individual learner by adjusting the pace of instruction based on student performance.

#### **PHYSICAL EDUCATION (LSS31)**

**Grades 9-12; 2 credits, Block (Year)**

**Special Services Team Approval Required**

This adaptive fitness class is designed to develop and prepare students physically and mentally for their successful integration and participation in as many lifetime recreational and leisure activities as possible. Activities include darts, swimming, horseshoes, volleyball, bowling, basketball, weightlifting, badminton, frisbee and golf activities, archery and

various adaptive games. Through the carefully planned programs of special and regular physical education activities, the aims of the adaptive physical education class are directed toward the physical, mental, emotional and social development of each student to reach his or her potential.

## **WORK EXPERIENCE**

### **DISCOVERING CAREERS I (LSS251)**

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Career Readiness: In Discovering Careers I, students will focus on developing their communication skills, self-advocacy, self-awareness, career interests, and exploration of careers expectations. Students will learn more about their learning styles and interests. Students will read their I.E.Ps and become familiar with goals, objectives and accommodations and start creating transitional goals. Students will start using this information to brainstorm occupational matches to their skills and interests.

### **DISCOVERING CAREERS II (LSS261)**

**Grade 10; 1 credit, Skinny (Year)**

**Prerequisite: Discovery Careers I**

**Special Services Team Approval Required**

Finding a Job: In Discovering Careers II, students will review previously taught communication skills, self-awareness and career explorations. The focus of the class will address understanding job requirements, how to complete an application, mock interview practice, workplace expectations, and skills needed to live independently.

### **VOCATIONAL SEMINAR I (LSS271)**

**Grades 11-2; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Advocating for Your Future: Vocational Seminar I students will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar I will focus on developing skills used to advocate for oneself and steps needed to take to enter the careers they have chosen.

### **VOCATIONAL SEMINAR II (LSS272)**

**Grade 12; 1 credit, Skinny (Year)**

**Prerequisite: Vocational Seminar I**

**Special Services Team Approval Required**

Succeeding as an Employee: Vocational Seminar II will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar II will focus on actions it takes to become a valued, successful employee, and ways to become responsible members of the community.

### **VOLUNTEER EXPERIENCE (LSS47)**

**Grades 11-12; 2 credit, Block (Year)**

**Special Services Team Approval Required**

This class will assist student development of soft skills. Soft skills include communication, enthusiasm/attitude, teamwork, networking, problem solving/critical thinking, and professionalism and will be addressed in a supported community volunteer site. The school-based program is designed for students to improve and gain skills needed to be successful as an adult in the workforce and to make connections with community agencies and members. Students in grades 11 and 12 may experience two to three volunteer opportunities in a given year. Support is provided as needed to ensure student success.

### **COMMUNITY AND WORK (LSS32)**

**Grades 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Community and Work is a resource class for students who have Individual Education Planned Programs. The curriculum pertains to soft skills needed to be more successful at school, work, and in the community. Skills explored may include communication, attitude, teamwork, networking, problem solving, and professionalism.

## **COMMUNITY WORK EXPERIENCE (LSS33)**

**Grades 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Community Work Experience is a resource class for students who have Individual Education Planned Programs. Students who participate in this program may be placed at school or community volunteer sites. The community sites offer students an alternative setting to work on various skills. The main focus of this experience will be on the soft skills needed to be more successful on the job. Students must be 16 years old or older to participate in the program.

## **SUPPORT SKILLS**

### **INSTRUCTIONAL STUDIES (LSS17)**

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Instructional Studies focuses on social skills and organizational strategies that assist students in understanding and dealing with emotional/behavioral/organizational challenges. Issues covered in the social skills curriculum include, but are not limited to, assertiveness, independent coping strategies, conflict resolution, and dealing with peer pressure and bullying. Organizational strategies focus on consistency and planning skills.

### **INSTRUCTIONAL STUDIES 11-12 (LSS17B)**

**Grades 11-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Instructional Studies focuses on social skills and organizational strategies that assist students in understanding and dealing with emotional/behavioral/organizational challenges. Issues covered in the social skills curriculum include, but are not limited to, assertiveness, independent coping strategies, conflict resolution, and dealing with peer pressure and bullying. Organizational strategies focus on consistency and planning skills.

### **STUDY STRATEGIES 9 (LSS01)**

**Grade 9; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

Study Strategies 9 is a class in the resource room. It is not a study hall. Students who successfully complete the class earn one credit toward graduation. Through participation in lessons and activities in SS9, students learn valuable strategies related to helping them achieve their IEP (Individual Education Plan) goals such as improving academic, organizational, and self-advocacy skills, with a long-term goal of reaching independence and being successful on their own after completion of high school. Students will be expected to participate in all IEP meetings and transition activities in order to facilitate a better understanding of their educational program.

### **STUDY STRATEGIES 10 (LSS02)**

**Grade 10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course is designed for grade 10 students and focuses on learning strategies that continue to improve reading, writing, and self-advocacy skills and assist students in their organizational process. Students also will learn and practice prioritizing their coursework to meet the students' mainstream curriculum requirements. Students are graded on participation in strategy and transition lessons and activities, keeping an accurate system for organization, prioritizing work, and using their time wisely. Curriculum is driven by the individual needs of the students and the goals and objectives within a student's Individual Education Plan (IEP).

### **STUDY STRATEGIES 11/12 (LSS03)**

**Grades 11-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course focuses on learning strategies to continue to improve reading, writing, organization, and/or self-advocacy/transition skills. Students are graded on participation in academic strategies as well as self-advocacy/transition lessons and activities, keeping an accurate and complete assignment book, prioritizing their work, setting and completing goals, and using their time wisely. It is important to remember that the curriculum is driven by the individual needs of the students and the goals and objectives within a student's Individual Education Plan (IEP).

### **STRATEGIES FOR INTERPERSONAL AND ACADEMIC SUCCESS I (SIAS) (LSS34S)**

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

The purpose of this course is to help students be successful in their academic courses and throughout their adult life. Students will learn strategies to become better learners and strategies to interact with others. Students will learn how to regulate their behavior/emotions, adhere to social expectations in a variety of settings, focus and maintain their attention, stay organized, maximize their memory, and plan for short and long-term goals. These skills play into every aspect of a student's life, including school. This course is here to help students be successful in high school and get ready for the next stage of their lives.

### **STRATEGIES FOR INTERPERSONAL AND ACADEMIC SUCCESS II (SIAS II) (LSS34S2)**

**Grades 11-12; 1 credit, Skinny (Year)**

The purpose of this course is to help students continue to be successful in their academic courses and to focus on skills they will need when they enter their adult life. Students will learn strategies to become better learners, become ready for life after high school, and interact with others in a variety of settings. Students will learn how to regulate their behavior/emotions, adhere to social expectations in a variety of settings, focus and maintain their attention, stay organized, maximize their memory, and plan for short and long-term goals. These skills play into every aspect of a student's life, including school. This course is here to help students be successful in high school and get ready for the next stage of their lives. It is a continuation of Strategies for Interpersonal and Academic Success I.

### **SOCIAL EMOTIONAL LEARNING STRATEGIES (SELS) (LSS40)**

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

The purpose of this course is to provide students with strategies to develop awareness, understanding, and management of their behavior to facilitate positive interactions and success in current and future environments. Instruction specifically designed to teach these strategies will be integrated into class activities according to individual student needs. The class will also incorporate decision making and leadership curriculum to allow application of strategies to school expectations and daily living needs.

### **SOCIAL EMOTIONAL LEARNING STRATEGIES II (SELS II) (LSS40B)**

**Grades 11-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

The purpose of this course is to provide students with strategies to develop awareness, understanding, and management of their behavior to facilitate positive interactions and success in current and future environments. Instruction specifically designed to teach these strategies will be integrated into class activities according to individual student needs. The class will also incorporate decision making and leadership curriculum to allow application of strategies to school expectations and daily living needs.

### **LANGUAGE CONNECTIONS I (LSS30)**

**Grades 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

The English language can be confusing and complicated. This course is designed to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

### **LANGUAGE CONNECTIONS II (LSS30B)**

**Grades 9-12; 2 credit, Block (Year)**

**Special Services Team Approval Required**

The English language can be confusing and complicated. This course is designed to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

### **LIFE SKILLS STRATEGIES (LSS24S)**

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course is designed to support students who are currently enrolled in life skills classes. The focus of this course is to familiarize students with different strategies to assist them in becoming more independent in their daily lives. A large focus of instruction is on social and life skills. The second half of the period is focused on organization and completing mainstream coursework.



## FUNCTIONAL SKILLS

### INDEPENDENT FUNCTIONAL EDUCATION (LSS34P)

**Grades 9-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

The focus of this course is on life skills curriculum with an emphasis on achieving the maximum level of functional independence (based on each individual) in each of the three transition areas. The three areas are community (home living and recreation), post-secondary planning, and employment. A portion of this program is community based.

### FUNCTIONAL LIVING SKILLS (LSS23)

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course is designed to instruct students in the skill area of using functional reading and writing in their daily lives. The goal is to maximize their independence across all settings. There is a strong focus on increasing the students' vocabulary. Some of the units covered are using the newspaper and phone book, reading for information, following instructions, completing forms and applications, reading schedules, and journaling. Students work on increasing skills at their level of independence during the second half of the period.

### CONSUMER LIFE SKILLS (LSS22)

**Grades 9-10; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course is designed to instruct students in the functional skill area of math used in their daily lives. The goal is to maximize their independence across all settings. Some of the units covered include checking accounts, budgeting, money, time, and consumer skills. There is a strong focus on decoding word problems to determine the needed operations. Students work on increasing skills at their level of independence during the second half of the period.

### APPLIED LIFE SKILLS MATH (LSS24M)

**Grades 11-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course makes math relevant for students in transition from school to adult life. The practical course content helps students improve their computational skills by applying them to real-life experiences to offer learning necessary for living independently.

### APPLIED LIFE SKILLS ENGLISH (LSS24E)

**Grades 11-12; 1 credit, Skinny (Year)**

**Special Services Team Approval Required**

This course makes reading and writing relevant for students in transition from school to adult life. This course content targets reading and writing skills students will need in real-life situations. Students will use practical course content in both purposeful and leisure activities designed for improving their skills necessary for living independently.

### ExCEED TRANSITION SETTING (LSS38)

**Grades 11-12; 2 credit, Block (Year)**

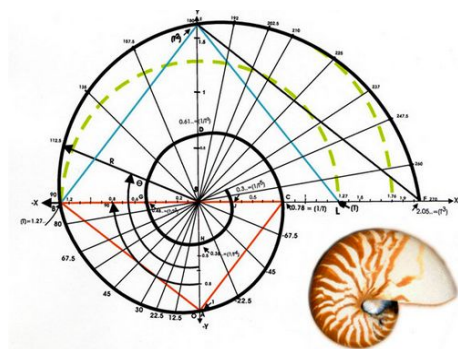
**Special Services Team Approval Required**

The ExCEED setting is an on-campus mock-apartment setting within the high school serving as a transition component for students to generalize daily and functional living skills outside the typical classroom setting. Through this setting and its options for learning transition skills, students can optimize their successful transition into adult life outside the high school.

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# Mathematics





“Why do I need to know this?” is a common phrase heard in every math class. Cardiff University gives a sound response: “Mathematics is a universal part of human culture. It is the tool and language of commerce, engineering and other sciences – physics, computing, biology etc. It helps us recognize patterns and to understand the world around us. Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes more technically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A background in mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. This leads to careers that are exciting, challenging and diverse in nature.”

Mathematics is called the “Queen of Science” but that statement could be expanded to suggest that mathematics is instrumental in all that we do in life. The Moorhead High Math Department is dedicated to enriching your life.

Minnesota requires three credits in mathematics for graduation: Intermediate Algebra, Geometry and Advanced Algebra.

The [mathematics state standards](#) can be reviewed on the Minnesota Department of Education website.

Please check the prerequisites needed for each course. Courses may be taken in any year as long as the prerequisites have been met.

	9	10	11	12
Required for Graduation	Intermediate Algebra	Geometry	Advanced Algebra	(Recommended) Pre-College Algebra and/or Trigonometry or College Algebra or College Functions and Trigonometry
AP (* Honors Geometry Grade 8)	Honors Intermediate Algebra	Honors Pre-Calculus and Honors Trigonometry	Advanced Placement Statistics	AP Calculus or Calculus or College Algebra or College Functions and Trigonometry
Developing	Beginning Algebra	Intermediate Algebra	Geometry	Advanced Algebra

## 21st Century Skills in mathematics:

### Critical Thinking

Deductive thinking  
Problem solving  
Manipulate ideas  
Probability  
Check for mistakes  
Problem solving

### Communication

Mathematical language  
Present a process  
Read for meaning  
Extract meaning from symbols or words

### Collaboration

Teamwork  
Working with a teacher  
Learn a sequence

### Creativity

Tackling problems with many steps  
Seeing more than 1 solution  
Not giving up  
Interpret data / analyze

Attention to detail	Present a solution
	Listen effectively
	Note taking
	Use diagrams

[Jobs involving mathematics](#): One would be challenged to find any career or component of life that does not use mathematics. The following is a listing of potential career choices:

Actuarial work	Security work	Cryptography	Statistics
Biotech work	Stock broker	Operations research	Political research
Welding	Environmental work	Web development	Pollster
Statistics	Aeronautics	Electrical	Surveying
Biomathematics	Electrician	Finance	Electrical
Teaching - any level	Investments	Plumbing	Nursing
Petroleum work	Computer science	Athletics	Information technology
Sales / marketing	Systems analyst	Carpentry	Heating and cooling

## Course Descriptions

### **BEGINNING ALGEBRA (MTH20)**

#### **Grade 9; 1 credit; Skinny (Year)**

Students expand their problem-solving abilities by learning problem-solving strategies, logical reasoning skills and modeling methods. Topics examined in depth are field properties, linear equations and linear models. Students will be exposed to graphing calculators and Geometer's sketchpad as ways to deepen the conceptual understanding of mathematics. A graphing calculator (TI-83+ or TI-84+) is recommended.

### **INTERMEDIATE ALGEBRA (MTH21)**

#### **INTERMEDIATE ALGEBRA FOR FRESHMEN (MTH21F)**

#### **Grades 9-10; 1 credit, Skinny (Year)**

#### **Prerequisite: Linear or Beginning Algebra**

Intermediate algebra is primarily concerned with further developing students' understanding of topics discussed in Beginning Algebra, including (but not limited to) solving equations and linear and absolute value functions and introducing students to piecewise-defined, quadratic and polynomial functions, which are topics necessary to prepare students for advanced mathematics-based courses such as probability and statistics, calculus, chemistry, and physics. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. A graphing calculator (TI-83+ or TI-84+) is required.

### **HONORS INTERMEDIATE ALGEBRA (MTH21H)**

#### **Grade 9; 1 credit, Skinny (Year)**

#### **Prerequisite: Beginning or Linear Algebra (grade 8) and recommendation of teacher**

This is a strong Intermediate Algebra course for students who do well in math. This course includes an in-depth study of piecewise, quadratic, exponential and rational functions. Honors Intermediate Algebra is intended for students who (1) are interested in covering topics in a greater depth and at a faster pace; (2) have a serious intent to pursue a career in mathematics, science, engineering, or similar areas; and/or (3) enjoy the structure and rigor of formal mathematics. A graphing calculator (TI-83+ or TI-84+) is required.

### **GEOMETRY (MTH04)**

#### **Grades 10-12; 1 credit, Skinny (Year)**

#### **Prerequisite: Intermediate Algebra**

Geometry is designed for students to review and expand basic mathematical knowledge introduced in Intermediate Algebra such as problem-solving equations and linear functions, as well as enhance visual thinking while improving

logical reasoning and deductive thinking. The course explores two- and three-dimensional figures, including angles, parallel and perpendicular lines, triangles, polygons, similarity, circles, solids and transformations and coordinate geometry. A graphing calculator (TI-83+ or TI-84+) is recommended.

### **ADVANCED ALGEBRA (MTH22)**

**Grades 10-12; 1 credit, Skinny (Year)**

**Prerequisite: Intermediate Algebra**

Advanced Algebra is primarily concerned with reviewing topics discussed in Beginning Algebra and Intermediate Algebra, including (but not limited to) linear, quadratic, absolute value, piecewise-defined, and polynomial functions and further developing students' understanding of rational, exponential, and logarithmic functions as well as sequences and series. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Additionally, this course will introduce students to the basics of probability and statistics, including data collection, exploratory data analysis, measures of central tendency and spread, theoretical probabilities in simple and compound events, basics of experimental design, and evaluating predictions and arguments of data. A graphing calculator (TI-83+ or TI-84) is required.

### **TRIGONOMETRY (MTH07)**

**Grades 10-12; ½ credit, Skinny (Semester)**

**Prerequisite: Advanced Algebra, Geometry**

The study of Trigonometry covers six right triangle functions, the Law of Sines and the Law of Cosines. Emphasis is given to practical applications of trigonometry such as navigation and physics. Trigonometry is necessary for students planning to take calculus and for students planning further work in electronics and other technical fields. A graphing calculator (TI-83+ or TI-84+) is required.

### **HONORS TRIGONOMETRY (MTH08)**

**Grades 10-12; ½ credit, Skinny (Semester)**

**Prerequisite: Honors Intermediate Algebra, Geometry**

This course utilizes a graphing approach to the study of trigonometric functions. The course develops the theory, skill and applications of right triangle trigonometry, the Law of Sines and Cosines, circular functions including modeling real-world data, and the application of trigonometry to complex numbers, vectors and the use of trigonometric functions. Students should have obtained an A or B in prerequisite courses. A graphing calculator (TI-83+ or TI-84+) is required.

### **PRE-COLLEGE ALGEBRA (MTH09)**

**Grades 11-12; 1 credit, Block (Semester)**

**Prerequisite: Advanced Algebra, Geometry**

In this course, students are introduced to the standard concepts and language needed for beginning college mathematics courses. The course will extend and review algebraic concepts, especially functions and graphs. Topics may also include sequences and series, logarithmic and exponential functions, rational functions, and conic sections. A graphing calculator (TI-83+ or TI-84+) is required.

### **COLLEGE ALGEBRA (MTH1114) (Concurrent Enrollment through MState)**

**GRADES 11-12; 1 credit (high school) Block (semester); 4 credits (college credit) through MState**

**Prerequisites: Geometry, Advanced Algebra and an acceptable score on the Accuplacer exam, which is determined by the college registrar.**

The competencies for this course include: analyzing characteristics of linear, quadratic, polynomial, rational, exponential, logarithmic and radical functions, their graphs and inverse (where appropriate), solve systems of equations, determine real and complex zeros of polynomials, perform operations, including compositions and use of mathematical modeling to solve application problems. A graphing calculator is required (TI-83 or 84 is recommended).

### **COLLEGE FUNCTIONS & TRIGONOMETRY (MTH1115) (Concurrent Enrollment Through MState)**

**Grades 11-12; 1 credit (high school, Block (Semester); 4 credits (college credit) through MState**

**Prerequisite: College Algebra**

The competencies for this course include: the circular method and right triangle method to define trigonometric functions, analyze the characteristics of trigonometric functions, their graphs and inverse, solve trigonometric equations, use trigonometric identities to evaluate functions and simplify expressions, solve applications involving trigonometric concepts, explore the Law of Cosines, apply vector concepts to find solutions in the plane and in three dimensional space, explore complex numbers, and their trigonometric form, analyze the characteristics of parabolas, ellipses, and hyperbolas and explore polar coordinates, equations and their graphs. A graphing calculator is required (TI-83 or 84 is recommended).

**HONORS PRE-CALCULUS (MTH10)****Grades 10-12; ½ credit, Skinny (Semester)****Prerequisite: Honors Intermediate Algebra, Geometry**

This course strengthens and extends mathematical concepts learned in previous classes and prepares students for calculus and college mathematics courses. Topics include review of all basic algebraic and transcendental functions, including polynomials, rational functions, logarithmic and exponential functions, sequences and series, and probability topics. An emphasis is placed on graphing approaches to most of these topics. A graphing calculator (TI-83+ or TI-84+) is required. Students should have obtained an A or B in prerequisite courses.

**AP STATISTICS (MTH17)****Grades 10-12; 1 credit, Skinny (Year)****Prerequisite: Advanced Algebra OR Honors Pre-Calculus OR Pre-College Algebra.****A grade of either an A or B is recommended in these courses.**

At many universities, students are taking at least one introductory statistics course in response to the many different occupations that apply statistical concepts. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will cover four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course follows the College Board's statistics course syllabus, the Advanced Placement course expectations, and Advanced Placement grading practices. The course's homework expectations is generally 45 minutes to an hour each day. Students also will be expected to complete reports and projects outside of class time. By successfully scoring on the Advanced Placement statistics exam, a student may receive college credit, advanced placement or both for a one-semester introductory college statistics course. A graphing calculator (TI-83+ or TI-84+) is required.

**CALCULUS (MTH11)****Grade 12; 1 credit, Block (Semester)****Prerequisite: Honors Pre-Calculus and Honors Trigonometry OR Pre-College Algebra and Trigonometry**

Calculus is fundamentally different from the mathematics students have studied previously. Calculus is less static and more dynamic; it is concerned with change in motion; it deals with quantities that approach other quantities. This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, differential calculus, and infinite sequences and series. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than collections of unrelated topics. Technology (graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Unlike AP Calculus, a student may earn only high school credit by successfully completing the class.

**ADVANCED PLACEMENT CALCULUS (MTH12)****Grade 11 & 12; 1 credit; Block (Semester)****Prerequisites: Honors Precalculus and Honors Trigonometry**

Calculus is fundamentally different from the mathematics that students have studied previously (calculus is less static and more dynamic; it is concerned with change in motion; it deals with quantities that approach other quantities). This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, and differential calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than a collection of unrelated topics. Technology (required graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30-45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 1 course) or both by successfully scoring on the Advanced Placement Calculus AB exam.

**ADVANCED PLACEMENT CALCULUS AB (MTH12A)****Grade 11 & 12; 1 credit; Block (Semester)****Prerequisites: AP Calculus**

AP Calculus AB is an extension of AP Calculus rather than an enhancement. This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, and differential calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than a collection of unrelated topics. Technology (required graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30-45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 1 course) or both by successfully scoring on the Advanced Placement Calculus AB exam.

### **ADVANCED PLACEMENT CALCULUS BC (MTH12B)**

**Grade 11 & 12; 1 credit; Block (Semester)**

**Prerequisites: AP Calculus**

AP Calculus BC is an extension of AP Calculus rather than an enhancement. This course is primarily concerned with further developing students' understanding of topics including functions and models, limits, derivatives, integrals, and differential calculus, and introducing students to infinite sequences and series. Technology (required graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30-45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 2 course) or both by successfully scoring on the Advanced Placement Calculus BC exam.

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## **Music**

[Watch a video regarding registration for music classes](#)

Victor Hugo observed that "Music expresses that which cannot be put into words and that which cannot remain silent." For anyone who has practiced and produced a musical note this is all so true. Music offers so much to enhance an individual. Beyond the realm of personal satisfaction and joy from music is the gain from the study of music and musical production.

The study of music has been proven to increase vocabulary acquisition, nurture advanced reading skills and carry additional skills that readily transfer to all studies. Furthermore, students in music advance teamwork and communication within their section and the larger musical group. There is even a strong correlation between music and mathematics plus a myriad of scholarship opportunities in the field of music. The possibilities with music are endless and serve to provide a lifetime of satisfaction.

The [arts state standards](#) can be reviewed on the Minnesota Department of Education website, and the [arts national standards](#) can be reviewed on the National Coalition for Core Arts Standards website.

Minnesota requires one art credit (two ½ credit classes or one 1 credit course) for graduation and that can be taken any year between grades 9-12. Be sure to read this registration catalog carefully. Some of the music options are based upon auditions or advanced experience in the respective music area.

	9	10	11	12
Choir	Varsity Choir Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory
Orchestra	String Ensemble String Sectional Freshman Orchestra Music Theory	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings
Band	Concert Band Band Sectional Symphonic Band Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory

Apollo Strings, Carolers, Jazz Band, Marching Band and Pep Band are extracurricular activities that afford additional music experience and fun!

#### 21st Century Skills in music:

##### Critical Thinking

Confidence  
Perseverance  
Constructive feedback  
Accountability  
Self-correction

##### Communication

Non verbal  
Symbolic

##### Collaboration

Cooperation

##### Creativity

Self-discipline  
Improvisation  
Problem solving  
Self-confidence

[Jobs involving music:](#) (also - [see the report from Berklee College of Music](#))

Performance instrumental	Performance conducting	Piano tuner	Artist manager / agent
Recording	Arranger	Education	Accompanist
Commercial	TV shows	Music distributor	Church musician
Radio shows	Video games	Recording industry	Event coordinator
Performance vocal	Music editor	Publishing	Wedding coordinator
Composition	Instrument maker	Music attorney	Audiology/Acoustic
Film scoring	Instrument repair	Sound production	technician
Marketing/Advertising	Music sales	Musical therapy	

## Course Descriptions

### **MUSIC THEORY I & II (MUS20) & (MUS202)**

#### **Grades 9-12; 1/2 credit, Skinny (Semester) each class**

Music Theory is open to any grades 9-12 student. In Music Theory I, students will learn basic music fundamentals, ear-training, melodic dictation, and four-part writing. In Music Theory II, students will learn chord analysis, counterpoint, and composition. Music Theory II is open to students who have successfully completed Music Theory I.

### **CONCERT BAND (MUS01C)**

#### **Grades 9-10; 1 credit, Skinny (Year)**

Concert Band is open to students in grades 9-10 who have previous experience on a band instrument. Students will continue to develop tone and technique on their chosen instrument and play daily in a large group ensemble setting. Concert band performs a variety of styles of music for several public performances throughout the year.

### **SYMPHONIC BAND (MUS02S)**

#### **Grades 9-12; 1 credit, Skinny (Year)**

##### **Students selected through audition**

Symphonic Band is an advanced instrumental ensemble which is comprised of students who have been selected by audition. Students in Symphonic Band will continue to develop tone and technique on their chosen instrument, as well as play daily in a large group ensemble setting. Students will perform a variety of music styles at several public performances throughout the year. Students are encouraged to be involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

### **WIND ENSEMBLE (MUS03)**

#### **Grades 10-12; 1 credit, Skinny (Year)**

##### **Students selected through audition**

The Wind Ensemble is the most advanced instrumental ensemble for students in grades 10-12 who have been selected through audition. Students in Wind Ensemble will participate daily in rigorous rehearsals that focus on tone and technique building as well as ensemble musicianship. Students will perform a variety of music styles at several public performances throughout the year. Students should anticipate being involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

### **BAND SECTIONAL**

#### **(MUS05) 1ST SEMESTER**

#### **(MUS052) 2ND SEMESTER**

#### **Grades 9-12; 1/2 credit, Skinny (Semester) (offered both semesters)**

This course will offer more intensive, small group study of ensemble literature and performance issues specific to individual instruments. Various ensembles will be formed based on the instrumentation available. Students who wish to audition for various state honor bands or participate in solo and ensemble contest are encouraged to register for this course. This course is open to any instrumental music student.

### **FRESHMEN ORCHESTRA (MUS06)**

#### **Grade 9; 1 credit, Skinny (Year)**

Freshmen Orchestra is open to grade 9 students who have previous experience on a string instrument. Students will improve on fundamental musical skills including bowing technique, quality tone production, intonation, second through fifth positions, and vibrato. The Freshmen Orchestra performs several concerts throughout the school year and participates in the MNSOTA Tier I Orchestra Festival.

**CONCERT ORCHESTRA (MUS062)****Grades 10-12; 1 Credit, Skinny (Year)**

Concert Orchestra, an intermediate ensemble, is open to any grades 10-12 string student. Concert Orchestra is intended to be a preparatory ensemble for Symphony and Chamber Orchestras. Concert Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year.

**SYMPHONY ORCHESTRA (MUS08)****Grades 10-12; 1 credit, Skinny (Year)****Students selected through audition**

Students auditioning for Symphony Orchestra are required to demonstrate proficiency in the fundamentals of string performance. Symphony Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year. The Symphony Orchestra tours every other year.

**CHAMBER ORCHESTRA (MUS07)****Grades 10-12; 1 credit, Skinny (Year)****Students selected through audition**

The Chamber Orchestra is comprised of serious instrumental students selected through audition and meeting the required proficiency standards of the ensemble. Emphasis will be placed on advanced orchestral literature and techniques. The Chamber Orchestra tours every other year.

**STRING ENSEMBLE (MUS09)****Grades 9-12; 1 credit, Skinny (Year)**

This course will offer an intensive, small group study of ensemble literature and performance issues specific to individual instruments. This course is open to any orchestra student.

**STRING SECTIONAL****(MUS10) 1ST SEMESTER****(MUS102) 2ND SEMESTER****Grades 9-12; 1/2 credit, Skinny (Semester)**

This course is designed to address technical aspects of string instrument playing. Emphasis will be placed on playing technique, tone production, sight-reading, and advanced string skills. This course is open to any orchestra student.

**VARSITY CHOIR (MUS11)****Grades 9-12; 1 credit, Skinny (Year)**

Varsity Choir is the place for all students to begin singing at MHS. The course includes instruction in the fundamentals of singing, music theory, music reading and sight-singing. The choir performs mixed music from a variety of genres. No audition or prior singing experience needed. Peer tutors are often sought for the Varsity Choir.

**TREBLE CHOIR (MUS12)****Grades 10-12; 1 credit, Skinny (Year)**

This is an intermediate ensemble open to all treble voices grades 10-12 with a focus on vocal training and preparation. Performs a variety of music from all cultures. No audition needed.

**CONCERT CHOIR (MUS13C)****Grades 10-12; 1 credit, Skinny (Year)****Students selected through audition**

The Concert Choir is open to students who demonstrate a high level of proficient singing and open by audition only. Please contact the choir director to set up an audition time and obtain audition material. This ensemble performs music from all eras and will tour every two years.

**CHORALE (MUS14)****Grades 10-12; 1 credit, Skinny (Year)****Students selected through audition**

The Chorale is comprised of the most serious choral students, selected by audition and meeting the required proficiency standards of the ensemble. Students will perform advanced level repertoire from all genres and will tour every two years.



### **VOCAL CHAMBER MUSIC (MUS15)**

**Grades 9-12; 1 credit, Skinny (Year)**

The Vocal Chamber ensemble is open to students in grades 10-12 with permission from the director to register. It performs a variety of small chamber music such as vocal jazz and pop music.

### **INDEPENDENT STUDIES IN STRINGS (MUS16)**

**Grades 9-12; 1/2 credit, Skinny (Semester)**

This course allows students to independently discover a variety of string repertoire from etudes to solo works. Technical aspects of string instrument playing including playing technique, tone production, and sight-reading, and advanced string skills will be emphasized. This course is open to any orchestra student.

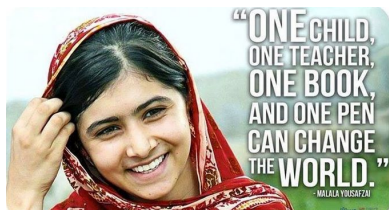
### **MUSIC SECTIONAL (MUS17)**

**Grades 9-12; 1 credit, Skinny (Year)**

Music sectional is open to all music students grades 10-12 and is designed to provide individual practice time, small ensemble or sectional practice time on performance music, and audition preparation time.

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## **Reading**



Becoming a strong reader is a key to success in all other classes and careers. Reading is much more than merely “knowing the words.” Reading is thinking! Reading is getting meaning from what is read and being able to apply the ideas to other thoughts and other classes. Every reader can become a stronger reader. This may mean reading more complex articles or books. It may mean becoming more fluent or better able to understand what is read. To be a “better reader” means different things to different people, and the reading classes at Moorhead High School are designed to help each student to achieve his or her own unique reading goals.

Parents are encouraged to contact the reading teachers at anytime with concerns of their students or concerns that they might have. The reading program staff want to work in a partnership with families to improve the reading skills of all students.

The [Minnesota state reading standards](#) can be reviewed on the Minnesota Department of Education website.

## **Course Descriptions**

### **READ 180 / SYSTEM 44 (READ 180)**

**Grades 9-12; 2 credits, Block (Year)**

Placement is based upon reading scores and district criteria. As such, the course may become a required course. The [READ 180](#) course is intensive and based upon sound national research designed to improve the reading, comprehension and writing skills of students. It is intended to be a “turnaround” point for students who struggle with reading and comprehension by focusing on specific reading strategies. The staff for this course are specifically trained to use the Scholastic products READ 180 and System 44 approved by the U.S. Department of Education. Using a combination of large group, small group, computer assistance and independent work, students can grow to become confident readers. Students may take this course for two years if they meet the district criteria.

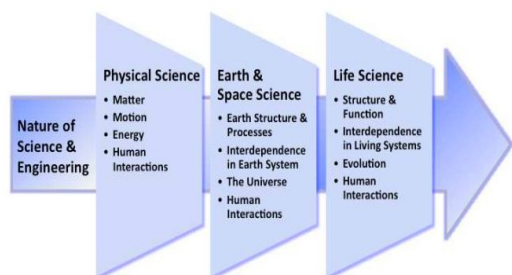
### **READING ENHANCEMENT (ELE07)**

**Grade 9-12; 1 credit, Skinny (Year)**

Placement is based upon reading scores and district criteria. This course targets students who possess reading skills but need improvement to be successful with the intense reading requirements of high school. Reading Enhancement uses the research-based program [Reading Plus](#) to accelerate the reading capability of a student. The course is designed to assist students to improve their reading efficiency, comprehension and application of specific skills to what is read. The course addresses both fiction and content reading skills as well as reading for enjoyment and educational purposes. The program is customized for each student, targets areas for improvement, and provides constant feedback to measure how a student is mastering the skills needed to be a better reader. Successful students leave the course with increased confidence in their reading skills. The course may be taken more than once with the permission of the instructor.

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# Science



Science is composed of what one knows about the “stuff” of life from the smallest subatomic particle in an atom to the human body and the nature of the environment and space that surrounds each of us. Science also explores the processes of our environment and the space around us. Another crucial component of science is the process by which observers learn about the “stuff” in the universe and how that “stuff” relates to other things in the universe. However, science is different from many other ways of learning because of the way it is done. Science relies on testing ideas with evidence gathered from the natural world.

In science classes students will learn about the “stuff” that creates the world around us as well as skills in organization, communication, intellectual thinking, numeracy, research, critical thinking, analysis, synthesis, application of principles and more. These are the skills of life!

The [science state standards](#) can be reviewed on the Minnesota Department of Education website.

Please check the prerequisites needed for each course.

	9	10	11	12
<b>Required for Graduation</b>	Physical Science	Biology	Chemistry or Physics or ChemCom (one of these must be taken to meet the Minnesota graduation standards)	Chemistry or Physics or ChemCom) (one of these must be taken to meet the Minnesota graduation standards unless completed in an earlier grade)
<b>AP/Advanced The path is flexible and can be used to meet your future goals.</b>	Honors Physical Science / Honors Biology	Honors Biology AP Biology Chemistry	Chemistry AP Chemistry AP Biology Physics	AP Chemistry AP Biology Physics
		Zoology	Zoology	Zoology

<b>Electives</b>		Botany	Botany	Botany
		Human Anatomy	Human Anatomy and	Human Anatomy and
		and	Physiology I	Physiology I
		Physiology I	Human Anatomy and	Human Anatomy and
			Physiology II	Physiology II
			Biochemistry	Biochemistry
			Environmental	Environmental
			Science	Science
			Forensic Science	Forensic Science

## Twenty-First Century Skills in science:

### Critical Thinking

Searching  
Investigation  
Evaluating  
Tabulating  
Comparing  
Contrasting  
Classifying

### Communication

Listening  
Observing  
Asking questions  
Discussing  
Explaining / defending  
Graphing / charting  
Writing  
Reporting

### Collaboration

Gathering data  
Experiments  
Caring for equipment

### Creativity

Planning ahead  
Designing  
Inventing  
Synthesizing  
Calibrating  
Constructing

### Jobs involving science:

Aquacultural manager	Cartographer	Alternative energy	Medical science
Aquarist	Education	Aerospace	Agronomist
Electrician	Mortician	Surveyor	Landscape architecture
Power production	Micro / nano scientist	Heating and cooling	Veterinarian
Patent lawyer	Plumber	Geoscientist	Food science
Chemist	Computer science	Sound / lighting	Security
Forensics	Athletic trainer	Automotive	Robotics
Technical writer	Environmental scientist	Hydrologist	Disease control
Game design	Geographic information	Park ranger	Wildlife / Marine biologist
Engineer	Meteorologist	Health and safety engineer	
Zoologist			

## Course Descriptions

### PHYSICAL SCIENCE (SCI019)

#### Grade 9; 1 credit, Skinny (Year)

Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

### HONORS PHYSICAL SCIENCE (SCI15)

#### Grade 9; 1 credit, Block (Semester)

#### Prerequisite: Honors Math (Grade 8)

This course is to teach students scientific theory with emphasis on research, discussion, and problem solving. Students will work in laboratory investigations to acquire the skills of the scientist. Scientific theory will be examined as how it applies to everyday life situations. The course will show the importance of using science and technology in rapidly

advancing society. This study will prepare students for additional science coursework during high school in preparation for post-secondary education.

### **BIOLOGY (SCI03)**

**Grade 10; 1 credit, Skinny (Year)**

**Prerequisite: Physical Science**

Biology is a course that studies life. Course topics includes the nature of science, biochemistry, cellular biology, ecology, genetics and evolution. Emphasis is placed on the biochemical processes of life, including life cycles and the interaction of life with nonliving things.

### **HONORS BIOLOGY (SCI05)**

**Grades 9-10; 1 credit, Skinny (Year)**

**Prerequisite: Physical Science or evidence of middle school science excellence**

The focus of the class will be equipping students with knowledge and skills to successfully complete AP Biology and/or Human Anatomy and Physiology. Normal biology curriculum will be followed with added emphasis in the areas that will enhance student performance in future science classes. Course may be taken at the same time as Honors Physical Science.

### **AP BIOLOGY (SCI07), (SCI072), (SCI073) REGISTER FOR ALL THREE**

**Grades 10-12; 1.5 credits, Block (Three Quarters)**

**Prerequisite: Biology or Honors Biology, Chemistry (Chemistry can be concurrent)**

AP Biology is designed to be the equivalent of a two-semester introductory college biology course, usually taken by biology majors during their first year of college. This course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. AP Biology will include topics regularly covered in a college biology course, including molecular biology, genetics, ecology, evolution, and anatomy/physiology of both plants and animals. The college course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, the type of laboratory work done, and the time and effort required outside of class by the students. It is recommended that students are prepared for 30-45 minutes of work daily outside of the classroom. Students who complete the Advanced Placement Biology course will have an opportunity to take the Advanced Placement Exam for determination of college credit.

### **CHEMISTRY (SCI09S)**

**Grades 10-12; 1 credit, Skinny (Year)**

**Prerequisite: Geometry, Physical Science, grade 9 teacher recommendation for grade 10 students**

Chemistry is a study of the composition of materials and the changes these materials undergo. It is the design of the course that the students may gain more than just knowledge of materials. Proper thought processes and useful habits will be developed. Laboratory work is emphasized as an important means of learning scientific methods. Fundamental knowledge of algebraic concepts is necessary to understand the principles of stoichiometry, gas laws and the Laws of Conservation. The nature of chemistry is such that students must be willing to apply themselves diligently if they are to successfully complete the requirements of the course.

### **CHEMCOM - CHEMISTRY IN THE COMMUNITY (SCI08)**

**Grades 11-12; 1 credit, Block (Semester)**

**Prerequisite: Geometry, Physical Science**

Chemistry is the study of what substances are made of and the changes they undergo. In this class, chemistry is taught as students learn how it applies to real-life situations. Students will learn many of the concepts taught in a regular chemistry course, but topics will be addressed using real-life examples. This is a lab course in which students will get hands-on experience using chemicals and doing experiments while applying the scientific method. Topics are broken down into units based on resources, water, petroleum, air, and food.

### **AP CHEMISTRY (SCI10), (SCI102), (SCI103) REGISTER FOR ALL THREE**

**Grades 11-12; 1.5 credits, Block (Three Quarters)**

**Prerequisite: Chemistry, Honors Pre Calc or Pre College Algebra (can be concurrent)**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year in college. This course is to be taken after the successful completion of a first course in high school chemistry. Students enrolled in the class will be expected to develop an understanding of the following topics: structure and states of matter, stoichiometry, equilibrium, kinetics and thermodynamics. The course involved in-depth discussion on each of the topics along with extensive lab experience that requires the student to maintain their own lab manual. It would be

expected that the student spend 30-45 minutes daily outside of class. Students who complete the Advanced Placement Chemistry course will have an opportunity to take the Advanced Placement Exam for determination of college credit.

### **BIOCHEMISTRY (SCI09B)**

**Grades 10-12; 1/2 credit, Block (Quarter)**

**Prerequisite: Chemistry**

Biochemistry is intended to build upon those concepts students learned in chemistry and biology courses and expose students to current biochemical lab techniques. This course would be helpful to those students interested in a career involving chemistry, biology or medicine. Topics covered will include an overview of organic chemistry including lipids, carbohydrates, and proteins.

### **PHYSICS (SCI11)**

**Grades 11-12; 1 credit, Block (Semester)**

**Prerequisite: Geometry and Trigonometry (concurrent enrollment useful but not required)**

Physics is the study of matter and energy and how various forms of energy are interrelated. Physics is the fundamental science as it develops principles applied in all other sciences. This course gives a theoretical and and practical introduction to essential physics topics including kinematics in one and two dimensions, force and dynamics, bodies in equilibrium, and linear momentum. Class and laboratory assignments will use algebraic and trigonometric methods to analyze data, illustrate the relationships between variables, and solve written and applied problems. An understanding of physics is important for success in many scientific and technical areas such as biological science, chemistry, computer design, dentistry, engineering, forestry, geological science, health and medical sciences, pharmacy, veterinary medicine, and others. Physics classes help develop the verbal and math skills needed to do well on the ACT and SAT tests.

### **HUMAN ANATOMY & PHYSIOLOGY I (SCI06)**

**Grades 10-12; 1 Credit, Block (Semester)**

**Prerequisite: Biology or Honors Biology (Biology or Honors Biology can be concurrent)**

The focus of this course is the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study human tissues and organ systems including integumentary, skeletal, muscular, digestive and circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

### **HUMAN ANATOMY & PHYSIOLOGY II (SCI062)**

**Grades 11-12; 1 Credit, Block (Semester)**

**Prerequisite: Human Anatomy & Physiology I**

This course continues the study of the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study organ systems including nervous, lymphatic and immunity, endocrine, urinary, reproductive, and a continuation of circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

### **ZOOLOGY (SCI13)**

**Grades 10-12; 1/2 credit, Block (Quarter)**

**Prerequisite: Biology or Honors Biology**

This class will explore the animal kingdom. Topics studied include the scientific method, classification, development and evolution of the various animal phyla and classes. This class will require students to actively participate in dissections, which will include, but are not limited to, worms, clams, crayfish, grasshoppers, sea-stars, squid, fish and various mammals.

### **FORENSIC SCIENCE (SCI12F)**

**Grades 11-12; 1/2 credit, Block (Quarter)**

**Prerequisite: Biology or Honors Biology**

Forensic Science is an interdisciplinary science, which will bring in topics from physics, biology, chemistry, anthropology, psychology, mathematics, engineering and law. In addition, reasoning, critical thinking, reading, and writing skills will be developed. The units in this course will include crime labs, evidence collection, hair and fiber analysis, blood typing and blood spatter, fingerprinting, DNA fingerprinting, toxicology, document analysis, and accident reconstruction.

### **ENVIRONMENTAL SCIENCE (SCI12)**

**Grades 11-12; 1/2 credit, Skinny (Semester)**

**Prerequisite: Biology or Honors Biology**

Environmental Science studies the natural world and how humans interact with the environment. It is an interdisciplinary study, which will bring in topics from biology, chemistry, geology, sociology and economics. Throughout the semester we will explore how our environment affects us and in turn how we affect the environment. Topics that will be covered include: ecology, biodiversity, conservation management, human population dynamics, renewable and nonrenewable resources and climate.

**BOTANY (SCI14)**

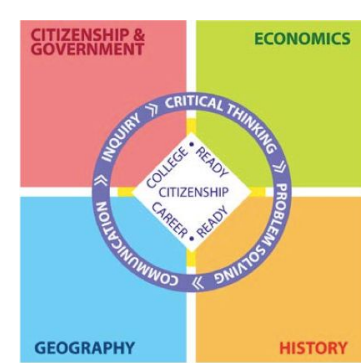
**Grades 11-12; 1/2 credit, Block (Quarter)**

**Prerequisite: Biology or Honors Biology**

This class will study plants and their importance as food and their role in the ecosystems around us. Plant structure and function will be covered. Different plant groupings also will be examined. Labs will include microscope examination of plant structures and developing studies of the effects of environmental conditions on plant growth.

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# Social Studies



Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. These same skills do much to prepare future citizens for further education and careers.

The courses required for graduation are listed below in the corresponding row. The social studies department is the only department at Moorhead High School to offer a four-year continuum in Advanced Placement (AP) coursework. The AP courses will count for graduation in lieu of the corresponding courses needed for graduation. Alternative course work may be taken through independent study with a faculty adviser and department chair approval.

The [social studies state standards](#) can be reviewed on the Minnesota Department of Education website.

	Grade 9	Grade 10	Grade 11	Grade 12
Required for graduation	World History	Modern Geography	United States History	Economics Government
AP	AP Human Geography (counts as Modern Geography credit)	AP European History (Counts as World History credit)	AP United States History	AP Microeconomics and / or AP Macroeconomics -----

AP course work may be applied toward graduation				AP US Government and / or AP Comparative Government
<b>Electives</b>		<ul style="list-style-type: none"> <li>• AP Human Geography</li> <li>• Contemporary Public Policy</li> </ul>	<ul style="list-style-type: none"> <li>• AP Human Geography</li> <li>• AP Psychology</li> <li>• Contemporary Public Policy</li> <li>• Mentorship</li> <li>• Sociology</li> <li>• Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• AP Human Geography</li> <li>• AP Psychology</li> <li>• Contemporary Public Policy</li> <li>• Mentorship</li> <li>• Sociology</li> <li>• Psychology</li> </ul>

### 21st Century Skills in social studies:

#### Critical Thinking

Acquire information  
Listening  
Use of primary sources  
Expository reading  
Use information  
Problem solving  
Evaluation  
Analysis  
Historical awareness

#### Communication

Presentations  
Speaking  
Writing  
Listening  
Vocabulary - academic  
Online communication

#### Collaboration

Group work  
Global awareness  
Perspective  
Participatory skills  
Online collaboration

#### Creativity

Writing  
Innovation  
Creativity  
Technology innovation  
Software development

### Jobs involving social studies

Business	Human resources	Linguistic anthropologist	Military
Publishing	National / State Parks	Consultant	Management
Politics	Real estate	Insurance/reinsurance	Ministry
Government	Fashion marketing	Fashion design	Broadcast
Grant writer	Youth work	City manager	Paralegal
Writer / editor	Law	Business	Pollster
Sales	Art work	Environmental work	Market research
Archeology	Intelligence work	Social activist	Agriculture economist
Non-profit	College professor	Trades	Psychologist
Economist	Teacher	International field	Police officer
Anthropology	Museum work	Research analyst	
		Investments	

## Course Descriptions

### REQUIRED COURSES FOR GRADE 9 (choose one of the following)

WORLD HISTORY (SOC059)

**Grade 9; 1 credit, Block (Semester)**

This course will provide a solid understanding of world history. It will enable students to better understand and evaluate the world and time in which they live by having a fundamental understanding of the past. This course will also cover major events and trends from ancient civilizations to the turn of the 21st century. Within this chronology, the course will look at the history of culture, politics, diplomacy, society, education, economics, and more.

**AP HUMAN GEOGRAPHY (SOC219)****Grade 9; 1 Credit, Skinny (Year)**

This course introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will examine human social organization and its environmental consequences. Topics covered will include geography, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

**REQUIRED COURSES FOR GRADE 10 (choose one of the following)****MODERN GEOGRAPHY (SOC211)****Grade 10; 1/2 Credit, Block (Quarter)**

Modern Geography will be a study of Human Geography and Physical Geography. This course will examine where things are on Earth, and *why* every place on Earth is unique and in other ways related to other locations. Students also will be using modern technology throughout the course (GIS, GPS, etc.) to study Modern Geography. Along with the use of technology there will be the study of modern religion, world cultures, the impact humans have on the Earth, as well as local, national and world current events.

**AP EUROPEAN HISTORY (SOC15)****Grade 10; 1 credit, Skinny (Year)**

Advanced Placement European History is a year-long course designed for college-bound high school students that surveys European political, social, economic, and cultural history from the Renaissance to the present. Students will do extensive essay writing, reading in a college-level text, and analysis of primary documents and other sources materials. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

**REQUIRED COURSES FOR GRADES 11-12 (each required course has an AP option)**

**(Students need a ½ credit of Government, ½ credit of Economics, and 1 credit of U.S. History)**

**AMERICAN GOVERNMENT (SOC10)****Grades 11-12; ½ credit, Block (Quarter)**

This course is to prepare students for the role of national citizenship. A democratic people must understand and appreciate the character of their society, its goals, purposes, limitations, methods of operation, and the boundaries or reasonable choice in their nation and world. Units to be studied include the executive, the legislative and the judicial branches of the U.S. government. Current events are considered to be an important part of each unit

**AP U.S. GOVERNMENT AND POLITICS (SOC16)****Grades 11-12; 1 credit, Block (Semester)**

AP American Government and Politics gives students an analytical perspective on government and politics in the United States. The course examines the structures and functions of government institutions, political parties and elections, and



basic issues regarding civil rights and civil liberties. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

### **AP COMPARATIVE GOVERNMENT (SOC17)**

#### **Grades 11-12; 1 credit, Block (Semester)**

AP Comparative Government gives students a basic understanding of the world's diverse political structures and practices by examining the governments of six very different countries – China, Russia, Great Britain, Iran, Mexico and Nigeria. The course encompasses the study both of specific countries and of general concepts used to interpret the key political relationships found in virtually all national politics. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

### **ECONOMICS (SOC07)**

#### **Grades 11-12; ½ credit, Block (Quarter)**

Economics is a course designed to give students knowledge about, and appreciation of, the American economy and its position and role in a global economy. Specific issues examined include: economic choices, economic systems, the market economy (microeconomics) which includes income, business organization, market structures, financial institutions, supply and demand, competition, entrepreneurship; the national economy (macroeconomics) which includes measure and analyze overall economic performance, federal budget, federal reserve system, economic growth; and essential skills which include analyzing current events from an economic perspective and exposure to personal finance. The main goal for economics is to prepare students with a foundation in the basics of economics to succeed at a two or four year college.

### **AP MACROECONOMICS (SOC19)**

#### **Grades 11-12; 1 credit, Block (Semester)**

AP Macroeconomics examines the principles of economics that apply to the economic system as a whole. Students will analyze the business cycle (why do we have recessions?), indicators of economic performance such as inflation and unemployment, monetary and fiscal policy, international trade, and currency exchange. The course emphasizes analysis of current economic problems and examines different economic schools of thought. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

This course will result in students fully utilizing the learning tools of PowerLearning (formerly Haiku). This class will follow a traditional class schedule except for Friday. On Fridays, students will utilize the tools of PowerLearning instead of being in the traditional classroom setting. The teacher will conduct office hours on Friday and meet with students who are in need of further assistance. This schedule will run for the duration of the course, and the students will find their hybrid days in their course calendar.

### **AP MICROECONOMICS (SOC20)**

#### **Grades 11-12; 1 credit, Block (Semester)**

AP Microeconomics gives students a thorough understanding of the principles of economics that apply to individuals and businesses within the context of the larger economic system. The course evaluates the efficiency of the market system by examining supply and demand, various market structures such as competitive markets and monopolies, market failures, and the role of government in the market. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

This course will result in students fully utilizing the learning tools of PowerLearning (formerly Haiku). This class will follow a traditional class schedule except for Friday. On Fridays, students will utilize the tools of PowerLearning instead of being in the traditional classroom setting. The teacher will conduct office hours on Friday and meet with students who are in need of further assistance. This schedule will run for the duration of the course, and the students will find their hybrid days in their course calendar.

### **UNITED STATES HISTORY (SOC24)**

#### **Grades 11-12; 1 credit, Block (Semester)**

In this course, students will study the development of the political, social, economic and diplomatic history of the United States. Programs of various presidential administrations and major economic and political ideas that have influenced the

development of our American system will be studied. The first half of the course will be a survey of U.S. history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course will survey U.S. history from about 1877 to the present. The emphasis will be on industrialization, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

### **AP UNITED STATES HISTORY (SOC14) (SOC142) (SOC143) REGISTER FOR ALL THREE**

#### **Grades 11-12; 1.5 credits, Block (Three Quarters)**

Advanced Placement U.S. History is a three quarter blocked course that will explore the development of the political, social, economic and diplomatic history of the United States. Programs of various presidential administrations and major economic and political ideas that have influenced the development of our American system will be studied. Students will participate in extensive essay writing and reading in a college-level text. Students will be expected to provide an analysis of primary documents and other sources of historical materials in developing document-based essays in preparation for the AP Exam. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

## **SOCIAL STUDIES ELECTIVE COURSES**

### **AP HUMAN GEOGRAPHY (SOC219) (Upper level elective option)**

#### **Grades 10-12; 1 credit, Block (Semester)**

This course introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will examine human social organization and its environmental consequences. Topics covered will include geography, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

### **MENTORSHIP (ELE02)**

#### **Grades 11-12; ½ credit, Block (Quarter)**

The Mentorship class is available to junior and senior high school students. The course is designed for students who are interested in a full spectrum of career options. These options may range from what has been traditionally termed the trades (electrical, carpentry, welding, masonry, etc.) to the professional areas (medicine, law, teaching, business, architecture, engineering, etc.). Students will have the opportunity to learn about a trade or profession and to participate in an on-the-job experience with participating people in the Fargo-Moorhead community. This is an advanced-level course requiring classroom work, on-the-job participation, research and independent work. Students will be required to provide their own transportation to and from the mentor's place of business. This course may be taken more than once for credit.

### **PSYCHOLOGY (SOC09)**

#### **Grades 11-12; ½ credit, Block (Quarter)**

Psychology is a behavioral science primarily concerned with the actions of humans. The purpose is to achieve an overview of the psychology field. Students will develop an understanding of themselves and others. Areas of study include human development, perception, learning, thinking, intelligence, creativity, emotions, motivations, personality, abnormal behavior and mental health.

### **AP PSYCHOLOGY (SOC18) (SOC182) (SOC183) REGISTER FOR ALL THREE**

#### **Grades 11-12; 1.5 credits, Block (Three Quarters)**

The purpose of the AP course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The aim is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

## **SOCIOLOGY (SOC08)**

### **Grades 11-12; ½ credit, Block (Quarter)**

Sociology is an elective course that will introduce students to the study of human social behavior. Students will develop an understanding of themselves and others from a social standpoint. Students will study culture, change, relationships, socialization, family, and social structure. Social problems such as changing family patterns and sex roles, delinquency and crime, poverty, and health will be important parts of this course.

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# **Science, Technology, Engineering and Math - STEM / Project Lead the Way (PLTW)**



One of the fastest growing segments of the American business community is in areas that demand skills in science, technology, engineering and math and yet, even in Minnesota, businesses cannot find a large enough supply of capable workers to fill all the jobs. In fact, many of the well-paying jobs do not require a college degree and those jobs still go unfilled.

Coursework in STEM/PLTW helps students to learn about such jobs as well as jobs that require a college degree or more. However, the course work is fun, challenging and engaging. **Student learn by doing.** The four areas of STEM are not taught separately but are integrated as students learn how the four areas become tools to craft a single end project.

At the same time students learn about possible careers. The manufacturing sector faces an alarmingly large shortage of employees with the necessary skills — nearly 600,000. The field of cloud computing alone will create 1.7 million jobs between 2011 and 2015, according to recent research. The U.S. Bureau of Labor Statistics projects that by 2018, the bulk of STEM careers will be:

- Computing – 71 percent
- Traditional engineering – 16 percent
- Physical sciences – 7 percent
- Life sciences – 4 percent
- Mathematics – 2 percent

STEM jobs do not all require higher education or even a college degree. Less than half of entry-level STEM jobs require a bachelor's degree or higher. However, a four-year degree is incredibly helpful with salary — the average advertised starting salary for entry-level STEM jobs with a bachelor's requirement was 26 percent higher than jobs in the non-STEM fields, according to the STEM connect report. For every job posting for a bachelor's degree recipient in a non-STEM field, there were 2.5 entry-level job postings for a bachelor's degree

recipient in a STEM field.

Learn more in the [report about STEM students, their interests and STEM jobs](#) developed by My College Options and STEMconnector.

Start now to learn about future careers and exciting opportunities. Enroll in STEM courses through the Industrial Technology Department.

**21st Century Skills involving STEM:**

Critical Thinking	Communication	Collaboration	Creativity
Organization	Planning	Design	Prototyping
Self-assessment	Constructing	Problem Solving	Troubleshooting

[Jobs involving STEM](#): See industrial technology

**Course Descriptions**

**STEM - DIGITAL ELECTRONICS (STEM01)**  
**Grades 9-12; 1 credit, Block (Semester)**

Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

**STEM - INTRODUCTION TO ENGINEERING (STEM02)**  
**Grades 9-12; 1 credit, Block (Semester)**

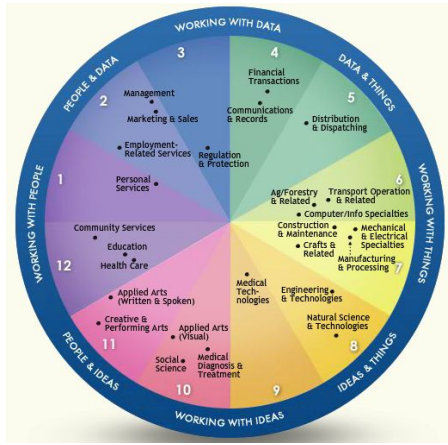
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through engineering processes. Regularly, students will be given an example of a real-world problem, devise a strategy to solve the problem, design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs modification. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to enhance their organization skills, explore engineering and related careers, and hone their practical real-world problem-solving skills.

**STEM - PRINCIPLES OF ENGINEERING (STEM03)**  
**Grades 9-12; 1 credit, Skinny (Year)**

This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

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**Work Experience**



The Work Experience Program is a cooperative vocational program. Prospective students may be self-selected or identified by the staff and administration at Moorhead High School. In Work Seminar I, students will develop an understanding of succeeding in the world of work. In Work Seminar II, students will expand their ability to understand the skills necessary for success in the workplace.

Work Experience will allow students to develop and expand the technical and soft skills learned while at Moorhead High School. Skills gained in work experience will last a lifetime. Students successfully completing work experience are developing a strong reference and will gain skills that serve as a sound foundation for future jobs.

ACT's [World-of-Workmap](#) shows how occupations relate to each other based on work tasks.

A student may elect to only be involved in the Work Experience Seminar. Students must be in the Work Experience Seminar to be given Work Experience credit/release time. Students who are unable to secure or hold a job may receive partial or no credit for the work experience. A maximum of one block is allowed for work release.

	9	10	11	12
	Work Seminar	Work Seminar	Work Seminar	Work Seminar
		Work Experience	Work Experience	Work Experience Work Based Learning Internship

### 21st Century Skills in work experience:

#### Critical Thinking

Decision making  
Business decisions  
Setting goals  
Math problems  
Evaluating reading  
Reflect and evaluate  
Career decisions  
Preparing to work

#### Communication

Reading  
Speaking  
Writing  
Self-advocacy  
Listen actively

#### Collaboration

Teamwork  
Accept responsibility  
Empathy  
Self-control  
Conflict resolution

#### Creativity

Problem solving  
Planning  
Balance a budget  
Living on your own

### Jobs involving part-time work experience: Any job involves work

Athletics	Auto Repair	Education	Business
Restaurant / Chef	Construction	Health	Hardware
Automotive	Communication	Child care	Retail
Farming	Technical	Nursing Home	Music
Manufacturing	Welding	Hospitality	

## Course Descriptions

## **WORK BASED LEARNING INTERNSHIP (ELE18)**

**Grade 12; ½ credit, Block (Quarter)**

**Prerequisite:** Exemplary student attendance, reliable student transportation, adequate academic standing.

This course will provide students with the opportunity to complete a quarter-long unpaid internship at an area business in a career field of their interest. As a part of the internship the student will work closely with a mentor at their place of employment to practice workplace skills particular to that position as well as universally important skills in the workplace such as communication, confidentiality, responsibility, accountability, and decision-making. Grades will be based on evaluations from the workplace mentor and the work-based learning coordinator, student attendance, attitude, and completion of required paperwork.

## **WORK SEMINAR (ELE19)**

**Grades 9-11; 1 credit, Skinny (Year)**

The Work Seminar class will help prepare students in developing critical job skills to provide them with job opportunities in the Moorhead / Fargo area. Students will learn positive job preparation, attitudes, responsibilities, and the rewards of paid entry-level employment. Specific topics to be covered in the classroom will include career exploration, job applications, interview skills, employment skills, interpersonal relationships at work, on-the-job safety, and appropriate job-exit procedures. Students also will have an understanding and become familiar with employment laws and regulations, personal aptitudes, interests and personality characteristics.

## **WORK EXPERIENCE (ELE20)**

**Grades 9-12; 1 credit, Skinny (Year)**

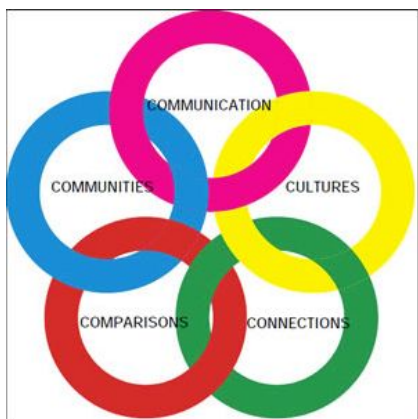
**Prerequisite:** Work Seminar

This course is taken in conjunction with the Work Seminar. Students will be employed and earn wages on a job approved by the work coordinator. Work requirements will include the following: performing assigned job tasks, following prescribed job-related safety procedures and proficient use of any job related equipment. Students are expected to practice sound employer / employee relationships and follow the MHS Student Handbook. Evaluations and grades will be based upon documentation of consistent employment, the work coordinator's and employer's evaluations, attendance, and student attitude.

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# **World Language**

[Watch the video to learn more about World Languages](#)



In the past decades there has been a renewal of interest in learning a second or third language. The economic and political forces of a shrinking world, coupled with the changing demographics of America, sharpen the focus on the material and personal benefits from learning another language. Not only does the study of a foreign language carry intrinsic benefits, but it also advances student learning and test performance on college entrance examinations while broadening a student's perspective regarding the world and the people in it.

The Moorhead High World Language Department offers three different languages. Each language offers the opportunity to take college placement tests that could advance one's standing after high school. Knowledge of a second language can greatly enhance travel and magnify fun and enjoyment as one visits new regions of the world. A background in foreign

languages easily transfers to the world of work in addition to offering self-enrichment.

The [foreign language national standards](#) can be reviewed on the American Council on the Teaching of Foreign Languages website.

Please note that while a course may be taken at any time it is necessary to meet the prerequisites.

	9	10	11	12
<b>American Sign Language</b>	American Sign Language I	American Sign Language I	American Sign Language I	American Sign Language I
<b>Spanish</b>	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V
<b>Chinese</b>	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III Mandarin Chinese IV	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III Mandarin Chinese IV

## 21st Century Skills in world language:

### Critical Thinking

Perspective  
Range of thinking  
Curiosity  
Global awareness  
Cultural awareness

### Communication

Flexible communication  
Listening  
Vocabulary / etymology  
Multicultural literacy  
Presenting  
Oral and written communication

### Collaboration

Diversity  
Sensitivity  
Cooperation  
Adaptability

### Creativity

Problem solving  
Exposure  
Self-direction  
Perseverance  
Imagination  
Personal expression

[Jobs involving world language:](#) Many jobs available at the domestic or international level benefit from or require knowledge of a world language. Knowledge of a world language can easily become the reason one person earns a job over a person who does not speak a world language. Every profession benefits from the knowledge of a world language or sign language.

Medical professions  
Agriculture  
Physical therapy  
Education - domestic or foreign  
Translator  
Peace Corps  
Insurance

Non-profit  
Market research  
Airline  
Manufacturing Research  
Industry  
Journalism  
Human resources  
Trade - import / export

Church/Missionary work  
Pharmacist  
Automobile  
International banking  
Linguist  
Arts  
Travel agent

Law  
Patents  
Public relations  
Political aide  
Military  
Government  
Corrections  
Hospitality



## Course Descriptions

### **SPANISH I (WLG05) Block (WLG05S) Skinny**

#### **Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)**

Sí, everyone is able to learn Spanish! With Spanish being the most widely used second language in the United States, Spanish will be very beneficial to your future. Increased job opportunities, travel and the confidence to communicate in the Spanish-speaking world await you.

Students in Spanish I will:

- \* Discover Hispanic celebrations
- \* Learn about places in the city, leisure activities, and school
- \* Study sports, family, and introducing and describing people
- \* Improve proficiency by speaking, understanding, reading and writing in Spanish

### **SPANISH II (WLG06) Block (WLG06S) Skinny**

#### **Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)**

##### **Prerequisite: Spanish I or demonstrated proficiency**

Students in Spanish II will:

- \* Describe their daily routine and good health habits
- \* Describe travel and weather
- \* Study food, clothing and shopping
- \* Learn about celebrations of the Spanish-speaking world

Note: Frequently in Spanish II students realize they are developing a useful real-life skill.

### **SPANISH III (WLG07) Block (WLG07S) Skinny**

#### **Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)**

##### **Prerequisite: Spanish II or demonstrated proficiency**

Four years of Spanish are recommended for minimum proficiency in the use of the language. Spanish III will reinforce and extend previously-learned skills.

Students in Spanish III will:

- \* Continue to describe past events, express hopes and wishes, and tell someone what to do
  - \* Discuss community and environmental issues
  - \* Discover Central America and its development of ecotourism
  - \* Read authentic short stories and articles in Spanish
  - \* Have opportunities for travel to Spanish-speaking countries (juniors and seniors)
- Learning will be through video, CDs, text and workbook, projects, quizzes, tests, and teacher assistance. A Spanish/English dictionary and the book "501 Spanish Verbs" are recommended but not required.

### **SPANISH IV (WLG08)**

#### **Grades 9-12; 1 credit, Block (Semester)**

##### **Prerequisite: Spanish III or demonstrated proficiency**

Four years of Spanish are recommended for minimum proficiency in the use of the language.

Students in Spanish IV will:

- \* Speak, listen, read and write meaningfully in Spanish
- \* Learn and use vocabulary for job interviews and the workplace
- \* Begin studying literature and art in the Hispanic world
- \* Learn the advanced verb tenses
- \* Study the novel "Don Quixote"
- \* Study the politics, music and art of Spain and the New World



\* Use computers, skits, music, DVDs and many social activities to practice Spanish

### **SPANISH V (WLG12) SPRING SEMESTER**

**Grades 9-12; 1 credit, Block (Semester)**

**Prerequisite: Spanish IV or demonstrated proficiency**

Now that you have a strong understanding of the language, it's time to have fun by putting those skills into practice.

Students in Spanish V will:

- \* Use Spanish daily in conversations and activities
- \* Review grammatical concepts in the Spanish language
- \* Learn about different Spanish-speaking authors and explore a variety of types of literature in the Spanish language
- \* Focus on important and influential people in the Spanish-speaking world
- \* Experience new countries and regions through photos, culture and technology

Levels IV and V will build up your skills before taking college placement tests.

**Course work in Mandarin Chinese connects your child with the riches of a 5,000-year-old culture – one that also is a rising economic power and one of the top U.S. trading partners. Learning Chinese makes it possible for students to communicate in the most widely spoken first language that is spoken by 1/5 of the world population.**

### **MANDARIN CHINESE I (WLG16) Block**

**(WLG16S) Skinny**

**Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)**

Chinese I is for beginning learners with no prior exposure to Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, rhymes, games, stories and cultural celebrations. Online lessons that correspond with the curriculum series will make learning more fun and effective while encouraging learning beyond the classroom. Through one year of study, students will build their Chinese language proficiency at novice low to novice high level with an emphasis on interpersonal and interpretive communicational skills. After one year of study, students will be able to greet people in Chinese with culturally appropriate manners and to exchange information regarding name, age, birthday, nationality, school, family, food, fruits and drinks, etc.

### **MANDARIN CHINESE II (WLG17) Block**

**(WLG17S) Skinny**

**Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)**

**Prerequisite: Mandarin Chinese I or demonstrated proficiency**

This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs/chants, games, skits, stories and cultural celebrations. Students will build their Chinese language proficiency at novice high to intermediate low level with an emphasis on interpersonal, interpretive and presentational communication skills while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After two years of study, students will be able to exchange information regarding topics of color, daily routine, hobbies, courses, animals, ordering in a Chinese restaurant, etc.

### **MANDARIN CHINESE III (WLG18) Block**

**(WLG18S) Skinny**

**Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)**

**Prerequisite: Mandarin Chinese II or demonstrated proficiency**

Chinese III is for students with two years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, chants, stories, skits and culture celebrations. Through this third year of study, students will build their Chinese language proficiency at intermediate mid to intermediate high level, while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After three years of study, students will be

able to explain an action in progress, past and future actions, discuss the weather, ask/tell directions, make and talk about schedules, make simple invitations, appointments and phone calls in Chinese, describe different positions of objects, and describe a room and its arrangement, etc.

**MANDARIN CHINESE IV (WLG19) Block  
(WLG19S) Skinny**

**Grades 11-12; 1 credit, Block (Semester) or Skinny (Year)**

**Prerequisite: Mandarin Chinese III or demonstrated proficiency**

Chinese IV is for students with three years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. Through the fourth year of study, students will build their Chinese language proficiency at intermediate high to advance low level (SAT2) while becoming acquainted with relevant Chinese cultural studies. After four years of study, students will be able to use Chinese language to describe Chinese festivals, compare Chinese holiday traditions with American holiday traditions, shop and bargain in stores, plan and celebrate a Chinese person's birthday, see a doctor and explain the physical conditions, express and convey their feelings and preferences, present their school and community, plan for and discuss a vacation and a trip to China, and give presentation to introduce China, etc.

**AMERICAN SIGN LANGUAGE I (WLG11)**

**Grades 9-12; 1/2 credit, Block (Quarter)**

Learn how to communicate in one of the most intriguing languages of the world. American Sign Language I will teach students the basis of communicating in the native language of the deaf. It also will introduce students to the cultural aspects of daily living situations. Some colleges and universities are accepting American Sign Language as a world language credit. It is a fascinating language and a lot of fun to learn. If a student is interested in the field of teaching Deaf / Hard of Hearing students or if one wants to learn the beautiful language of ASL, this class will meet that need. The offering of this class is annually contingent on the hiring of a certified teacher.

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

**Office of Superintendent**  
**Memo S.17.148R**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/19/2017

RE: 2017-18 Horizon Middle School Student Handbook

Attached are the 2017-18 Horizon Middle School Student Handbook, Horizon Middle School West Campus Grades 5-6 Course Description and Planning Guide 2017-18, Grade 5 Parent Curriculum Guide, Grade 6 Parent Curriculum Guide, and Horizon Middle School East Campus Grades 7-8 Course Description and Planning Guide 2017-18. According to Moorhead School Board Policy 221, the handbook is to be presented to the board for an annual review.

The following revisions have been made to the 2017-18 Horizon Middle School Student Handbook.

Title	Page	Comment
Cover Page	1	Information updated
Table of Contents	1	Program added
Welcome	1	Information updated
Accelerated Classes	3	Added language
Attendance	3	Added language
Excused Absences	3	Updated information
Building Cleanliness	5	Updated word
Computer Information	5	Updated information
Counseling Services	6	Updated information
Daily Bell Schedule and Late Start Schedule	7	Updated information
Gifted/Talented Program	8	New information
Grading System and Report Cards	9	Updated information
Health Services	10	Updated information
Homework and Grading Principles	11	Sentence deleted
Learner Support Services	11	Updated information
Lunch, Breakfast and Snack	13	Updated information
Unpaid Meal Charges	14	Updated to align with policy
Media Services	14	Updated information
Nuisance Items	14	Item added

Office Hours	14	Updated information
Online Learning Opportunities	15	Updated information
Parent/Guardian Information	15	Updated information
Physical Education	15	Updated information
PBIS	16	Added information
Registration and Required Classes	16	Deleted information
Schedule Changes	17	Updated information
Student Transportation Safety Policy	18	Updated information
Summer School	19	Updated information
Suspensions	19	Updated school name
Visitors to the Building/Visiting Classrooms	21	Updated information
Horizon East School Activities	21	Clarification
Horizon East Athletic Activities	22	Updated information
Academic and Other Activities	24	Updated information
Discipline Procedures 551.1	29	Updated procedures
Year at a Glance	40	Updated information

A completed copy of the handbook will be available on the district's website at [www.moorheadschoools.org](http://www.moorheadschoools.org).

Suggested Resolution: Move to approve the 2017-18 Horizon Middle School Student Handbook, Horizon Middle School West Campus Grades 5-6 Course Description and Planning Guide 2017-18, Grade 5 Parent Curriculum Guide, Grade 6 Parent Curriculum Guide, and Horizon Middle School East Campus Grades 7-8 Course Description and Planning Guide 2017-18 as presented.

Moved by:  
 Seconded by:  
 Comments:

LAK:mde

#### **ATTACHMENTS:**

Description	Type
☐ Horizon Handbook	Cover Memo
☐ West Course Guide	Backup Material
☐ Grade 5 Curr	Backup Material
☐ Grade 6 Curr	Backup Material
☐ East Course Guide	Backup Material



**MOORHEAD**  
AREA PUBLIC SCHOOLS

# **Horizon Middle School** **Campus**

~~*2016-2017*~~

*2017-2018*

***Handbook***

(To be updated as page numbers will change)

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# Welcome to Horizon Middle School Campus!

The mission statement of the district is **to develop the maximum potential of every learner to thrive in a changing world**. The goal of the Horizon Middle School Campus is to support this mission and make it a reality. As you walk through the doors of Horizon Middle School East Campus and Horizon Middle School West Campus, you will experience enhanced educational programming and numerous activity options. You will have the advantage of learning and working in a state-of-the-art facility that was designed to accommodate small learning communities of core classes, exploratory classes and activity areas.

We look forward to helping our students thrive this school year!

Dr. Jeremy Larson, Horizon East Principal, and Jason Buckley, Horizon East Assistant Principal  
Horizon East Office: 218-284-7300

Carla Smith, Horizon West Principal, and Ben Dimond, Horizon West Assistant Principal  
Horizon West Office: 218-284-8300

Horizon Middle School follows an initiative called Positive Behavioral Interventions and Supports (PBIS). The goal of PBIS is to create and sustain school environments that are respectful, responsible, and safe for students and adults. PBIS establishes a common language and vision for all individuals in the school.

Parent Teacher Advisory Council (PTAC) is a wonderful way to get involved in the school. Meetings are held the third Tuesday of every month at 6:30 p.m. unless otherwise noted.

InfoSnap is an information gathering process that allows parents/guardians to complete and/or update their students' information and register for athletics and activities online. Log in to your PowerSchool parent account and choose the InfoSnap Registration link.

PowerSchool is a resource for parents/guardians that allows them to access their child's grades, attendance, announcements and lunch account balance through their telephones or home computers. Please contact our Counseling Office at 218-284-7312 to obtain an authorization code.

Noteworthy points of interest:

1. Cell phones, iPods and MP3 players are not allowed to be used during instructional time unless given permission by the teacher. Text messaging is not allowed during instructional time. The school day runs from 9:05 a.m. 3:50 p.m.
2. Phone messages must be left with the building secretaries, and they will be passed along to your child so learning is not disrupted during instructional time.
3. Parents/guardians will be called on discipline issues and may be asked to come to school for a conference. If the issue is major a suspension will result and the parent/guardian must come and pick up the child from school.
4. Inquire about lost and found items at the main office.
5. Call the Attendance Line at 218-284-7301 as soon as possible in the morning or night before if your child will not be in school or submit absences in PowerSchool.
6. If your child is absent for more than 3 consecutive days or 12 days per school year due to illness a doctor's note will be required.
7. No school on the following days: October 19-21, November 11 and 23-25, December 22-January 2, January 16, February 20, March 9-10, April 14 and 17 (March 9 and April 17 possible makeup days), and May 29.
8. Parent Teacher conferences: October 17 and 18 (5-8:30 p.m.), October 19 (8-11:30 a.m., 12:30-4:15 p.m.), March 2 and 6 (5-8:30 p.m.).

If we can be of assistance feel free to call us at:

School Office, 284-7300

Dr. Jeremy Larson, Principal, 284-7330

Jennifer Stiles, Assistant Principal, 284-7330

Counseling Office, 284-7312

Shari Gustafson, Gr. 6 Counselor, 284-7314

Ashley Meagher, Gr. 7 Counselor, 284-7315

Rachel Lerum, Gr. 8 Counselor, 284-7313

This document can be made available in an alternate format such as large print or audio recording. Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 218-284-3330.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 218-284-3330.

Мы сможем помочь вам, если вы не говорите по-английски. Позвоните по телефону 218-284-3330.

如果您不懂英語，請電 218-284-3330 尋求協助。

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### **ACCELERATED CLASSES**

Based on test scores and teacher recommendation, students are selected for accelerated classes. Students must maintain a grade of A or B in an accelerated class to continue membership in the class. Students who were not placed in an accelerated class at the beginning of the school year, but who demonstrate marked gains at any point during the school year, may be invited to move to an accelerated class. Consultation with parents is an important part of any proposed schedule change. Accelerated classes are not offered at Horizon West. Differentiated instruction takes place in each setting.

### **ACCIDENTS**

All school-related accidents, whether they involve students or visitors and whether they occur during or outside of school hours, must be reported to the school nurse or health assistant immediately.

### **APPEARANCE**

Horizon Middle School's (HMS) guidelines regarding dress are simple; clothing must be clean and appropriate. Clothing must not cause a disruption to the educational program. Students may not wear clothing that advertises alcohol, cigarettes, or other controlled substances or that has inappropriate wording or graphics. "Short shorts," clothing that exposes the midriff or undergarments, and other clothing that is not in keeping with community standards is not allowed. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Students may not wear chains, caps or jackets in school. Teachers and administrators also may refer students to parent(s)/guardian(s) when clothing or grooming is questioned.

Students may not wear head coverings during the school day unless approved by the principal. Exemptions will be made for medical and religious reasons.

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

### **ASSEMBLIES**

At all times, student behavior should be courteous. Unacceptable conduct includes whistling, uncalled-for clapping, and any type of disruptive or distracting behavior during an assembly program. Students who have caused a disruption at an assembly may be excused from attending further assembly programs within the school year.

### **ATTENDANCE**

We believe students who have regular attendance achieve more at school and are better adjusted to school. Learning that is lost due to absences can never be adequately replaced. Regular, sound attendance habits require the cooperation of students, parent(s)/guardian(s), and educators.

At Horizon East, tardies, lates and absences will be noted for each class period following these guidelines:

Tardy = 0-5 minutes

Late = 5-15 minutes

Absent = 15 or more minutes

At Horizon West, student attendance will be taken at the beginning of each school day. Students who arrive after 9:05 will be marked tardy.

### **EXCUSED ABSENCES**

Horizon Middle School complies with Minnesota statute in requiring that all students of middle school age attend school regularly when school is in session. The state of Minnesota recognizes the following reasons for excused absences: personal illness and/or medical, dental, or orthodontic treatment, death in the student's immediate family or of a close friend or relative, serious illness in the student's immediate family, court appearances occasioned by family or personal action, religious instructions not to exceed three hours in any week, physical emergency conditions (such as fire, flood, storm, etc.), official school field trip or other school-sponsored outing, or removal of a student pursuant to a suspension. Parents/guardians must notify ~~the school~~ Horizon East (218-284-7301) or Horizon West (218-284-8301) by phone using the main office attendance lines ~~by phone at 218-284-7301~~ by 10 a.m. on the day of the absence to report the reason for the absence or submit the absence through PowerSchool. When you call the attendance line, ~~218-284-7301~~, you will hear a voice message. Please leave your child's name, grade, and reason for absence. Please call in *each day* that your child is absent due to illness. Physician verification may be requested for excused absences if personal illness goes beyond three consecutive days or ten or more cumulative days absences due to an illness.

Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g., legal appointments, travel/family vacations, state tournaments and school activities). We encourage parent(s)/guardian(s) to hold these requests for absence to a maximum of 15 cumulative days per year. Students are responsible for completing coursework as if they were in attendance.



All work must be turned in before students participate in such an activity unless the teacher has made other arrangements. If a test is given on the day that students return to class, they are expected to take the exam. As in all cases of absence, students are responsible to obtain and complete makeup work.

Parent(s)/Guardian(s) may be asked to verify in writing the reason for a student's absence from school. School work missed because of an excused absence must be made up within two days from the date of the student's return to school. 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.

#### ***EXTENDED EXCUSED ABSENCE***

A request for extended excused absence includes educational trips or competitions where students are accompanied by a parent(s)/guardian(s) or coaches. In order to offer the best educational experience for students, parent(s)/guardian(s) are asked to refrain from scheduling family vacations, etc., during the school year. In cases of extended excused absence, a parent or guardian should call the school or send a signed note to indicate the date(s) of the future absence, along with the reason for the absence. The students must then secure an advance makeup slip from the office. It is the student's responsibility to circulate the slip to teachers, who will give the assignments for the day(s) of the absence. Unless a teacher has indicated otherwise, all work must be made up before the student leaves on the extended excused absence.

#### ***LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY***

If students must leave school during the day for any reason, they must report to the office before leaving and/or upon returning. If a student is to be picked up from school, parent(s)/guardian(s) must call the school, send a signed note, or call for their children to receive an out-of-building pass. Students returning from an appointment during the school day must check into the office before returning to class. By presenting an appointment card, students will be given an admit-to-class pass.

Horizon Middle School students have a closed lunch period. During the lunch period, students will be released only to their own parent(s)/guardian(s); parent(s)/guardian(s) are asked to come to the office and to meet their child there.

#### ***TARDIES***

Students who arrive at school after 9:05 a.m. must report to the office before proceeding to their class. If a parent(s)/guardian(s) has called to report an excused tardy (for illness, appointments, or emergencies) or comes into the office with the child to report such a reason, the student will be given a pass and will proceed to class. If the nature of the tardy is unexcused (for skipping, missing the bus, oversleeping, etc.), the students will be given an unexcused tardy pass and sent to class.

Tardies are reviewed weekly. Students with excessive tardies will receive the following possible consequences: detention, in-school suspension, and/or Saturday school attendance.

#### ***UNEXCUSED ABSENCES***

Parents must call the school each day a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If the parent(s)/guardian(s) does not notify the school within two days of the student's return to school, the absence will remain unexcused. Unexcused absences are all absences which can be avoided or delayed and those for which prior arrangements have not been made. Common unexcused absences include missing the bus, oversleeping, babysitting, hair appointments, visiting friends, skipping class, working at home, and leaving school ill without checking out with the school nurse.

For additional information on attendance policies, please refer to School Board Policy 515 on the district website or in the school office.

#### ***BACKPACKS***

Backpacks are to be kept in lockers during the school day due to space constraints and safety concerns. Exceptions will be made for students with physical impairments. Backpacks or bags of any kind are **NOT** allowed on the last day of school. All lockers are to be cleaned out prior to last day of school.

#### ***BULLYING***

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

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

Any person who believes he or she has been the victim of bullying, or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

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

#### ***BUILDING CLEANLINESS***

Our community has provided us with a beautiful school building. We ask that students be respectful and responsible by doing their part to keep the building clean. Students are not allowed to bring food/beverages into classrooms without teacher permission. Breakfast and lunch food items must be eaten in the ~~cafeteria~~ ~~cafeterias~~. Students must discard waste and clean any spills or messes. Students who do not properly dispose of waste will face disciplinary measures.

#### ***BUS PROCEDURES/CONDUCT***

Safe and efficient transportation of students to and from school, on field trips, and to school-sponsored events is necessary to the educational process at HMS. Student cooperation is needed so bus drivers can devote their entire attention to driving. Students are to remain seated, to refrain from loud talking, and to accept direction from bus drivers. Violations of bus conduct rules and/or failure to accept direction from a bus driver may result in suspension of bus riding privileges.

Students must ride the bus to which they are assigned. In cases of emergency when a parent(s)/guardian(s) needs a student to ride a different bus than the assigned bus, written notification to the office must be presented. The final authority on ridership in these cases are individual bus drivers to make the determination if space is available.

For additional information, please refer to School Board Policies 720-721 on the district website or in the school office.

#### ***CELL PHONES/SMART PHONES/PERSONAL ELECTRONIC DEVICE (PED)***

Students may not text or make calls during instructional time during the school day. If a student is caught texting or talking on their cell phone, it will be confiscated.

1st offense – return to student at the end of the day

2nd offense – parent/guardian must pick up the phone

3rd offense – detention, parent pickup and conference.

Cell phones and PEDs may be used before 9:05 a.m. after 3:50 p.m. If a teacher approves the use of a student's smart phone or PED for instructional purposes during class, the smart phone or PED must be connected to the school's public guest wifi access.

#### ***COMMUNICATION ASSISTANCE***

If a parent(s)/guardian(s) needs accommodations to communicate with school staff or in any way participate in their child's education, please contact the school office to request accommodations such as TDD, interpreters, assistive listening device kits, etc.

#### ***COMPUTER INFORMATION (1-TO-1 PROGRAM)***

Moorhead Area Public Schools is committed to preparing our students to succeed in the changing societal landscape. It is essential that the district provide our students with the 21st century skills they need to be self-directed learners. We believe inspirational teaching and learning include the effective use of technology to best prepare each student for the world in which they will live. To accomplish this vision, the school district is making a portable computer device, a Chromebook, available to all students in grades ~~6-8 for the 2016-17~~ 5-8 for the 2017-18 school year. Please click on this link to read our [Chromebook Implementation plan](#).

Moorhead Area Public Schools provides students in grades 3-12 with a district assigned email. All email messages sent and received by students are archived and retained per legal statutory requirements. The district reserves the right to revoke a student's email account at any time due to inappropriate use.

Because we realize there are no present technical solutions which can completely guarantee that students will be restricted from unwanted Internet material, the staff at Horizon Middle School will make every effort to educate the students in the proper use of the system and will appropriately deal with any misuses or abuses. Should any student violate any of the provisions of the district and HMS Acceptable Use policy, his or her account may be terminated, future access may be denied, and disciplinary actions may be taken in accordance with school district

policy. In addition, all users are held responsible for understanding that the inappropriate use of the communication system may be in violation of state, federal, and local laws. Violation can lead to investigation and prosecution by law enforcement agencies.

Parents/guardians who do not wish to allow their children access to the Internet, or any other electronic communication services at school, should indicate this desire by contacting a principal.

For additional information, please refer to School Board Policy 731 on the district website or in the school office.

### **CONCERNS**

When parent(s)/guardian(s) have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. They may be asked to state the concern in writing and to summarize the action taken to date.

### **CONFERENCES**

Parent/guardian conferences are scheduled twice during the school year; the school calendar indicates specific dates. Parents and guardians will have the opportunity to meet with their child's team teachers and also with exploratory teachers.

At any time, parents and guardians are encouraged to call or email individual teachers with questions or concerns. Contact information for students' current teachers is available in PowerSchool, and a staff directory is available on the district website and in the school office.

For additional information, please refer to the "Parent(s)/Guardian(s) Involvement" section of this handbook.

### **COPYRIGHT POLICIES**

Students are reminded that indiscriminate copying of print and online material is illegal. For additional information, please refer to School Board Policies 730 and 731 on the district website or in the school office.

### **COUNSELING SERVICES**

At Horizon Middle School, young people must be involved with other people to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School counseling program is designed to help young people with their social, emotional, mental, and academic concerns through this process.

~~A counselor will be assigned to each grade level. They~~ Counselors will be responsible for the following student services:

Student Mediation, Problem Solving and Discipline: Counselors will assist students in identifying problems, causes, alternatives, and consequences so that appropriate action is taken. They will facilitate minor discipline issues and contact parents with resulting actions.

Positive Behavioral Intervention and Supports (PBIS): Counselors will work with the PBIS data and PBIS committee as well as grade-level teachers to determine behavioral expectations/consequences and celebrations.

Consultation: Outreach services as well as communication with parent(s)/guardian(s), educators, administrators, and other community agencies will be in place when and as needed to assist students.

Personal and Group Counseling: Counseling and problem solving is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.

504 Administration: Counselors will coordinate, facilitate, implement and monitor student 504 plans in coordination with the team leaders.

### **CURRICULUM REVIEW**

Parents/guardians have the right to review the curriculum that will be provided by the teacher(s). If you wish to review particular curricular areas, please call a principal. For further information, please refer to School Board Policies 620 and 620.2 on the district website or in the school office.

**DAILY BELL SCHEDULE AND LATE START SCHEDULE**Horizon East Bell Schedule

<u>Monday, Wednesday, Friday</u>		<u>Bell Schedule Tuesday, Thursday</u>	
<u>Period 1 &amp; Announcements</u>	<u>9:05-10:05</u>	<u>Period 1</u>	<u>9:05-9:48</u>
<u>Period 2</u>	<u>10:09-11:09</u>	<u>Period 2</u>	<u>9:52-10:35</u>
<u>Period 3</u>	<u>11:13-1:43: P4, P5, Lunch</u>	<u>Period 3</u>	<u>10:39-11:22</u>
<u>Period 4</u>		<u>Period 4</u>	<u>11:22-1:22: Period 4, Period 5,</u>
<u>Period 5</u>	<u>1:47-2:47</u>	<u>Period 5</u>	<u>Lunch</u>
<u>Period 6</u>	<u>2:50-3:50</u>	<u>Period 6</u>	<u>1:26-2:19</u>
		<u>Period 7</u>	<u>2:23-3:06</u>
		<u>Period 8</u>	<u>3:10-3:50</u>

Horizon East Lunch Schedule

	<u>Monday, Wednesday, Friday</u>	<u>Tuesday, Thursday</u>
<u>1st Lunch</u>	<u>11:43-12:13</u>	<u>11:22-11:52</u>
<u>2nd Lunch</u>	<u>12:13-12:43</u>	<u>11:52-12:22</u>
<u>3rd Lunch</u>	<u>12:43-1:13</u>	<u>12:22-12:52</u>
<u>4th Lunch</u>	<u>1:13-1:43</u>	<u>12:52-1:22</u>

**HORIZON EAST TWO-HOUR LATE START SCHEDULE**

Period 1 & Announcements: 11:05-12:00

	<b>Grade-6 Lunch 1 Schedule</b>	<b>Grade-7 Lunch 2 Schedule</b>	<b>Grade-8 Lunch 3 Schedule</b>
12:03	Lunch	Period 2	Period 2
12:33	Period 2	Lunch	Period 3
1:03	Period 3	Period 3	Lunch

Period 4: 1:37-2:12

Period 5: 2:16-3:01

Period 6: 3:05-3:50

**Horizon West Bell Schedule**

Students will follow the schedule for the team/triad that they are assigned to throughout the school day. Teachers for each homeroom will share the daily schedule at the beginning of the school year. Students will have their specials time (music, physical education/health, and art) at the same time each day.

Lunch shifts will start at 11:30 a.m. Lunch schedules will be shared by your student's homeroom teacher as part of their daily schedule.

Schedules will be adjusted in the case of a two-hour late start.

**DETENTION**

Students who have failed to follow the rules of the school will be assigned detention. You will receive information from your child's team teachers regarding the team's detention policies. School detention is held after school, during lunch, and/or on Saturdays. Students are given 24 hours to make arrangements for transportation. Students who have been assigned detention must arrive on time, have study materials or a

book to read, and work silently. Students will spend detention time studying and/or performing service projects in the building. If students do not have transportation home from detention, parent(s)/guardian(s) should contact a principal to discuss an alternate plan.

Students who are given several detentions may be referred to a student assistance team to explore reasons for detentions. Students who accumulate detentions may be excluded from optional school functions.

#### ***DISCIPLINE GUIDELINES AND PROCEDURES***

Please see attached Addendum A for Discipline Guidelines and Procedures.

#### ***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](http://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.

#### ***DRUG AND WEAPON FREE ZONES***

The area around Horizon Middle School is a drug and weapon free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law. For additional information refer to School Board Policies 572 and 576 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.

#### ***FAMILY INVOLVEMENT***

Families are encouraged to attend school events. Volunteers are needed to help in classrooms, chaperone field trips, operate concessions, supervise activities, etc. If you are interested in helping, please complete a volunteer form that is available in our office. All parent(s)/guardian(s) are encouraged to attend monthly Horizon PTAC meetings. Please check the calendar for the specific days/times. For additional information, please refer to School Board Policy 901 on the district website or in the school office.

#### ***FIELD TRIPS***

Students may have opportunities to participate in field trips. In addition to parental/guardian permission slips, teacher requirements for participation in field trips may include, but are not limited to, completed homework assignments and acceptable behavior in class. While on field trips, students are expected to observe all school rules.

#### ***FIRE, LOCKDOWN AND TORNADO DRILLS***

Fire, lockdown and tornado drills are held at irregular intervals throughout the school year. In drills or in a real emergency situation, remember to: Observe directions given by staff. Walk quickly and quietly to the designated area.

#### ***GANG ACTIVITY***

Moorhead Schools recognizes that the harm done by the presence and activities of gangs in our school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activity also creates an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. As a result, any dress, hand signs, or gestures proclaiming gang membership and/or affiliation or that may be interpreted as such are prohibited. For additional information, please refer to School Board Policy 577 on the district website or in the school office.

#### ***GIFTED/TALENTED PROGRAM***

Moorhead Area Public Schools is committed to providing learning conditions that support academic achievement for all students. A coordinating teacher provides a seamless continuum of services for high-potential students in all Moorhead Area Public Schools. Moorhead Area Public Schools provides gifted education by implementing and sustaining efforts that ensure our students have access to differentiated curriculum, flexible pacing, cluster grouping, Advanced Placement, enrichment options, acceleration and other universal interventions available to all students in the regular classroom.

## **GRADING SYSTEM AND REPORT CARDS**

HMS Horizon East uses the traditional A-F grading scale. A grade of I, or incomplete, is given when students have not been able to complete assignments due to illness, emergency, or a prearranged absence. If the incomplete work is not made up within two weeks after the end of the quarter, the I grade changes to an F. It is the student's responsibility to communicate with teachers and to complete and turn in late work.

Horizon West will provide four written standard-based progress reports each year. The standard-based progress reports will be similar in format to the elementary level.

Shortly after the end of each quarter, student report cards and progress reports will be posted on PowerSchool under "Student Documents." Parents/guardians are encouraged to use PowerSchool to obtain grade and attendance information about their child's progress at school. PowerSchool access codes are available in the school office.

Students who fail classes at Horizon East are expected to attend opportunities for credit make up; opportunities may be offered ~~after school~~, on Saturdays and/or during the summer to make up core class credits. At Horizon West, students are invited based on need to be part of our Excel program to help support academic success. The Excel program takes place during the school year and in the summer.

## **HANDBOOK**

This handbook may be changed or amended during the school year. Contact the principal or visit our website [www.moorheadschoools.org](http://www.moorheadschoools.org) for more information. All students and parents are responsible for the content of this handbook. School Board policies to further explain and clarify any and all school policy can be retrieved at <http://www.moorheadschoools.org/About/School-Board/Policies-and-Procedures/>.

## **HARASSMENT AND VIOLENCE POLICY**

Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability of any kind.

A harasser may be a student or an adult. If you believe you have been the victim of any type of harassment you should report it to any school district official. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the human rights officer (executive director of human resources). Your right to privacy will be respected as much as possible.

The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability and the school district will take all appropriate actions based on the report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

This is a summary of Policy 570, the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Complete policies are available in the building administrator's office and the Superintendent's Office and at the school district's website at [www.moorheadschoools.org](http://www.moorheadschoools.org).

## **HAZING**

No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.

## **DEFINITIONS**

"Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other 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**

1. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. 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.
2. 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.
3. 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, receives a report of, 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.
4. 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.

#### **REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or retaliates against any person who asserts, alleges or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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

#### **HEALTH SERVICES**

~~Our~~ Horizon Middle School health offices are ~~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 children's health needs. The health office assists in the management with the following items as well:

**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. Clay County Public Health Clinic, located at 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 (including Tylenol, Ibuprofen, nasal spray, eye drops, etc.) requires parental signatures on the medication request form. Medication request forms are available in the health office or with the [medication policy](#) on the district website. All medicine must be in the original bottle with appropriate label, and the student's name should be on it. If at all possible, medication should be given at home. Please let the health office know if your student begins taking a new prescription medication at home that was not previously entered in InfoSnap through PowerSchool.

**Screening:** Hearing and vision screening is completed annually in grades K, 1, 3, 5 and 7. Scoliosis screening is completed for girls in grades 5 and 6. If you would like your child screened for hearing, vision or scoliosis at a grade other than those listed contact the licensed school nurse to make arrangements. If your child requires further evaluation you will receive a letter notifying you.

**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 child'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.

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

#### **HOMEBOUND INSTRUCTION**

Students who are absent for illness or medical condition for ten consecutive days are eligible for homebound instruction. In order to receive in-home tutoring, a physician's' authorization is necessary. Requests for homebound instruction should be directed to Learner Support Services at 218-284-3710.

#### **HOMECOMING**

Horizon Middle School students will not be released to attend high school homecoming activities during the school day.

#### **HOMEWORK AND GRADING PRINCIPLES**

~~A task force was formed in January 2009 to review the current grading principles and use of homework. Teachers, students, parents and administrators were involved in the process.~~ The following principles were created for building wide guidance (grades 5-8). The principles will assist us as a staff to follow common expectations that will result in more equity and clarity as it pertains to our building's practices. Here are the agreed upon principles all staff are required to follow:

- 1) Homework is necessary and expected to be completed.
- 2) Homework should be relevant and tied to a learning target. Connections between homework and the learning targets are discussed.
- 3) Students are provided feedback through teacher comments, examples, activities, reinforcement, and discussion.
- 4) The final class grade is comprised of a balance between homework and assessments. Assessments are weighed more than homework and make up the majority of the final grade.

#### **INFOSNAP**

InfoSnap is an information gathering process that allows parents/guardians to complete and/or update their students' information and register for athletics and activities online. Log in to your PowerSchool parent account and choose the InfoSnap Registration link.

#### **LAW ENFORCEMENT IN SCHOOL**

A full-time school resource officer is a member of the Horizon Middle School staff. Also, HMS has extended a standing invitation to any Moorhead police officer to visit our school. Our school resource officer may be invited to participate in student conferences regarding individual student conduct. Should an official police investigation take place, parent(s)/guardian(s) will be contacted before questioning occurs.

#### **LEARNER SUPPORT SERVICES**

Learner Support Services provides educational services designed to meet a variety of student needs. Learner Support Services encompass special education, ~~accelerated education (STEP)~~, and English language learners (ELL) services. Students served through Learner Support Services have met the required criteria for services and have an educational plan which is written by a team to address the student's needs.

Students can be referred for Learner Support Services by their parent(s)/guardian(s) or school personnel. If parent(s)/guardian(s) feel that their child may have unique learning needs, they should contact a guidance counselor or their child's teacher.

#### **LIABILITY FOR LOST OR STOLEN ARTICLES / LOST AND FOUND**

Students are reminded not to bring valuable articles to school and to be sure that all belongings in hall and gym lockers are secured. The school is not responsible for any lost or stolen articles of personal property.

Articles other than P.E. clothing that are found in and around the school should be turned into the office, where owners may claim their property. After several announcements are made to the effect that students should claim items, the items left are donated to charity. The lost and found area is in the main office and may be accessed during regular office hours. Students are asked to label all clothing clearly and permanently with first and last names, so that proper identification can be made on lost items.

#### **LOCKERS**

Each student is assigned a locker. The school does not provide locker security, and students are strongly advised to purchase a combination or key lock. If a student occupies a locker other than the one assigned, a school employee will remove the lock from the locker and all items inside it; the student may claim any possessions in the office.



Locker maintenance concerns must be reported to a secretary in the office; lockers will be repaired by custodians as soon as possible. If something is missing from a locker, students should notify a counselor or assistant principal.

Under no circumstances are students to share lockers or to share their locker combinations or keys with others. Students should not keep valuable items in their lockers.

Students are responsible for the appearance of their lockers. Lockers should be clean and free of graffiti. When students are attaching pictures, posters, or mirrors to the inside of their lockers, they must use Poster Tac or a similar product; no tape or glue may be used.

### **LOCKER SEARCH**

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

The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

A violation of this policy occurs when students use lockers and desks for unauthorized purposes. A violation occurs when students ~~to~~ carry contraband on their person or in their personal possessions.

### **DEFINITIONS**

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

### **PROCEDURES**

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

### **DIRECTIVES AND GUIDELINES**

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

### **SEIZURE OF CONTRABAND**

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

### **VIOLATIONS**

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

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

### **LUNCH, BREAKFAST AND SNACK**

Horizon Middle School offers breakfast and lunch meals that meet the state and federal guidelines. ~~Horizon Middle School offers lunch options each day—~~ Horizon East offers hot lunch and an a la carte line, and Horizon West offers hot lunch and snack. The hot lunch line has a different menu option each day as posted in the meal menus in PowerSchool. The a la carte line provides supplemental offerings. This line is not intended to be a replacement for a lunch line, simply an addition.

Snack will be available for purchase at Horizon West during breakfast service from 8:35-8:55 a.m. A small selection of non-perishable snacks will be for sale. Students are responsible for purchasing snacks during this time and for storing them. Students may also bring their own snack to be eaten in the classroom during a short snack break. The time of the snack break is determined by the teacher. Students are responsible for cleaning up after themselves if they are eating in the classroom areas.

To encourage good nutrition, a well-balanced lunch is offered for \$2.40. All lunches include milk. In addition, milk is sold for \$.40, snack is sold for \$.60, and the a la carte line has items ranging from \$.25 to \$1.50. Breakfast is available from 8:35-8:55 a.m. and is \$1.

Students must prepay for meals and milk. Students may deposit money into their meal accounts in the drop box outside the school office, or parents may make payments online through PayFort, an online payment processing system. To access their lunch accounts, students type in their student number. A student who does not have sufficient funds will not be allowed to charge a la carte items until additional money is deposited in the student's account. Parents/guardians may check their students' meal account balance and transactions through PowerSchool.

If a parent/guardian chooses to submit one payment that is to be divided between sibling accounts, the parent/guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent/guardian.

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

If you have questions about the lunch program, please call the food and nutrition service director at 284-3324 or the food and nutrition service secretary at 284-3325.

Parents/guardians may take their own children out to lunch if they call for the students in the office at the beginning of the lunch period. Under no circumstances will anyone other than the student's own parent(s)/guardian(s) (or teacher, in the case of a field trip) be allowed to take any student from the building during the lunch hour.

Students may not receive pizza deliveries, birthday cakes, etc., during the school day, including the lunch period. Fast food is not allowed to be brought in or supplied by a parent/guardian.

While in the lunchroom, students are expected to cooperate by:

1. Knowing their student number.
2. Being orderly in the serving line.
3. Being courteous, cooperative, and respectful to food servers and lunchroom supervisors.
4. Remaining seated except to dump their trays.

5. Not removing food from the cafeteria.
6. Leaving the table and floor clean.
7. Depositing all lunch refuse in wastebaskets.

Failure to follow these rules will result in consequences ranging from eating in an assigned seat to receiving out-of-school suspension.

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

The school district will provide a meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The cost of the meal will be charged to the student's account or otherwise charged to the student.

The school district will make reasonable efforts to collect unpaid meal charges. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it. Unpaid balances of more than \$5, not paid prior to end of the month, will be turned over to the superintendent or designee for collection.

For additional information refer to School Board Policy 538 on the school district website or in the school office.

#### **MAKE-UP WORK**

Regardless of the type of absence, students are responsible for obtaining and completing make-up work.

#### **MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT**

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the 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, the Moorhead Police Department or Clay County Sheriff's Department.

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

Refer to School Board Policy 534 on the website or in the school office.

#### **MEDIA CENTER SERVICES**

The Horizon East Media Center is open Monday-Friday from 7:45 a.m. until 4:15 p.m.; licensed personnel are on duty Monday through Friday from 8:25 a.m. through 4:10 p.m. The Horizon West Media Center is open from 8:25 a.m. until 4:10 p.m. each day, with supervision during those times. Students are encouraged to use the media center as much as possible. The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments.

Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

#### **MESSAGES**

Out of respect to our teachers and their need to teach we will not interrupt the instruction in the classroom with phone calls. Please leave your message with the building secretary, and they will get the message to your child.

#### **NUISANCE ITEMS**

Nuisance items are not allowed at school because of the disruption to our learning environment. A list of nuisance items includes but is not limited to: laser lights, slime, stink bombs, and water pistols. All such items will be confiscated.

#### **OFFICE HOURS**

Both the Horizon East and Horizon West HMS offices are is open Monday through Friday from 7:30 a.m. to 4:30 p.m. Teachers are available from 8:25 a.m. through 4:10 p.m.

Horizon East students should not be in the building before 7:30 a.m. or after 4:20 p.m. unless they are participating in an activity, receiving help from a teacher, using the media center, or serving detention.

Horizon West students should not be in the building before 8:25 a.m. or after 4:20 p.m. unless they have made arrangements to participate in the YMCA morning program or pre-arranged school activity. We ask that Horizon West students who do not ride a bus arrive no earlier than 8:25 a.m. Breakfast is served from 8:35 a.m. to 8:55 a.m. There is no playground supervisor before or after school. The school does not assume the responsibility for accidents that occur during unsupervised periods. The school patrol is on duty 15 minutes before school starts and 15 minutes after school is dismissed.

#### **ONLINE LEARNING OPPORTUNITIES**

Please contact ~~our~~ the Horizon East counseling office at 284-7312 or the Horizon West counseling office at 284-8312.

#### **PARENT/GUARDIAN INFORMATION**

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings, that person should call the Horizon East counseling office at 284-7312 or the Horizon West office at 284-8300 to make arrangements.

#### **PARENT-TEACHER ADVISORY COMMITTEE (PTAC)**

The mission of the Parent-Teacher Advisory Committee of Horizon Middle School is to give parent(s)/guardian(s) the opportunity to be involved in their children's education. The committee seeks parental/guardian input on issues and concerns, plans ways to provide special parent(s)/guardian(s) meetings to address these issues and concerns, publicizes the meetings, and provides program evaluations. The PTAC membership, consisting of parent(s)/guardian(s) and school personnel, meets each month. Any parent(s)/guardian(s) is welcome to attend our PTAC meetings; please check the website for exact dates/times of those meetings. PTAC collects a \$20 donation to assist with student activities and fees that exist above and beyond the classroom experience.

#### **PASSES**

Students are required to have a pass from their teacher when they are outside of the classroom during class time. Passes are needed for going to the restroom, library, locker, etc. Teachers may use emergency passes when the need arises. Students who need to meet with a teacher, counselor, or principal must get a pass from their teacher *before* they will be excused from class.

#### **PATRIOTIC EXERCISES**

Each school day will begin with the Pledge of Allegiance. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Others must respect another person's right to make that choice. For further information, please refer to School Board Policy 633 on the district website or in the school office.

#### **PAYFORIT**

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

Items that may be purchased online include lunch, breakfast and milk payments, middle school activity participation fees and high school season athletic tickets.

PayForIt uses Secure Sockets Layer (SSL) to encrypt and protect transaction information. Neither PaySchools nor Moorhead Area Public Schools store personal bank or credit card information to ensure privacy and security for users.

Access PayForIt at [www.moorheadschoools.org](http://www.moorheadschoools.org).

#### **PHYSICAL EDUCATION**

Physical education at Horizon Middle School is co-educational and stresses fitness, flexibility, rhythms, aerobics and team sports. Students are expected to wear appropriate clothing for physical education classes. At Horizon West, students will not change for physical education classes. At Horizon East, students may not participate in P.E. class in the same clothing that they wear during the rest of the school day. The recommended P.E. uniform consists of black shorts, white T-shirt, gym shoes, a sweatshirt, and sweatpants. Inappropriate clothing for P.E. includes but is not limited to: cut-off shorts, tank tops, and bare midriff shirts. ~~Approved P.E. uniforms are available for purchase.~~ Showers are available and recommended at Horizon East; students must provide their own towels. All students are assigned a P.E. locker in a locker room. It is highly recommended that a student provide his/her own combination lock. Key locks are not recommended since keys can be lost, stolen, or accidentally locked in the locker. The combination must be recorded with the P.E. teacher so that the teacher can give out the correct combination if students have forgotten theirs. Vandalism and/or theft will be handled accordingly by district policy regarding physical education equipment.

Students are able to make up physical education classes in two ways. One is by attending the weight room in our building for 30 minutes for each class period missed. The second way is through participation in an organized school or community activity that involves physical activity over a period of time, is regularly scheduled, is supervised by a coach or program director, and is open to any student; 30 minutes of an activity must be documented for each class period missed. Verification of make-up time is the responsibility of the student. Long-term absences will be handled on an individual basis (vacations, illnesses, injuries, etc.).

Students who must be excused from physical education for more than five periods of class must give the health assistant a written doctor's statement describing the reason for non-participation and the expected date that the student may resume normal activities. In these cases, the teacher will likely find an alternative assignment for students. To be excused from P.E. for fewer than five class periods, the students must provide the health assistant with a signed request from a parent(s)/guardian(s). In these cases, the student will be expected to make up time as outlined above. It's the students' responsibility to adhere to the doctors'/parents'/guardians' recommendations regarding class participation for medical concerns.

### ***POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS***

PBIS is a school-wide program that is data driven and focuses on the school environment. Data is collected and monitored on an on-going basis to identify areas of need. These areas can be both academic or behavioral in nature. Interventions and strategies are put in place to help alleviate problematic areas so the focus can remain on student achievement and student success.

As part of PBIS we recognize students who are respectful, responsible and safe through ~~our~~ various activities like Spud Pride Days, We Are West cards, Spuddy Cards and House Celebrations.

### ***POWERSCHOOL***

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

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

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

### ***PUBLIC DISPLAY OF AFFECTION (PDA)***

The staff and administration of Horizon Middle School feel that PDA in school is inappropriate. This behavior may result in parent contact and/or discipline at the discretion of administration.

### ***PUBLIC INFORMATION/DATA PRIVACY POLICY***

The following student information is considered public and may be disclosed unless the school principal is notified in writing that the information is considered private:

- Name and Grade Level
- Enrollment Status (i.e., full-time or part-time)
- Participation in Activities
- Height and Weight of Athletic Team Members
- Dates of Attendance
- Graduation Status
- Honors and Awards
- Most Recent Previous School
- Photos in the normal course of school activities, including data recorded by cameras on school property, including school buses

In compliance with state law, anyone who requests data must first meet with a school administrator to discuss the use of the information and will incur any costs associated with obtaining the information. A public notice outlining this policy will be distributed by each building principal. For additional information, please refer to School Board Policies 303 and 504 on the district website or in the school office.

### **REGISTRATION AND REQUIRED CLASSES**

~~In late winter, students register for the following year's classes. Students are urged to examine future plans as well as individual interests and abilities when they choose courses.~~

### **RENTAL OF MUSICAL INSTRUMENTS**

The Moorhead School Board authorizes a rental fee of \$75 per instrument each semester for each child playing a school-owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

1. If a family cannot afford to pay the fee as determined by the building principal by using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information about rental and for the rental agreement, please refer to School Board Policy 831 and 831.1 on the school district website or in the school office.

### **RESPONSE TO INTERVENTION TEAM (RtI)**

Horizon staff meet often as a support team/problem-solving team who respond to students when they are not succeeding academically or behaviorally. RtI involves ongoing evaluations of the degree that students (a) master academic material in response to effective instruction and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or "responding," academically or behaviorally, to effective instructional conditions, RtI includes a functional assessment/problem-solving process to determine the reason(s) for the lack of success, and the implementation of strategic and intensive interventions to help those students progress and be successful.

### **SCHEDULE CHANGES (HORIZON EAST)**

In general, Horizon East students are not allowed to drop courses. Parents/guardians who are concerned about their child's schedule are invited to contact a principal or counselor to discuss their concerns.

### **SCHOOL DISTRICT CRISIS MANAGEMENT POLICY**

Teachers and support staff have established, learned and practiced emergency procedures. In times of emergency, it is imperative that students fully cooperate with school and emergency staff. For additional information, please refer to School Board Policy 710 on the district website or in the school office.

### **SCHOOL DISTRICT INFORMATION NETWORK USE POLICY**

Each fall, students receive training on acceptable use of district technology. Students also receive information about Internet safety. Students who use technology inappropriately will lose the privilege of using district computers. For further information, please refer to School District Policy 731 on the district website or in the school office.

### **STORM AND EMERGENCY SCHOOL INFORMATION**

Unless there are extreme weather conditions or emergency situations, schools in Moorhead will be in session as scheduled. When Horizon Middle School or the district as a whole is closed or closing, an announcement will be posted on the district's website at [www.moorheadschoools.org](http://www.moorheadschoools.org), and it will be announced on local radio and television stations. The district also uses an automated notification system for weather-related announcements and other notifications. Parents are encouraged to log in to PowerSchool to choose how they are notified with this system or to review prior messages sent by the system.

In this situation, parent(s)/guardian(s) may call for their children at school by coming to the office and signing out their children. If there is an immediate danger, such as a tornado or blizzard warning, and students are sheltering at school, we recommend parents refrain from picking up students before the warning expires. Certain emergencies may require moving students to another site. The school has a reunification plan that will be used if needed.

On the student registration form, parent(s)/guardian(s) of rural students are asked to submit the name of an urban Moorhead resident who will provide emergency housing for their child when rural buses are not running due to storm conditions.

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

### **STUDENT TRANSPORTATION SAFETY POLICY**

All students are taught bus rules and regulations regarding student conduct and school bus safety. 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 must be sitting down, visiting quietly, doing homework, or reading are safer while 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. Please see the district discipline procedures in Appendix A for further information.

#### **Middle and High School (56-12)**

1st offense	Student conference and warning
2nd offense	Conference with parents/guardians / 5 school day suspension from riding the bus
3rd offense	Conference with parents/guardians / 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.

*\*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.

#### **SUMMER SCHOOL**

Horizon East students who are not making expected academic progress may be referred to Horizon Middle School or the Red River Area Learning Center to make up coursework that they have failed during the regular school year or to improve academic skills.

#### **SAFETY AND SECURITY TECHNOLOGY**

Safety and security technology has been installed in public areas of the building and on the grounds. For additional information, please refer to School Board Policy 712 on the district website or in the school office.

#### **SUSPENSIONS**

##### **IN-SCHOOL SUSPENSION (ISS)**

Students may be placed in in-school suspension for disciplinary reasons or for a cooling-off period. Students who are placed in ISS must report to the ISS room on time, have books and other study materials with them, and take direction from the ISS supervisor. Students will receive assignments and take tests in the ISS room. Should a student choose not to follow the rules or refuse to accept direction from the supervisor, the student will be removed from school. A student assistance team will review instances of recurrent in-school suspensions to determine causes of behavior that result in ISS assignments.

##### **OUT-OF-SCHOOL SUSPENSION (OSS)**

Students will be placed in out-of-school suspension in compliance with the district discipline policy and this handbook. When students are assigned out-of-school suspension, they are not to be in Horizon Middle School, on the Horizon Middle School Campus school grounds, or in the buildings or on the grounds of any other school in the district during the time of the suspension.

Students are expected to make up all coursework. Parents/guardians may request to pick up their child's assignments; twenty-four hours notice is needed to communicate the need and for teachers to compile homework assignments.

#### **TELEPHONE**

Students may use a telephone in the main office when necessary. Students must dial "9" to access an outside line.

#### **TEXTBOOKS**



All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. In order to locate misplaced books more easily, students should write their name, grade, and school on the book label. Students will be required to pay for lost or damaged school-owned textbooks.

### ***THEFT***

Moorhead Area Public Schools does not have insurance for stolen items. Thefts can be kept to a minimum if students:

1. Keep their lockers locked.
2. Do not share lockers.
3. Do not share their locker combinations with others.
4. Do not bring items of significant value to school.
5. Immediately report any theft to the office.

To assist in the return of stolen property, students are asked to clearly and permanently label all clothing and other belongings with their first and last names. Anyone responsible for theft will be referred to the Moorhead police and will be subject to treatment as outlined in the district discipline policy.

### ***TOBACCO-FREE ENVIRONMENT***

Smoking and the use of tobacco, tobacco-related devices or electronic cigarettes, or inhaling and exhaling of vapor from any electronic delivery device shall be prohibited on all school district property, including district-owned and contracted vehicles.

Usage of any tobacco, tobacco-related devices or electronic cigarettes by any person at any time while on district property shall be considered a violation of the Tobacco-Free Environment Policy. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165).

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment. The 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 in 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.

Moorhead Area Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee.

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

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment.

For further information, please refer to School Board Policy 573 on the district website or in the school office.

### ***TRANSFERS***

Students who are leaving Horizon Middle School to transfer to another school should obtain a withdrawal form from the counseling office. All textbooks must be returned to teachers; teachers will sign off on the form with a check to indicate that books have been returned and will also indicate the grade earned. The completed form must then be returned to the counseling office.

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

### ***TRUANCY***

Horizon Middle School complies with Minnesota State Statute by reporting to Clay County officials any student who has been absent from school without an excuse for one or more periods on seven different days within a single school year.

For additional information, please refer to School Board Policy 515 on the district website or in the school office.

### **USE OF PESTICIDES**

Weeds will be sprayed the first two weeks of June and the last two weeks of August. Buildings will be checked on a quarterly basis by a licensed exterminator. We will monitor and control pests by the use of glue traps and mechanical devices. Should the use of a pesticide become necessary, we will notify those parent(s)/guardian(s) who request. If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please complete the "Request for Pesticide Notification" form, which you can get in our school office, and return it to the principal's office.

The long-term health effects on children from the application of such pesticides or the class or chemicals to which they belong may not be fully understood.

### **VANDALISM**

The construction and maintenance of our school buildings and equipment are provided at great cost to taxpayers. Students who destroy or vandalize school property are required to pay for any loss or damage. If students willfully damage or destroy school property, the Moorhead police will be notified. If students should accidentally damage something, they should report it to their teacher or the office immediately.

### **VISITORS TO THE BUILDING / VISITING CLASSROOMS**

All visitors must sign in at the security desk and wear a visitor name tag. Visitors must enter the main entrance doors, bringing with them a valid photo ID to be scanned to register at the office and receive a printed visitor badge before being permitted into the building or classrooms. City ordinances and state statute require that all visitors display a visitor's badge.

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

Please note that during the school day, only the main entrances (parent drop-off areas) ~~the east doors~~ will allow entrance to the building.

- Horizon East Door 1E (grades 7-8) on the east side
- Horizon West Door 1W (grades 5-6) on the north side

Students wishing to bring a guest to school must obtain approval from an administrator at least one day in advance of the visit; the visit is limited to no more than one-half day. Students in the Fargo, West Fargo, and DGF area are excluded from visiting. Visiting students must be in grades five ~~six~~ through eight. Visiting students may not go on field trips. Visiting students will not be allowed during the last five days of the school year.

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

### **WELLNESS POLICY**

Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. School staff will not use food or beverage choices that do not meet nutritional standards as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverages as punishment (see Administrative Procedure 536.1). Moorhead Area Public Schools encourages parent(s)/guardian(s) to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. Parents and guardians have a primary and active role in promoting and protecting their child's health and well-being. Parents/guardians are encouraged to participate with their children in physical activities beyond the school day.

### **HORIZON EAST SCHOOL ACTIVITIES**

#### **PURPOSE OF THE ACTIVITIES PROGRAM**

The goals of Horizon East's activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the staff is committed to providing a well-balanced activities program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time, and energy to pursue. All students who participate in activities are reminded that to participate, they must be making progress in their academic coursework. Another expectation for student participants is that their conduct be becoming to them and to Horizon Middle School. If a student's behavior is inappropriate, the student will be notified by a coach, by an advisor, or by the activities director that he/she is excluded from practice or competition for a specified period of time, for the season, or for the year.

Particular behaviors that could result in exclusion from activities include but are not limited to: theft, inappropriate language, unsportsmanlike conduct, insubordination (which means not accepting direction from school personnel such as coaches, hall supervisors, bus drivers,

practicum students, etc.), misuse of equipment, reckless behavior, and/or not adhering to rules as presented by school personnel or in written communication. Students who are academically ineligible will NOT be allowed out of school for an early dismissal to attend activities, or be allowed to travel with a team or group. Students will be allowed, and are encouraged, to attend all practices during the time of ineligibility. Once eligible, the students can resume traveling with the team.

#### **ATTENDANCE**

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.

#### **ELIGIBILITY**

It is the philosophy at Horizon Middle School that academics must come before extracurricular activities. In order for a student to participate in an activity, that student must be passing four classes. If the student is failing two or more classes, that student will not be allowed to participate until his or her grades have increased. The ineligibility period will run for one week from Wednesday to Wednesday. Student eligibility will be reviewed once during each block activity. If a student is ineligible for multiple weeks, removal from the activity may be a consequence. Students who are ineligible must attend the homework club or meet with their teacher after school Mondays and Wednesdays. The student may participate in practice but may not participate in any competitions.

#### **FEES**

A \$65 activity fee is charged for each middle school activity listed as a Tier 1 activity, and a \$25 fee for Tier 2 activities. There is a \$150 maximum total student activity fee for each participant during a school year. Activity fees for families will be capped at \$750. Activity fees for families that qualify for free or reduced-price lunches will be capped at \$375. In case of financial difficulty, the parent(s)/guardian(s) should contact the activity director at 218-284-7331 to determine that the fee can be waived. Fees are not refunded after the third week. For some activities, students are asked to purchase their own uniforms. For more information regarding activity fees, please refer to School Board Policy 542.

#### **INJURIES**

Students must report all injuries immediately to their coach/adviser. If the student receives medical attention, the student must provide the trainer with a physician's signed verification that the student is able to participate in athletics. The verification forms are available from the trainer or your physician. Students who do not provide such verification are not allowed to participate until the form is received.

#### **INSURANCE**

The school does not assume liability for any injuries that occur while students are participating in activities. It is recommended that parent(s)/guardian(s) secure adequate coverage for their children. Each fall, the school distributes information about a private carrier that insures school children; participation is optional.

#### **LIABILITY**

The school does not assume liability for any injuries that occur while students are participating in activities. In order to take part in any school activity, students and parent(s)/guardian(s) are required to sign acknowledgment of risk and/or eligibility statements. By signing these documents, parent(s)/guardian(s) and students assume liability for any injury, or even death, that may occur as a result of student participation in activities.

### **HORIZON EAST ATHLETIC ACTIVITIES**

Athletic activities at HMS Horizon East are scheduled into four blocks. First block activities are football, girls volleyball, cross country running, girls tennis, and girls swimming and diving. Second block activities are girls basketball, boys wrestling, and boys swimming and diving. Boys basketball and gymnastics occupy the third block. In the fourth block, golf, boys tennis, and track are offered.

#### **INTRAMURAL ACTIVITIES**

~~Grade 6 intramural activities will be scheduled if student interest is demonstrated and if adult supervision can be secured.~~

#### **IMPORTANT NOTICE!**

**All students participating in extracurricular athletics must have a physical examination performed by a licensed medical professional on record before beginning practice. Physical examinations need to be done every three years.**

All students are required to complete the registration on InfoSnap or fill out paper forms to register for a sport. All information must be submitted before a student is issued equipment and may participate.

HMS Horizon Middle School East Campus belongs to the FM Middle School League. Member schools are Cheney Middle School, Liberty Middle School, Carl Ben Eielson Middle School, Ben Franklin Middle School, Discovery Middle School, Sullivan Middle School, and

Dilworth/Glyndon/Felton. Although most contests are held in the metro area, occasionally teams may be required to travel a greater distance. Most transportation to other schools or sites for practices is provided by the school.

Transportation to and from games is provided by our school district. Students are expected to ride player buses to and from contests. If a student's parent(s)/guardian(s) attend a contest and wish to take their child home, they must personally inform their child's coach. No notes are accepted. Players are allowed to ride home with their own parent(s)/guardian(s) only; coaches will not authorize students to ride home with friends or other relatives. For additional information regarding transportation, please refer to School Board Policy 543.

The philosophy of HMS Horizon East athletics emphasizes participation. All students who attend regularly and whose behavior is appropriate will play in athletic competitions. We do not, however, guarantee equal playing time to all individuals.

At the beginning of each season, organizational meetings are held. All meetings are announced on the daily announcements.

Practices for fall sports begin before the start of school. With this exception, HMS Horizon East teams do not compete in the summer or during any school vacations.

The schedules for sports practices will vary. Practices for some sports are held at the Moorhead Sports Center, Moorhead High School, local parks, and local golf courses; these practices are scheduled when facilities are free and are announced at the beginning of each season.

No after-school activities will occur on the last school day before vacations.

Games are normally held on weekday afternoons; there will be occasional evening, Saturday, and school day contests. At the beginning of the season, each participating student receives a game schedule along with coaches' names and phone numbers. If students are unable to attend practice or competition, they must validate the absence with their coach.

Students must advise their coaches of any illnesses or previous injuries that may impact participation.

Sanford Health provides a certified athletic trainer to our school. The athletic trainer is usually available Monday through Friday from 3:50 p.m. until all home activities are concluded. The trainer assists with conditioning and manages emergencies. Students and parent(s)/guardian(s) are invited to consult with our trainer about conditioning, exercise, diet, and sports injuries.

When students must miss school because of activity participation, they must have work made up before they leave. Students must be in school for at least one-half day on the day of a practice or activity in order to participate. If a student is serving a suspension (ISS/OSS) the day of an activity, he or she will not be allowed to participate that day. When activities are terminated due to poor weather, students are expected to be in attendance for the remainder of the school day.

All teams have coaches; coaches may be assisted by practicum students and other volunteers.

#### ***ADAPTED BOWLING - FOURTH BLOCK***

HMS Horizon East students practice and compete with high school athletes. **High School Fee \$75**

#### ***BOYS BASKETBALL – THIRD BLOCK***

Boys basketball practices are held in the middle school gyms and may be before or after school. After the initial practice time, games are scheduled one or two times per week. **Tier 1**

#### ***BOYS SWIMMING AND DIVING – SECOND BLOCK***

HMS Horizon East students practice and compete with high school athletes. **High School Fee \$150**

#### ***CROSS COUNTRY RUNNING – FIRST BLOCK***

There is one HMS Horizon East cross country team. Practices are held after school and last approximately one hour. Middle school students run 1.6 miles in meets, which are held throughout the season. Uniforms are provided by the school. **Tier 1**

#### ***FOOTBALL – FIRST BLOCK***

There are two seventh- and two eighth-grade football teams. Practices are held daily at the middle school field. All teams practice for approximately one and one half hours. After the initial practice period, games are held once a week. Students purchase their own jerseys at approximately \$18. Protective and safety equipment and game pants are school issue; students will be charged only if they have damaged equipment beyond usual wear and tear. Students must purchase and wear mouth guards. **Tier 1**

#### ***GIRLS BASKETBALL – SECOND BLOCK***

Girls basketball practices are held in the middle school gyms and may be before or after school. After the initial practice time, games are scheduled one or two times per week. **Tier 1**

#### ***GIRLS SWIMMING AND DIVING – FIRST BLOCK***

HMS Horizon East students practice and compete with high school athletes. **High School Fee \$150**

#### ***GOLF – FOURTH BLOCK***

Boys and girls golf competitors practice together but compete separately. Indoor practices may be held at the Moorhead Sports Center before or after school, and outdoor practices are after school at local golf courses. Transportation is provided to and from the middle school for both practices and meets. Students must have their own set of golf clubs to participate. No uniforms are required. Golf meets are held during the school day. Most meets are held in town; competitions in places such as Detroit Lakes are scheduled also. Meets are scheduled according to weather conditions. **Tier 1**

#### ***GYMNASTICS – THIRD BLOCK***

HMS Horizon East students practice and compete with high school athletes. **High School Fee \$150**

#### ***HIGH SCHOOL TEAMS***

Occasionally, middle school students may, because of interest or ability, be invited to participate on high school athletic teams. The petitioning procedure in such cases is that the high school coach write a letter and confer with the high school activities director. If both are in agreement that high school competition is in the best interest of the student, the high school activities director then approaches the HMS activities director and principal. If everyone is still in agreement that the move would be a positive one, the coach will approach the student's parent(s)/guardian(s). If the parent(s)/guardian(s) confirms the school's decision, the student is then approached with the matter. The letter or petition is signed; then the HMS student becomes a member of the high school team. Students and/or parent(s)/guardian(s) may express an interest in the process to a coach. For information about lettering, please refer to School Board Policy 545.

#### ***GIRLS TENNIS – FIRST BLOCK & BOYS TENNIS – FOURTH BLOCK***

Girls tennis and boys tennis are offered to seventh and eighth graders. Indoor and outdoor practices ~~may will~~ occur at HMS Horizon East before and after school. ~~Outdoor practices are held at MSUM, Concordia College and Moorhead High School after school and evenings. Transportation to and from the parks is provided; students and their parent(s)/guardian(s) are responsible for transportation for practices at the high school. Students provide their rackets; the school supplies tennis balls. No uniforms are required. Students practice through the season for tournaments, which are held in the parks during a school day.~~ **Tier 1**

#### ***TRACK AND FIELD – FOURTH BLOCK***

Girls and boys track and field practices and meets are held on the same days and times. Practices are held on the HMS Horizon track, weather permitting. Indoor practices may be called before and after school in the middle school gym. During competitions, athletes will compete against others of the same grade and gender. Outdoor meets are held after school, with the exception of an all-city, all-day meet that concludes the season. Ribbons are awarded to event winners of the all-city outdoor meet. **Tier 1**

#### ***VOLLEYBALL – FIRST BLOCK***

Volleyball practices are held at HMS Horizon East after school. After the initial practice period, games are scheduled once or twice a week. There are two teams within each volleyball team. Participants are ability-grouped; attendance and progress may cause students to move from one team to the other. **Tier 1**

#### ***WEIGHT ROOM***

Our weight room is open during each block. Weight room schedules will be announced each block. A weight room supervisor is on duty to assist with safety concerns and individual programs. **No Fee**

#### ***WRESTLING – SECOND BLOCK***

HMS Horizon East has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held at Horizon East HMS. After the practice period, meets are scheduled. Wrestling uniforms are provided by the school. Students must purchase and wear mouth guards. **Tier 1**

### ***ACADEMIC AND OTHER ACTIVITIES (Grade spans served vary by activity)***

#### ***ART CLUB (grades 6-8)***

Art Club is an art enrichment activity extended to all grades 6-8 students ~~at Horizon Middle School~~. Students will participate in art experiences that will build their self-confidence and art skills. This safe, smaller setting will allow students to grow social skills and interact with other students who have an interest in learning to improve and enhance different art-making techniques. **Tier 1**

**DESTINATION IMAGINATION (grades 5-8)**

Destination Imagination is a program for all Horizon students that promotes problem solving, creativity and teamwork. Teams of five to seven students solve two types of Challenges within the program year. The Central Team Challenge involves structural, technical or theatrical oriented skills and takes several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. All Moorhead teams compete at the regional competition in Moorhead. The top team in each problem, at each level, advances to the state competition in Minneapolis in April. State winners compete at the Global Finals in May. Each team requires an adult team manager. **Tier 2**

**GEOGRAPHY BEE (grades 7-8)**

The National Geographic Society's National Geography Bee is held each year beginning in December and involves over 5 million students nationwide. The bee consists of three levels of competition: school, state, and national. All Horizon East students at HMS compete in the preliminary round which is conducted in all social studies classes. From this competition, a school champion is determined. The school level winner then must complete a written examination to qualify for the state competition with only the top 100 scorers moving on to the bee in St. Paul. The winner of the state competition advances to the national competition, which is held at the headquarters of the National Geographic Society in Washington, D.C. The winner there receives a \$25,000 scholarship. There is no charge to participate. **No Fee**

**HONOR CHOIR (grades 6-8)**

A selected group of students will be invited to become Honors Choir members; singing and dancing skills are the primary determiners for selection. The group will practice before and/or after school and will perform at school and community events. Students may be asked to provide concert attire. **Tier 2**

**HONOR BAND (grades 6-8)**

Honor Band is open to all grades 6-8 band students at the middle school. Auditions are held in the fall and rehearsals take place after school in the band room. See Mr. Christianson or Mr. Pipinich for more information. **Tier 2**

**JAZZ BAND (grades 6-8)**

Jazz Band is open to students in grades 6-8 seventh and eighth grade. Auditions are held in the fall and rehearsals take place after school. **Tier 2**

**SCHOOL NEWSPAPER (grades 6-8)**

Students plan, write, edit, lay out, print, and fold our school newspaper. The newspaper is produced periodically throughout the school year. **No Fee**

**KNOWLEDGE BOWL (grades 6-8)**

The grades 6-8 Knowledge Bowl Team practices twice a week after school and participates in three regional meets each fall. During the meets, teams of students compete in both written and oral rounds by answering questions related to all areas of learning. Questions test students' recall, problem solving, and critical thinking skills. The middle school Knowledge Bowl season ends after Thanksgiving. **Tier 2**

**KNOWLEDGE MASTER (grades 6-8)**

There are two Knowledge Master Open competitions each year, one in December and one in April. Each competition consists of 200 challenging questions that require higher-level thinking skills and cover 14 curriculum areas. The contests run on school computers to allow all schools the opportunity to compete in a large academic event without the expense of traveling to a central site. Scores are based on a combination of speed and accuracy. The HMS Horizon team competes with more than 900 teams nationwide in this competition. **No Fee**

**LEGO LEAGUE/ROBOTICS (grades 7-8)**

Lego League/Robotics is open any Horizon East student interested in learning how to program Lego NXT robots and participating in a team challenge in January. The team is called "TEAM SPUDNIK." Yearly Challenges are based on real-world scientific topics like nanotechnology, energy, transportation and accessibility. Teams can choose to participate in official tournaments or local competitions. The team plans on having one local competition this year and its annual competition in Grand Forks. Typically the team meets in the mornings, lunch periods and one afternoon per week. **Tier 2**

**MATHCOUNTS (grades 6-8)**

Mathcounts is a national competition sponsored by the Society of Engineers. Math teachers receive a sample problem kit, which is used in algebra and pre-algebra classes. After these warm-ups, students are tested. These test scores, plus grades, are used to choose the top four students plus two alternates; these students are named to the Mathcounts team. This team moves on to chapter competition at Minnesota

State University Moorhead. The top two chapter teams compete at state level, and the four individuals who earn top scores there move on to national competition. National winners receive scholarships. **Tier 2**

**PLAY (grades 7-8)**

Each winter, Horizon Middle School, with support from community education, produces a play or review. All Horizon East students are invited to try out for the production, and volunteers are needed to assist with props, makeup, programs, and other tasks. ~~Most Practices are held here at Horizon, and the play will be presented at Horizon, the high school, and several practices near the production date will also be held at Moorhead High.~~ **Tier 2**

**SCIENCE OLYMPIAD (grades 7-8)**

HMS Horizon East students who enjoy science have the opportunity to join the Science Olympiad Team. The team meets after school two or three times each week to work on the fifteen activities that have been chosen for the year. These activities may include building a car, plane or bridge, identifying fossils, performing experiments, or developing competencies in other areas. The team competes in the regional tournament at Minnesota State University Moorhead in February and the state tournament at the University of St. Thomas in St. Paul in March. The top Minnesota team advances to the national competition. **Tier 2**

**SPELLING BEE (grades 6- 8)**

In January, all HMS English students take a spelling test. The top twenty sixth-, seventh-, and eighth-grade spellers then compete in a spelling bee at Horizon Middle Schools. The top six spellers from each grade advance to district competition. The top three spellers at the district level then participate in the regional competition; winners there advance to state and national contests. Horizon Middle School students have competed at the state level. **No Fee**

**STUDENT COUNCIL HORIZON AMBASSADORS (grades 7-8)**

Each fall, ~~sixth-~~ seventh- and eighth-grade students are selected as Student Council representatives. Student Council members meet throughout the school year; they are involved in decisions that impact students here at HMS and also are active in fundraising to benefit the school and the community. **No Fee**

**TRI-COLLEGE MATH (grades 6-8)**

The Tri-College Math contest is held each year on a rotating basis at North Dakota State University, Minnesota State University Moorhead, and Concordia College. Each school may enter four teams. A team consists of eight members, not more than four of whom are in the ninth grade and at least one of whom is in the seventh grade. Sstudents are chosen by teachers based on classroom achievement, Mathcounts testing, and the student's previous Tri-College Math Contest scores. Team members participate in the individual and in the team competitions. **No Fee**

**HORIZON MISCELLANEOUS CLUBS**

Other clubs may be available depending upon student interest. Some examples include: Minecraft, dance, Spanish and chess clubs, etc.

## **PUBLIC NOTICE**

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

1. Parents/guardians and eligible students are hereby informed that they have the following rights:

- a. That parent/guardian or eligible student has a right to inspect and review the student's education records. A parent/guardian or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent/guardian or eligible student will be notified of the time and place where the records may be inspected.
- b. That the parent/guardian or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent/guardian or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent/guardian or eligible student wishes the school district to make. The request shall be signed and dated by the parent/guardian or eligible student. If the school district decides not to amend the record as requested by the parent/guardian or eligible student, the school district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- c. That the parent/guardian or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.
- d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;
- e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
- f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605.
- g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
- h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's website ([www.moorheadschools.org](http://www.moorheadschools.org)).

2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

- a. It classifies records as public, private or confidential.
- b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
- c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- d. It establishes procedures and regulations for access to and disclosure of education records.



e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.

3. Copies of the School Board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

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

a. The information listed above shall be public information which the school district may disclose from the education records of a student.

b. Should the parent/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.

c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

(1) Name of student and parent/guardian, as appropriate;

(2) Home address;

(3) School presently attended by student;

(4) Parent's/guardian's legal relationship to student, if applicable;

(5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents/guardians of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent/guardian or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

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

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

(1) NAME OF STUDENT AND PARENT/GUARDIAN, AS APPROPRIATE;

(2) HOME ADDRESS;

(3) STUDENT'S GRADE LEVEL;

(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;

(5) PARENT'S/GUARDIAN'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;

(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.

(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

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

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA  
JUNE 2017



# 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](http://www.moorheadschoools.org)

■ Superintendent: 218-284-3330

■ Assistant Superintendent for Business and Operations: 218-284-3370

■ Assistant Superintendent for Learning and Accountability: 218-284-3310

■ Human Resources: 218-284-3350

## Discipline Procedures – Grades 56-8

**Administrative Procedure:** 551.1

**Date Adopted:** 6/27/2011

**Dates Reviewed:** 7/17/2012, 8/12/2013, 6/23/2014, 6/8/2015, 6/13/2016

**Section:** 500 STUDENTS

**Date Revised:** 8/12/2013,

6/23/2014, 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 Behavioral Intervention and Supports (PBIS) as a foundation for behavioral expectations.

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

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

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

Restorative practices are a type of intervention 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](http://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
<u>Grades 5-6</u>	*	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or suspension</u>
<u>Grades 6-8</u> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action	2-3 day suspension	3-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

### 2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

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

#### Definitions:

- "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
- "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.
- "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Notification of legal authorities</u> <u>Referral to student assistance</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-3 day suspension</u> <u>Notification of legal authorities</u> <u>Referral to student assistance</u>	<u>Parent(s)/Guardian(s) conference</u> <u>3-5 day suspension</u> <u>Notification of legal authorities</u> <u>Referral to student assistance</u>
<u>Grades 6-8</u> <u>7-8</u>	Parent(s)/Guardian(s) conference 1-3 day suspension Notification of legal authorities and student assistance team Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for six (6) weeks* Referral to student assistance	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* Referral to student assistance	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 Referral to student assistance

(\*) 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, 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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Notification of legal authorities</u> <u>5-10 day suspension</u> <u>Referral to student assistance</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Immediate notification of legal authorities</u> <u>10 day suspension</u> <u>Referral to student assistance</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Immediate notification of legal authorities</u> <u>10 day suspension</u> <u>Referral to student assistance</u>
<del>Grades 6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Immediate notification of legal authorities and student assistance team 5-10 day suspension or alternative action Referral to student assistance	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Referral to student assistance	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Referral to student assistance

### 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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-5 day suspension or alternative action</u> <u>Immediate notification of legal authorities (police and fire marshal)</u>
<del>Grades 6-8</del> <u>7-8</u>	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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-5 day suspension</u> <u>Referral to legal authorities</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-5 day suspension</u> <u>Referral to legal authorities</u>
<del>Grades 6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference 1-3 day suspension or alternative action 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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Referral to Truancy Intervention Program</u>
Grades <del>6</del> <u>7-12</u>	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 K-12	Parent(s)/Guardian(s) conference 3-5 day suspension or alternative action Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

## 8. BULLYING OR INTIMIDATING BEHAVIOR

"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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity</u> <u>1-2 day suspension</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or suspension</u> <u>2-5 day suspension</u> <u>Notification of legal authorities</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action Notification of legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference 2-5 day suspension Notification of legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference 5-10 day suspension Notification of legal authorities Referral to threat assessment team Recommendation to Superintendent for expulsion or exclusion

## 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
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Same/next day dismissal</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention	Parent(s)/Guardian(s) conference 1 day suspension	Parent(s)/Guardian(s) conference 1-3 day suspension

(\*) Indicates disciplinary action assigned by building administration.

## 10. DISORDERLY CONDUCT

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal or 1-2 day suspension</u>
<u>Grades 6-8</u> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/Guardian(s) conference 2-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

## 11. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

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

- 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.
- Willful conduct that endangers surrounding people, including school district employees, the student or other students, or the property of the school; and
- 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
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-2 day suspension</u>
<u>Grades 6-8</u> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 suspension	Parent(s)/Guardian(s) conference 2-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

## 12. DRESS AND APPEARANCE

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

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

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

- Short shorts, clothing that exposes the midriff or undergarments, and other clothing that is not in keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- 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.
- Any apparel or footwear that would damage school property.

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).

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 K-8	* Student conference Modify clothing	Parent(s)/Guardian(s) notification Modify clothing or send home	Parent(s)/Guardian(s) conference Modify clothing or send home

(\*) Indicates disciplinary action assigned by building administration.

### 13. FALSE ALARM

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	* <u>Notification of legal authorities</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Referral to legal authorities</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u> <u>Referral to legal authorities</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference Detention or 2-3 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference Detention or 3-5 day suspension Notification of legal authorities

(\*) Indicates disciplinary action assigned by building administration.

### 14. FALSE REPORTING

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	* —	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1 day suspension or alternative action	Parent(s)/Guardian(s) conference 1-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

### 15. GAMBLING

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	* —	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action	Parent(s)/Guardian(s) conference 1-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

### 16. HARASSMENT

Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals.

"Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u> <u>Notification of Title IX Officer</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Notification of Title IX Officer</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u> <u>Notification of Title IX Officer</u>
<del>Grades 6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension Notification of Title IX Officer	Parent(s)/Guardian(s) conference 1-3 day suspension Notification of Title IX Officer Notification of legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of Title IX Officer Notification of legal authorities

(\*) Indicates disciplinary action assigned by building administration.

## 17. HAZING

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u>
<del>Grades 6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action	Parent(s)/Guardian(s) conference 1-3 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities

(\*) Indicates disciplinary action assigned by building administration.

## 18. INSUBORDINATION

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u>
<del>Grades 6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention	Parent(s)/Guardian(s) conference Detention or 1-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

## 19. MISBEHAVIOR ON THE SCHOOL BUS

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

Grade Level	First Offense	Second Offense	Third Offense
<del>Grades 6-8</del> <u>5-8</u>	Student conference and warning	Parent(s)/Guardian(s) conference 3-5 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.

## 20. NUISANCE OBJECTS

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



Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	* <u>Confiscate</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Confiscate</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Confiscate Detention	Parent(s)/Guardian(s) conference Confiscate and return to parents Detention or 1-3 day suspension	Parent(s)/Guardian(s) conference Confiscate and return to parents after one week 1-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

## 21. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by 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 <del>6-8</del> <u>5-8</u>	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference Confiscate and return to parents	Parent(s)/Guardian(s) conference Confiscate and return to parents Detention or alternative action

## 22. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	* <u>Confiscate</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Confiscate</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Confiscate</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Confiscate Detention 1-2 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference Confiscate 2-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference Confiscate and keep in office 5-10 day suspension Referral to legal authorities

(\*) Indicates disciplinary action assigned by building administration.

### 23. PUSHING, SHOVING, SCUFFLING

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention and/or 1-3 day suspension or alternative action	Parent(s)/Guardian conference Detention or 2-3 day suspension	Parent(s)/Guardian(s) conference 1-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

### 24. RECORDS OR IDENTIFICATION FALSIFICATION

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Removal from class or activity or</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/Guardian(s) conference 1-5 day suspension

(\*) Indicates disciplinary action assigned by building administration.

### 25. SECURITY SYSTEM TAMPERING

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>*</u>	<u>Parent(s)/Guardian(s) conference</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-2 day suspension</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action Restitution Notify legal authorities	Parent(s)/Guardian(s) conference 2-3 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities

(\*) Indicates disciplinary action assigned by building administration.

### 26. TECHNOLOGY AND TELECOMMUNICATION MISUSE

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-2 day suspension of computer</u> <u>privileges</u>	<u>Parent(s)/Guardian(s) conference</u> <u>2-3 day suspension of computer</u> <u>privileges</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Suspension of computer privileges</u>
Grades <del>6-8</del> <u>7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day	Parent(s)/Guardian(s) conference 2-3 day suspension of computer	Parent(s)/Guardian(s) conference Suspension of computer privileges

	suspension of computer privileges	privileges	
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## 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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Restitution</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Restitution</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-2 day suspension</u> <u>Notify legal authorities</u>
<u>Grades <del>6-8</del> 7-8</u>	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 2-3 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 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
<u>Grades 5-6</u>	<u>*</u> <u>Parent(s)/Guardian(s) conference</u> <u>Referral to legal authorities</u> <u>Referral to threat assessment team</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-5 day suspension</u> <u>Referral to legal authorities</u> <u>Referral to threat assessment team</u>	<u>Parent(s)/Guardian(s) conference</u> <u>10 day suspension</u> <u>Referral to legal authorities</u> <u>Referral to threat assessment team</u>
<u>Grades <del>6-8</del> 7-8</u>	Parent(s)/Guardian(s) conference 1-5 day suspension or alternative action 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

(\*) Indicates disciplinary action assigned by building administration.

## 29. TOBACCO, POSSESSION AND USE

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

Grade Level	First Offense	Second Offense	Third Offense
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Referral to legal authorities</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Referral to legal authorities</u>	<u>Parent(s)/Guardian(s) conference</u> <u>1-2 day suspension</u> <u>Referral to legal authorities</u>
<u>Grades <del>6-8</del> 7-8</u>	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 2-3 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 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
<u>Grades 5-6</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Restitution</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Notification of legal authorities</u> <u>Restitution</u>	<u>Parent(s)/Guardian(s) conference</u> <u>Notification of legal authorities</u> <u>Restitution</u>

		<u>Removal from class or activity or suspension</u>	<u>Removal from class or activity or suspension</u>
Grades <del>6-8</del> 7-8	Parent(s)/Guardian(s) 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 K-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion

## Year at a Glance

### August 2017

- 14 Season begins for Grades 7-8 Cross Country (at MHS)
- 21 Season begins for Grades 7-8 Girls Tennis, Football and Volleyball
- 22 Registration for grades 7-8 students new to the district, 9 a.m.- 3 p.m., Horizon East Counseling Office
- 29 Back-To-School Night, Grade 7, 5-6:30 p.m.
- 29 Back-To-School Night, Grade 8, 7-8:30 p.m.
- 31 Grades 5-6 Back-to-School sessions as scheduled (afternoon)
- 31 Back-To-School Night, Grade 5 and Spanish Immersion, 5-6:30 p.m.
- 31 Back-To-School Night, Grade 6, 7-8:30 p.m.

### September 2017

- 5 First day of school
- 19 Horizon East School Picture Day
- 19 PTAC meeting, 6:30 p.m., Horizon East Media Center
- 29 No School
- 29 Band and Grade 6 Orchestra in MHS Homecoming Parade

### October 2017

- 4, 5 Grade 6 Learning Bank Russian Kaleidoscope performance
- 4-6 Vision and hearing screening
- 16,17 Conferences, 5-8:30 p.m.
- 16-18 Book Fair
- 18 Conferences, 8-11:45 a.m. (No School)
- 19-20 No school
- 23 Season begins for Grades 7-8 Girls Basketball
- 24 PTAC meeting, 6:30 p.m., Horizon West Media Center
- 26 Grade 6 Orchesta Concert, 6 p.m.; Grade 7 Orchestra Concert, 7 p.m., Grade 8 Orchestra Concert, 8 p.m., Cafetorium
- 30 Grade 5 Orchestra Concert, 7 p.m., Cafetorium

### November 2017

- 3 End of Quarter
- 6 Season begins for Grades 7-8 Wrestling
- 10 No school
- 16 Grades 7 and 8 Band and Honor Band Concert, 7 p.m., Cafetorium
- 22-24 No school
- 27 Season begins for Grades 7-8 Boys Swimming (MHS)
- 28 PTAC meeting, 6:30 p.m., Horizon East Media Center
- 30 Grade 6 Choir Concert, 7 p.m., Cafetorium

### December 2017

- 5 Grade 7 Choir and Honor Choir Concert, 6:30 p.m. at Horizon, Grade 8 Choir and Honor Choir Concert, 8 p.m., Cafetorium
- 14 Grade 6 Orchesta Concert, 6 p.m.; Grade 7 Orchestra Concert, 7 p.m., Grade 8 Orchestra Concert, 8 p.m., Cafetorium
- 14-15 Honor Band Tour
- 15 Honor Choir Tour
- 19 PTAC meeting, 6:30 p.m., Horizon West Media Center
- 19 Grades 5-6 Band and Jazz Band Concert, 7 p.m., Cafetorium
- 22 Winter break begins

### January 2018

- 2 Classes resume
- 3 Season begins for Grades 7-8 Boys Basketball
- 15 No school

- 16 PTAC meeting, 6:30 p.m., Horizon East Media Center
- 17 Band at Jazz Festival
- 19 End of 2nd Quarter/1st Semester
- 25 Junior High Choir Festival at NDSCS

### February 2018

- 8 Grades 7 and 8 Band Concert, 7 p.m., Auditorium
- 6-8 Courage Retreat
- 13 Grades 7 & 8 Choir Concert, 7 p.m., Auditorium
- 16 No School
- 19 No School
- 20 PTAC meeting, 6:30 p.m., Horizon West Media Center
- 27 Grade 6 Choir Concert, 7 p.m., Auditorium
- TBA Grade 8 Orchestra Concert

### March 2018

- 1,2,3 Horizon Musical, 7 p.m., Auditorium
- 4 Horizon Musical, 2 p.m., Auditorium
- 5-6 Conferences, 5-8:30 p.m.
- 5-7 Book Fair
- 6 Grade 8 Band at Raging Red Band Festival
- 7 Conferences, 8-11:45 a.m. (No School)
- 8-9 No School
- 13 Grade 5 Orchestra Concert, 7 p.m., Auditorium
- 14 Grades 7 and 8 Band Trip
- 15 Grade 6 Orchesta Concert, 6 p.m.; Grade 7 Orchestra Concert, 7 p.m., Grade 8 Orchestra Concert, 8 p.m., Auditorium
- 19 Season begins for Grades 7-8 Track, Golf and Boys Tennis
- 20 PTAC meeting, 6:30 p.m., Horizon East Media Center
- 27 Band Solo and Ensemble Concert, 6:30 p.m., Auditorium
- 29 End of 3rd Quarter
- 30 No School

### April 2018

- 2 No School/Emergency Makeup Day
- 14 Grades 5-6 Band at MBDA Young Band Festival
- 17 PTAC meeting, 6:30 p.m., Horizon West Media Center
- 21 All-City Band Concert with Dallas Brass, 7 p.m.
- 27 No School

### May 2018

- 4 Grade 7 Band at MMEA Mid-Level Band Festival
- 8 Grade 7 Choir & Honor Choir 6:30 p.m., Grade 8 Choir & Honor Choir Concert, 8 p.m., Auditorium
- 11 Grade 8 Choir Trip to Chanhassen
- 14 All-City Orchestra Concert
- 14-15 Honor Band Recruitment Tour for Grade 4 Students
- 15 PTAC Meeting, 6:30 p.m., Horizon East Media Center
- 18 Honor Choir Spring Tour
- 24 Grade 6 Choir concert, 7 p.m., Auditorium
- 28 No School
- 30 Grades 5 and 6 Band and Honor Band Concert, 7 p.m., Auditorium
- 31 Grades 7 and 8 Band and Jazz Band Concert, 7 p.m., Auditorium

### June 2018

- 4 Grade 6 Orchesta Concert, 6 p.m.; Grade 7 Orchestra Concert, 7 p.m., Grade 8 Orchestra Concert, 8 p.m., Auditorium
- 5 Last Day of School

### Emergency Makeup Day: April 2

Possible Emergency Makeup Days: June 6, 7, 8, 11, 12



**MOORHEAD**  
AREA PUBLIC SCHOOLS

**Horizon Middle School West Campus  
Grades 5-6 Course Description and Planning Guide  
2017–2018**



**“Education is the passport to the future, for tomorrow  
belongs to those who prepare for it today.”**

**Malcolm X**

## District Mission and Core Values

### Our Guiding Philosophy

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

### Our Mission

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

### Our Vision

Moorhead Area Public Schools will be a progressive school district recognized for excellence at all levels. The district will work collaboratively with the community to provide a premier education for every learner to achieve success while providing a safe and nurturing environment that celebrates diversity and practices mutual respect.

### Our Core Values

Moorhead Area Public Schools is committed to the education and well being of each student. As such, the district is committed to:

- creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research-based, data-driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- advocating for children and youth within our community and district.
- celebrating students and staff.
- promoting pride in the Moorhead community and schools.

### Accent on Excellence

Moorhead Area Public Schools offers a wide range of opportunities to help each student and family in chasing its hopes and dreams. Moorhead has four K-4 elementary schools and a grades 5-8 middle school campus with separate schools for grades 5-6 and grades 7-8. Each school is dedicated to affirming every student and helping students prepare for their future. At the same time, the teachers of Moorhead understand that learning is not the memorization of facts but the growth of skills that enable future growth. To that end the teachers in Moorhead seek to nurture the development of the following:

- Self-directed Learner – The ability to be responsible for one's own learning
- Community Contributor – The understanding that it is essential for human beings to work together
- Complex Thinker – The ability to demonstrate critical thinking and problem solving
- Quality Producer – The ability to recognize and produce quality performance and quality products
- Effective Communicator – The ability to communicate effectively
- Effective and Ethical User of Technology – The ability to use a variety of technologies effectively and ethically

Moorhead has dedicated itself to making these statements a reality through the placement of a number of systems and a curriculum that is both guaranteed and viable.

### **The goal is to nurture a lifelong learner!**

#### **Reading Well By Third Grade**



Moorhead Area Public Schools is committed to improving academic achievement for all students. Our teachers and staff members work together to provide students with the skills and knowledge necessary to be college and career ready. The cornerstones of our strategic plan focus on teacher effectiveness, consistent standards-based curriculum and literacy. The Reading Well Plan supports our strategic priorities by outlining actions to ensure literacy success for all students.

Through a collaborative process involving representatives from across the district, Moorhead Area Public Schools has developed its Reading Well by 3rd Grade Plan, which follows the guidelines provided by the Minnesota Department of Education. The plan is updated each school year.

According to Minn. Statute 120B.12, school districts must adopt local literacy plans to have every child reading at or above grade level no later than the end of grade 3. Plans must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. Once approved, literacy plans must be posted on the district website.

The Minnesota Department of Education provides the following information about the importance of literacy:

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that students have a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Moorhead Area Public Schools invites feedback from all stakeholders on the K-3 Literacy Plan. Input will be sought through building Parent Teacher Advisory Councils (PTACs), the district's Instruction and Curriculum Advisory Council (ICAC), the district website at [www.moorheadschoools.org](http://www.moorheadschoools.org) and via email to [info@moorheadschoools.org](mailto:info@moorheadschoools.org). The district's annual report will provide information about the plan and feedback process. The feedback from all stakeholders will be used to enhance the usefulness of this document and refine the effectiveness of the process. Review the [Moorhead Area Public Schools Literacy Plan](#).

#### **English Language Learners (ELL)**



Moorhead schools provide small group and individual instruction in speaking, reading, and writing English for our students whose first or primary language is not English. The ELL program assists limited English proficient students in the acquisition of English proficiency and content area skills necessary for successful participation in the academic curriculum. The ELL program provides specialized instruction in the oral communication and literacy skills of English. Listening



comprehension, pronunciation, functional usage, vocabulary, grammar, reading, writing, spelling and nonverbal language are all included in the program. A more complete description of the program can be viewed in the [English Learner Plan of Service](#).



### Guidance / Counseling

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

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



### What is PBIS?

PBIS (Positive Behavioral Interventions and Supports) is a process required for all Minnesota schools for creating safer and more effective schools. PBIS is a systems-approach to enhancing the capacity of schools to educate all children by developing research-based, schoolwide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student-specific discipline plans. PBIS is a proactive approach for creating and maintaining safe and effective learning environments in schools. PBIS Minnesota trains, facilitates and monitors programs across the state.

PBIS includes school-wide procedures and processes for:

- **ALL** students, **ALL** staff, in **ALL** settings;
- Non-classroom settings within the school environment;
- Individual classrooms and teachers;
- Individual supports for the 5% of students with the most challenging behaviors.

PBIS is used nationally. If you would like to learn more about PBIS access the [PBIS website](#).

### Bullying/Intimidation – the site has additional links on the right side



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

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

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

**D.A.R.E.**

[Drug Abuse Resistance Education \(DARE\)](#) is a collaborative effort by certified law enforcement officers, educators, students, parents and the community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth. The emphasis of DARE is to help students recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants and other drugs or to engage in violence. Currently, trained law officers provide safety presentations in kindergarten and grade 5. To learn more about our DARE Program or schedule a presentation [contact the DARE Officer](#) or call 218-790-4259.



### [Spanish Immersion Program](#)

The Spanish Immersion (SI) program offers children an opportunity to learn to read, write and speak Spanish. At Ellen Hopkins Elementary and Horizon West (grades K-6), students are immersed or completely engaged in a second language while learning all subject areas including reading, writing, mathematics, science and social studies. Using the identical elementary curriculum used by the other Moorhead elementary schools, Spanish Immersion teachers instruct in

Spanish rather than English.

Grades 5-6 Spanish Immersion students work in multi-age classes that are integrated into the full school community. Multi-age educational practices are grounded in a philosophy that every child can learn at his or her own pace and that learning is a continuum rather than a series of steps. The multi-age classroom creates a nurturing community where students begin to take responsibility for their own education, and it supports the acquisition of language and academic growth.

Besides learning the regular school curriculum, the students will become fluent writers, readers and speakers of Spanish. Students also are exposed to the cultures of Spanish-speaking communities in the United States and around the world. Along with the recognized benefits of being bilingual/biliterate, recent brain research

highlights many other advantages to learning a second language at an early age in a program like Moorhead's K-6 immersion program.

A description about the program and the processes to enter the program may be found by reading the [Spanish Immersion brochure](#). A video about the program is available by request through the Hopkins office at 218-284-4300.

### **World's Best WorkForce**

The Minnesota Legislature passed the World's Best Workforce bill in 2013 to ensure every school district in the state is making strides to increase student performance. The School Board must establish goals and align strategic plans and budgets to achieve world-class student achievement by 2027.

World's Best Workforce (WBWF) is focused on the goals of having all students meet school readiness goals and be ready to start kindergarten, having all third-grade students achieve grade-level literacy, closing the academic achievement gap between all student groups (ethnic, special education, poverty), having all students graduate from high school, and having all students attain college and career preparedness. The legislation is frequently updated during sessions of the state legislature.

**World's Best Workforce Annual Report on Curriculum Instruction and Student Achievement** for Moorhead Area Public Schools.

### **Gifted/Talented Program - Discovery of one's self and of one's interests!**



Moorhead Area Public Schools provides learning conditions that support academic achievement for all students. A gifted and talented coordinating teacher provides a continuum of services for high-potential students in grades 3-8. Students in grades 9-12 participate in Honors and Advanced Placement classes. In addition grade 9 students can participate in weekly informational sessions that address college and career readiness. The goal of the Gifted and Talented program is to be a period of discovery as students learn more about their distinctive talents and areas of interest.

The elementary and middle school Gifted and Talented Program provides identified students in grades 3-8 with “discovery” opportunities to expand and enhance 21st century skills while also developing individual gifts and talents in student interest areas. The program is assessed by the 4C’s of communication, collaboration, creativity and critical thinking. All subject areas can be utilized through project-based learning (PBL). Each project starts with an essential question or problem to solve and ends with a presentation to an audience. Students work the 4C’s in the middle, and the element of choice is granted so the students are choosing the direction for their learning. Emphasis on organization, responsibility, speech delivery, and social/emotional needs are woven into the ongoing curriculum. All Gifted and Talented services are called discovery since time spent within the program is meant for students to learn more about their distinctive talents and interests through an investigative, curiosity filled, and choice based way. Review the district’s [comprehensive plan for Gifted and Talented](#).

The first stage of identification for the Gifted and Talented Program is nomination. Principal, parent, teacher, or self-nomination may be accepted and may be submitted to the school office.

## Special Education Services



Moorhead Area Public Schools learner support services provides a continuum of special education services that are in effect from early childhood through through age 21. The district will provide qualifying students support in the transition toward independent living (community participation), employment, and postsecondary training. Students must meet state disability criteria and demonstrate a need for specialized instruction to be eligible for these programs. Read about the [special education referral process](#).

After a referral has been made case managers, parents/guardians, school staff and students will work together to provide services and supports that meet individual student needs. The goal of learner support services is to provide support for students' to ensure their academic, social/emotional, functional and self-sufficiency needs are met. Student progress will be reviewed annually to ensure an appropriate individualized education plan is developed and followed.

Moorhead schools offer a range of services from support in the general education classroom to full-day programming in a special education classroom. Placement for services is always based on the needs of the individual student. A listing of possible services is as follows:

Physical Therapy	Audiology Services
Occupational Therapy	Interpreting Services
Speech Language Pathology	Transportation Services
Social Work Services	Orientation and Mobility Services
Assistive Technology Services	Autism Consultant Services
Counseling	Behavior Analyst Consulting Services
Children's Therapeutic Support Services (CTSS)	

At the same time services are provided for specific disabilities as follows:

Speech/Language Impaired	Physically Impaired
Specific Learning Disability	Deaf/Hard of Hearing
Emotional Behavioral Disorders	Visual Impairment
Other Health Disabilities	Deaf-Blind
Development Delay	Autism Spectrum Disorders
DCD Mild Moderate	Traumatic Brain Injury
DCD Severe	Severely Multiply Impaired

In addition, extracurricular activities and clubs are offered through the school. Support may be provided to a student with a disability if the student meets the prerequisite requirements for activity and the support doesn't change the integrity of the activity.

Adapted athletics are provided for grades 7-12 students. Currently Adaptive Bowling is offered and sanctioned through the MSHSL.

Read the [detailed description of special education services and procedures](#).

## Other Supplemental Programs

At the middle school level, the district also offers programs that provide extra help and instruction in reading and writing. These include literacy support for students. Our schools have tutors to assist students in the area of reading through the Minnesota Reading Corps. The America Reads program provides Minnesota State University Moorhead education majors to assist students with reading. The middle schools use a before-school and summer Targeted Services program called EXCEL to give students extra help in reading, writing and mathematics.

Students who are performing below their grade level and are recommended by their teacher will be considered for these programs. Parents/guardians who have questions about any of these programs, should contact their student's classroom teacher. If you wish to volunteer, contact a teacher or principal.

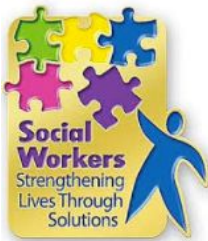
## Family Advocate and Behavior Interventionist



Behavior interventionists are an integral part of the school support system. The behavior interventionists coordinate and implement small groups utilizing the Zones of Regulation curriculum. Groups are held to assist students learn self-regulation and social skills. Behavior interventionists also facilitate the Check In Check Out (CICO) program. CICO is an effective research-based intervention that provides students with positive interactions. The goal of the program is to assist students to be more successful in school academically, socially and behaviorally. As part of the program,

the behavior interventionists assists in writing behavior plans, communicating with parents, and providing resources to outside mental health agencies.

## School Social Worker



The school social worker is an integral part of each school's support team, addressing academic, home and mental health areas for students at-risk of being identified as having a disability and those identified as having a disability. They focus on the relationships and interactions between students and others with the purpose of supporting students and reducing barriers and problems that impede student learning. School social workers work together with parents, teachers and other school personnel to support the academic and personal/social development that interfere with learning, and ensure students receive needed support and services through proper referral and follow-up. School social workers advocate for students to ensure needed supports and work with families to access those

supports when community agencies are important for the success of the students.

## Library Media Center



In Moorhead Area Public Schools, library media instruction is an essential part of the education of all students. All curricular areas are dependent upon library media services for the support necessary to meet many outcomes in the various disciplines. In addition, the rapid change in communication technology requires quality library media programs with a variety of resources and skills, enabling students to access, evaluate, interpret, and apply information from print and non-print materials. The library media center provides appropriate resources and professional personnel which are key components to student success. Library



instruction is offered to all students. Media specialists are trained in the utilization and assessment of 21st century skills, preparing our students with the skills necessary for life and work in the 21st century. The school administrators, library media specialists and classroom teachers are encouraged to become knowledgeable of the standards and concepts that are identified for the school library media program. The library media specialists and classroom teachers are strongly encouraged to plan together for cross-curricular integration. This serves as an effective and useful strategy to direct library media teaching and student learning.



### Transportation

Moorhead Area Public Schools provides free bus service for students who live within their attendance area and who live one mile or more from the school. Information concerning bus routes is mailed to families prior to the start of school or may be obtained by checking PowerSchool or calling the school district transportation office at 284-1410. Please understand that it is considered a privilege to ride the bus and not a right. Should you have any concerns about your student riding the bus please contact the transportation office at 284-1410.

### Health Services



Moorhead Area Public Schools provides a wide range of health services to our students in the district. Health assistants are available in every building and licensed school nurses cover each building as well. Health services includes:

- Hearing and vision screenings for grades K, 1, 3, 5 and 7 students and all new students to the district.
- Flu shot clinics for students, their families, and staff members during fall parent-teacher conferences.
- Educating on different health subjects as requested by staff or teachers.
- Monitoring any medications given at school, including communication with physicians and parents.

- Collaborating with other staff members to promote student health and well-being.
- Determining any special medical condition among all students in the district.
- Training staff members on different health procedures to ensure an optimal learning environment for the students and all health needs are being met.
- Providing referrals to different community resources.



### Food and Nutrition

Moorhead Area Public Schools teaches healthy eating habits by introducing students to a variety of food choices. All menus meet nutrition requirements established by the USDA. The weekly menu can be found through SPUDS Landing / PowerSchool. The application for free and reduced lunch may be completed annually through [Infosnap](#), completed electronically through

[PowerSchool](#) to ensure faster processing, or by submitting the paper form: [Application for Educational Benefits \(read instructions\)](#).

Students can eat breakfast and lunch daily. School breakfast is available daily and costs \$1. Students have a defined lunch period. Lunch costs \$2.40 at the secondary schools and includes milk. Students eligible for free or reduced-price lunch are also eligible for free breakfast.

Moorhead Area Public Schools uses a computerized lunch program. Students must prepay for meals and milk. Parents/guardians are asked to deposit enough money for a week or more of meals. Students may put money in their account before school or during their noon hour. Parents may also use PayForIt, an online payment processing system, to pay for school meals online. Parents/guardians may check their students' meal account balance and transactions through PowerSchool.

Students may have milk as part of a snack break. Milk charges are taken from the meal account. Milk is also available to children who choose to bring their lunch. Milk for lunch and for snack break is sold for reasonable price. There are no free or reduced arrangements for morning milk. Milk break snacks may be purchased through a student's meal account if interested.

All prices are subject to change on an annual basis as determined by the school board and the United States Department of Agriculture (USA). Should you have any questions please Food and Nutrition Services at 284-3325.

**School and Family Partnership**

The teacher of your student(s) realizes your family is in a partnership the teacher. Your family is always invited to communicate with the teacher regarding the cognitive and affective growth of your child. Truly, the teachers want your son or daughter to have the best possible experience at school. To aid in this process several opportunities are scheduled:

**There will be opportunities for students and parents to visit their classrooms and teachers prior to the beginning of the school year.**

**Conferences** are held during the school year to provide an exchange between the teachers and the families. It is a valuable time to learn about growth and to exchange thinking about helping each student to grow as much as possible both emotionally and academically.

Another great opportunity is for parents to get involved in each building's **Parent Teacher Advisory Council** (PTAC). PTAC groups meet monthly to discuss pertinent school issues, coordinate school activities such as school events, book fairs, and others, and raise funds that help provide equipment, student rewards, materials and more. It is a chance for parents to share successes and concerns with the building principal.

**Curriculum**

While attending the middle school students will have instruction in:

- |                    |                    |
|--------------------|--------------------|
| Language Arts      | Health             |
| Science            | Mathematics        |
| Social studies     | Music              |
| Art                | Physical education |
| Media / technology | Spanish (option)   |



Each subject covers standards-based content, with an emphasis upon cultivating students' 21st century skills such as creativity, critical thinking, collaboration, communication and innovation. The education of each student becomes individualized as the staff work to move each student to higher levels of performance. All staff tap every possible resource to respond to a student's level of readiness and performance. Resources outside of the classroom can be tapped to help students as needed.

### **Grades 5-6 Middle School Curriculum Structure**

The schedule for fifth- and sixth-grade students will include literacy, social studies, math, science and advisory connections. On a four-day rotating schedule students will have physical education/health, music and art. Additionally, students have the opportunity to take band or orchestra beginning in grade 5 and choir beginning in grade 6.

Opportunities will include integrated and innovative programming such as project-based learning, AVID school-wide and 21st century skills; flexible learning spaces with maker spaces for hands-on learning; and smaller team sizes that allow for rigor and relationships. Spanish Immersion will be integrated into both grades 5 and 6 with multi-age classes for students who are continuing the program from Hopkins Elementary. Recess will be scheduled daily.

Connections/advisory time will use a supplemental curriculum. The primary goal of the connections time is to build relationships. The school's Building Leadership Team and PBIS (Positive Behavioral Intervention and Supports) team will make decisions on the curriculum for the connections time.

### **Curriculum Overview**

#### **Social Studies:**

Students will be introduced to skills in geography, economics, government, civics and history. Students will use these skills at progressively more challenging levels while developing solid background information and critical vocabulary skills. Social studies is the interdisciplinary study of citizenship and government, economics, geography, history, and other disciplines in the social sciences and humanities in which students develop the content, concepts, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world.

#### **Reading and Language Arts:**

The ability to read and write are the bedrock of all learning. The goal of Moorhead Area Public Schools is to ensure all students are grade-level proficient in reading. However, although meeting grade-levels standards is one of the measurable goals for reading, the ultimate goal is for all students to be able to utilize literacy skills for reading, writing, speaking, and listening throughout their lifetimes to enrich their opportunities and enhance their contributions to society. Since research has shown that students who are not reading at or above grade level by third grade have difficulty ever catching up, it is with a great urgency that Moorhead Area Public Schools works to identify and implement highly effective, research-based literacy instruction for all students. More information is available in the [Moorhead Local Literacy Plan](#).

#### **Science** (state standards are at the bottom of the linked page):

Science is the active study of the natural and man-made world, including processes, structures, designs, and systems. Science students use their senses and tools to observe, record and analyze data about the world and to make conclusions based on evidence. Scientifically literate young people can understand basic science concepts, use skills for doing scientific investigations, solve technical problems, and design technologies for today's world. Moorhead follows the state-defined science standards for grade-level instruction.



**Mathematics** (state standards are at the bottom of the linked page):

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and to develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, in engineering, and in everyday life. For this reason, mathematics is often called the "language of science."

All students need to learn important mathematical concepts, skills, and relationships with understanding. The standards describe a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are grouped by strands: 1) Number and Operation; 2) Algebra; 3) Geometry and Measurement; 4) Data Analysis and Probability.

**These are the process skills that help students to THINK mathematically and to become lifelong learners:**

Math instruction across grade levels will develop the following practices necessary for success in mathematics:

- Choose strategies for solving a problem and checking answers.
- Represent math problems in a variety of ways and think about what the problems mean.
- Share ideas, explain thinking, and analyze others' ideas.
- Solve math problems using models, labeled sketches, expressions, and equations.
- Decide when and how to use math tools, pictures, and models to help solve problems.
- Be mathematically precise and describe ideas clearly.
- Use the structure of a number, shape, or model to solve problems and show thinking.
- Can make generalizations about numbers and facts and come up with strategies to solve similar problems.

#### **Health / Physical Education:**

It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so they can adopt healthy and physically active lifestyles. Quality programs also are important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

According to the National Association for Sport and Physical Education (NASPE) guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction. Quality physical education programs should provide the student with the following benefits:

**Skill development** – Develops motor skills that allow for safe, successful, and satisfying participation in physical activities.

**Regular, healthful physical activity** – Provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits.

**Improved physical fitness** – Improves the health-related components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).

**Support of other subject areas** – Reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, math and social studies, communication skills, and literacy.

**Self-discipline** – Facilitates development of responsibility for personal health, safety and fitness.

**Improved judgment** – Influences moral development and students assume leadership roles, cooperate with others, and accept responsibility for their own behavior.

**Stress reduction** – Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

[View the national physical education standards.](#)

[View the national health standards.](#)

### **Music:**

The Moorhead Schools provides balanced, comprehensive, and sequential experiences for children to perform, create, and respond to music. Through singing, playing instruments, moving to music, and creating music, children acquire musical literacy skills and knowledge by doing. In keeping with the national music standards and the Minnesota music standards, the goals of this hands-on program are to have children create, perform, and participate in music-making, to know and use musical materials and resources, read and perform music notation and to appreciate, respond to, and analyze music they hear. In addition, through experiential learning, students will understand their own historical and cultural heritage and those of others within their communities and beyond.

Instruction in music will be for 30 minutes three days out of a four-day cycle. The instruction will involve active movement and singing songs with proper vocal techniques. Throughout the school year, there are opportunities for the children to perform within their own building.

[View the national music standards](#)

[View the Minnesota music standards](#)

Students in grades 1-6 in Moorhead Area Public Schools experience a fine arts performance each year sponsored by Learning Bank (a nonprofit organization that partners Fargo, West Fargo and Moorhead school districts). These Learning Bank experiences encourage young people to become lifelong learners and well-informed consumers of the arts. In addition to experiencing the art form, students also learn appropriate social etiquette to utilize when attending performances.

- Grade 5 – Fargo-Moorhead Kicks Jazz Band
- Grade 6 – Russian cultural presentation by Cultural Kaleidoscope

### **Art:**

The Moorhead Schools middle school art program provides a variety of art experiences for grades 5-8. Students learn about art through art making, art observing and artistic literacy. Students use a variety of tools and media through art exploration and experimentation. The program encourages the students to use the elements and principles of art through creating, performing and participation. Students also learn and understand that art has cultural and historical influences from around the world with different styles.

In grades 5-6, students receive 60 minutes of art every four days taught by certified art specialists. Students have the opportunities to showcase their artwork at school or in the community.

## **Curriculum Guides by Grade**

**Horizon Middle School West Campus**

**Grades 5-6**

[Grade 5](#)

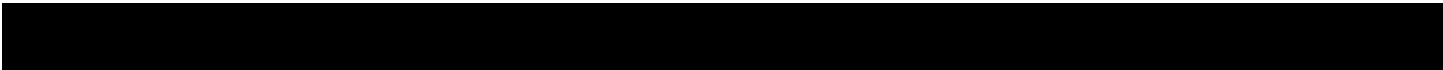
**Horizon Middle School East Campus**

**Grades 7-8**

[Curriculum Description](#)



[Grade 6](#)



# Grade 5 Parent Curriculum Guide



Why fit in when you were born to stand out?

Dr. Seuss



**MOORHEAD**  
AREA PUBLIC SCHOOLS

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## Foundational Skills

-



- Use strategies (context clues, word parts, and reference materials) to determine the meaning of grade-level words and phrases.

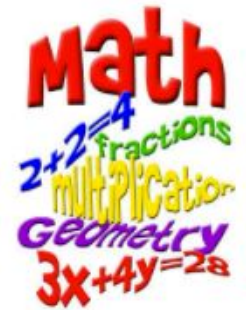
### Ways You Can Support Your Child's Literacy Development

- Visit the local library together to find books of interest to your child.
- Make time in your busy schedules for reading every day.
- Keep books in the car and listen to audiobooks in the car.
- Help your child find a quiet space in your home for reading.
- Continue reading aloud to your child even as he/she is getting older.
- Have your child read aloud (to you, to a younger child, etc.).
- After reading a book, talk about characters; make connections to your own lives.
- Draw attention to the meaning of new and interesting words in reading and conversation.
- Ask questions about what your child is reading (What do you think is most important so far? Why would the character do that? What are you learning about the topic or characters?).
- Encourage your child to explore topics of high interest through reading.
- Have your child keep a written journal to record events.
- Involve your child in activities with written directions (recipe, assembly instructions, etc.).
- Have your child write letters or thank you notes to friends and relatives.
- Use photos of events as a springboard to conversation and writing about family memories.
- Explore the literacy resources on your child's [SPUDS Landing page](#).

## II. Mathematics

In grade 5, mathematics instructional time will focus on three essential areas:

1. Develop fluency with addition and subtraction of fractions and developing understanding of the multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
2. Extend division to two-digit divisors, integrating decimal fractions into the place value system and develop an understanding of operations with decimals to hundredths, and develop fluency with whole numbers and decimal operations; and
3. Develop an understanding of volume.



### Number and Operation

- Read and write decimals from millions to millionths.
- Estimate solutions to arithmetic problems.
- Divide multi-digit numbers. Recognize quotients can be represented in a variety of ways.
- Solve multi-step, real-world mathematical problems requiring addition, subtraction, multiplication and division using different strategies, including mental math.
- Recognize, order, and generate equivalent decimals, fractions, mixed numbers and improper fractions.
- Add and subtract decimals, fractions, and mixed numbers.
- Order fractions and decimals on a number line.

### Algebra

- Describe and use patterns of change to solve problems.
- Apply the commutative, associative and distributive properties and order of operations to solve problems.
- Evaluate and solve equations with variables when the values for the variables are given.

## Geometry

- Describe and classify three-dimensional figures.
- Recognize and draw a two-dimensional model for a three-dimensional figure.

## Measurement

- Use formulas to find the area of triangles, parallelograms, and figures that can be separated into triangles.
- Understand how to find the volume and surface area of three-dimensional figures.

## Data Analysis

- Create and analyze double-bar graphs and line graphs.
- Know how to create spreadsheet tables and graphs to display data.
- Know and use the definitions of mean, median, and range for a set of data.

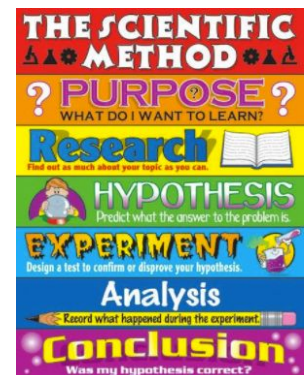
## Help for Parents:

- [Bridges resources and General Parenting Tips](#)
- [Free math apps from Math Learning Center](#)
- [What Do Mathematicians Do?](#)
- [Jo Boaler's Advice for Parents](#)
- [Jo Boaler's Resources for Parents](#)
- [Math Apps](#)
- [Math Vocabulary Apps](#)

## III. Science

### The Nature and Science of Engineering

- Explain why evidence, clear communication, accurate record keeping, replication by others, and openness to scrutiny are essential parts of doing science.
- Recognize that when scientific investigations are replicated they generally produce the same results, and when results differ significantly, it is important to investigate what may have caused such differences. *For example:* Measurement errors, equipment failures, or uncontrolled variables.
- Understand that different explanations for the same observations usually lead to making more observations and trying to resolve the differences.
- Understand that different models can be used to represent natural phenomena and these models have limitations about what they can explain. *For example:* Different kinds of maps of a region provide different information about the land surface.
- Generate a scientific question and plan an appropriate scientific investigation, such as systematic observations, field studies, open-ended exploration or controlled experiments to answer the question.
- Identify and collect relevant evidence, make systematic observations and accurate measurements, and identify variables in a scientific investigation.
- Conduct or critique an experiment, noting when the experiment might not be fair because some of the things that might change the outcome are not kept the same, or that the experiment isn't repeated enough times to provide valid results.
- Describe how science and engineering influence and are influenced by local traditions and beliefs. *For example:* Sustainable agriculture practices used by many cultures.



- Use appropriate tools and techniques in gathering, analyzing and interpreting data. *For example:* Spring scale, metric measurements, tables, mean/median/range, spreadsheets, and appropriate graphs.
- Create and analyze different kinds of maps of the community and of Minnesota. *For example:* Weather maps, city maps, aerial photos, regional maps, or online map resources.

### Physical Science

- Give examples of simple machines and demonstrate how they change the input and output of forces and motion.
- Identify the force that starts something moving or changes its speed or direction of motion. *For example:* Friction slows down a moving skateboard.
- Demonstrate that a greater force on an object can produce a greater change in motion.

### Earth Science

- Explain how, over time, rocks weather and combine with organic matter to form soil.
- Explain how slow processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions, form features of the Earth's surface.
- Identify renewable and nonrenewable energy and material resources that are found in Minnesota and describe how they are used. *For example:* Water, iron ore, granite, sand and gravel, wind, and forests.
- Give examples of how mineral and energy resources are obtained and processed and how that processing modifies their properties to make them more useful. *For example:* Iron ore, biofuels, or coal.
- Compare the impact of individual decisions on natural systems. *For example:* Choosing paper or plastic bags impacts landfills as well as ocean life cycles.

### Life Science

- Describe how plant and animal structures and their functions provide an advantage for survival in a given natural system. *For example:* Compare the physical characteristics of plants or animals from widely different environments, such as desert versus tropical, and explore how each has adapted to its environment.
- Describe a natural system in Minnesota, such as a wetland, prairie, or garden, in terms of the relationships among its living and nonliving parts, as well as inputs and outputs. *For example:* Design and construct a habitat for a living organism that meets its need for food, air and water.
- Explain what would happen to a system such as a wetland, prairie or garden if one of its parts were changed. *For example:* Investigate how road salt runoff affects plants, insects and other parts of an ecosystem. *Another example:* Investigate how an invasive species changes an ecosystem.
- Give examples of beneficial and harmful human interaction with natural systems. *For example:* Recreation, pollution, wildlife management.

## IV. Social Studies

### Citizenship and Government

- Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals.
- Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.
- Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.
- Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution.





- Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution.
- Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.
- Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today.
- Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare.

### **Economics**

- Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.
- Describe various uses of income and discuss advantages and disadvantages of each.
- Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

### **Geography**

- Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the “TODALS” map basics — title, orientation, date, author, legend (key), and scale — as well as points, lines and colored areas to display spatial information.
- Locate and identify the physical and human characteristics of places in the North American colonies.
- Explain how geographic factors affected land use in the North American colonies.

### **History**

- Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart.
- Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.
- Explain a historical event from multiple perspectives.
- Analyze multiple causes and outcomes of a historical event.
- Describe complex urban societies that existed in Mesoamerica and North America before 1500 (before European contact).
- Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries (Colonization and Settlement: 1585-1763).
- Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups (Colonization and Settlement: 1585-1763).
- Identify the role of Europeans and West Africans in the development of the Atlantic slave trade (Colonization and Settlement: 1585-1763).
- Compare and contrast life within the English, French and Spanish colonies in North America (Colonization and Settlement: 1585-1763).
- Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities (Colonization and Settlement: 1585-1763).
- Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution (Revolution and a New Nation: 1754-1800).
- Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution (Revolution and a New Nation: 1754-1800).
- Identify the major events of the American Revolution culminating in the creation of a new and independent nation (Revolution and a New Nation: 1754-1800).
- Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States (Revolution and a New Nation: 1754-1800).

- Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights (Revolution and a New Nation: 1754-1800).
- Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution (Revolution and a New Nation: 1754-1800).
- Describe the major issues that were debated at the Constitutional Convention (Revolution and a New Nation: 1754-1800).

## V. Art

- Describe geometric and organic shapes.
- Make tints and shades.
- Select from a variety of color schemes.
- In a variety of ways create depth.
- Describe tools, materials, and techniques from different types of media.
- Create original artwork to express specific ideas.
- Revise artwork based on feedback from others and self-reflection.
- Describe and use the characteristics of the elements of art.



## VI. Music

- Sing in tune and on pitch with more consistency.
- Demonstrate a steady beat with more consistency at different tempi within duple and triple meters.
- Identify, read and write rhythmic notation using ta-i ti (dotted quarter note and eighth note), syn-co-pa (eighth note, quarter note, eighth note) and trip-e-let (eighth note triplet). Previous rhythms learned (quarter note, eighth notes, quarter rest, half note, half rest, sixteenth notes, dotted half note, whole note, whole rest, eighth and sixteenth note combinations and upbeats) will be reinforced within both duple and triple meters. The concept of eighth rest and sixteenth rest also will be introduced and explored.
- Identify, read and write melodic notation using the entire diatonic scale, both from Kodaly hand signs and staff notation. Notes above and below the scale will be utilized as well.
- Sing and play two- and three-part songs, utilizing rounds, partner songs, descants, and counter-melodies to reinforce the concept of harmony. Chord structure will be introduced and explored.
- Identify the following musical symbols and related vocabulary: crescendo, decrescendo, diminuendo, dotted quarter note, staccato, slur, tie, ritardando, accelerando, accent, coda, time signature and key signature. Students also will reinforce musical symbols previously learned.
- Coordinate movement with music in the form of more complex dances, circle games and creative movement.
- Identify and understand theme and variations as it relates to Form. Forms previously learned, as well as the concepts of Introduction, Interlude and Coda will be reinforced (AB, ABA, Rondo Form).
- Understand musical styles through guided listening of repertoire from various time periods in music history.
- Develop and apply musical skills through the use of Orff instruments.
- Develop and apply musical skills through the use of the recorder, ukulele and keyboard.



## **VII. Physical Education**


- Manipulate objects with accuracy and speed.
- Develop specialized movement skills (e.g., juggling, jump rope).
- Demonstrate beginning strategies for games and activities.
- Perform sequences of rhythmic movement with a beginning, middle, and end.
- Use fundamental strategies in modified sports-related games.
- Identify and apply the functions of bone and muscles to performance.
- Describe the fitness components.
- Select and participate regularly in physical activities for the purpose of improving skill and health.
- Identify the benefits derived from physical activity.
- Participate in moderate to vigorous physical activity.
- Assess personal fitness based on valid, reliable fitness test.
- Set goals to improve or maintain personal fitness.
- Identify and choose activities and work to improve personal fitness level.
- Participate in moderate to vigorous activity in a variety of settings.
- Meet the health-related fitness standards as defined by a national fitness test.
- Remain on-task in a group activity without close teacher monitoring.
- Complete teacher-directed attempts at skill work independently.
- Utilize safety principles in activity situations.
- Choose a partner that he or she can work with productively.
- Use time wisely when given the opportunity to practice and improve performance.
- Identify responsible decisions about using time, applying rules, and following through with the decisions resulting in good sportsmanship.
- Identify opportunities to be physically active at home, school, and in the community.
- Design games, gymnastics, and dance sequences that are personally interesting.
- Demonstrate the acceptance of others' skills and abilities.
- Recognize physical activity as a positive opportunity for social and group interaction and communication.



## **VII. Health**

- Explain how health is influenced by the interaction of body systems.
  - Alcohol and drugs
  - Family life and sexuality
  - Mental health
  - Personal and consumer health
  - Tobacco
  - Community and environmental health
  - Injury prevention
  - Nutrition
  - Physical activity
- Describe how messages from the media influence health behaviors.
- Describe characteristics of valid health information and health-promoting products and services.
- Demonstrate the ability to locate health products and services.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Describe communication skills to build and maintain healthy relationships.



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- Describe strategies and skills needed to attain personal health goals.
  - Demonstrate ways to avoid and reduce threatening situations.
  - Describe responsible health behaviors.
  - Identify barriers to effective communication about health issues.
  - Demonstrate the ability to work cooperatively when advocating for healthy individuals and family.

**Please contact your child's teacher should you have any questions regarding the curriculum.**



# Grade 6

## Parent Curriculum Guide



Why fit in when you were born to stand out?

Dr. Seuss



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## Grade 6

### I. Language Arts:

#### Reading Literature

- Cite text evidence to support analysis of both what the text states explicitly and what can be inferred.
- Provide a summary of a text, including the theme and how it is conveyed through details.
- Describe how a plot unfolds and how characters respond/change as the plot moves toward resolution.
- Determine the meaning of words and phrases in text; analyze the impact of certain word choices.
- Analyze how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of theme, setting, or plot.
- Explain how the author develops the point of view of the narrator or speaker in a text.
- Compare and contrast how texts from different forms and genres approach similar themes or topics.



#### Reading Informational Text

- Cite text evidence to support analysis of both what the text states explicitly and what can be inferred.
- Provide a summary of a text, including a central idea and how it is conveyed through details.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Determine the meaning of words and phrases in text, including technical meanings.
- Determine an author's point of view or purpose in a text and explain how it is conveyed.
- Integrate information from different media or formats to develop an understanding of a topic or issue.
- Trace and evaluate arguments and claims in a text, distinguishing those that are supported by reasons and evidence and those that are not.
- Compare and contrast one author's claims and presentations of events with that of another.

#### Independent Reading

- Read a variety of grade-level texts with accuracy and understanding.
- Select a variety of texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Regularly engage in reading outside of the school day.

#### Writing

- Produce clear and coherent writing appropriate for the audience for the following purposes:
  - **Opinion pieces** that introduce a topic, state an opinion, provide reasons, supportive facts and details, and concluding statement or section in an organized structure.
  - **Informative pieces** that include a topic, facts, definitions and quotes, grouped in paragraphs or sections along with concluding statement or section.
  - **Personal narratives** that include a narrator, characters, sequence, dialogue, description, pacing, transitional words and a sense of closure.
- Use planning, drafting, revising, editing, or trying a new approach to strengthen writing.
- Use technology to produce and publish writing, interact and collaborate with others.
- Demonstrate keyboarding skills to type a minimum of three pages in a single sitting.
- Conduct short research projects to answer a question, drawing on several sources.
- Gather information from print and digital sources; assess the credibility of sources; and quote or paraphrase while avoiding plagiarism and providing basic bibliographic information.
- Apply grade 6 reading standards to draw evidence from literary or informational text to support analysis, reflection, and research.
- Independently select topics and formats to write for enjoyment, interest, and academic tasks.



## Language

- Edit personal writing to reflect an understanding of grade-level language standards.
- Use correct spelling and capitalization in writing.
- Use grade-appropriate punctuation, including commas, parentheses and dashes.
- Demonstrate a command of Standard English grammar and usage when writing and speaking.
- Use a variety of sentence patterns for meaning, interest, and style.
- Flexibly use a range of strategies (context, word parts, and reference materials) to determine the meaning of unknown or multiple-meaning words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in meaning.
- Acquire and accurately use grade-appropriate academic and domain-specific words and phrases.

## Ways You Can Support Your Child's Literacy Development

- Make time in your busy schedules for reading every day.
- Read about and discuss current events together, considering multiple points of view on issues.
- Visit the local library together to find books of interest to your child.
- Make sure your child has some quiet, screen-free time for reading each day.
- Continue reading aloud to your child even as he/she is getting older.
- Draw attention to the meaning of new and interesting words in reading and conversation.
- Show interest in what your child is reading.
- Encourage your child to explore topics of high interest through reading.
- Stay involved with your child's use of the Internet, helping ensure safe practices.
- Explore the literacy resources on your child's [SPUDS Landing page](#).

## II. Mathematics:

### Number & Operations

- Read, write, represent and compare numbers expressed as fractions, decimals, percents and ratios.
- Use factors and multiples to calculate with fractions and find equivalent fractions.
- Understand the concept of ratio.
- Apply the relationship between ratios, fractions and percents to solve problems.
- Use reasoning about multiplication and division to solve ratio and rate problems.
- Multiply and divide decimals, fractions and mixed numbers.

### Algebra

- Represent the relationship between quantities with rules, graphs and tables.
- Apply properties of arithmetic to generate equivalent expressions and to solve problems.
- Understand and interpret equations and inequalities involving variables.
- Solve equations using numbers sense and maintaining equality on both sides of the equation.

### Geometry

- Calculate perimeter, area, surface area and volume of two- and three-dimensional figures.
- Understand and use relationships between angles in geometric figures.

### Measurement

- Calculate perimeter, area and volume of two- and three-dimensional figures.
- Understand and use relationships between angles in geometric figures
- Solve problems involving conversion of weights, capacities, geometric measurements.



## Data Analysis

- Determine the probability of an event and represent probabilities as percents, fractions and decimals.

### Help for parents:

- [Bridges resources and General Parenting Tips](#)
- [Free math apps from Math Learning Center](#)
- [What Do Mathematicians Do?](#)
- [Jo Boaler's Advice for Parents](#)
- [Jo Boaler's Resources for Parents](#)
- [Math Apps](#)
- [Math Vocabulary App](#)

## III. Science

### Engineering:

- Identify a common engineered system and evaluate its impact on the daily life of humans. *For example:* Refrigeration, cell phone, or automobile.
- Recognize there is no perfect design and that new technologies have consequences that may increase some risks and decrease others. *For example:* Seat belts and airbags.
- Describe the trade-offs in using manufactured products in terms of features, performance, durability and cost.
- Explain the importance of learning from past failures, in order to inform future designs of similar products or systems. *For example:* Space shuttle or bridge design.
- Apply and document an engineering design process that includes identifying criteria and constraints, making representations, testing and evaluation, and refining the design as needed to construct a product or system to solve a problem. *For example:* Investigate how energy changes from one form to another by designing and constructing a simple roller coaster for a marble.
- Describe a system in terms of its subsystems and parts, as well as its inputs, processes and outputs.
- Distinguish between open and closed systems. *For example:* Compare mass before and after a chemical reaction that releases a gas in sealed and open plastic bags.
- Determine and use appropriate safe procedures, tools, measurements, graphs, and mathematical analyses to describe and investigate natural and designed systems in a physical science context.
- Demonstrate the conversion of units within the International System of Units (SI or metric) and estimate the magnitude of common objects and quantities using metric units.



### Physical Science - Matter:

- Explain density, dissolving, compression, diffusion and thermal expansion using the particle model of matter.
- Identify evidence of physical changes, including changing phase or shape, and dissolving in other materials.
- Describe how mass is conserved during a physical change in a closed system. *For example:* The mass of an ice cube does not change when it melts.
- Use the relationship between heat and the motion and arrangement of particles in solids, liquids and gases to explain melting, freezing, condensation and evaporation.

### Physical Science - Motion:

- Measure and calculate the speed of an object that is traveling in a straight line.
- For an object traveling in a straight line, graph the object's position as a function of time, and its speed as a function of time. Explain how these graphs describe the object's motion.



- Recognize that when the forces acting on an object are balanced, the object remains at rest or continues to move at a constant speed in a straight line, and that unbalanced forces cause a change in the speed or direction of the motion of an object.
- Identify the forces acting on an object and describe how the sum of the forces affects the motion of the object. *For example:* Forces acting on a book on a table or a car on the road.
- Recognize that some forces between objects act when the objects are in direct contact and others, such as magnetic, electrical, and gravitational forces can act from a distance.
- Distinguish between mass and weight.

#### **Physical Science - Energy:**

- Describe properties of waves, including speed, wavelength, frequency and amplitude.
- Explain how the vibration of particles in air and other materials results in the transfer of energy through sound waves.
- Use wave properties of light to explain reflection, refraction and the color spectrum.
- Differentiate between kinetic and potential energy and analyze situations where kinetic energy is converted to potential energy and vice versa.
- Trace the changes of energy forms, including thermal, electrical, chemical, mechanical or others as energy is used in devices. *For example:* A bicycle, light bulb or automobile.
- Describe how heat energy is transferred in conduction, convection and radiation.

#### **The Practice of Science:**

- Understand that prior expectations can create bias when conducting scientific investigations. *For example:* Students often continue to think that air is not matter, even though they have contrary evidence from investigations.

**IV. Social Studies** - It is the intent of the state of Minnesota to teach government, geography, and economics through the teaching of Minnesota history.

#### **Citizenship - Government:**

- Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.
- Use graphic data to analyze information about a public issue in state or local government. *For example:* Graphic data — charts, graphs, maps, surveys, political cartoons.
- Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.
- Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments. *For example:* Key court cases and state legislation — the Minnesota Human Rights Law, Brown v. Board of Education, Miranda v. Arizona.
- Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch.
- Define federalism and describe the relationship between the powers of the federal and state governments.
- Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights.
- Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them.



- Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state and local laws.
- Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system. *For example:* Juvenile status offenses (laws that regulate behavior because the offender is under age) — truancy, tobacco use by minor, curfew violations. Goal — rehabilitation. (The adult system is more punitive.) Penalties — treatment, restorative justice, probation, deferred penalty. (Adult penalties are primarily fines and incarceration.) Long-term consequences — go beyond penalties imposed by the court system and predict future problems with the law. Privacy concerns — Juvenile proceedings are not open to the public. (Adult trials are public.)
- Compare and contrast the basic structures, functions and ways of funding state and local governments. *For example:* Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.
- Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today. *For example:* Organization of tribal government, gaming rights, hunting and fishing rights.

#### **Economics:**

- Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.
- Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one's income.
- Describe the movement of goods and services, resources and money through markets in a market-based economy. *For example:* Circular flow model with households and businesses — The Mayo Clinic hires a doctor who uses her income to pay for auto repairs by a small business, which then pays its mechanic who in turn uses his income to buy Mayo Clinic medical services.
- Explain why federal and state governments regulate economic activity to promote public well-being.

#### **Geography:**

- Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the "TODALSS" map basics — title, orientation, date, author, legend (key), scale and source — as well as points, lines and colored areas to display spatial information.
- Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.
- Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time.

#### **History:**

- Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.
- Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples (before European contact).
- Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763)
- Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861)
- Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. (Expansion and Reform: 1792-1861)

- Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861) *For example:* census, Territorial congress, writing a state constitution, Pierre “Pig’s Eye” Parrant, Henry Sibley, Alexander Ramsey.
- Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877)
- Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)
- Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war. (Civil War and Reconstruction: 1850-1877)
- Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920. (Development of an Industrial United States: 1870- 1920)
- Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. (Development of an Industrial United States: 1870-1920) *For example:* Establishment of ethnic communities and neighborhoods, shifting political power, language barriers.
- Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920)
- Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship. (Development of an industrial United States: 1870-1920)
- Describe the political and social culture of Minnesota during World War I and how it affected Minnesotans. (Development of an Industrial United States: 1870-1920)
- Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945)
- Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945)
- Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The Great Depression and World War II: 1920-1945) *For example:* America First, Charles Lindbergh, German-American loyalty.
- Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. (The Great Depression and World War II: 1920-1945) *For example:* Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.
- Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota’s people. (Post-World War II United States: 1945-1989) *For example:* Growth of suburbs, growth of Minnesota defense industries.
- Describe civil rights and conservation movements in post-World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945-1989)
- Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (Post-World War II United States: 1945-1989)
- Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)

- Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980- present)
- Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present)

#### **V. Art:**

- Analyze how the elements of visual art, including color, line, shape, value, form, texture and space, are used in the creation of, presentation of, or response to visual artworks.
- Analyze how the principles of visual art, such as repetition, pattern, emphasis, contrast and balance, are used in the creation, presentation of, or response to visual artworks.
- Describe characteristics of Western and nonWestern styles, movements and genres in art.
- Demonstrate the characteristics of the tools, materials and techniques of various two-and-three dimensional media for intentional effects in original artworks.
- Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.
- Analyze the meanings and functions of visual art.
- Create original two- and-three-dimensional artworks in a variety of artistic contexts.
- Revise artworks based on the feedback of others and self-reflection and artistic intent.
- Develop an artistic statement, including how audience and occasion influence creative choices.
- Assemble and prepare personal artworks for public exhibition.
- Revise a presentation based on the feedback of others, self-reflection and artistic intent.
- Develop an artistic intent, including how audience and occasion impact presentation choices.
- Analyze and interpret a variety of visual artworks using established criteria.



#### **VI. Music:**

##### **Choir:**

- Sing alone and in a group (two- and three-part harmony) using musical expression such as phrasing and dynamic contrast.
- Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, and forms.
- Describe the characteristics and be introduced to a variety of genres including classical, Broadway musicals, and jazz.
- Identify, notate and perform whole, half, quarter note, eighth note values and corresponding rests and demonstrate a solid counting system alone and in a group.
- Demonstrate the ability to read a choral octavo.
- Demonstrate sight-singing ability while using the Kodaly method.
- Identify musical symbols found within choral literature.
- Reflect on musical compositions and performances.
- Rehearse and perform a variety of choral literature, including folk songs, spirituals, pop songs, secular and multicultural music.
- Perform in multiple concerts throughout the year.



### Orchestra:

- Demonstrate detache, bow tilt, hooked bow and four note slur.
- Demonstrate through performance understanding of dotted quarter, eighth, triplet, sixteenth and dotted sixteenth rhythms.
- Demonstrate through performance understanding of C, A, F, and D Major Scales and d minor scale. Needed position work will be added - III position in violins and violas introduced, IV position in cellos, and  $\frac{1}{2}$ , II and IV positions in the basses.
- Demonstrate circle of 5ths, intervals, relative major and minor, upbeat, flats, 2nd ending, 6/8, cut time, play by ear, transpose.

### Band:

- Demonstrate proper assembly and care of instruments, identify and spell correctly instruments and the parts.
- Demonstrate characteristic steady tone production utilizing proper posture and position, correct embouchure and articulation, proper breathing and blowing and appropriate percussion technique.
- Know note names placed on treble or bass clef staves according to the instrument.
- Identify, interpret and perform whole, half, and quarter note values and corresponding rests in 2/4, 3/4 and 4/4 meter and demonstrate a solid counting system alone and in group.
- Prepare for two concerts each year presenting a variety of works with appropriate expression for the work being performed.
- Respond to conductor's cues in large group.
- Demonstrate sufficient and effective practice skills by visible progress through TOE tests.
- Reflect on musical performance.
- Understand classroom procedures and rules to ensure the cohesiveness and effectiveness of the group.
- Complete a short composition within specified guidelines.
- Identify different styles of music like Broadway musical, orchestra, choir, jazz, marching band, or woodwind quintet.
- Know various settings for musical happenings such as symphony concert, rock concerts, pow wows, or jam sessions.
- Respond appropriately to music by observing musical signs and symbols such as clef, key and meter signature, dynamics, articulations, and pitch.
- Improvise short phrases using given notes & rhythms.
- Play a Concert Bb Major Scale up and down quarter=72.
- Understand key signature and what it means.

### VII. Physical Education:

- Demonstrate mature form for all locomotor and non-locomotor manipulative skills
- Demonstrate increasing competence in more specialized skills.
- Identify principles of practice and conditioning that enhances performance.
- Identify personal or peer age appropriate information feedback for performance improvement.
- Identify basic offensive and defensive strategies in non-complex settings
- Introduce the basic concepts of cardiovascular fitness (e.g. F.I.T.T.).
- Identify opportunities in the school and community for regular participation in physical activity.





- Participate daily in some form of health-enhancing physical activity
- Investigate personal interests and capabilities in regard to one's exercise behavior.
- Participate in moderate to vigorous activity in a variety of settings.
- Introduce the basics of the F.I.T.T. principles in a variety of activities.
- Begin to develop a strategy for the improvement of selected fitness components.
- Meet health-related fitness standards as defined by a valid and reliable tests.
- Apply rules, procedures and etiquette, which exhibit good sportsmanship.
- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.
- Work in a group to achieve goals in cooperative and competitive activities.
- Utilize time effectively to complete assigned tasks.
- Demonstrate personal responsibility by accepting consequences of personal behavior.
- Recognize physical activity as a positive opportunity for social and group interaction and communication.
- Enjoy participation in physical activities.
- Seek personally challenging experiences in physically active opportunities.
- Demonstrate enjoyment from participation in physical activities.
- Communicate feelings toward others in a socially acceptable manner.

### **VIII. Health:**

- Describe how the family and peers influence the health of individuals
  - Alcohol and Other Drugs
  - Community and Environmental Health
  - Family Life and Sexuality
  - Injury Prevention
  - Mental Health
  - Nutrition
  - Personal and Consumer Health
  - Physical Activity
  - Tobacco
- Analyze how information from peers influences health.
- Predict how media influences the selection of health information, products, and services.
- Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Describe the possible causes of conflict among youth in schools.
- Demonstrate strategies to manage conflict in healthy ways.
- Demonstrate the ability to apply a decision-making process to health issues and individual problems.
- Apply strategies and skills needed to attain personal health goals.
- Distinguish between healthy and unhealthy relationships.
- Demonstrate strategies to manage stress.
- Demonstrate the ability to influence and support others in making positive health choice.



**Please contact your child's teacher should you have any questions regarding the curriculum.**



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## **Horizon Middle School East Campus**

### **Grades 7–8 Course Description and Planning Guide 2017–2018**



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

Horizon East Campus — Home of the World's Best Students!

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Welcome to Horizon Middle School East Campus!



Horizon Middle School East Campus is home to the world's best students, and this is achieved by a partnership between the students, the family and a very dedicated staff. Together we can work to help young people discover insights as to their interests, aptitudes and challenges. And, given a supportive staff, young people can grow as scholars, and more importantly they can grow as people seeking self-actualization.

Horizon offers a wealth of opportunities in the classroom, and when coupled with activities and athletics there exists a wealth of options that promote growth. The Horizon East Campus staff encourages all students to seek a rigorous academic program to provide the greatest possible options in the future. At the same time students should try new activities or athletic opportunities — school is more than just the classroom! It is about meeting new people, learning new skills and developing the attributes to be a contributing citizen tomorrow. We encourage your family to help your son or daughter reach a little higher. Students need to take the most challenging possible courses to be ready for high school and ultimately career, college and citizenship readiness. Horizon has the world's best students because our goal is to challenge every student, to provide avenues of discovery for every student, and to help every student to grow.

Academically it is necessary to take the most demanding courses possible — accept the challenge! By taking the challenging courses now students will gain more options at the high school level....and later in life. If students are struggling, seek help from the teacher. Teachers are happy to help students who want to do the best job possible. Please note that learning is not to know the answer, but to know how to think, solve problems, be creative, communicate, collaborate and think critically. Thinking is the important feature of a quality education. The more students challenge their minds, the more they grow. Accept the challenge!

Students need to discover more about themselves in terms of unknown interests, untouched talents and learning about themselves and others. Horizon East offers a full menu of activities, events and athletics that really enable a young person to grow. These same activities, events and athletic opportunities allow students to connect with school and feel engaged. Whether a student likes athletics, robotics, theater, music, Destination Imagination, Minecraft or more there are a wealth of opportunities for discovery. Take advantage of these opportunities and discover more than you knew was possible.

If students challenge themselves and seek opportunities they will grow and become better prepared for the world before them. The Horizon East staff will do all they can to support students who want to grow and will also do much to help those who might stumble as they grow.

New students may find the [orientation video](#) to be helpful in learning how Horizon East Campus operates.

Welcome to Horizon East — where new challenges await students and a whole world of discovery exists to help young people grow. Welcome to the world of Horizon East and home of the world's best students! [Watch this](#) and you will see what I mean!

Warmly,  
Dr. Jeremy Larson

## Horizon Welcomes the Involvement of Families!

The Parent Teacher Advisory Council (PTAC) at Horizon Middle School gives parents and guardians the opportunity to be involved in their children's education. PTAC works to enhance the education process and provide a better learning environment by bringing parents together with staff for the benefit of the children.

PTAC serves to increase communication between parents and the school, support parent involvement, increase awareness of the school by parents and the community, aid in securing funds for equipment and activities that support education and the school environment, and assist at school functions.

The PTAC membership includes parents and guardians, staff representatives, School Board representatives, and the principal. Any parent or guardian of a Horizon Middle School student is welcome to become a member and attend the PTAC meetings. More than 500 research studies about parent involvement have found that when parents get involved in their children's education, children's grades and test scores go up, children become more likely to pass and to attend better schools after high school, they have fewer discipline problems, and they are less likely to use drugs and alcohol. Parents are encouraged to email [hznptac@moorheadschoools.org](mailto:hznptac@moorheadschoools.org) for more information.

Recently PTAC has granted the following requests:

- Purchased books for all students as part of a summer reading program to be incorporated in fall classroom activities,
- Contributed to the cost of the grade 7 Courage Retreat,
- Purchased geography curriculum,
- Assisted in covering the cost of author Bill Durbin's visit to speak to all grade 6 students,
- Donated funds to purchase art supplies for the after-school Art Club,
- Promoted nutrition and academic success by purchasing food for a breakfast served to all students on the first day of MCA testing, and
- Enhanced the Horizon community by donating toward the cost of Spring Fling for all Horizon students to enjoy on the last day of school.

These are just some of PTAC's previous contributions. There is more to be accomplished, and we need your help in creating a school that is responsive to the community. We do value your participation!

**Attendance is a critical part of student achievement.** If students do not attend class regularly, they risk missing important concepts and may have a difficult time making up work. Horizon's attendance policy is designed to:

- provide students with successful learning experiences in every class,
- Increase teacher effectiveness by reducing classroom interruptions, and
- Provide structure for student attendance. (Absences related to family deaths, school activities or medical appointments are excluded.)

If your child is going to be absent, please call the school to excuse the student or submit the absence through PowerSchool. Tell the attendance staff the reason for the absence such as an illness, a doctor's appointment, death in the family or another reason. Please refer to our [Student Handbook](#) for more information.

## Overview of Course Sequence:

Grade	Course	Content
Grade 7	Grade 7 Language Arts	
Grade 7	Grade 7 Mathematics	Pre-Algebra or Algebra
Grade 7	Grade 7 Science	Life Science
Grade 7	Grade 7 Social Studies	American History - 1800 to the present
Grade 7 Exploratory	Art	
	Healthy Lifestyles	
	PLTW / STEM - Automation and Robotics	
	Physical Education	
	Exploratory Spanish	
Grade 7 Electives		
	Band	
	Choir	
	Orchestra	
	Advanced Spanish (for Spanish Immersion students)	
	AVID (selection process)	
	Individual Learning Time	

Grade	Course	Description
Grade 8	Grade 8 Language Arts	
	Grade 8 Mathematics	Linear Algebra or Geometry
	Grade 8 Science	Earth Science
	Grade 8 Social Studies	Global Studies
Grade 8 Exploratory	Theater Arts	

	<b>Healthy Lifestyles</b>	
	<b>PLTW/STEM-Science of Technology</b>	
	<b>Chinese</b>	
<b>Grade 8 Electives</b>		
	<b>Accelerated Spanish (for Spanish Immersion students)</b>	
	<b>Grade 8 Band</b>	
	<b>Grade 8 Choir</b>	
	<b>Grade 8 Orchestra</b>	
	<b>AVID (selection process)</b>	
	<b>Individual Learning Time</b>	

### Horizon East Bell schedule

Horizon East uses a modified bell schedule. On Monday, Wednesday and Friday the schedule will consist of 6 periods of 60 minutes in duration. On Tuesday and Thursday an 8-period schedule of approximately 44-minute classes will be implemented. This change in schedule will give students an increase in music and physical education classes and provide ALL students with an Advisory/Response to Intervention (RtI) class. Students will use this time for opportunities to receive support in the following areas: intervention time, enrichment activities, student advising and character development.

Bell Schedule Monday, Wednesday, Friday		Bell Schedule Tuesday, Thursday	
Period 1	9:05-10:05	Period 1	9:05-9:48
Period 2	10:09-11:09	Period 2	9:52-10:35
Period 3	11:13-1:43: P4, P5,	Period 3	10:39-11:22
Period 4	Lunch	Period 4	
Period 5	1:47-2:47	Period 5	11:22-1:22: P4, P5, Lunch
Period 6	2:50-3:50	Period 6	1:26-2:19
		Period 7	2:23-3:06
		Period 8	3:10-3:50

### Innovation Academy

What is the Innovation Academy? The Innovation Academy is a combination house of grades 7 and 8 students. Three pillars will serve as the foundation of learning through the Innovation Academy at Horizon East: skill and will to ask new questions, solve problems, and apply new knowledge. Problem- and project-based learning will be the central focus for students. The goal of the Innovation Academy for our students is found in our guiding principles:

- Students will learn and apply their knowledge through problem- and project-based learning.
- Students will synthesize their learning by creating a unique portfolio.
- Grading will be based on students demonstrating their content knowledge in a variety of ways. The focus will be on the process of learning.
- Design thinking will be used as the framework for teaching students how to solve problems.
- Key component of an innovative environment is not being afraid to fail. Students have the flexibility to think big, embrace failure and be rewarded through their resilience (Fail Early, Fail Often, Fail Forward).
- Students will create authentic connections with adults as they will stay in the Innovation Academy for two years.

## **1:1 Initiative – Technology in the Hands of Students**

Moorhead Area Public Schools believes inspirational teaching and learning must include the effective use of technology to best prepare each student for the world in which they will live. To accomplish this vision, the school district is making a portable computer device, a ChromeBook, available to all students in grades 5-8.

This is an exciting initiative for students and families! But please understand that Moorhead is not merely seeking to provide an “expensive” pencil for students to “push paper down a wire,” but rather seeks to revolutionize the means of instruction and learning that promotes the skills needed for the 21st century. Chromebooks will enable students to work collaboratively with peers — in school and out of school. Chromebooks help to expand the boundaries for critical and creative thinking as students can seek immediate answers to questions or readily try new ideas — and just as readily start over when armed with new insight or seeing the results of their first efforts. From that platform students can easily make digital adjustments to do an even better job. Finally, the Chromebooks afford new ways of communicating via text, music, drawing, sound or a combination of all mediums.

Chromebooks also enable teachers to differentiate instruction or employ a “backward” design where information can be gathered at home and class time is used to provide feedback, correction or enrichment. Chromebooks are not intended to be a digital path to repeat the instruction of the past but empower teachers to unleash their creativity.

The 1:1 Initiative should do much to foster the skills of the 21st century enriching the creativity, collaboration, critical thinking and communication skills of all students. At the same time the 1:1 Initiative broadens the opportunity for creative instruction by all educators. Horizon Middle School Campus is proud to be part of this effort.

## **College and Career Prep Starts in Middle School**

Your child may just be starting middle school, but it can be an ideal time to start career and college planning. Starting the process now, before college application and career or military deadlines loom, will make the process easier. In ACT research, middle and early high school students reported high educational expectations. Over three-quarters (77%) of students indicated that they planned to enter a four-year college or university. Although most students planned to pursue postsecondary education, fewer described their high school program of study as college preparatory. This case was well researched and described in the monograph [The Forgotten Middle](#) by ACT.

ACT recommends students take a [rigorous core curriculum](#). Standardized tests help schools measure what their students are learning. Parents can review their child's tests scores, and help identify subject areas for improvement and the appropriate classes and resources for additional study. Help your student explore

careers and identify course options now and through high school. Starting early will give your child a solid jump on planning his or her future. What is earned in middle school will pay rich dividends in high school and beyond. Take rigorous coursework, seek help when stuck and explore a wealth of opportunities to meet new friends, learn new skills and interests as well as have fun!



## College and Career Preparation Timeline

### Goal and Objectives

#### Grade

<b>Grade 7</b>	Begin to establish goals and objectives. Consider the courses that give you the most options and the best preparation to keep your options open.
<b>Grade 8</b>	Plan a four-year high school academic program. Start to look at occupational resources, college handbooks, and websites to learn about entrance requirements and qualifications.
<b>Grade 9</b>	Re-evaluate your plans based upon academic achievement, interests and aptitudes. Review your academic program.
<b>Grade 10</b>	Review your academic plan to ensure it aligns with your goals whether it be a career, the military, college, apprenticeship or other path. Talk to older students to glean any advice that is sound. Continue your review of occupations and college paths. Talk to people about their jobs to learn all that you can. Consider the ACT - Aspire Assessment as an index of readiness.
<b>Grade 11</b>	Narrow your choices and make sure those choices align with your grades, aptitudes and achievement. Start thinking about how you and your family might finance your choices. Talk with your family about your post high school plans to get their input. See your counselors and keep talking to people about their careers. Take the ACT in the spring to get an idea of your preparedness for career of college.
<b>Grade 12</b>	Finalize your choice and make the preparations – applications, scholarships, transcripts, etc. Watch the deadlines! Be aware of financial aid deadlines, housing applications and more. Act early and seek help as needed. You are not alone!

### 21st Century Skills

In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the “three Rs” (reading, writing and arithmetic). In the modern “flat world,” the “three Rs” simply are not enough. If today’s students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers, and collaborators (the “4Cs”). Students need to master additional subject areas, including foreign languages, the arts, geography, science and social studies.

To prepare for college, careers, and citizenship, it’s not enough to master academics. Students also need to acquire a set of skills that will last for a lifetime. To be able to solve problems in our complex, fast-changing

world, students must become nimble, creative thinkers who can work well with others. These competencies — known as 21st-century skills — are summed up as the “4Cs” by the [Partnership for 21st Century Skills](#). They include: **Collaboration**: Students are able to work effectively with diverse groups and exercise flexibility in making compromises to achieve common goals. **Creativity**: Students are able to generate and improve on original ideas and also work creatively with others. **Communication**: Students are able to communicate effectively across multiple media and for various purposes. **Critical Thinking**: Students are able to analyze, evaluate, and understand complex systems and apply strategies to solve problems.

## World's Best Workforce

**“College, Career, and Citizenship Readiness”** – Minnesota strives to prepare every student to be career and college ready. There are a number of reasons driving this attention:

- The population of the United States is aging.
- 70% of the future jobs will require more than a high school diploma by 2018.
- The state and the nation do not have qualified candidates to fill many good paying jobs.
- Future jobs are going to require increasingly more rigorous preparation in mathematics, science and reading skills.
- Students have a narrow sense of the available jobs and, in truth, are preparing for jobs that do not yet exist.

Every student will benefit from taking time to consider career options and crafting a track to reach their self-defined goals. The tricky part is that most students are unaware of career possibilities. Students only know the careers they have seen, heard or read about. There are tens of thousands of jobs that students do not even know exist that are rewarding in purpose and financially. Students and families are encouraged to access the tools available in the district, the state and online to help plan career trajectories.

### **Horizon Middle School is committed to the following:**

- Annual review of each student's life plan
  - meeting academic standards
  - developing career and life skills (collaboration, creativity, communication and critical thinking)
  - identifying personal interests, aptitudes and aspirations
  - creating goals and timelines to achieve those goals
- Academic rigor and high expectation
- Integrating experiential learning opportunities in academic content
- Engaging in community partnerships
- Reducing the achievement gap by strengthening teacher practices in reaching all students
- Providing all students a level of instruction to obtain post-secondary credit without remediation
- Exposure to and conversation about a variety of career options in every course
- Access and choice for early college credit
- Providing support for students to obtain information about postsecondary education requirements and costs, eligibility for financial aid and scholarships



**AVID Schoolwide:** Beyond academic achievement, a goal of AVID (Advancement Via Individual Determination) is to create a school wide career-ready / college-going culture that supports high expectations and high levels of achievement for all students. The schoolwide AVID Essentials includes a focus on WICOR methodology, which stands for Writing, Inquiry, Collaboration, Organization and Reading. Throughout each classroom, WICOR instructional strategies engage students and scaffold instruction to make



challenging content accessible. Additional AVID Schoolwide Essentials include the implementation of initiatives that are designed to support and motivate all students.

When stepping onto a campus where AVID is schoolwide, it is not uncommon to see *all* students taking Cornell notes; using some form of binder, agenda planner, or other organizational tool; and engaging in collaborative, dynamic academic activities in classrooms facilitated by AVID-trained teachers. Students have open access to rigorous courses. Moreover, academic support structures are often offered throughout the school day so *all* students have opportunities to thrive.

Activities and Athletics



**Time for Exploration:** The middle school years are a great time to try something different or pursue an interest. Take a leap and try something new. You might make new friends, acquire a new interest or at least learn something new about yourself. The staff at Horizon want to help you be the best that you can be — and that starts by learning new things.

The goals of the Horizon Middle School East Campus activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the Horizon East staff is committed to providing a well-balanced activity program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time and energy to pursue. All students who participate in activities are reminded that to participate, they must be making progress in their academic coursework. For a more detailed description about each activity offered at Horizon Middle School East Campus please refer to our [Student Handbook](#).



Grades 7-8 Athletics:

1st Block	2nd Block	3rd Block	4th Block
Football	Girls Basketball	Boys Basketball	Golf
Volleyball	Wrestling	Gymnastics	Tennis
Cross Country	Boys Swimming and Diving	Adapted Bowling	Track
Girls Swimming and Diving			

Activities:

- Art Club
- Destination Imagination



Geography Bee  
Honor Choir  
Honor Band  
Jazz Band  
Newspaper  
Knowledge Bowl  
Knowledge Master  
Lego League/ Robotics  
Mathcounts  
Play/musical  
Science Olympiad  
Spelling Bee  
Horizon Ambassadors  
Tri-College Math

### ***HORIZON'S MISCELLANEOUS CLUBS***

Other clubs may be available on a year-to-year basis depending upon student interest. Some examples include: Minecraft, Dance, Chess, Girls In Real Life, Builders Club, etc.

## **Student Support Resources**

School counselors provide assistance to all students in the areas of academic, social and emotional support, crisis intervention and prevention, consultation about student needs, proactive developmental guidance, educational planning, student placement and scheduling, transitioning, support groups and referrals to outside agencies.

### **Counselors: (As stated in the [American School Counselor Association](#))**

#### **“Middle School Students’ Developmental Needs**

Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

#### **Meeting the Challenge**

Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school. School counselors align with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program.”

#### **Groups:**

Ashley Meagher, grade 7: 284-7315  
Rachel Lerum, grade 8: 284-7313

[Student Assistance Counselor](#) Megan Ramsey - 284-7213

[Social Worker](#) Joni Hubrig - 284-7116

[Student Wellness Facilitator](#): Danelle Klamann- 284-7127

[Gifted and Talented](#): Leigh Dornfield - 284-3789

[School Psychologist](#): Tammi Fortney - 284-2468



[Naviance](#) has much to offer a student and family in charting a future direction. Once students reach grade 7, staff will help each student and family to create an account at Naviance, which will help students to determine interests, explore career and college possibilities, and eventually help a student to chart a path through applications for college, scholarships or other career paths.

Counselors have been trained in the use of Naviance and will answer questions and offer suggestions to maximize the use of the program. It is merely one more tool provided by the Moorhead Schools to help each student "...to develop his or her maximum potential to thrive in a changing world."

## MEDIA CENTER SERVICES

The Media Center is open Monday-Thursday from 8 a.m. until 4:35 p.m. and Fridays from 8 a.m. until 4:10 p.m.; licensed personnel is on duty Monday through Friday from 8:25 a.m. through 4:10 p.m. Students are encouraged to use the media center as much as possible.



The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments. Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

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## Courses



### [Art](#) Grade 7 Art (Quarter)

Grade 7 art is a quarter class that offers students a variety of art studio experiences in drawing, painting, printmaking, and clay hand-building. Projects may vary depending on time and material availability. Students will review the Elements of Art and learn the Principles of Design. The art elements and principles are used to guide students in their own art making as well as when discussing the artwork of others.

## AVID

AVID is an elective class offered to students who would like to prepare for four-year colleges and universities. Students must have satisfactory citizenship and good attendance. Applicants must be motivated to work toward college eligibility. AVID students are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. In the identification process a

number of criteria are considered, including:

State test scores

Grades

Citizenship

Economically disadvantaged

Desire and determination

First in family to attend college

Historically underrepresented in 4-year colleges

Other special circumstances

The AVID elective is a class that meets five hours per week within the regular school day. The class is composed of several different elements, making students more successful in all their classes. The week is divided into curriculum days, tutorial days, and motivational activity days. The two days devoted to curriculum focus on the WICOR methodologies of AVID: Writing, Inquiry, Collaboration, Organization and Reading. Aside from WICOR, the curricular days also develop students' note-taking and study skills, while also teaching time management and goal setting. Mini lessons provide additional support for English, math, science and social studies classes. Students participate in weekly tutorials with college students where tutors provide content area support in math, English, social studies and science. Motivational activity days include college and career activities, guest speakers from area colleges and local professionals, and field trips to local colleges and universities. Students apply for admission to the program.

### **Grade 7 AVID (Year Long)**

AVID is designed to provide students in the middle with the skills they need to be successful in middle school, high school, and college. Students must apply, interview, and be selected to be accepted in AVID. AVID provides grade 7 students the opportunity to begin to develop the research-based AVID skills that will help to ensure their success in middle and high school. Study habits, organization, and academic support are key components of this entry-level AVID course.

### **Grade 8 AVID (Year Long)**

The grade 8 AVID elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the grades 6 and 7 AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students also will participate in college preparatory testing and build connections with the high school they will attend.

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# English / Language Arts / Theater Arts



Each student will develop, to the best of his or her ability, skill in reading, oral language, vocabulary, the writing process, and writing mechanics through studying works of literature, prose or poetry. In addition, students will develop a positive, open attitude toward literature through this study. The department expects appropriate work and study habits that result in an acceptable product that meets grade-level expectations and standards, and, further, meets college-preparatory / career-level requirements.

The primary focus of the middle-school English curriculum is skill development. It is the department's aim that students read, speak, comprehend, define, write, rewrite, edit, revise, compose, organize, and critically analyze independently and competently. This emphasis on skill development is intended to prepare middle school students for the rigorous career ready / college-preparatory work and content that is the core of the high school curriculum.

## **Grade 7 Language Arts (Year Long)**

In grade 7 language arts, students will focus on reading, writing, speaking, and listening. The reading focus will spend time with elements of fiction and nonfiction, literary response, literary devices, and independent reading. Students will also engage in the writing process to produce narrative, expository, and persuasive pieces for a variety of purposes and audiences. To build speaking skills, students will orally communicate information, opinions and ideas effectively through class participation, small group discussion, and formal presentations. Students will utilize critical listening skills through note-taking, small group and whole group discussions, and partner sharing.

## **Grade 8 Language Arts (Year Long)**

The focus of grade 8 language arts is on improving students' ability to read, write, think, and communicate. Much of this focus will be achieved through independent reading, writing assignments, and in-depth discussions that will continue throughout the year. Additionally students will be reading as a class a variety of short stories, *The Giver*, *Claudette Colvin: Twice Toward Justice*, and *The Outsiders*. Students will be completing essays as a class, including a literary essay, a persuasive essay, and a personal essay.

### ***Class Philosophy***

Every student is expected to be successful in improving (from whatever level you begin the year at) in your ability to read, write, think, and communicate. Like everything in life, with practice and guidance, students can all improve in these areas throughout the school year. The language arts course meets the state standards, but more importantly, teachers hope it inspires students to begin to think for themselves and develop a lifelong love for reading and writing.

### ***Unit Outlines***

Independent Reading\*  
Independent Writing\*  
Nonfiction Articles  
Short Stories  
Persuasive Essay  
*The Outsiders*

*The Giver*  
Literary Analysis Essay  
*Claudette Colvin: Twice Toward Justice*  
*Gilgamesh*  
This I Believe Personal Essay  
This I Believe Speech

## **Grade 8 Theater Arts (Quarter)**

Explore yourself, learn how theater impacts all of our lives and just have fun! In this activity-based class, students will use their imaginations to create characters, become comfortable in front of an audience, and learn the basics about theater and public speaking. Students will orally communicate information, opinions and ideas and work to effectively evaluate/analyze presentations. The students will have the opportunity to participate in large and small group activities along with solo work. A variety of theater games, pantomime, improvisation, character/scene work, and other special projects will be explored in this class.

Subjects to be explored:

Pantomime	Public speaking/writing
Improvisation	Evaluation and analyzation of performance and literature
Scene work	Cooperative group skills
Theater games	History of theater and basic theater terms

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## **English Learners**



English Learners (EL) is a specific discipline that assists students who are non-native speakers of English. The goal of the EL program is to support students as they acquire English so they are able to access the school's curriculum and meet academic achievement standards at grade level. EL service may take place in the ESL classroom or in the content classroom. In all cases the goal is to support students as they acquire the skills to be successful in using English to speak, read,

write and listen in social, professional and academic settings. Placement in specific classes is based on performance on the WIDA Assessment and past experience in using English as a language.

### **Grades 7 and 8 Students with Limited or Interrupted Formal Education (SLIFE) (Year Long)**

The SLIFE course addresses EL students' acculturation to the U.S. school system and attends to their socio-emotional needs. In addition, this course provides focused initial literacy instruction appropriate for adolescents, focused academic skill instruction to bridge gaps in knowledge, and integration of content and language instruction. This course teaches literacy in context, through thematic units. This course assesses student funds of knowledge to create meaningful contexts for literacy development, instruction in oral language skills in connection with literacy and connect units of study to funds of knowledge of the student, family, and community. This course uses National Geographic INSIDE.

### **Grades 7 and 8 Foundations (Year Long)**

Teaching language, literacy, and content in the Foundations course is designed to shape pathways of middle school EL students and to support them in achieving academic success. In Foundations, there is compelling content that engages students with a balance of informational texts and literature. Focus is on systematic language and comprehension development through building language proficiency and comprehension skills with scaffolded instruction. Foundational reading skills are taught by building basic and advanced decoding and spelling skills. This course also focuses on using comprehension instruction to anchor texts to build comprehension. This course uses National Geographic INSIDE.

### **Grades 7 and 8 Level A (Year Long)**

Grammar, history, literature, cultural and current events, and oral practice are combined to prepare second language students for more academic success in our regular curricular programs. Grammar and reading continue as key components to the EL program. Oral proficiency is increased through dialogues, oral reports, and class discussion. Written work includes note-taking, journals, dialogue writing, and fundamentals of composition. This course uses National Geographic INSIDE materials, Level A.

### **Grades 7 and 8 Level B (Year Long)**

This course provides instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade-level text independently. Instruction emphasizes reading and analysis of literary and informational selections to develop critical and close reading skills that move students from basic to proficient. Students will engage in a variety of lesson workshops that incorporate analysis of vocabulary, reading application, literary analysis, and informational texts. This course uses National Geographic INSIDE materials, Level B.

### **Grades 7 and 8 Sheltered Math (Year Long)**

This course is offered to grades 7-8 SLIFE and Foundations leveled EL students and is designed to teach math curriculum in a manner that is more accessible for English learners while at the same time promoting their English language development. Teachers highlight key language features and incorporate strategies that make the content more comprehensible to students. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks and by providing appropriate background information, vocabulary, and filling in any voids these students have in their math development. The objective of this class is to prepare students to join the mainstream math class.

### **Grades 7 and 8 Co-Taught Classes (Year Long)**

Co-taught EL / mainstream classes provide support for inclusive practices to achieve the following goals:

- to accommodate the needs of diverse English learners,
- to help all students meet both state and national standards, and
- to establish collaboration between English language teachers and mainstream teachers.

In the co-taught classroom, ELs learn mainstream content along with their monolingual peers. Within the mainstream classroom, the EL teacher demonstrates strategies during a co-taught lesson, and the classroom teacher continues to use the same strategies with ELs. This provides an effective co-teaching model to differentiate instruction for ELs. In the co-teaching/EL classes there is the collaboration between the content teacher and the EL teacher to co-plan, co-deliver, and individualize instruction for all students in a class; work together creatively to accommodate the language proficiencies, cultural diversity and educational backgrounds of the students in the class; and to overcome instructional challenges constructively.

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## Learner Support Services



All courses serve to help students enhance their learning opportunities. The courses and programming at Horizon East represent a continuum of services that span from early childhood through high school. Students must meet state disability criteria and have a specific need to enroll in these programs. Case managers, parents/guardians, and students will work together to schedule classes that meet individual student needs. The goal of Learner Support Services is to increase students' ability to facilitate their transition toward independent living (community participation), employment, and postsecondary training. Students' progress will be reviewed annually to ensure the best individualized education plan is developed and followed.

### **Grade 7 Pre-Algebra Resource (Year Long)**

**Prerequisite: LSS Case Manager approval needed.**

This course provides investigations to help students build independent, logical thinking skills. Investigations into proportional reasoning are the main focus of this course. Students look at numbers and operations, patterns and functions, algebra, statistics and probability, geometry, measurement, and problem solving. Students review and extend basic operations with whole numbers, fractions, decimals, percents, and integers. An emphasis on problem solving strengthens student's critical-thinking skills and helps them to link mathematics to the real world.

### **Grade 8 LSS Linear Algebra Pull-out Class (Year Long)**

**Prerequisite: LSS Case Manager approval needed.**

This course uses the Glencoe McGraw-Hill Algebra 1 series in conjunction with supplemental materials to meet students' individualized needs. This class will run parallel to the general education linear algebra class, but will take into consideration students' specific needs, ability, and need for pacing. This course focuses on the five big ideas, and all learning outcomes will be tied to these ideas. Students will make connections between graphs, tables, and equations. They will solve simple and complex equations for a given variable(s). Students will understand and solve inequalities and systems of equations. Students will identify and graph arithmetic sequences. Coursework will be tied to, and individualized, based on specific student need.

### **Grades 7 and 8 Resource (Year Long)**

**Prerequisite: LSS Case Manager approval needed.**

The resource class, designed for students in grades 7-8, focuses on instruction of multi-modal learning strategies that promote independent skill and knowledge acquisition development. This allows students to continue to improve reading, writing, mathematical and self-advocacy skills. Students also learn to organize materials and to best utilize their time to complete assigned coursework. All curriculum and instruction is based on individual needs of the students and the goals and objectives within students' Individual Education Plans (IEPs).

### **Grades 7 and 8 Read 180 (Year Long)**

**Placement is made according to determined need.**

Read 180 is designed to help struggling readers meet grade-level objectives by engaging students in relevant discussions, interactive computer software, and daily independent reading time, and by providing daily writing opportunities and instruction. Instruction also focuses on reading strategies and

academic vocabulary. Students receive reading support in small and large group activities as well as through an individualized software program. Ongoing assessments provide data on student progress, and assessment informs instruction so students receive the appropriate level of instruction and support.

### **Grade 7 Self-Contained/Day Treatment Pre-Algebra (Year Long)**

#### **Special Services Team approval required.**

Self-Contained/Day Treatment Pre-Algebra is designed to provide extra help in understanding pre-algebraic concepts in a small group setting. This course provides investigations to help students build independent, logical thinking skills. Students look at numbers and operations, patterns and functions, algebra, statistics and probability, geometry, measurement, and problem solving. Students review and extend basic operations with whole numbers, fractions, decimals, percents, and integers. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grade 8 Self-Contained/Day Treatment Linear Algebra (Year Long)**

#### **Special Services Team approval required.**

This course uses the Glencoe McGraw-Hill Algebra 1 series in conjunction with supplemental materials to meet students' individual needs in a small group setting. The course teaches the key elements of algebra using a sequential approach and strategies for problem solving. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grade 7 Self-Contained/Day Treatment Language Arts (Year Long)**

#### **Special Services Team approval required.**

In this course students will focus on reading, writing, speaking, and listening in a small group setting. Reading will focus on fiction and nonfiction and independent reading. Students will engage in the writing process to produce narrative, expository, and persuasive pieces. To build speaking skills, students will orally communicate information, opinions, and ideas effectively through class participation and small group discussion. Coursework will be tied to and individualized based on specific student need. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grade 8 Self-Contained/Day Treatment Language Arts (Year Long)**

#### **Special Services Team approval required.**

The focus of this class is on improving students' ability to read, write, think, and communicate in a small group setting. Much of this focus will be achieved through independent reading, writing assignments, and in-depth discussions. Additionally students will be reading as a class a variety of short stories. Coursework will be tied to and individualized based on specific student need. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grade 7 Self-Contained/Day Treatment Life Science (Year Long)**

#### **Special Services Team approval required.**

Life Science is a study of living organisms and their interactions with their habitat. This course covers four major units: cells and heredity, diversity of life, human biology and environmental science. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.



### **Grade 8 Self-Contained/Day Treatment Earth Science (Year Long)**

#### **Special Services Team approval required.**

This course explores units in the areas of meteorology, geology and astronomy. Students will examine the big idea that science is a way of knowing. Scientists don't have an answer key; they figure out why things are the way they are. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grade 7 Self-Contained/Day Treatment United States History (Year Long)**

#### **Special Services Team approval required.**

In this course, American history will be taught chronologically moving from westward expansion to the Civil War and Reconstruction, Industrialization and urbanization, Imperialism and World War I, the Depression, World War II and finally the Cold War and beyond. During each era students will be introduced to the economic changes in America and efforts to reform the American government and social fabric. Students learn about people, issues and events significant to this nation's history from 1800 to the current era. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grade 8 Self-Contained/Day Treatment Global Studies (Year Long)**

#### **Special Services Team approval required.**

Global Studies will be centered on the Minnesota Grade 8 social studies standards. The standards feature geography with a strong secondary emphasis on contemporary world history. Students will build a knowledge of geography and each unit will include further investigation into issues of contemporary history, government, citizenship, and economics. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

### **Grades 7 and 8 Skill Development (Year Long)**

#### **Special Services Team approval required.**

The skill development program at Horizon Middle School East Campus starts the initial phases of transition along with continued academic skills. Teachers will present core curriculum to small groups of students in resource classroom settings. Students who participate in the skill development program benefit from instruction provided at a more basic level along with individual skills based off the student's Individual Education Plan (IEP). Students who are in the skill developmental program often work on functional life skills. At Horizon East, we provide hands-on learning through APL cart (our school store), service-learning projects, projects to benefit the middle school CARE team, and various jobs throughout the building. Students practice job skills with meaningful tasks for staff all over the building, including cleaning, deliveries, sorting, shredding, stocking products, and watering plants. These tasks not only provide an opportunity to practice job skills, but also incorporate social skills, the use of communication devices, and inclusion throughout the building.

### **Grades 7 and 8 Related Services for Special Education**

#### **Special Services Team approval required.**

Related services such as Speech/Language, Developmental Adaptive Physical Education (DAPE), Deaf/Hard of Hearing (D/HH), Vision Impaired (VI), Occupational (OT) and Physical Therapy (PT), are available with Special Services team approval within the Individual Education Plan (IEP).

## Mathematics



Skill in mathematics is required in all that we do. Whether the math skills are needed for daily life or for a job those skills are demanded in all that we do. Students should push themselves to master all the math they can and when facing a hurdle seek help. Staff are available before and after school to help students feel more comfortable in using mathematics as a tool – or for fun! Mathematics is like any skill – the more it is used the more comfortable one becomes. Students are encouraged to challenge themselves. The more math that is taken in middle school will open more doors and career paths as one gets older.



### **Grade 7 Pre-Algebra (Year Long)**

This course provides investigations to help students build independent, logical thinking skills. Investigations into proportional reasoning are the main focus of this course. Students look at numbers and operations, patterns and functions, algebra, statistics and probability, geometry, measurement, and problem solving. Students review and extend basic operations with whole numbers, fractions, decimals, percents, and integers. An emphasis on problem solving strengthens students' critical thinking skills and helps them link mathematics to the real world.

### **Grade 7 Algebra (Accelerated) (Year Long)**

Prerequisite: Scored an Exceeds on the MCA III test, excellent study habits, and teacher recommendation. Algebra is designed to develop those algebraic skills necessary to future study in mathematics. Students will learn how to use symbols and logic to draw conclusions about mathematical relationships. These relationships will include linear equations, inequalities in one or two variables and systems of equations. Students will be required to simplify radical expressions and solve quadratic equations by factoring. Considerable time will be spent applying the skills learned in solving practical problems algebraically.

### **Grade 8 Linear Algebra (Year Long)**

This course introduces students to the concept in algebra involving the linear characteristics of an algebraic equation. It builds upon the foundations they gained in Pre-Algebra. Specifically students are expected to gain an understanding of these five primary learning outcomes identified toward a positive transition into high school math courses, as well as leading to the options of advanced math courses at the high school. Students will learn how to graph and write linear equations; solve complex linear equations; solve complex inequalities; identify and graph arithmetic and geometric sequences; and solve a system of linear equations.

### **Grade 8 Geometry (Accelerated) (Year Long)**

Prerequisite: Successful completion of Algebra 1 in grade 7 and teacher recommendation. This course introduces the students to the geometric concepts necessary for advanced math courses at the high school. It builds on the Algebra I outcomes students gained in grade 7. This course will provide students with the foundation to use deductive and inductive reasoning toward mathematical concepts. They are expected to gain an understanding of these five primary learning outcomes

identified toward a positive transition into advanced math courses at the high school. Students will learn to:

1. Recognize and apply properties of angles;
2. Calculate the area, surface area, and volume of geometric shapes;
3. Identify similar polygons and use ratios and proportions to solve problems;
4. Recognize and apply properties for quadrilaterals; and
5. Recognize and apply properties of triangles.

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## Music

Victor Hugo observed that "Music expresses that which cannot be put into words and that which cannot remain silent." For anyone who has practiced and produced a musical note this is all so true. Music offers so much to enhance an individual. Beyond the realm of personal satisfaction and joy from music is the gain from the study of music and musical production. The study of music has been proven to increase

vocabulary acquisition, nurture advanced reading skills and carry additional skills that readily transfer to all studies. Furthermore, students in music advance teamwork and communication within their section and the larger musical group. There is even a strong correlation between music and mathematics plus a myriad of scholarship opportunities in the field of music. The possibilities with music are endless and serve to provide a lifetime of satisfaction.

[Watch our orchestra in action - click here!](#)

[Watch the choir in action - click here!](#)

### **Grade 7 Choir (Year Long, Every Other Day)**

This class is for students who love to sing and want to be part of a performing group. Students meet every other day for the entire year. If students choose to be in band/orchestra and choir, they will spend the first half of class in their instrumental music class and the last half of class in choir. Students will learn sight-singing, ear-training, and music theory. Students sing in three-part music and will be introduced to a variety of choral literature, including folk songs, spirituals, secular music, and pop songs. The grade 7 choir performs at three concerts throughout the year. Opportunities to audition for the Horizon Middle School Honor Choir and other choral festivals are also available.

### **Grade 7 Band (Year Long, Every Other Day)**

The grade 7 band program offers a full band experience for those students who have had at least one year of instrumental training on their instrument. Classes are held every other day all year long. Most students have access to an additional teacher to receive group lessons out of band class. Several times a year the three grade 7 bands are combined in rehearsal, particularly before concerts. Three evening concerts are scheduled each year. Students also have the opportunity to perform in Jazz Band and Honor Band.

### **Grade 7 Orchestra (Year Long, Every Other Day)**

Grade 7 orchestra meets year long every other day opposite physical education. Instruction is geared toward students who started their instruction in grade 5, but new students are welcome to join at any time. At least four concerts are presented throughout the year, including a school-day-long tour for

performances at Minnesota elementary schools in school districts that have no orchestra program. Grading is based on practice and small side projects that enhance the education experience. Other activities, including performance of the National Anthem at various local and regional sporting events, are part of the grade 5-8 orchestral experience.

### **Grade 8 Choir (Year Long, Every Other Day)**

This class is for students who love to sing and want to be part of a performing group. Students meet every other day for the entire year. If students choose to be in band/orchestra and choir, they will spend the first half of class in their instrumental music class and the last half of class in choir. Students will learn sight-singing, ear-training, and music theory. Students sing in three- and four-part music and will be introduced to a variety of choral literature, including folk songs, spirituals, secular music, and pop songs. The grade 8 choir performs at three concerts throughout the year. Opportunities to audition for the Horizon Middle School Honor Choir and other choral festivals are also available.

### **8th Grade Band (Year Long, Every Other Day)**

The grade 8 band program provides a comprehensive band experience for those students who have had at least two years of instrumental training on their instrument. Students perform a wide variety of standard quality literature of all types, including ballads, chorales, jazz and holiday music. Classes are held every other day all year long. Most students have access to an additional teacher to receive group lessons out of band class. Several times a year the two grade 8 bands are combined in rehearsal, particularly before concerts. These extra rehearsals occur during the school day and/or before school at 8 a.m. Three evening concerts are scheduled each year in addition to festival participation opportunities. Students also have the opportunity to perform in Jazz Band and Honor Band.

Students wishing to join band for the first time in grade 8 should contact the band director for information on how to get beginning band instruction.

Students entering the district having already played since grades 4 or 5 will be given guidance from the band director.

### **Grade 8 Orchestra (Year Long, Every Other Day)**

Grade 8 orchestra meets year long every other day opposite physical education. Instruction is geared toward students who have been in the orchestra program for at least two previous years. At least four concerts are presented throughout the year, including a trip to perform in the MNSOTA Tier One festival at locations that vary throughout Minnesota. Other activities, including performance of the National Anthem at various local and regional sporting events, are part of the grades 5-8 orchestral experience. Grading is based on practice and small side projects that enhance the education experience.

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## **Physical Education / Health**

It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward

physical activity so they can adopt healthy and physically active lifestyles. Quality programs are also important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

According to the National Association for Sport and Physical Education (NASPE) guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction. Quality physical education programs should provide the student with the following benefits:

**Skill development** – Develops motor skills that allow for safe, successful, and satisfying participation in physical activities.

**Regular, healthful physical activity** – Provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits.

**Improved physical fitness** – Improves the health-related components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).

**Support of other subject areas** – Reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, math, and social studies, communication skills, and literacy.

**Self-discipline** – Facilitates development of responsibility for personal health, safety, and fitness. Improved judgment – Influences moral development and students assume leadership roles, cooperate with others, and accept responsibility for their own behavior.

**Stress reduction** – Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

**\*Students are required to bring a pair of shorts or sweatpants and a T-shirt that are left in the locker room. It is never good to wear the same clothing in school that is worn in physical education. It is highly recommended to wear some type of athletic shoe.**

### **Grades 7 and 8 Physical Education (Year Long, Every Other Day)**

Physical education at Horizon East emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. These courses provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. The program includes skill development and the application of rules and strategies in the following different sport related forms: health-related fitness activities (cardiorespiratory/aerobic endurance, muscular strength and endurance, flexibility), team sports, individual and dual sports, outdoor pursuits, and recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

### **Grade 8 Healthy Lifestyles (Quarter)**

Grade 8 healthy lifestyles is a required one-quarter class that prepares students to deal with the adjustments required of adolescents as they transition into adulthood. The goal of this course is to provide students with knowledge and tools that they can transfer into real-life situations.

Decision-making skills will be practiced across all subject areas. Instruction will include class discussion, notes, group activities, videos, guest speakers, and reflection. The course will cover risks, addictions, effects, refusals skills, and awareness of the following topics:

- Decision Making
- Goals Setting
- Bullying/Cyberbullying
- Mental Health (disorders, addictions, illness, etc.)
- Alcohol

- Reproductive Growth & Development
- Dating Violence
- STDs
- Drugs
- Tobacco



## Science

Since the publication of the National Science Education Standards by the National Research Council in 1996, the teaching of science in grades K-12 has undergone a gradual revolution. Instead of presenting science as a collection of isolated facts, teachers strive to help each student develop the ability to conduct scientific inquiry, gain a strong understanding of scientific concepts and how they are connected, and develop an understanding of the nature and history of science.

### **Grade 7 Life Science (Year Long)**

Life science is a study of living organisms and their interaction with their habitat. This course covers four major units: cells and heredity, diversity of life, human biology and environmental science. Hands-on labs provide the students opportunities to show their ability to learn kinesthetically.

### **Grade 8 Earth Science (Year Long)**

This course explores units in the areas of meteorology, geology and astronomy. The big ideas of the earth science course are the scaffolding for the course's units and lessons. Each unit covered in class ties to at least one big idea. Most units also tie to big idea 1, that science is a way of knowing.

1. Science is a way of knowing. Scientists don't have an answer key; they figure out why things are the way they are.
2. Earth's systems – like the ocean, land, or atmosphere – may be represented by and analyzed with maps, images, and Geographic Information Systems (GIS).
3. The surface of Earth is being worn down, reshaped, and built up by geologic processes; many processes operate at the same time.
4. The Earth and life on earth have a history of change. The clues to understanding those changes are in the rocks.
5. The movement of air transports heat and moisture around the Earth making weather change and causing different climates to form.
6. The Earth and Moon are part of a larger solar system and all bodies in that system are in motion.

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## Social Studies



The National Council for the Social Studies states “the primary purpose of social studies is to help young people make informed and reasoned decisions ...as citizens of a culturally diverse, democratic society.” It is with this in mind that the Moorhead School District's middle school social studies program is aligned to the Common Core State Standards and the Minnesota Social Studies Standards. The goal is to prepare students to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With these guiding standards, Moorhead Area Public Schools provides opportunities for every



student to be college and career ready by developing the knowledge and skills essential for success in the 21st century.

### **Grade 7 Social Studies: United States History (Year Long)**

U.S. History features history as the lead discipline with a strong emphasis on citizenship and government. American history will be taught chronologically moving from westward expansion to the Civil War and Reconstruction, Industrialization and urbanization, Imperialism and World War I, the Depression, World War II and finally the Cold War and beyond. During each era students will be introduced to the economic changes in America and efforts to reform the American government and social fabric. Students learn about people, issues and events significant to this nation's history from 1800 to the current era. Finally, students will gain an appreciation for the unique nature of the United States and the freedom it provides.

### **Grade 8 Social Studies: Global Studies (Year Long)**

Global studies will be centered on the Minnesota grade 8 social studies standards. The standards feature geography with a strong secondary emphasis on contemporary world history. Students will build a knowledge of geography, and in addition each unit will include further investigation into issues of contemporary history, government, citizenship, and economics. In addition to social studies content, this course will have a primary focus on developing literacy skills. Students will be expected to grow in the areas of reading, writing, civic discussion, and media and technology literacies. Students will be encouraged to be critical thinkers and real-world problem solvers. This course will prepare students with a necessary set of skills and knowledge to excel in high school.

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## **STEM / Project Lead The Way:**



The goal is to ignite students' passion for STEM through the STEM courses, which provide students with interactive, hands-on, group activities built around STEM concepts. Each activity is designed to emphasize collaborative learning, critical and analytical thinking, problem solving, creativity and effective experimental design. Through these activities students grow in confidence and curiosity while gaining critical 21st century skills.

### **Grade 7 Automation & Robotics (Quarter)**

In this class, students will experience a hands-on approach to robotics using the engineering design process. The course uses VEX parts and RobotC software to build different mechanisms and create code for problem-solving robots. Highlights will include: collaborative research, sketches, team activities, evaluations and reflections. The major projects in this course are: e-portfolio Word Wall, "Our Robot" presentation, mechanisms, coding with RobotC and programming challenges.

### **Grade 8 Science of Technology (Quarter)**

The Science of Technology course is based on the STEM fields and explores project-based learning through the bridge project and the CO2 car project. Students will refine their 21st century skills as they navigate their way through the engineering design process. The projects incorporate and encourage communication, collaboration, critical thinking and creativity along with other problem-solving skills. Students take the learning into their own hands by creating a digital design process document that will

go into their e-portfolio showcasing their projects. The students will design, construct, test, analyze and evaluate bridges and CO2 cars. Both projects start with background research then work through developing and making a prototype. The CO2 car project also will incorporate reverse engineering skills using the Autodesk 3D modeling software.

## World Language



The world language program provides world-readiness by preparing students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in world languages. The world language program incorporates a proficiency-based curriculum that enables students to use the world language in real-life situations in an immersion setting. World language teachers use engaging resources to meet the needs of their diverse learners.

### **Grade 7 Exploratory Spanish (Quarter)**

This nine-week exploratory course is designed to make learning Spanish enjoyable. The goals were created to give the middle school students a positive experience and to enhance their desire to take a high school Spanish course. Students will learn some basic Spanish vocabulary, along with cultural information about the many Spanish-speaking countries.

### **Grade 7 Advanced Spanish (Quarter)**

Prerequisite: Students must have completed K-5 Spanish Immersion Program and grade 6 Advanced Spanish. This course is designed to continue bridging the gap between the elementary Spanish Immersion Program and the high school Spanish program. Students will review what was taught in grade 6, build new vocabulary, read and write short stories in Spanish, practice speaking and listening, and will focus on many grammar points that are covered in Spanish 1 and 2 at the high school level.

### **Grade 8 Advanced Spanish (Quarter)**

Prerequisite: Students must have completed K-5 Spanish Immersion Program, grade 6 Advanced Spanish, and grade 7 Advanced Spanish. This course is designed to continue preparing Spanish immersion students for high school Spanish. Students will review what they learned in grades 6 and 7 Advanced Spanish, build new vocabulary, read and write short stories in Spanish, practice speaking and listening, and focus on many grammar points that are covered in Spanish 2 at the high school level. At the end of this quarter class, students will take a Spanish placement test that will determine the level of Spanish they will start in when they get to high school.

### **Grade 8 Chinese (Quarter)**

This course is designed for beginners. It is focused mainly on listening and speaking rather than reading and writing. Students will learn some basic Chinese expressions. Students also will explore different topics of Chinese culture. This course is full of fun and offers an interesting environment to students, which can raise students' interest in learning Chinese and make them feel Chinese is not so difficult.

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

**Assistant  
Superintendent of  
Finance and Operations**  
**Memo**  
**OASFO.17.075R**

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: 6/19/2017

RE: Annual Operating Plan 2017-2018

Attached please find a summary of the preliminary expenditures and revenue budgets, by fund, for the fiscal year 2018 and the draft 2017-2018 Annual Operating Plan.

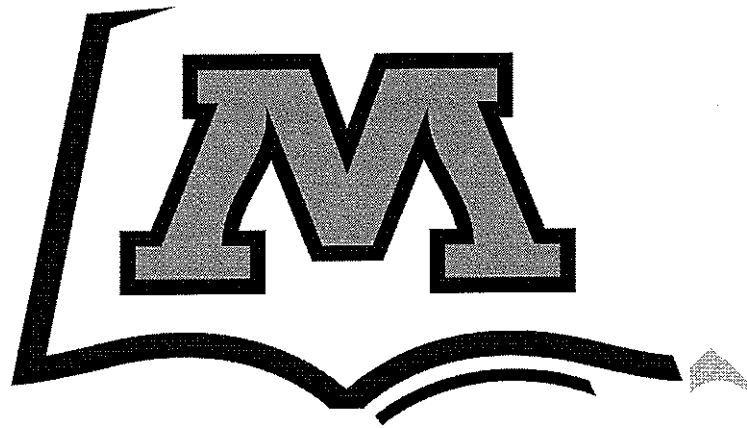
Suggested Resolution: Move to approve the 2017-2018 Annual Operating Plan, which includes the preliminary budget and Long-Term Facility Maintenance Plan for fiscal year 2018.

Moved by:  
Seconded by:  
Comments:

BML: dmb

**ATTACHMENTS:**

Description	Type
 2017-2018 Annual Operating Plan/ DRAFT	Cover Memo



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

# **2017-2018 Annual Operating Plan**

The mission of the Moorhead School District  
is to develop the maximum potential of every learner  
to thrive in a changing world.

**2016-2017  
ANNUAL OPERATING PLAN INDEX**

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## **SCHOOL BOARD**

	<b>Term Expiration</b>
Bill Tomhave, Chairperson	2019
Scott Steffes, Vice Chairperson	2021
Matt Valan, Clerk	2021
Cassidy Bjorklund, Treasurer	2021
Cindy Fagerlie, Director	2017
Mark Altenburg Director	2019
Melissa Burgard, Director	2021

## **CENTRAL OFFICE TEAM**

Dr. Lynne A. Kovash, Superintendent

Brandon Lunak, Assistant Superintendent of Finance and Operations

Missy Eidsness, Assistant Superintendent of School Improvement and Accountability

Kristen Dehmer, Executive Director of Human Resources

Duane Borgeson, Executive Director of Learner Support Services

Dan Markert, Executive Director of Information Systems and Instructional Support

**INDEPENDENT SCHOOL DISTRICT 152  
MOORHEAD, MINNESOTA**

**MISSION STATEMENT**

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

**THE SCHOOL ENTITY**

Moorhead Area Public Schools (MAPS) encompasses 206 square miles in Clay County, Minnesota and includes all or part of 11 townships. The district is 34 miles long, ranges from 3½ to 9½ miles wide and is bordered on the west by the Red River. The communities of Moorhead, Georgetown, Kragnes, Sabin, and Rustad are all part of the district. The district currently employs over 800 people in full and part-time positions. The district operates a maintenance garage, an education center, three elementary schools, a middle school, a high school and an area learning center.

**OBJECTIVES OF THE ANNUAL OPERATING PLAN**

1. To approve the 2017-2018 preliminary budget.
2. To project revenue and expenditures for a two-year period beyond the current budget.
3. To present historical information.
4. To have the above information organized in such a manner that it may be used as a tool in the district's long-range planning process.

## MOORHEAD AREA PUBLIC SCHOOLS

### Operating Levy Priority Areas Update

June 2017

**Priority Area 1: To provide a source of stable and predictable revenue to avoid further reductions including teacher and staff layoffs, program reductions or elimination, and reduced services.**

Minnesota's financial outlook for the state has improved in the last couple of years. For the 2015-2016 and the 2016-2017 school years, two percent was added to the basic per pupil formula. In 2010, the district had been projecting deficits of \$2 million for 2011-2012, \$2.18 million for 2012-2013, and \$3.7million for the 2013-2014 school year. Combining the referendum revenue with the increase in state aid, these deficits have been addressed and the fund balance has been stabilized.

**Priority Area 2: To provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the elementary level.**

#### Moorhead High School

Since 2011-2012 the high school has seen an increase in staffing in the following areas: Instrumental music, vocal music, English/Language Arts, mathematics, science, retained positions added with EduJobs funds (2.123 FTE in the areas of science, mathematics and English/Language Arts). The additional FTE allotments added to the high school allowed the high school to stay at or slightly below the district's targeted staffing ratio of 30:1 in core subjects

#### Horizon Middle School

**2011-2012 School Year** - Since 2011-2012, Horizon has seen an increase in staff in the following areas: instrumental music, vocal music, STEM, ELL, literacy support, mathematics, dean of students; teachers now teach 5 out of 6 classes which dramatically impacted class size; retained positions added with EduJobs funds. World Languages were increased 2.5 FTE to add world language offerings (Spanish and Chinese). STEM offerings also increased with this additional allotment.

#### Elementary School

Retained positions added with EduJobs funds and additional sections were added to accommodate increased enrollment and to remain within the district's targeted class size range.

#### District Wide Teaching FTE Changes

Year	Licensed Staffing	Increase/Decrease
2013-2014	422.12	28.32
2014-2015	434.54	12.42
2015-2016	459.02	24.48
2016-2017	476.10	17.08
2017-2018	491.25	15.15

**Priority Area 3: To repair and replace aging technology equipment and expand student use of and access to technology. (\$294,000)**

The Technology Department has conducted district wide technology audit, completed network infrastructure upgrade, upgraded wireless access points, upgraded the district's phone system, increased technology integration to include the expansion of online learning options (Haiku),

## **MOORHEAD AREA PUBLIC SCHOOLS**

### **Operating Levy Priority Areas Update**

June 2017

transitioned to a more user-friendly data warehouse, implemented online teacher evaluation system, began a replacement cycle to bring the district's hardware back into a 5-6 year replacement cycle, added computer labs or iPads to accommodate the district's STEM initiative, upgraded security cameras and added cameras in buildings that did not have cameras. Increased student engagement and collaboration were common themes from this year's one-to-one technology pilot program in Moorhead Area Public Schools. The pilot examined the financial feasibility and instructional impact of a school-owned one-to-one student-computing environment. The School Board approved the Technology Integration Task Force's recommendation to implement a one-to-one computing environment for grades 6-8 students for 2016-17.

#### **Priority Area 4: To provide increased access to world language. (\$158,000)**

##### **Moorhead High School**

**2011-2012 School Year-** Added Chinese

**2012-2013 School Year-** Added additional sections of Chinese based on student demand.

##### **Horizon Middle School**

**2012-2013 School Year-** Added Spanish and Chinese offerings.

**2014-present-** Committed to support World Language and Immersion Sections as needed.

#### **Priority Area 5: To Provide increased access to early childhood programs. (\$158,000)**

**2010-2011 School Year-** Added Jump Start in January 2011 to serve an additional 36 at-risk preschool students in collaboration with Head Start.

**2011-2012 School Year-** Continued Jump Start and expanded preschool offerings. Leverage funding sources to maximize the use of resources from Community Education, special education, general education.

**2012-2013 School Year-** Expanded Jump Start, enrollment has tripled compared to 2011-2012.

**2013-2014 School Year-** All-day kindergarten was added to give all students access, regardless of ability to pay. K+ was eliminated.

**2014-2015 School Year-** The legislature approved funding for all-day kindergarten beginning with the 2014-15 school year.

**2015-present-** Enhance Jump Start and preschool programming

## **I. GENERAL FUND**

### **INTRODUCTION**

The district is anticipating 2017-2018 General Fund revenues of \$77.3 million. This reflects an increase of approximately \$3 million compared to 2016-2017. This increase is due primarily to a 2% increase on the basic formula allowance, an estimated increase in enrollment of approximately 253 students. Expenses for the General Fund are anticipated to be \$80.6 million. This reflects an increase of approximately \$3.8 million compared to projected expenditures from 2016-2017. The primary reasons for this increase is the addition of approximately 18 full time equivalent teaching and support staff positions. The addition of the Vista and Operational Center and the opening of Dodds Elementary and East Horizon Middle School. Additionally, a total of two school buses will be purchased in 2017-2018. This represents a continuation of the upgrading of the district's bus fleet.

Projected changes to revenues and expenditures are made, when known, as close to actual amounts as possible; an increase in state or federal revenue is generally not assumed. For example, per pupil allowance will increase from \$6,067 for 2016-2017 to \$6,133 in 2017-2018 and \$6,312 in 2018-2019. The increase is due to the 2% increase on the basic formula. Beyond that, no increase in revenue is assumed from the state. Assumed increases to expenditures range from approximately 3% for salaries to typically 8-10% for health insurance premiums. Energy costs are generally assumed to increase at a 5% annual rate. Other expenses are assumed to increase using the Consumer Price Index (CPI), which is typically in the range of 2-3% annually.

The net result of the recommended General Fund budget is a combined restricted and unassigned fund balance decrease of \$3.2 million for 2017-2018. The June 30, 2017 restricted and unassigned General Fund balance is projected to be \$14.4 million, or 18.79% of total expenditures. Budget assumptions will be monitored to verify accuracy as new information becomes available. A revised budget will be presented to the board in approximately January 2018.

Moorhead School District residents voted on November 8, 2016, for an operating levy renewal that will provide \$223.66 per pupil in voter-approved funding each year for the next 10 years beginning with the 2018-19 school year. The vote was 12,274 yes and 6,853 no. 99% of Minnesota school districts use operating levy funding. Statewide the average operating levy authority is \$1,187 per pupil. Moorhead Area Public Schools is below state average at \$947.66 per pupil — of which \$223.66 is voter approved and \$724 is board approved. The operating levy generates approximately \$1.5 million for the school district.



This version of the Annual Operating Plan (AOP) continues to reflect the changes that were made to the district's fund balance policy in 2011. The purpose of the policy revision was to create fund balance classifications that allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

## REVENUE

Line #

- Property Taxes** .....1  
The property taxes for fiscal year 2015 remain relatively flat compared to 2016 with the primary source within that category being operating levy revenue.
- Interest**.....2  
Interest rates remain at historically low levels.
- Tuition and Fees**.....3  
This line item includes reimbursement from Lakes Country Service Cooperative (LCSC) special education, medical assistance/3<sup>rd</sup> party billing, and tuition for special education services that are not included in the calculation for special education aid/tuition.
- Other Local Sources** .....4  
Included are the fees from participation in extra-curricular activities, ticket sales from activity events, rent from school facilities, rent from other property, student teacher reimbursement, concessions, reimbursement from Lakeland Mental Health Day Treatment, and other miscellaneous sources.
- General Education Aid** .....5  
This represents the state's share of the basic general education revenue that includes transportation revenue. The increase in fiscal year 2017 compared to 2016 is primarily due to an increase in enrollment.
- Tax Credits** .....6  
The Border City Tax Credit is the largest of the tax credits that the district receives.
- Non-Public Transportation Aid** .....7  
The district receives funding to support non-public transportation. The state mandates non-public student transportation.

**Special Education Aid.....8**

Special education aid represents partial reimbursement for expenditures in special education. The aid represents a percentage of salary and supply costs incurred by the district including the necessary adjustments for tuition. The district also receives aid for excess special education costs.

**Federal Sources ..... 9-10**

The district receives a number of federal grants both directly and through the State of Minnesota. Generally, the two largest grants in this section are the Elementary and Secondary Education Act (ESEA), such as Title I, and flow-thru funding for special education.

**Operating Capital..... 12-13**

The formula for calculating operating capital revenue is \$79 plus \$109 multiplied by the facilities age index (1.2355 for 2016-17) multiplied by the adjusted pupil units. In addition, districts that operate year round programs such are entitled to \$31 for each pupil unit attending a year round program. The aid/levy proportion is the same percentage as the general education formula allowance funding.

**Long Term Facilities Maintenance Revenue.....14-15**

During the Special Session of the 2015 Legislative Session the "2015 Education Act" was passed. This established a "Long-Term Facilities Maintenance Revenue" (LTFMR) program for school districts in Minnesota beginning in FY17, the first year of the new program.

**Lease Levy .....16**

The district is authorized under MN Statute 126C.40 to levy for the cost of leasing space for instructional purposes or for school storage. The district submits an annual application to the Minnesota Department of Education (MDE) for approval. The total levy for a year must not exceed \$212 times the resident pupil units for the fiscal year to which the levy is attributed.

**Sale of Equipment/Property .....18**

Equipment that is no longer of use to the district is sold at a public auction or with public notice and the receipts are deposited in the capital outlay fund. Exceptions are made when state statute dictates that proceeds must be allocated elsewhere.

## EXPENDITURES

LINE #

<b>Administration and Support Services .....</b>	<b>25-28</b>
Included are all costs for general administration, instructional administration, school site administration, and administrative support services. Administrative services are defined as those provided by administrators who are in charge of instructional or instruction-related units including the school board members, superintendent, assistant superintendent, principals, and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator and the administrative support positions.	
<b>Regular and Vocational Instruction .....</b>	<b>29-33</b>
Included are all activities related to the teaching of students in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels excluding expenditures for special education instruction.	
<b>Special Education Instruction .....</b>	<b>34-37</b>
Included is the budget for activities that provide learning experiences for students of any age who, because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided students in regular or vocational instruction.	
<b>Instructional Support Services .....</b>	<b>38-41</b>
Included is the budget for activities for assisting the instructional staff with the content and process of providing learning experiences for students in grades K-12. This includes, but is not limited to, the organization, management and operation of libraries and media centers and the budgets for staff development.	
<b>Pupil Support Services .....</b>	<b>42-45</b>
Services for students other than instructional are included. The services include counseling and guidance, health, psychological, social work, crime prevention, and others.	
<b>Operations and Maintenance of Buildings and Grounds .....</b>	<b>46-50</b>
Included are the expenses related to maintaining and sustaining the utility, economic and aesthetic value of existing district-owned property.	
<b>Transportation Services .....</b>	<b>51-55</b>
Includes the salaries and benefits and other costs related to student transportation.	
<b>Aid Anticipation Certificates .....</b>	<b>56</b>

Represents expenses incurred for the issuance of aid anticipation certificates due to cash shortages resulting from legislated aid payment shifts or delays.

**Property/Liability Insurance .....57**

## **OPERATING CAPITAL EXPENDITURES**

Capital expenditures consist of expenditures for acquisition, additions, or improvement of sites, buildings, and equipment.

**Special Assessments .....59**

Special assessments are based on city improvements including projects related to repaving streets, curb and gutter work, and other needed improvements for city services.

**Leases .....60**

The district currently has lease agreements with the City of Moorhead for the Sports Center, Fargo Schools for the gymnastics center, and the Vista Building for the RRALC, ABE and Outreach. The annual lease payment for the 2012 multi-purpose room addition at S.G. Reinertsen is also included, and for the 2015 the Robert Asp Elementary and Probstfield Center for Education additions are included. For 2016 the new addition to S.G.Reinertsen, and for 2017 the Vista Building lease is included in the amounts also.

**Telephone/Telecommunications .....61**

Expenses include equipment and the leasing of telephone lines. E-rate reimbursements are included in this item.

**Building Discretionary Allocation .....62**

Each building is allocated capital funds to cover incidental expenses that are not part of the long-range facilities plan. The allocation is \$8.05 per student based on projected enrollment. This amount was rolled into the general instructional supply budget.

**Athletics .....63**

This item is for additions and replacement of athletic equipment.

**Curriculum Resources .....64**

These expenses are related to the district's curriculum review process.

**Music .....65**

These funds are used for additions and replacement of district-owned musical instruments.

**Media .....66**

Media/library print books and electronic resources are purchased as recommended by building media specialists in collaboration with the Director of Media Services & the

Executive Director of Information Systems and Instructional Support. This amount was rolled into the Instruct Support supplies.

**Equipment Contingency Fund .....67**  
Equipment that must be replaced immediately for continuity of instructional programs or for equipment essential for district operations is purchased when necessary from these funds. This item includes the leases and maintenance plans for district copiers.

**Technology Plan .....68**  
The technology plan is attached and details the annual operating costs and planned acquisitions.

**Building Construction and Maintenance Plan Long Term Facilities Plan .....69**  
The uses of the LTFMR program include "Like for Like" replacements of deferred capital expenditures and maintenance projects necessary to prevent further erosion of facilities and to increase accessibility of school facilities and health & safety project under Minnesota Statutes, section 123B.57. To qualify for the Long-term Facilities Maintenance Revenue, school districts were required to have a 10-year plan adopted by the school board to be eligible. This program began in FY17.

**Deferred Maintenance .....70**  
Deferred maintenance revenue is intended for repairs and maintenance of the physical plant. The district is currently using this revenue primarily for roof repairs and maintenance. This was included in the Long Term Facilities Plan.

**Transportation Equipment.....71**  
This allocation is used to purchase school buses or vans.

**Health and Safety Expenditures ..... 73-79**  
The State Commissioner of Education has approved all of the expenditures included in this category. To be considered by the Commissioner for health and safety funding projects must be related to hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, or health, safety, and environmental management including indoor air quality management. MN Statute 123B.57 defines the health and safety program. This was included in the Long Term Facilities Plan but we still separate the expenses.

	FY16	FY17	FY18	FY19	FY20	FY21
GENERAL FUND (01)	Actual	Revised	Preliminary	Projected	Projected	Projected
<b>REVENUES</b>						
1 Property Taxes	5,190,776	5,244,797	5,803,231	5,803,231	5,803,231	5,803,231
2 Local Sources	1,261,939	1,201,581	1,435,220	1,459,925	1,485,123	1,510,827
3 General Education Aid	48,492,832	50,579,991	53,082,189	55,324,054	56,438,040	57,384,838
4 Other State Aids	636,226	469,414	472,987	476,630	480,347	484,136
5 Special Education Aid	9,220,506	9,243,698	9,500,000	9,500,000	9,500,000	9,500,000
6 Federal Aids Grants	3,172,874	3,216,667	2,978,341	2,978,341	2,978,341	2,978,341
7 Capital Outlay/LTFM	2,627,731	4,222,404	3,976,184	4,055,937	4,055,940	4,055,940
8 Health & Safety	324,416	185,642	114,294	-	-	-
9 <b>TOTAL REVENUES</b>	<b>70,927,300</b>	<b>74,364,193</b>	<b>77,362,446</b>	<b>79,598,118</b>	<b>80,741,022</b>	<b>81,717,313</b>
<b>EXPENDITURES</b>						
10 Administration	4,350,877	4,775,570	5,322,590	5,486,180	5,654,840	5,828,720
11 Regular Instruction & Vocational	28,453,521	31,602,440	33,456,610	34,929,840	36,363,670	37,841,950
12 Special Services	16,269,022	17,144,860	17,915,790	18,465,480	19,032,320	19,616,850
13 Instructional Support	2,643,661	2,938,250	3,024,160	3,111,690	3,201,930	3,294,970
14 Pupil Support	1,963,900	2,062,280	2,125,840	2,191,380	2,258,960	2,328,640
15 Buildings & Grounds	4,167,742	4,579,840	5,553,470	5,748,120	5,949,700	6,158,480
16 Transportation	3,970,000	4,240,660	4,369,500	4,502,250	4,639,050	4,780,020
17 Capital Outlay/LTFM	6,171,694	9,436,216	8,839,521	6,667,366	6,132,164	5,553,133
18 Health & Safety- Included in LTFM	375,123	-	-	-	-	-
19 <b>TOTAL EXPENDITURES</b>	<b>68,365,540</b>	<b>76,781,116</b>	<b>80,607,481</b>	<b>81,102,306</b>	<b>83,232,634</b>	<b>85,402,763</b>
<b>REVENUES OVER (UNDER) EXPENDITURES</b>						
20 Restricted	(3,594,670)	(5,028,170)	(4,749,043)	(2,611,429)	(2,076,224)	(1,497,193)
21 Unassigned	6,156,430	2,611,247	1,504,008	1,107,241	(415,388)	(2,188,257)
22 <b>Restricted &amp; Unassigned Combined</b>	<b>2,561,760</b>	<b>(2,416,924)</b>	<b>(3,245,035)</b>	<b>(1,504,188)</b>	<b>(2,491,612)</b>	<b>(3,685,450)</b>
<b>ENDING FUND BALANCE</b>						
23 Restricted	380,807	(4,647,363)	(9,396,406)	(12,007,835)	(14,084,059)	(15,581,252)
24 Unassigned	16,465,476	19,076,723	20,580,731	21,687,972	21,272,584	19,084,327
25 <b>Restricted &amp; Unassigned Combined</b>	<b>16,846,283</b>	<b>14,429,359</b>	<b>11,184,325</b>	<b>9,680,137</b>	<b>7,188,525</b>	<b>3,503,075</b>
26 Unassigned as % of Expenditures	26.64%	28.33%	28.68%	29.14%	27.59%	23.90%
27 Restricted & Unassigned as % of Total Expenditures	24.64%	18.79%	13.88%	11.94%	8.64%	4.10%
<b>FOOD SERVICE (02)</b>						
28 Revenues	3,084,777	2,959,830	3,027,870	3,097,270	3,168,050	3,240,261
29 Expenditures	3,163,624	2,927,910	3,013,420	3,101,490	3,192,200	3,285,642
30 <b>REVENUES OVER (UNDER) EXPENDITURES</b>	<b>(78,847)</b>	<b>31,920</b>	<b>14,450</b>	<b>(4,220)</b>	<b>(24,150)</b>	<b>(45,381)</b>
31 <b>ENDING FUND BALANCE</b>	<b>701,815</b>	<b>733,735</b>	<b>748,185</b>	<b>743,965</b>	<b>719,815</b>	<b>674,434</b>
<b>COMMUNITY EDUCATION (04)</b>						
32 Revenues	1,901,863	1,925,771	1,963,710	2,002,410	2,041,910	2,092,211
33 Expenditures	1,503,132	1,652,500	1,936,270	1,968,380	2,026,650	2,086,651
34 <b>REVENUES OVER (UNDER) EXPENDITURES</b>	<b>398,731</b>	<b>273,271</b>	<b>27,440</b>	<b>34,030</b>	<b>15,260</b>	<b>5,560</b>
35 <b>ENDING FUND BALANCE</b>	<b>737,981</b>	<b>1,011,252</b>	<b>1,038,692</b>	<b>1,072,722</b>	<b>1,087,982</b>	<b>1,093,542</b>

INDEPENDENT SCHOOL DISTRICT #152							
GENERAL FUND (01)							
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		ACTUAL	REVISED	Preliminary	PROJECTED	PROJECTED	PROJECTED
	Formula Allowance per Pupil Unit	5948	6067	6188	6312	6312	6,312
	Enrollment (Nov. 2016 Proj)used to figure ADJ ADM	6042	6415	6668	6890	7067	7,217
REVENUES:							
Line #	General Fund						
1	Property taxes	5,190,776	5,244,797	5,803,231	5,803,231	5,803,231	5,803,231
2	Interest	34,100	1,000	80,000	80,000	80,000	80,000
3	Tuition & fees	601,330	642,693	820,061	834,063	848,344	862,911
4	Other local sources	626,509	557,888	535,159	545,862	556,780	567,916
5	General ed aid	48,492,832	50,579,991	53,082,189	55,324,054	56,438,040	57,384,838
6	Tax credits/Border City aid	458,495	290,800	290,800	290,800	290,800	290,798
7	Non public trans aid/state grants	177,731	178,614	182,187	185,830	189,547	193,338
8	Special ed aid and excess aid	9,220,506	9,243,698	9,500,000	9,500,000	9,500,000	9,500,000
9	Federal aids and grants	3,172,874	3,216,667	2,978,341	2,978,341	2,978,341	2,978,341
10	Education Jobs Fund (EduJobs)	0	0	0	0	0	0
11	Total General Fund	67,975,153	69,956,148	73,271,968	75,542,181	76,685,082	77,661,373
Operating Capital							
12	Operating capital aid	989,896	1,040,827	1,174,251	1,229,034	1,229,034	1,229,034
13	Operating capital levy	445,460	532,438	393,130	393,130	393,130	393,130
14	Long-Term Facilities Maint levy	321,961	1,002,815	736,312	736,312	736,312	736,312
15	Long-Term Facilities Maint aid	74,133	491,276	475,030	500,000	500,000	500,000
16	Operating capital lease levy	796,281	1,155,048	1,197,461	1,197,461	1,197,461	1,197,461
17	Head Start rent	0	0	0	0	0	0
18	Sale of Equipment cars and rebates	0	0	0	0	0	0
19	Total Operating Capital	2,627,731	4,222,404	3,976,184	4,055,937	4,055,940	4,055,940
20	Health & Safety Levy	324,416	185,642	114,294	0	0	0
21	Total Health & Safety	324,416	185,642	114,294	0	0	0
22	Total Revenues	70,927,300	74,364,193	77,362,446	79,598,118	80,741,022	81,717,313
23	\$ CHANGE	5,811,167	3,436,893	2,998,252	2,235,672	1,142,904	976,290
24	% CHANGE	8.9%	4.8%	4.0%	2.89%	1.44%	1.21%
EXPENDITURES:							
25	Admin salaries	3,130,597	3,514,020	4,019,440	4,140,020	4,264,220	4,392,150
26	Admin fringe benefits	846,504	876,130	906,790	938,530	971,380	1,005,380
27	Admin supplies	19,739	20,760	20,760	20,760	20,760	20,760
28	Admin other	354,037	364,660	375,600	386,870	398,480	410,430
29	Instruct salaries (reg & voc)	20,126,401	22,495,190	24,020,050	25,165,650	26,260,620	27,388,440
30	Instruct fringe benefits	7,217,042	7,669,640	7,938,080	8,215,910	8,503,470	8,801,090
31	OPEB expense benefit credit	(772,316)	(800,000)	(800,000)	(800,000)	(800,000)	(800,000)
32	Instruct supplies	554,525	625,840	638,360	638,360	638,360	638,360
33	Instruct other	1,327,869	1,611,770	1,660,120	1,709,920	1,761,220	1,814,060
34	Spec ed salaries	11,819,774	12,434,370	13,052,400	13,443,970	13,847,290	14,262,710
35	Spec ed fringe benefits	3,513,309	3,636,270	3,763,540	3,895,260	4,031,590	4,172,700
36	Spec ed supplies	106,603	220,000	220,000	220,000	220,000	220,000
37	Spec ed other	829,336	854,220	879,850	906,250	933,440	961,440
38	Instruct support salaries	1,798,702	1,885,370	1,941,930	2,000,190	2,060,200	2,122,010
39	Instruct support fringe benefits	415,892	443,380	458,900	474,960	491,580	508,790
40	Instruct support supplies	172,577	182,960	182,960	182,960	182,960	182,960
41	Instruct support other	256,490	427,540	440,370	453,580	467,190	481,210
42	Pupil support salaries	1,404,168	1,446,290	1,489,680	1,534,370	1,580,400	1,627,810
43	Pupil support fringe benefits	396,229	410,100	424,450	439,310	454,690	470,600
44	Pupil support supplies	9,058	11,970	11,970	11,970	11,970	11,970
45	Pupil support other	154,445	193,920	199,740	205,730	211,900	218,260
46	Bldgs & grounds salaries	1,518,446	1,564,000	1,830,920	1,885,850	1,942,430	2,000,700
47	Bldgs & grounds fringe benefits	259,704	268,790	278,200	287,940	298,020	308,450
48	Bldgs & grounds energy exp	1,329,195	1,617,740	2,277,450	2,368,550	2,463,290	2,561,820
49	Bldgs & grounds supplies	357,034	371,320	386,170	401,620	417,680	434,390
50	Bldgs & grounds other	532,149	577,560	594,890	612,740	631,120	650,050
51	Transportation salaries	730,909	752,840	775,430	798,690	822,650	847,330
52	Transportation benefits	120,841	125,070	129,450	133,980	138,670	143,520
53	Transportation contracted services	3,020,301	3,260,910	3,358,740	3,459,500	3,563,290	3,670,190
54	Transportation supplies	94,757	98,550	102,490	106,590	110,850	115,280
55	Transportation other	3,192	3,290	3,390	3,490	3,590	3,700

56	Aid Anticipation Certificate	0	0	0	0	0	0
57	Property/liability insurance	171,214	180,430	185,840	191,420	197,160	203,070
58	<b>Total General Expenditures</b>	<b>61,818,723</b>	<b>67,344,901</b>	<b>71,767,960</b>	<b>74,434,940</b>	<b>77,100,470</b>	<b>79,849,630</b>
59	Op cap special assessments	188,670	298,270	307,220	316,440	325,930	335,710
60	Op cap leases	1,247,876	1,427,271	1,260,990	1,298,820	1,337,780	1,377,910
61	Op cap telephone/telecomm	97,557	100,480	72,930	75,120	77,370	79,690
62	Op cap bldg discretionary	49,167	0	0	0	0	0
63	Op cap athletics	2,349	21,220	21,860	22,520	23,200	23,900
64	Op cap textbooks and curriculum resources	771,670	780,000	780,000	780,000	803,400	827,500
65	Op cap music	17,693	18,154	18,699	19,260	19,840	20,440
66	Op cap media	27,564	0	0	0	0	0
67	Op cap copier lease	123,405	143,280	172,580	177,760	183,090	188,580
68	Op cap technology plan	1,020,301	720,000	780,000	780,000	780,000	780,000
69	Op cap building const/maint plan/Long Term Facilities	1,884,346	2,572,273	1,957,942	1,887,776	1,262,394	1,093,043
69a	Op Cap implementation of facilities recommendations	453,554	3,000,000	3,000,000	1,000,000	1,000,000	500,000
70	Op Cap deferred maintenance/folded into line 69	0	0	0	0	0	0
71	Op cap transportation equipment	287,542	132,000	233,000	233,000	239,990	247,190
72	<b>Total Operating Cap Expenditures</b>	<b>6,171,694</b>	<b>9,212,949</b>	<b>8,605,222</b>	<b>6,590,697</b>	<b>6,052,995</b>	<b>5,473,984</b>
73	347 - Health & Safety physical hazard	24,812	62,000	12,000	12,000	14,500	14,500
74	349 - Health & Safety hazardous subst	4,375	94,298	7,700	7,700	7,700	7,700
75	352 - Health & Safety envmt mgmt	39,159	45,469	45,469	45,469	45,469	45,469
76	358 - Health & Safety asbestos	0	0	0	0	0	0
77	363 - Health & Safety fire safety	14,595	20,000	10,000	10,000	10,000	10,000
78	366 - Health & Safety indoor air quality	292,182	1,500	159,130	1,500	1,500	1,500
79	<b>Total Health &amp; Safety Expenditures</b>	<b>375,123</b>	<b>223,267</b>	<b>234,299</b>	<b>76,669</b>	<b>79,169</b>	<b>79,169</b>
80	<b>TOTAL EXPENDITURES</b>	<b>68,365,540</b>	<b>76,781,117</b>	<b>80,607,481</b>	<b>81,102,306</b>	<b>83,232,634</b>	<b>85,402,763</b>
81	\$ Change	1,524,445	8,415,577	3,826,364	494,825	2,130,328	2,170,129
82	% Change	2.3%	12.3%	5.0%	0.6%	2.6%	2.6%
83	REV OVER EXP (EXP OVER REV)						
84	General Fund Restricted	(3,594,670)	(5,028,170)	(4,749,043)	(2,611,429)	(2,076,224)	(1,497,193)
85	General Fund Unassigned	6,156,430	2,611,247	1,504,008	1,107,241	(415,388)	(2,188,257)
86	<b>BEGINNING FUND BALANCE</b>						
87	General Fund Restricted:						
88	Operating Capital	200,000	200,000	(6,284,636)	(12,125,016)	(15,896,087)	(19,129,454)
89	Health & Safety	(641,381)	(692,088)	(729,713)	(849,718)	(926,387)	(1,005,556)
90	Safe Schools	211,360	195,202	195,202	195,202	195,202	195,202
91	Deferred Maintenance	868,856	677,693	2,171,784	3,383,126	4,619,438	5,855,750
92	Reserved for Prepaid	-	-	-	-	1.00	1.00
93	<b>General Fund Restricted Total</b>	<b>638,835</b>	<b>380,807</b>	<b>(4,647,363)</b>	<b>(9,396,406)</b>	<b>(12,007,834)</b>	<b>(14,084,058)</b>
94	General Fund Unassigned:						
95	<b>General Fund Unassigned Total</b>	<b>13,645,678</b>	<b>16,465,476</b>	<b>19,076,723</b>	<b>20,580,731</b>	<b>21,687,972</b>	<b>21,272,584</b>
96	<b>ENDING FUND BALANCE</b>						
97	General Fund Restricted:						
98	Operating Capital	200,000	(6,284,636)	(12,125,016)	(15,896,087)	(19,129,454)	(21,783,790)
99	Health & Safety	(692,088)	(729,713)	(849,718)	(926,387)	(1,005,556)	(1,084,725)
100	Safe Schools	195,202	195,202	195,202	195,202	195,202	195,202
101	Deferred Maintenance	677,693	2,171,784	3,383,126	4,619,438	5,855,750	7,092,062
102	Reserved for Prepaid	-	-	-	-	-	-
103	<b>General Fund Restricted Total</b>	<b>380,807</b>	<b>(4,647,363)</b>	<b>(9,396,406)</b>	<b>(12,007,835)</b>	<b>(14,084,059)</b>	<b>(15,581,252)</b>
104	General Fund Unassigned:						
105	Unassigned	11,679,563	14,376,723	15,880,731	18,987,972	18,572,584	16,884,327
106	Committed--Severance Obligation	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
107	Nonspendable	85,913					
108	Assigned--Health Insurance and Affordable Care Act	500,000	500,000	500,000	500,000	500,000	500,000
109	Assigned--Capital projects	3,000,000	-	-	-	-	-
110	Assigned--Tech acquisition & upgrades	-	-	-	-	-	-
111	Assigned--Alternative Learn/ Globe/PCE/Operation Bldg	-	3,000,000	3,000,000	1,000,000	1,000,000	500,000
112	<b>General Fund Unassigned Total</b>	<b>16,465,476</b>	<b>19,076,723</b>	<b>20,580,731</b>	<b>21,687,972</b>	<b>21,272,584</b>	<b>19,084,327</b>
113	<b>General Fund Restricted &amp; Unassigned Combined</b>	<b>16,846,283</b>	<b>14,429,359</b>	<b>11,184,325</b>	<b>9,680,137</b>	<b>7,188,525</b>	<b>3,503,075</b>
114	Unassigned (% of Unassigned Exp)	26.64%	28.33%	28.68%	29.14%	27.59%	23.90%
115	Unassigned & Restricted (% of Total Exp)	18.79%	18.79%	13.88%	11.94%	8.64%	4.10%



Summary Fiscal Year, Ending June 30th -->												
ESTIMATED EXPENDITURES:												
Deferred Capital Expenditures and Maintenance Projects												
Finance- Pig	Category											
368 - 865	Building Envelope	\$0	\$0	\$181,391	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369 - 865	Building Hardware and Equipment	\$0	\$59,345	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370 - 865	Electrical	\$0	\$0	\$314,737	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379 - 865	Interior Surfaces	\$0	\$165,130	\$314,709	\$18,600	\$18,600	\$18,600	\$18,600	\$18,600	\$18,600	\$18,600	\$18,600
380 - 865	Mechanical Systems	\$0	\$190,924	\$20,000	\$680,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
381 - 865	Plumbing	\$0	\$0	\$40,769	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382 - 865	Professional Services and Salary	\$0	\$41,178	\$56,000	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
383 - 865	Roof Systems	\$351,182	\$501,086	\$439,673	\$441,176	\$685,794	\$508,443	\$495,464	\$566,581	\$416,354	\$489,495	\$93,081
384 - 865	Site Projects	\$0	\$2,075	\$0	\$250,000	\$60,000	\$60,000	\$0	\$0	\$500,000	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$351,182	\$959,738	\$1,367,279	\$1,415,776	\$790,394	\$613,043	\$540,064	\$611,181	\$960,954	\$534,095	\$137,681
Health and Safety, Excluding Projects In Finance codes 358, 363 and 366 Costing > \$100,000 per Site												
Finance	Category											
347 - 865	Physical Hazards	\$15,850	\$62,000	\$12,000	\$12,000	\$14,500	\$14,500	\$14,500	\$14,500	\$14,500	\$14,500	\$14,500
349 - 865	Other Hazardous Materials	\$7,100	\$8,885	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700
352 - 865	Environmental Health & Safety Management	\$48,021	\$45,469	\$45,469	\$45,469	\$45,469	\$45,469	\$45,469	\$45,469	\$45,469	\$45,469	\$45,469
358 - 866	Asbestos Removal and Encapsulation	\$0	\$86,598	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363 - 866	Fire Safety	\$8,000	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
366 - 866	Indoor Air Quality	\$293,682	\$159,130	\$159,130	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Total Health and Safety Capital Projects	\$372,653	\$382,082	\$234,299	\$76,669	\$79,169	\$79,169	\$79,169	\$79,169	\$79,169	\$79,169	\$79,169
Health and Safety, Projects Costing < \$100,000 per Site												
358 - 867	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363 - 867	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366 - 867	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance	Category											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Annual 10 Year Plan Expenditures		\$723,835	\$1,341,820	\$1,601,578	\$1,492,445	\$869,563	\$697,212	\$619,233	\$690,350	\$1,040,123	\$613,264	\$216,850
FIN 302 Obj...	Building Capital Expenditures Maint											
Total 530	Equipment	\$286,818	\$82,909	\$77,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total 520	Building Acquisition or Construction	\$1,691,892	\$538,817	\$513,663	\$472,000	\$472,000	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000
Total Annual 10 Year Plan Building Capital Expenditures		\$1,978,710	\$621,726	\$590,663	\$472,000	\$472,000	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000
FIN 302 Obj...	District Capital Outlay											
All Objects	All Objects Off From Other Cap Outlay	\$4,257,100	\$6,640,675	\$3,647,279	\$3,702,920	\$3,790,600	\$3,904,320	\$4,021,460	\$4,142,110	\$4,266,370	\$4,394,350	\$4,526,190
Total Annual 10 Year Plan Building Capital Expenditures		\$4,257,100	\$6,640,675	\$3,647,279	\$3,702,920	\$3,790,600	\$3,904,320	\$4,021,460	\$4,142,110	\$4,266,370	\$4,394,350	\$4,526,190
Total LTFM Expenses		\$723,835	\$1,341,820	\$1,601,578	\$1,492,445	\$869,563	\$697,212	\$619,233	\$690,350	\$1,040,123	\$613,264	\$216,850
LTFM Revenue		\$0	\$1,200,750	\$1,232,564	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000
LTFM Expenses over/under Revenues		\$723,835	\$141,070	\$369,014	\$692,445	\$90,563	\$107,212	\$180,767	\$109,650	\$240,123	\$186,736	\$1,583,150
Building Capital Expenditure Maint		\$1,978,710	\$621,726	\$590,663	\$472,000	\$472,000	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000
Other Capital Outlay		\$4,257,100	\$6,640,675	\$3,647,279	\$3,702,920	\$3,790,600	\$3,904,320	\$4,021,460	\$4,142,110	\$4,266,370	\$4,394,350	\$4,526,190
Total Capital Outlay Expenditures		\$6,235,810	\$7,262,401	\$4,237,942	\$4,174,920	\$4,261,600	\$4,384,320	\$4,501,460	\$4,622,110	\$4,746,370	\$4,874,350	\$5,006,190
Capital Outlay Revenue		\$1,483,434	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882	\$1,537,882
Total Capital Outlay Expenses over/under Revenue		\$4,752,376	\$5,724,519	\$2,700,060	\$2,637,038	\$2,723,718	\$2,846,438	\$2,963,578	\$3,084,228	\$3,208,488	\$3,336,468	\$3,468,308

Annual Operations		15/16	16/17	17/18	18/19	19/20	20/21
Infrastructure	WAN -- Fiber Optics Lease	24,720	24,720	24,720	24,720	24,720	24,720
	Miscellaneous Electrical Upgrades	2,266	2,266	2,266	2,266	2,266	2,266
	Cabling -- Misc. District wide	20,000	20,000	2,500	20,000	20,000	20,000
		46,986	46,986	29,486	46,986	46,986	46,986
Hardware	Telephone System Maintenance	30,000	30,000	30,000	30,000	30,000	30,000
	Cellular Communication	6,000	6,000	6,000	6,000	6,000	6,000
		36,000	36,000	36,000	36,000	36,000	36,000
Maintenance Agreements	Software/Support Agreement	4,944	4,944	4,944	4,944	4,944	4,944
	Internet Bandwidth (minus E-Rate)	13,000	13,000	13,000	13,000	13,000	13,000
	Region I Software/Support Agreement	70,000	70,000	70,000	70,000	70,000	70,000
		87,944	87,944	87,944	87,944	87,944	87,944
Department Operations	General Supplies (Subscriptions, tools, etc.)	2,369	2,369	2,369	2,369	2,369	2,369
	Security/Clock/Paging/RF support	10,000	10,000	10,000	10,000	10,000	10,000
	CD-R's & Other Media	500	500	500	500	500	500
	Backup Archival Tapes	0	0	0	0	0	0
		12,869	12,869	12,869	12,869	12,869	12,869
Software Subscriptions	AntiVirus	2,500	2,500	2,500	2,500	2,500	2,500
	Group Calendaring/Scheduling	0	0	0	0	0	0
	SSL Certificates	1,250	1,250	1,250	1,250	1,250	1,250
	AppleWorks/iWorks	0	0	0	0	0	0
	Email/List management	4,500	4,500	4,500	4,500	4,500	4,500
	Web Filtering	35,000	35,000	35,000	35,000	35,000	35,000
	SENDIT membership	0	0	0	0	0	0
	Student Management Agreement	0	0	0	0	0	0
	Network operating system upgrade	4,244	4,244	4,244	4,244	4,244	4,244
	Power School/PS Learning	75,000	75,000	75,000	75,000	75,000	75,000
	Naiku	30,000	30,000	30,000	30,000	30,000	30,000
	InfoSnap	15,000	15,000	15,000	15,000	15,000	15,000
	All Day K Implementation						
		167,494	167,494	167,494	167,494	167,494	167,494
Staff Development	Local training classes	16,480	16,480	16,480	16,480	16,480	16,480
	Operations specialized training	9,258	9,258	9,258	9,258	9,258	9,258
	Intern Help (Salary)	9,675	9,675	9,675	9,675	9,675	9,675
		35,413	35,413	35,413	35,413	35,413	35,413
	Subtotal Operational Expenditures	386,705	386,705	369,205	386,705	386,705	386,705
Technology Acquisitions		15/16	16/17	17/18	18/19	19/20	19/21
Infrastructure	WAN -- Video Network/TV & Web Studio	10,300	10,300	10,300	10,300	10,300	10,300
	WAN -- Expansion/Upgrade PBX Upgrade	10,000	15,000	25,000	25,000	25,000	25,000
	Security CCTV/Keyfob	40,000	5,000	77,500	65,000	65,000	65,000
		60,300	30,300	112,800	100,300	100,300	100,300
Hardware	Auditorium Operations(Lights/Sound)	5,000	5,000	5,000	5,000	5,000	5,000
	RAM/CPU Upgrades	500	500	500	500	500	500
	TV/LCD Projection System/Projection Screen	15,000	15,000	15,000	15,000	15,000	15,000
	Computing Workstations	200,000	230,000	220,000	220,000	220,000	220,000
	Network Printers	5,000	5,000	15,000	5,000	5,000	5,000
	Peripheral Add-ons	5,000	5,000	0	5,000	5,000	5,000
	Data Servers/upgrades	5,000	5,000	5,000	5,000	5,000	5,000
	Emerging Technologies	5,000	5,000	5,000	5,000	5,000	5,000
		240,500	270,500	265,500	260,500	260,500	260,500
Software	GoogleEDU	0	0	0	0	0	0
	Curriculum Subscription	25,000	25,000	25,000	25,000	25,000	25,000
		25,000	25,000	25,000	25,000	25,000	25,000
Staff Development	Specialized Training--New Technologies	7,500	7,500	7,500	7,500	7,500	7,500
		7,500	7,500	7,500	7,500	7,500	7,500
	Subtotal Technology Acquisitions	333,300	333,300	410,800	393,300	393,300	393,300
	Subtotal Operational Expenditures	386,700	386,700	369,200	386,700	386,700	386,700
	TOTAL TECHNOLOGY PLAN	720,000	720,000	780,000	780,000	780,000	780,000

### 2017-18 AOP Staffing Plan (6/26/2017)

	2014-15 Actual	2015-16 Actual	16-17 Actual	2017-18 Prelim	2017-2018 Prelim Inc (dec) Over Actual Year
Elementary (K-5)	115.49	122.45	129.25		0.00
Elementary (K-4) Beginning 2017-18				115.25	2.00
Middle School (6-8)	52	55	54.00		0.00
Middle School (5-6) Beginning 2017-18				37.00	3.00
Middle School (7-8) Beginning 2017-18				38.00	2.00
High School (9-12)	67.08	69.95	71.2	71.26	0.0625
Alternative Education	8.68	10.98	10.98	10.98	0.00
Special Education*	111.29	116.33	124.86	126.36	1.50
English Learners (EL)	9.75	12	11.25	11.25	0.00
Funded with federal programs, grants or other	18.46	19.14	10.75	11.75	1.00
Funded with federal programs, grants or other	0	0	8.41	8.41	0.00
Elementary Physical Education/Health Fitness (K-4)	10.92	11	11.30		0.00
2017-18				13.94	2.64
Elementary Music (K-5) (K-4) Beginning 2017-18	7.92	7.6	8.30	10.00	1.70
Elementary Art (K-4)	3	3	3.00	4.00	1.00
Music (6-12) (5-12) Beginning 2017-18	8.69	8.89	9.30	10.30	1.00
Gifted and Talented	1	1	1.00	1.00	0.00
Resource Strategists	3.5	3.75	3.75	5.00	1.25
Media Specialists	2	2	2.00	2.00	0.00
Counselors	12.65	12.93	13.75	13.75	0.00
School Nurses	2.81	3	3.00	3.00	0.00
<b>Total Licensed Teaching Staff</b>	<b>434.54</b>	<b>459.02</b>	<b>476.09</b>	<b>493.25</b>	<b>17.15</b>
Administrative (Principals and Administrators)	13	15	16.00	18.00	2.00
Supervisory**	10	9	8.00	8.75	0.75
<b>Total Licensed Administrative/Supervisory Staff</b>	<b>23</b>	<b>24</b>	<b>24.00</b>	<b>26.75</b>	<b>2.75</b>
<b>Total Licensed Staff (Teacher &amp; Admin/Supervisory)</b>	<b>457.54</b>	<b>483.02</b>	<b>500.09</b>	<b>520.00</b>	<b>19.90</b>
<b>NON-LICENSED STAFF</b>					
Administrative	1	1	1.00	1.00	0.00
Supervisory	6	6	6.00	6.00	0.00
Paraprofessionals/Security***	159.09	169.26	177.33	168.33	-9.00
Non-Aligned/TCI	36.81	37.81	36.75	38.50	1.75
Non-Aligned/TCI - Coaches	0	0	2.00	2.00	0.00
Clerical/Confidential Administrative Assistants	45.31	47.37	48.71	53.31	4.60
Custodial	33.99	34.99	37.31	41.31	4.00
Federal Programs/Grants**	3.29	3.89	0.00	0.00	0.00
<b>Total Non-Licensed Staff</b>	<b>285.49</b>	<b>300.32</b>	<b>309.10</b>	<b>310.45</b>	<b>1.35</b>
<b>Total Staff</b>	<b>743.03</b>	<b>783.34</b>	<b>809.19</b>	<b>830.45</b>	
<b>Total Additions</b>					<b>21.25</b>

\*Includes positions filled by purchased services.  
 fluctuate due to funding.  
 and general education.

# Maximum Student-to-Teacher Ratios & Average Class Size

Student-to-Teacher Ratios									
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	24:1	24:1	24:1	24:1	24:1	24:1	24:1	24:1	24:1
Elem 1	25:1	25:1	25:1	25:1	25:1	25:1	25:1	25:1	25:1
Elem 2-3	27:1	27:1	27:1	27:1	27:1	27:1	27:1	27:1	27:1
Elem 4	29:1	29:1	29:1	29:1	29:1	29:1	29:1	29:1	29:1
Elem 5	30:1	30:1	30:1	30:1	30:1	30:1	30:1	30:1	30:1
Middle School (Core)	30:1	33:1	30:1	30:1	30:1	30:1	30:1	30:1	30:1
High School (Core)	30:1	36:1	30:1	30:1	30:1	30:1	30:1	30:1	30:1

Secondary staffing for elective classes will require a minimum student enrollment of 20.

Core Classes include English/Language Arts, Mathematics, Science, Social Studies.

Average Class Size									
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Projected 2017-2018
	Size	Size	Size	Size	Size	Size	Size	Size	Size
Kindergarten	23	22	23	22	23	23	23	22	23
Grade 1	24	23	25	25	23	24	23	23	24
Grade 2	25	26	24	25	26	26	25	25	26
Grade 3	29	25	26	25	27	27	25	25	26
Grade 4	27	27	26	25	26	26	26	27	27
Grade 5	29	28	27	26	27	27	27	29	30
Grade 6 (Core)	33	33	25	27	28	29	29	30	30
Grade 7 (Core)	33	33	26	25	29	27	29	32	26
Grade 8 (Core)	31	33	26	26	20	29	28	31	27
District Average K-3	25	24	24	24	25	25	24	24	24
District Average 4-5	28	28	27	26	27	27	26	27	28
District Average K-5	26	25	27	25	25	25	25	25	25
District Average 6-8	32	33	27	26	25	28	29	31	28

The average class size is based on March 1, 2017 enrollment.

Presented to the Moorhead Area School Board on March 27, 2017

**MOORHEAD AREA PUBLIC SCHOOLS**  
**NOVEMBER 2016 ENROLLMENT PROJECTIONS**  
 (Weighted Average Method)

	ACTUAL NOVEMBER 1 ENROLLMENT							PROJECTED ENROLLMENT					Variance Between Actual and Projected
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	11/1/16	2017-18	2018-19	2019-20	2020-21	2021-22	November 2015 Projection for 2016-17
Kindergarten	429	483	494	500	570	491		518	532	537	544	550	507
Grade 1	405	441	490	499	522	599		508	536	550	556	563	585
Grade 2	427	413	434	515	520	537		617	523	552	567	572	536
Grade 3	421	437	433	459	514	538		553	636	539	569	584	534
Grade 4	405	418	433	436	483	525		549	565	649	550	581	523
Grade 5	444	407	418	442	451	499		538	563	579	665	564	491
Grade 6	400	445	414	443	458	459		514	554	580	596	685	466
Grade 7	417	402	450	417	460	478		472	528	570	596	613	465
Grade 8	422	438	402	455	428	476		490	483	541	583	610	469
Grade 9	414	425	453	417	477	465		502	516	510	571	615	443
Grade 10	406	422	431	461	441	503		484	522	537	530	593	492
Grade 11	422	398	407	418	457	447		498	479	517	532	525	431
Grade 12	383	427	389	429	436	472		461	513	494	533	548	469
Grades K-4	2087	2192	2284	2409	2609	2690		2746	2792	2828	2786	2850	2685
Grades K-5	2531	2599	2702	2851	3060	3189		3284	3355	3407	3451	3414	3176
Grades 1-3	1253	1291	1357	1473	1556	1674		1678	1695	1642	1691	1719	1655
Grades 4-6	1249	1270	1265	1321	1392	1483		1601	1682	1808	1812	1830	1480
Grades 5-8	1663	1692	1684	1757	1797	1912		2013	2129	2269	2441	2472	1891
Grades 5-6	844	852	832	885	909	958		1052	1117	1158	1261	1249	957
Grades 7-8	839	840	852	872	888	954		961	1012	1111	1179	1223	934
Grades 6-8	1239	1285	1266	1315	1346	1413		1475	1566	1690	1776	1908	1400
Grades 6-12	2864	2957	2946	3040	3157	3300		3420	3596	3747	3940	4190	3235
Grades 7-12	2464	2512	2532	2597	2699	2841		2906	3042	3168	3344	3505	2769
Grades 9-12	1625	1672	1680	1725	1811	1887		1944	2031	2057	2165	2281	1835
Grades K-12	5395	5556	5648	5891	6217	6489		6703	6951	7154	7392	7604	6411
+/- Prior Year	5342	161	92	243	326	272		214	248	203	237	212	
% +/-	99.15%	2.98%	1.66%	4.30%	5.53%	4.38%		3.30%	3.69%	2.92%	3.32%	2.87%	

<b>BUILDING LEASES 2016-17</b>		
	<b>Total Lease</b>	
<b>City of Moorhead</b>		
Sports Center space fitness rm wght rm storage	106,835.04	thru June 30, 2017
Sports Center /Outreach/Art Instructional	48,408.36	thru June 30, 2017
Dry Floor, Golf	3,731.82	thru June 30, 2017
Ice Use	46,112.04	thru June 30, 2017
	205,087.26	
<b>Kinetic Leasing SGR Addition 11-12</b>	54,314.00	11/15/26
<b>Capital One Leasing PCE Asp 14-15</b>	417,366.28	2/1/29
<b>Klein Leasing for SGR Addition 15-16</b>	269,953.10	2/1/30
<b>Globe Leasing for ABE and RRALC 16-17</b>	175,259.53	2/1/42
<b>Total of all Leases</b>	<b>1,121,980.17</b>	



## II. FOOD SERVICE

### INTRODUCTION

This fund must be established in a district that maintains a food service program for pupils. Food service includes those activities which have as their purpose the preparation and service of milk, meals, and snacks in connection with school and community service activities.

Revenues and expenditures for Food Service activities are recorded in this fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service, and kitchen custodial service.

If revenues exceed expenditures, the resultant positive fund balance may not be transferred to the General Fund. If a deficit occurs, permanent transfers should be made from the General Fund to the Food Service Fund as of the end of the fiscal year.

In 2015-16 the kitchen at PCE was remodeled and \$291,971 was allocated for the cost.

This is the formula that is used to figure the price allowed to charge for meals.

#### **SY 2016-17 Weighted Average Price**

##### **Calculator**

Enter the paid prices and number of paid lunches sold at each price for October 2016.

Monthly # of Paid Lunches		Paid Lunch Price	Monthly Revenue	SY 2016-17 Weighted Average Price
Elementary	20,687	2.30	47,580.10	
Middle School/High School	19,817	2.40	47,560.80	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
	40,504.00		95,140.90	2.35

**Note: SY 2016-17 Weighted Average Price equal to or above \$2.86 are compliant for SY 2017-18. \$2.86 is the difference between the Free and Paid reimbursement rates for SY 2016-17.**



## Basic Assumptions

Prices used to develop revenue projections were as follows:

Category	2016-17 Prices	2017-18 Prices
Milk	.40	.40
Breakfast	1.00	1.00
Elem Lunch	2.15	2.30
Middle S/HS Lunch	2.40	2.40
Adult Lunch	3.40	3.60

## Reimbursements

The per meal reimbursement from the state (lunch and breakfast) will remain neutral.

The per meal reimbursement for commodities will decrease by .0075.

The per meal federal reimbursement (cash) for paid meals will increase by .01.

The per meal federal reimbursement (cash) for free and reduced meals will increase yearly by .08 per breakfast, .09 per lunch, and .04 for snacks.

## 2017-18 Reimbursements (2016-17 figures will be adjusted when figures are released in July)

### State Reimbursement:

\$ .125 All lunch  
\$ .525 Reduced  
\$ .125 Free lunch rater  
\$ .55 Paid breakfast  
\$ .30 Reduced breakfast

### Commodities Reimbursement (Food Distribution Program):

\$ .23 Each meal (lunch)

### Federal Reimbursement:

\$ .36 Paid lunch  
\$2.82 Reduced lunch  
\$3.22 Free lunch  
\$ .29 Paid breakfast  
\$1.71 Reduced breakfast  
\$1.71 Free breakfast  
\$ .07 Paid Snack  
\$ .43 Reduced Snack  
\$ .1975 Free Snack

### K-Milk Reimbursement:

\$ .20 Milk - State

## FUND BALANCE DEFINITIONS

Line #

### Miscellaneous Local Revenue ..... 2

Catered meals (lunch) to Head Start program at Probstfield.

### Purchased Services ..... 15

Costs include supervision, administrative services, repairs and maintenance, printing/publications, travel/professional development, consulting fees, operation : maintenance.

### Food Costs (USDA Commodities) ..... 16

Based on the number of reimbursable student meals (lunch only) that were served the previous school year.

### Fund Balance Projections ..... 26

Use of Food Service funds to pay for capital outlay expenditures will decrease the fund balance. Funding for capital outlay is received only from paid meal revenue (no contribution is received from free or reduced price meals). Decreases in the fund balance will result in a price increase.

**INDEPENDENT SCHOOL DISTRICT #152**  
**FOOD SERVICE FUND (02)**

	2015-2016 ACTUAL	2016-2017 REVISED	2017-2018 PRELIMINARY	2018-2019 PROJECTED	2019-2020 PROJECTED	2020-2021 PROJECTED
<b>REVENUES:</b>						
Line # Other local and county sources:						
1 Interest	0	0	0	0	0	0
2 Miscellaneous local revenues	20,516	13,200	13,460	13,730	14,000	14,280
3 <b>Subtotal other sources</b>	<b>20,516</b>	<b>13,200</b>	<b>13,460</b>	<b>13,730</b>	<b>14,000</b>	<b>14,280</b>
State sources:						
4 Lunch/Breakfast program aid	206,486	170,650	174,060	177,540	181,090	184,710
Federal sources:						
5 Lunch program aid	1,422,947	1,362,830	1,395,090	1,427,990	1,461,550	1,495,780
6 Food distribution program	171,798	136,430	139,160	141,940	144,780	147,680
7 Summer Food Program	68,955	57,840	57,840	57,840	57,840	57,841
8 <b>Subtotal federal sources</b>	<b>1,663,700</b>	<b>1,557,100</b>	<b>1,592,090</b>	<b>1,627,770</b>	<b>1,664,170</b>	<b>1,701,301</b>
9 Sale of Lunches	1,194,074	1,218,880	1,248,260	1,278,230	1,308,790	1,339,970
10 <b>TOTAL REVENUES</b>	<b>3,084,776</b>	<b>2,959,830</b>	<b>3,027,870</b>	<b>3,097,270</b>	<b>3,168,050</b>	<b>3,240,261</b>
11 <b>\$ CHANGE</b>	<b>217,688</b>	<b>(124,946)</b>	<b>68,040</b>	<b>69,400</b>	<b>70,780</b>	<b>72,211</b>
12 <b>% CHANGE</b>	<b>7.59%</b>	<b>-4.05%</b>	<b>2.30%</b>	<b>2.29%</b>	<b>2.29%</b>	<b>2.28%</b>
<b>EXPENDITURES:</b>						
Pupil support services:						
13 Salaries and wages	642,720	651,570	671,120	691,250	711,990	733,350
14 Employee benefits	112,451	107,850	111,090	114,420	117,850	121,390
15 Purchased services	332,142	348,060	358,500	369,260	380,340	391,750
16 Food costs-USDA commodities	171,798	139,120	143,290	147,590	152,020	156,580
17 Food costs, milk and supplies	1,530,167	1,595,860	1,643,740	1,693,050	1,743,840	1,796,160
18 Equipment/Construction	18,079	20,000	20,000	20,000	20,000	20,001
19 PCE kitchen expansion	291,971	0	0	0	0	0
19 Other expenditures	5,114	7,610	7,840	8,080	8,320	8,570
20 Summer Food Program	59,180	57,840	57,840	57,840	57,840	57,841
21 <b>TOTAL EXPENDITURES</b>	<b>3,163,623</b>	<b>2,927,910</b>	<b>3,013,420</b>	<b>3,101,490</b>	<b>3,192,200</b>	<b>3,285,642</b>
22 <b>\$ CHANGE</b>	<b>368,409</b>	<b>(235,713)</b>	<b>85,510</b>	<b>88,070</b>	<b>90,710</b>	<b>93,442</b>
23 <b>% CHANGE</b>	<b>13.18%</b>	<b>-7.45%</b>	<b>2.92%</b>	<b>2.92%</b>	<b>2.92%</b>	<b>2.93%</b>
24 <b>REV OVER EXP (EXP OVER REV)</b>	<b>(78,847)</b>	<b>31,920</b>	<b>14,450</b>	<b>(4,220)</b>	<b>(24,150)</b>	<b>(45,381)</b>
25 <b>BEGINNING FUND BALANCE</b>	<b>780,662</b>	<b>701,815</b>	<b>733,735</b>	<b>748,185</b>	<b>743,965</b>	<b>719,815</b>
26 <b>ENDING FUND BALANCE</b>	<b>701,815</b>	<b>733,735</b>	<b>748,185</b>	<b>743,965</b>	<b>719,815</b>	<b>674,434</b>
27 <b>Fund Balance as a % of Expenditures</b>	<b>22.18%</b>	<b>25.06%</b>	<b>24.83%</b>	<b>23.99%</b>	<b>22.55%</b>	<b>20.53%</b>
28 <b>Fund Balance Limit (1/3 of annual exp)</b>	<b>1,054,541</b>	<b>975,970</b>	<b>1,004,473</b>	<b>1,033,830</b>	<b>1,064,067</b>	<b>1,095,214</b>

**ANALYSIS OF PARTICIPATION (REIMBURSABLE MEALS)**

<b>2010-11</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>TOTAL</b>
SEPTEMBER	3540	5077	37.2	88.0	81.0	76.5	80.8	72.7
OCTOBER	3321	5067	35.4	81.5	75.0	73.9	77.5	68.7
NOVEMBER	3518	4975	38.0	85.9	82.0	79.2	83.4	73.7
DECEMBER	3460	4943	37.7	85.9	82.0	79.6	82.4	73.5
JANUARY	3455	4939	38.0	85.4	81.9	80.3	82.1	73.5
FEBRUARY	3414	4878	37.0	86.3	80.8	80.1	83.2	73.5
MARCH	3350	5035	34.9	84.8	73.6	73.7	78.9	69.2
APRIL	3397	4850	34.6	85.7	81.2	82.8	85.9	74.0
MAY/JUNE	3269	5111	33.1	88.1	87.3	73.7	79.7	72.4
<b>Total</b>	<b>3414</b>							<b>72.4</b>

<b>2011-12</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>TOTAL</b>
SEPTEMBER	3680	5200	42.2	86.5	81.0	82.3	78.9	74.2
OCTOBER	3684	5190	44.1	84.4	82.7	82.0	82.9	75.2
NOVEMBER	3670	5007	38.0	83.7	87.0	84.6	87.6	76.2
DECEMBER	3596	5023	39.7	83.9	85.9	84.8	82.4	75.3
JANUARY	3626	4993	41.9	84.8	86.2	84.7	87.3	77.0
FEBRUARY	3452	4818	39.1	85.6	87.1	85.4	86.8	76.8
MARCH	3585	4976	39.5	85.6	86.7	84.9	86.0	76.5
APRIL	3594	4983	39.9	84.1	87.3	85.9	86.9	76.8
MAY/JUNE	3353	4963	35.4	80.8	79.0	82.2	82.0	72.4
<b>Total</b>	<b>3582</b>							<b>75.6</b>

<b>2012-13</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>TOTAL</b>
SEPTEMBER	3690	5354	42.2	65.3	79.9	80.0	78.6	69.2
OCTOBER	3645	5129	44.1	81.3	82.2	81.4	78.0	73.4
NOVEMBER	3438	5044	40.4	74.8	83.0	82.4	83.2	72.8
DECEMBER	3524	5224	38.3	78.3	80.9	82.1	82.9	72.5
JANUARY	3608	5171	41.7	78.5	81.2	81.2	85.5	73.6
FEBRUARY	3539	5164	40.0	75.0	81.0	83.1	81.8	72.2
MARCH	3721	5487	39.0	76.7	81.5	81.6	80.5	71.9
APRIL	3702	5335	39.4	77.8	81.2	87.5	83.0	73.8
MAY/JUNE	3207	5154	36.6	72.6	74.0	75.3	70.2	65.7
<b>Total</b>	<b>3564</b>							<b>71.67</b>

<b>2013-14</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>PCE</b>	<b>TOTAL</b>
SEPTEMBER	3872	5392	43.9	79.1	86.3	82.7	86.4	74.8	75.5
OCTOBER	3948	5400	55.4	73.7	86.0	84.6	81.9	76.0	76.3
NOVEMBER	3847	5376	42.3	77.5	89.5	84.8	85.7	80.3	76.7
DECEMBER	3846	5332	41.9	79.2	88.3	85.5	88.0	83.3	77.7
JANUARY	3797	5312	42.6	75.5	89.1	84.7	88.4	81.7	77.0
FEBRUARY	3799	5312	40.7	76.5	89.6	84.9	88.6	83.6	77.3
MARCH	3711	5254	40.7	74.9	88.8	84.6	88.2	82.7	76.7
APRIL	3786	5308	39.5	77.6	88.4	85.5	88.0	84.5	77.3
MAY/JUNE	3550	5302	37.3	72.5	84.3	82.0	82.8	84.4	73.9
<b>TOTAL</b>	<b>34156</b>		<b>42.7</b>	<b>76.3</b>	<b>87.8</b>	<b>86.4</b>	<b>74.8</b>	<b>75.5</b>	<b>76.48</b>

<b>2014-15</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>PCE</b>	<b>TOTAL</b>
SEPTEMBER	4031	5664	44.99	79.86	84.22	82.09	82.18	81.32	75.8
OCTOBER	4050	5612	45.22	79.51	78.83	90.5	83.93	81.83	76.6
NOVEMBER	4044	5537	48.04	78.39	86.52	83.87	84.95	83.19	77.5
DECEMBER	3978	5567	47.22	77.1	87.33	84.63	85.61	81.7	77.3
JANUARY	3991	5553	45.41	78.19	86.24	83.85	84.51	82.46	76.8
FEBRUARY	3942	5505	44.37	76.74	86.62	84.01	83.76	83.81	76.6
MARCH	3919	5475	43.38	77.09	86.18	83.96	84.83	84.35	76.6
APRIL	3939	5454	41.48	82.38	85.18	83.47	84.73	85.45	77.1
MAY	3690	5445	40.37	77.00	76.74	78.02	78.73	85.41	72.7
<b>TOTAL</b>	<b>35584</b>		<b>44.5</b>	<b>78.5</b>	<b>84.2</b>	<b>82.2</b>	<b>81.3</b>	<b>75.8</b>	<b>76.33</b>

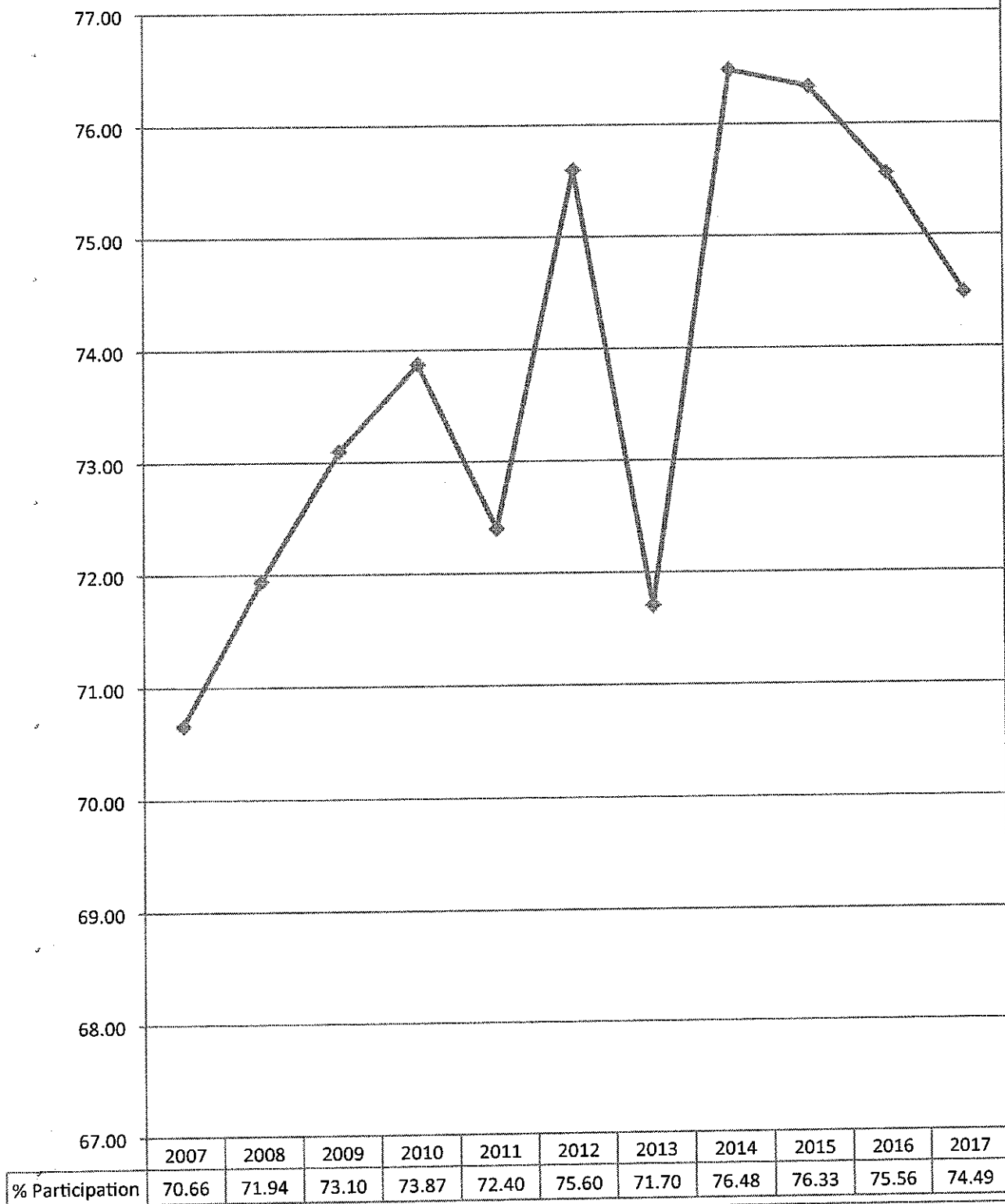
<b>2015-16</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>PCE</b>	<b>TOTAL</b>
SEPTEMBER	4157	4845	65.99	56.14	84.55	80.25	79.74	76.07	73.8
OCTOBER	4200	5842	56.37	66.48	85.46	82.71	80.64	83.88	75.9
NOVEMBER	4140	5774	44.43	79.79	85.33	84.88	81.51	81.7	76.3
DECEMBER	4175	5727	46.41	80.27	85.31	86.63	82.98	82.85	77.4
JANUARY	4126	5742	45.34	77.79	85.21	86.44	82.27	82.26	76.6
FEBRUARY	4054	5679	43.5	78.51	84.97	85.76	81.63	83.25	76.3
MARCH	4061	5663	43.21	81.65	83.79	85.15	82.16	81.62	76.3
APRIL	4054	5717	43.03	78.33	84.43	85.68	80.06	82.84	75.7
MAY	3848	5731	40.26	74.93	77.21	79.61	76.83	82.47	71.9
<b>TOTAL</b>	<b>36815</b>		<b>47.6</b>	<b>74.9</b>	<b>84.0</b>	<b>79.7</b>	<b>76.1</b>	<b>73.8</b>	<b>75.57</b>

<b>2016-2017</b>	<b>ADP</b>	<b>ADA</b>	<b>HS</b>	<b>MS</b>	<b>ASP</b>	<b>HOP</b>	<b>SGR</b>	<b>PCE</b>	<b>Total</b>
September	4270	6097	41.17	76.77	94.5	81.86	78.52	76.87	74.95
October	4246	6136	40.99	74.99	82.68	84.84	80.6	81.75	74.31
November	4291	6078	42.42	76.36	84.44	85.38	82.63	82.65	75.65
December	4247	6025	41.73	75.29	84.14	86.62	83.67	83.57	75.84
January	4177	5968	40.88	74.81	84.06	86.31	83.78	80.94	75.13
February	4188	5986	41.78	74.35	83.74	85.06	82.67	82.91	75.09
March	4134	5955	40.19	72.83	83.37	86.15	82.93	83.71	74.87
April	4181	6035	39.93	71.67	83.55	86.37	83.31	84.34	74.87
May	3959	6128	37.53	68.51	77.02	74.6	77.39	82.79	69.64
<b>Total</b>	<b>37693</b>		<b>40.74</b>	<b>73.95</b>	<b>84.17</b>	<b>84.13</b>	<b>81.72</b>	<b>82.17</b>	<b>74.49</b>

**FORMULA**

ADP= ALL MEALS DIVIDED BY # OF DAYS IN MONTH  
 ADA = TOTAL ADA OF ALL SCHOOLS  
 HS/MS/ASP/HOP/SGR = TOTAL LUNCHES DIVIDED  
 BY # OF DAYS DIVIDED BY ADA OF THAT SCHOOL

## SCHOOL LUNCH PARTICIPATION (%)



## **IV. COMMUNITY SERVICE**

### **INTRODUCTION**

The 2017 projected populations of the district's population is 46,316. This figure has been adjusted periodically by our state demographer. The current estimate is 45,905 an increase from the estimate of 45,005 we used for the past year. This increase of 411 people would result in an increase in funding for general community education and youth service. The Early Childhood census is an average based on the number of students entering kindergarten in the previous five years. For fiscal year 2018 the EFCE allowance will be increased from \$139.54 to \$142.32 and to \$145.18 in Fy19 and later due to formula allowance increase.

## REVENUE

Line #

### **General Community Service ..... 1**

General Community Education revenue is based on district population. According to the 2015 census estimate, the district's population is 46,316. For 2017-18, the multiplier per capita is \$5.42.

### **Fees ..... 2**

In 2014, fees for summer camps moved from the Youth Development/Service category into the general fee category. The amount of revenue collected from summer camps continues to grow.

### **Choices ..... 4**

Disabled adult funding is based on a grant from the state and local levy authority. There has been no increase since 1990-91. Fees collected help to offset class and activity costs. A state grant, local levy, and program fees support the program.

### **Adult Basic Education ..... 6**

The state and Federal grants are applied for annually. ABE is the only program in Community Education that receives Federal funds. In recent years we have written and received grant opportunities, as well we have sub-contracted with other groups. Enrollment in ABE continues to grow.

### **Interest ..... 7**

### **Early Childhood Family Education ..... 8**

The ECFE state grant and local levy are based on the number of children in the district age 0-4. The population high was 2,323 in 1994-95. The low count in November 2008 was 1985. Currently, we are at 2,220 for our 0-4 population census. For 2017-18, the formula increased to \$142.32

### **School Readiness/United Way ..... 10**

School Readiness receives funding from the Minnesota Department of Education based on the amount of dollars allocated by the state and the number of programs that apply for funds. The local funding formula is based on population and K-12 free/reduced lunch numbers. Based on legislative action, there will be an increase in funds for the 16-17 school year. The United Way of Cass and Clay contributes to this program also.

### **Other ..... 14**

This category includes early childhood screening, non-public school funds and grants. The district receives between \$40-\$75 from the Minnesota Department of Education for each preschooler who is screened. Revenues are based on actual expenditures, as this is a reimbursable program. Non-public student count includes St. Joseph's, Park Christian, and home-schooled students.

## EXPENDITURES

Line #

**General Community Service ..... 18**

Costs associated with the administration and support services for general Community Education programs are included. Community Education and district marketing costs are included. Expenses for Service Learning, after-school enrichment, summer camps and adult enrichment are also included.

**Choices ..... 20**

Costs related to programs for adults with disabilities and programs that assist adults in their participation in regular community offerings are included.

**Adult Basic Education ..... 21**

Costs related to the operation of the Adult Basic Education program including licensed teachers, paraprofessionals, administration, rent, technology and support services are included.

**Early Childhood Family Education ..... 22**

Costs related to the Early Childhood Family Education program are included such as licensed teachers, paraprofessionals, and rent. Administrative and support services are shared with the Kindergarten Readiness programs and other early childhood programs of the district.

**School Readiness ..... 23**

Costs related to assisting children ages 3 to 5 to enter kindergarten with the skills necessary for success are included. These costs include licensed teachers, paraprofessionals and rent. Administrative and support services are shared with other district early childhood program.

**Other ..... 25**

Expenses related to actual costs incurred to fulfill grant and non-public school agreements. Early Childhood screening is also included.



INDEPENDENT SCHOOL DISTRICT #152  
COMMUNITY SERVICE (04)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	ACTUAL	PRELIMINARY	PROJECTED	PROJECTED	PROJECTED	PROJECTED
<b>LINE # REVENUES:</b>						
1 Gen Com Ed	378,473	240,203	245,010	249,910	254,910	260,010
2 Fees	101,090	94,400	96,300	98,200	100,200	102,200
3 Youth Development/Service	174,523	214,000	218,300	222,700	227,200	231,700
4 Choices/Adults w/Disabilities	24,700	26,500	26,500	26,500	26,500	26,501
5 Choices Fees/Adults w/Disabilities	984	1,000	1,000	1,000	1,000	1,000
6 ABE	364,270	388,800	396,600	404,500	412,600	420,900
7 ECFE	317,228	348,152	355,100	362,200	369,400	376,800
8 ECFE Fees	24,545	24,800	25,300	25,800	26,300	26,800
9 School Readiness/United Way	366,202	451,516	460,500	469,700	479,100	488,700
10 School Readiness Fees	71,270	64,300	65,600	66,900	68,200	69,600
11 Other	78,578	72,100	73,500	75,000	76,500	88,000
12 <b>TOTAL REVENUES</b>	<b>1,901,863</b>	<b>1,925,771</b>	<b>1,963,710</b>	<b>2,002,410</b>	<b>2,041,910</b>	<b>2,092,211</b>
13 <b>\$ CHANGE</b>	<b>259,338</b>	<b>23,908</b>	<b>37,939</b>	<b>38,700</b>	<b>39,500</b>	<b>50,301</b>
14 <b>% CHANGE</b>	<b>15.79%</b>	<b>1.26%</b>	<b>1.97%</b>	<b>1.97%</b>	<b>1.97%</b>	<b>2.46%</b>
<b>EXPENDITURES:</b>						
15 General Com Ed	347,996	325,370	335,130	320,000	329,600	339,490
16 Youth Development/Service	196,712	223,820	245,520	252,890	260,480	268,290
17 Choices/Adults w/Disabilities	26,227	26,500	26,500	26,500	26,500	26,501
18 ABE	353,375	392,630	404,410	416,540	429,040	441,910
19 ECFE	198,899	221,800	338,450	348,600	359,060	369,830
20 School Readiness	308,477	389,540	511,230	526,570	542,370	558,640
21 Other	71,447	72,840	75,030	77,280	79,600	81,990
22 <b>TOTAL EXPENDITURES</b>	<b>1,503,133</b>	<b>1,652,500</b>	<b>1,936,270</b>	<b>1,968,380</b>	<b>2,026,650</b>	<b>2,086,651</b>
23 <b>\$ CHANGE</b>	<b>26,967</b>	<b>149,367</b>	<b>283,770</b>	<b>32,110</b>	<b>58,270</b>	<b>60,001</b>
24 <b>% CHANGE</b>	<b>1.83%</b>	<b>9.94%</b>	<b>17.17%</b>	<b>1.66%</b>	<b>2.96%</b>	<b>2.96%</b>
25 <b>REV OVER EXP (EXP OVER REV)</b>	<b>398,730</b>	<b>273,271</b>	<b>27,440</b>	<b>34,030</b>	<b>15,260</b>	<b>5,560</b>
26 <b>BEGIN FUND BALANCE (CE, ECFE, SR)</b>	<b>339,251</b>	<b>737,981</b>	<b>1,011,252</b>	<b>1,038,692</b>	<b>1,072,722</b>	<b>1,087,982</b>
27 <b>ENDING FUND BALANCE (CE, ECFE, SR)</b>	<b>737,981</b>	<b>1,011,252</b>	<b>1,038,692</b>	<b>1,072,722</b>	<b>1,087,982</b>	<b>1,093,542</b>
28 <b>Fund Balance as % of Expenditures</b>	<b>49.10%</b>	<b>61.20%</b>	<b>53.64%</b>	<b>54.50%</b>	<b>53.68%</b>	<b>52.41%</b>

## **VII. DEBT SERVICE FUND**

### **INTRODUCTION**

The Debt Service Fund is used to show revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The revenue from such tax must be separately accounted for in a Debt Service Fund (M.S. 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt redemption may be reduced in whole or in a part as dictated by fund balances and debt retirement requirements. Where there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. Where there is any balance left in the Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction (M.S. 475.61).

There can be no borrowing from the Debt Service Fund. Any cash balance or investment in a Debt Service Fund is held in trust for the bondholders, and must not be used to support cash deficits in other funds (M.S. 123B.78, Subd. 4).

On March 12, 2002, school district voters approved the district's \$64 million bond referendum 4,095 (51.2%) to 3,903 (48.8%). The final bond payment is scheduled for April 2022.

Of particular note for the 2014-2015 school year, the district will have a reduction in their general obligation school building bonds payments in an amount of \$550,000 per year for fiscal years 2016 through 2022. This will cause a corresponding decrease in the district's property tax levies for taxes payable in 2015 through 2021. This reduction was the result of financing a current refunding of the 2015 through 2022 maturities of the \$42,080,000 school building bonds.

On Nov. 3, 2015 voters in the Moorhead Area Public Schools approved the district's \$78.2 million bond referendum 4,014 (64%) to 2,255 (36%). The ballot question required a simple majority to pass. The taxes would increase on the average-priced home (\$150,000) by approximately \$9 per month.

**REVENUE****Line #**

**Local Property Tax Levy** ..... **1**  
This is determined by the bond payment schedule. The District must levy 105% of the annual debt service requirement.

**Interest Income** ..... **4**  
Interest rates appear to be static in the short term.

**State Sources** ..... **5-8**  
Aid received for the replacement of local taxes.

**EXPENDITURES****Line #**

**Principal on bonds** ..... **11**  
As required by bond payment schedule.

**Interest on bonds** ..... **12**  
As required by bond payment schedule.

DEBT SERVICE FUND (07)

	2015-2016 ACTUAL	2016-2017 REVISED	2017-2018 PRELIMINARY	2018-2019 PROJECTED	2019-2020 PROJECTED	2020-2021 PROJECTED
<b>LINE # REVENUES:</b>						
1 Local property tax levy	4,028,658	7,357,501	7,357,501	7,357,501	7,357,501	7,357,501
2 Other local sources:						
3 Sale of Bonds	0	0	0	0	0	0
4 Interest income	0	0	0	0	0	0
State sources:						
5 HACA (Homestead credit)	10,979	included in levy	included in levy	included in levy	included in levy	included in levy
6 Border city aid	854,860	included in levy	included in levy	included in levy	included in levy	included in levy
7 Other appropriations	2,042	included in levy	included in levy	included in levy	included in levy	included in levy
8 State sources total	867,881	0	0	0	0	0
9 TOTAL REVENUES	4,896,539	7,357,501	7,357,501	7,357,501	7,357,501	7,357,501
<b>EXPENDITURES:</b>						
10 Principal on bonds	3,330,000	3,500,000	3,675,000	3,675,000	3,675,000	3,675,000
11 Interest on bonds	1,315,550	3,469,951	3,402,900	3,402,900	3,402,900	3,402,900
12 Other debt service	350	900	900	900	901	902
13 TOTAL EXPENDITURES	4,645,900	6,970,851	7,078,800	7,078,800	7,078,801	7,078,802
14 REV OVER (UNDER) EXP	250,639	386,650	278,701	278,701	278,700	278,699
15 BEGINNING FUND BALANCE	1,166,066	1,416,706	1,803,355	2,082,056	2,360,757	2,639,457
16 ENDING FUND BALANCE	\$1,416,706	\$1,803,355	\$2,082,056	\$2,360,757	\$2,639,457	\$2,918,155

## **VIII. POST-EMPLOYMENT BENEFITS DEBT SERVICE FUND**

### **INTRODUCTION**

Activity to record levy proceeds and the repayment of the Other Post-Employment Benefits (OPEB) bonds are accounted for in this fund. An actuarial study is required every two years. The most recently completed actuarial study of the district's OPEB liability in 2016 showed an estimated net obligation of \$8 million as of June 30, 2017. Proceeds from this fund are used to cover the expenses related primarily to retiree health insurance benefits.

**REVENUE****Line #**

**Local Property Tax Levy** ..... 1  
The levy amount is determined by the bond payment schedule from the most recently completed actuarial study.

**EXPENDITURES****Line #**

**Principal on bonds** ..... 3  
As determined by bond payment schedule.

**Interest on bonds** ..... 4  
As determined by bond payment schedule.

**Other debt service** ..... 5  
Fees related to the administration of the OPEB trust.

**INDEPENDENT SCHOOL DISTRICT #152**  
**OPEB FUND (47)**

	2015-2016 ACTUAL	2016-2017 REVISED	2017-2018 PRELIMINARY	2018-2019 PROJECTED	2019-2020 PROJECTED	2020-2021 PROJECTED
<b>LINE # REVENUES:</b>						
1 Local Property Tax Levy	1,662,503	1,566,075	1,572,900	1,534,312	1,557,412	1,557,413
<b>2 TOTAL REVENUES</b>	<b>1,662,503</b>	<b>1,566,075</b>	<b>1,572,900</b>	<b>1,534,312</b>	<b>1,557,412</b>	<b>1,557,413</b>
<b>EXPENDITURES:</b>						
3 Principal on bonds	1,125,000	1,170,000	1,235,000	1,260,000	1,345,000	1,345,000
4 Interest on bonds	377,750	321,500	263,000	201,250	138,125	138,125
5 Other debt service	450	500	500	500	500	500
<b>6 TOTAL EXPENDITURES</b>	<b>1,503,200</b>	<b>1,492,000</b>	<b>1,498,500</b>	<b>1,461,750</b>	<b>1,483,625</b>	<b>1,483,625</b>
<b>7 REV OVER (UNDER) EXP</b>	<b>159,303</b>	<b>74,075</b>	<b>74,400</b>	<b>72,562</b>	<b>73,787</b>	<b>73,788</b>
<b>8 BEGINNING FUND BALANCE</b>	<b>228,194</b>	<b>387,497</b>	<b>461,572</b>	<b>535,972</b>	<b>608,534</b>	<b>682,321</b>
<b>9 ENDING FUND BALANCE</b>	<b>\$387,497</b>	<b>\$461,572</b>	<b>\$535,972</b>	<b>\$608,534</b>	<b>\$682,321</b>	<b>\$756,109</b>

## **VI. BUILDING CONSTRUCTION**

### **INTRODUCTION**

With the passage of the building referendum on November 3, 2015 and the sale of a \$78,098,959 bond, the school district began Fund (06) in the spring of 2016.

Fund (06) is designed to track all revenues and expenditures as they relate to the construction work that was authorized with voter approval on November 2015.

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. 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, work is progressing on construction projects throughout Moorhead Area Public Schools.

The bond referendum 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;

Returning Probstfield Center for Education to an early childhood and district education center focused on the needs of our youngest learners.

Our community and the school district have been growing steadily since 2005 and that growth is projected to continue. To accommodate this growth and provide our students with the 21st century learning experiences they need to succeed, we engaged in an extensive community-driven facilities planning process.

### **EXPENDITURE ASSUMPTIONS AND RATIONALE**

#### **Basic Assumptions**

1. Each expenditure is broken down per building. The New Elementary, Horizon Middle school 5&6<sup>th</sup> grade addition, and remodels at Asp, Hopkins and SGR. These numbers will fluctuate based on change orders and other unforeseen issues inherent to building projects.



**2017-18 AOP Construction Budget**

	Horizon 5/6	Dodds	Elementary	PCE	MHS	Totals
Construction:	\$34,889,916	\$20,867,442	\$5,167,761	\$300,000	\$100,000	\$61,325,119
<b>Total Construction Costs:</b>	<b>\$34,889,916</b>	<b>\$20,867,442</b>	<b>\$5,167,761</b>	<b>\$300,000</b>	<b>\$100,000</b>	<b>\$61,325,119</b>
CM Fee	\$1,221,147	\$730,360	\$180,872	\$10,500	\$3,500	\$2,146,379
<b>Total Construction Cost:</b>	<b>\$36,111,063</b>	<b>\$21,597,802</b>	<b>\$5,348,633</b>	<b>\$310,500</b>	<b>\$103,500</b>	<b>\$63,471,498</b>
A/E Professional Fees:	\$2,076,386	\$1,199,878	\$348,824	\$20,250	\$6,750	\$3,652,088
<b>Total:</b>	<b>\$38,187,449</b>	<b>\$22,797,680</b>	<b>\$5,697,457</b>	<b>\$330,750</b>	<b>\$110,250</b>	<b>\$67,123,586</b>
FF&E:	\$1,909,372	\$1,139,884	\$284,873	\$16,538	\$5,513	\$3,356,179
Miscellaneous Owner Costs:	\$381,874	\$227,977	\$56,975	\$3,308	\$1,103	\$671,236
Contingency:	\$1,909,372	\$1,139,884	\$170,924	\$16,538	\$5,513	\$3,242,230
Land Acquisition:		\$450,000				\$450,000
<b>Total Site Project Cost:</b>	<b>\$42,388,068</b>	<b>\$25,755,425</b>	<b>\$6,210,228</b>	<b>\$367,133</b>	<b>\$122,378</b>	<b>\$74,843,231</b>

November Bond:	\$78,280,000
Overall Total:	\$74,843,231
Balance:	\$3,436,769



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

**Office of Superintendent**  
**Memo S.17.144R**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/19/2017

RE: Second Reading of Policy 538 Unpaid Meal Charges

Attached please find the policy, Unpaid Meal Charges 538 and Administrative Procedure 538.1: Unpaid Meal Charges and Debt Collection, for your review.

Suggested Resolution: Move to approve the policy, Unpaid Meal Charges 538, as presented.

Moved by:  
Seconded by:  
Comments:

LAK:mde

**ATTACHMENTS:**

Description	Type
□ 538	Cover Memo

## Unpaid Meal Charges

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 538  
**Adopted Date:** 6/26/2017  
**Revised Date(s):**  
**Reviewed Date(s):**  
**Attached Files:** No Documents Found.

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### I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's food and nutrition services program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the food and nutrition services program.

### II. GENERAL STATEMENT

A. Moorhead Area Public Schools' goal is to provide nutritious meals to students to promote healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch program and eliminate the stigmatization of children who are unable to pay the meal charges.

B. It is the policy of the Moorhead Area Public Schools to offer breakfast and lunch meals that meet the state and federal guidelines.

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

### III. PAYMENT OF MEALS

A. All meal purchases are to be prepaid before meal service begins. Families may add money to students' accounts through the use of an electronic payment option or pay at the school office. A student who does not have sufficient funds will not be allowed to charge meals or a la carte items until additional money is deposited in the student's account.

B. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.

C. The school district will provide a meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The cost of the meal will be charged to the student's account or otherwise charged to the student.

D. When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to submit one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

#### IV. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will notify families when meal account balances are low or fall below zero.

B. Families will be notified once the balance reaches \$5. Families will be notified by one or more of the following methods: an email, automated call/text, or letter mailed or sent home.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

#### V. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Unpaid balances of more than \$5, not paid prior to end of the month will be turned over to the Superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of volunteers to engage in debt collection efforts.

#### VI. COMMUNICATION OF POLICY

A. A summary of this policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;
2. students and families who transfer into the school district, at the time of enrollment; and
3. all school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

#### Legal References:

Minn. Stat. 124D.111, Subd. 4

42 U.S.C. 1751 *et seq.* (Healthy and Hunger-Free Kids Act)

7 C.F.R. 210 *et seq.* (School Lunch Program Regulations)

7 C.F.R. 220.8 (School Breakfast Program Regulations)

USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)

USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)

USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

#### Cross Reference:

MSBA/MASA Model Policy 534 (Unpaid Meal Charges and Debt Collection)

## Unpaid Meal Charges and Debt Collection

**Type:** Administrative Procedure  
**Section:** 500 STUDENTS  
**Code:** 538.1  
**Adopted Date:** 6/26/2017  
**Revised Date(s):**  
**Reviewed Date(s):**  
**Attached Files:** No Documents Found.

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The purpose of these procedures is to establish consistent guidelines to effectively monitor and manage the prepaid meal account system in the Moorhead Area Public Schools. The Moorhead Area Public Schools recognizes the parent/guardian's responsibility to provide breakfast and lunch for their children. Proper nutritional intake is essential for learning to occur.

### Procedures:

1. The Moorhead Area Public Schools offer breakfast and lunch at all sites.

2. The meal accounting system in the Moorhead Public Schools is a pre-paid system. All meals and milk are paid for by depositing money into a student's individual account before meals or milk are served.

3. Students at Moorhead High School and Horizon Middle School may pay for ala carte purchases with cash or their pre-paid lunch account provided that adequate funds are available in the account.

4. Households may apply for free or reduced priced meals anytime during the school year. Applications and income guidelines are mailed to all district households in early August. In addition, applications are available in each school office or can be completed online at [meals.moorheadschoools.org](https://meals.moorheadschoools.org).

5. All Elementary Schools, Middle School, High School and Red River Area Learning Center:

- An account balance of \$5.00 or less is considered a low balance.
- If an account balance falls below \$5.00, the computer operator will provide a verbal notice to the student. If an account balance falls below the necessary amount to pay for a meal, the student's account will be debited. Twice per week (Tuesday and Friday), the Food and Nutrition Services secretary will send an overdue notice via email (or letter via US Mail if no email address is known) to the student's parent/guardian for any account owing more than \$5.00.
- If an account has a negative balance, the student will not be allowed to charge classroom milk, snack at milk break or extra milk for meals.
- All kindergarteners receive free milk at snack break.
- The milk and snack program is not included in the free or reduced price meal program. If a student has a negative balance and fills out the free or reduced price application and qualifies, the cost of milk or snack at milk break or extra milk at lunchtime is still taken out of their account. A student account must have a positive balance before the student will be allowed to participate in the milk and snack program.
- The district may elicit assistance from the building administration, home-school liaison or county social services in situations of possible neglect when the above collection procedures are unsuccessful.





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

**Office of Superintendent**  
**Memo S.17.462R**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/19/2017

RE: Resolution Establishing Dates for Filing Affidavits of Candidacy

Please find attached a Resolution Establishing Dates for Filing Affidavits of Candidacy that includes the Notice of Filing Dates for Election to the School Board for your review. The adoption of this resolution is discretionary; the publication of the notice is mandatory.

Suggested Resolution: Move to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy as presented.

Moved by:  
Seconded by:  
Comments:

LAK:mde

**ATTACHMENTS:**

Description	Type
 Resolution	Resolution Letter

RESOLUTION ESTABLISHING DATES  
FOR FILING AFFIDAVITS OF CANDIDACY

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

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on Tuesday, August 1, 2017 and shall close on Tuesday, August 15, 2017. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 15, 2017.

2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in *The Extra*, the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.

3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.

4. The notice of said filing dates shall be in substantially the following form:

NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD  
INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD AREA PUBLIC SCHOOLS  
STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on Tuesday, August 1, 2017, and shall close at 5:00 o'clock p.m. on Tuesday, August 15, 2017.

The general election shall be held on Tuesday, November 7, 2017. At that election, one (1) member will be elected to the School Board for a one (1) year term.

Affidavits of Candidacy are available from the school district clerk, 2410 14th Street South - Moorhead. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on Tuesday, August 15, 2017.

Dated: \_\_\_\_\_

BY ORDER OF THE SCHOOL BOARD

\_\_\_\_\_  
School District Clerk





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

**Office of Superintendent**  
**Memo S.16.154R**

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: 6/19/2017

RE: Schedule School Board Work Session

A School Board work session is recommended for Monday, July 17, 2017 from 9 a.m. to 5 p.m. in PCE Board Room 224. Discussion items will include a focus on school district and board priorities, district projects, continuous improvement, and board training.

Suggested Resolution: Move to approve Monday, July 17, 2017 from 9 a.m. to 5 p.m. to conduct a School Board work session to discuss school district and board priorities, district projects, continuous improvement, and board training.

Moved by:  
Seconded by:  
Comments:

LAK:mde