



MOORHEAD
AREA PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT 152
School Board Work Session
MAPS Operations Center Board Room 600
1330 30th Avenue South
Moorhead, Minnesota

May 09, 2022
5:30 PM

Live Stream Link: <https://www.youtube.com/watch?v=pX853psITc0>

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

BOARD MEMBERS:	Cassidy Bjorklund, Vice-Chair	Rachel Stone, Treasurer
	Melissa Burgard, Chair	Matt Valan, Director
	Kara Gloe, Clerk	Keith Vogt, Director
	Scott Steffes, Director	Dr. Brandon Lunak, Superintendent of Schools

AGENDA PACKET

1. CALL TO ORDER

- A. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Preview of Agenda – Dr. Brandon M. Lunak
- D. Approval of Agenda

Suggested Resolution: Move to approve the agenda as revised.

Moved by:
Seconded by:
Discussion:

- E. We Are Proud

This is the time during the meeting to recognize outstanding achievements of students, staff, and community members. After an honoree's name has been read they will accept their certificate(s) and a photo will be taken.

We are proud of Horizon Middle School 8th Graders Lana Stanley, Bella Anderson and Felix Wolfe who placed 5th in the Minnesota State Science Olympiad Competition. Lana Stanley and Bella Anderson also placed 3rd in Ornithology; Felix Wolfe and Bella Anderson placed 5th in Anatomy & Physiology; Lana Stanley placed 6th in Solar System and Felix Wolfe placed 6th in Bridge. The team is coached by Christine Berg.

We are proud of the MHS Boys Basketball team who competed in the Minnesota High School Class AAAA State Tournament. Team members include Jamal Dixon, Mason Hills, Ray Altenbernd, Jaden Griffin, Mekhi Elmore, Gavin Quade, John Jenkins, Elliot Hoff, Karsten Stumo, Cole Pepple, Giulio Angotti, Colton Hagen, Rylan Larson, Hunter Wachenheim, Adam Jenkins, Michael Haugo, DJ Smith, Dylan Zimmerman, Elinneus Davis and Austin Shultz. The Boys Basketball team is coached by Matt Ellingson and assistant coaches are Jay Hartman, Cory Asfeld and Logan Cornish.

We are proud of the Destination Imagination teams that placed 2nd at their divisions at the Minnesota Destination Imagination State Tournament. Dorothy Dodds 4th graders Sarah Hartwig, Ashtyn Kimber and Maddie Smith, team BBQ Socks, created a story about a trickster and designed a costume using structural engineering. MHS freshman Megan Hartwig and Neveah Kellerman, team The Big Butter Sticks, researched festivals from around the world and created a two-act improvisational skit enhanced with a box set. Carrie Hartwig coaches Destination Imagination, a global educational program inspiring the next generation of innovators, leaders and creative problem solvers.

F. Public Forum

The Public Forum will be open up to thirty (30) minutes for public comment on an agenda item at the School Board Work Session. Individuals who wish to speak during the Public Forum have submitted a written request by 1:00 p.m. on the day of the meeting. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Each speaker is permitted to speak for up to three (3) minutes total. Public Comment sessions will not be recorded or live streamed.

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. Brandon M. Lunak

1. Approval of April 25, 2022, Regular School Board Meeting Minutes

CONSENT AGENDA RESOLUTION

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

Moved by:

Seconded by:

Discussion:

3. OPERATIONAL ITEMS

A. **Horizon Student Handbook and Curriculum Guide:** Dr. Jeremy Larson

Suggested Resolution: Move to approve the 2022-2023 Horizon Middle School Parent and Student Handbook and Grades 5-8 Course Description as presented.

Moved by:

Seconded by:

Discussion:

B. **Second Reading of Policies:** Dr. Brandon Lunak

Suggested Resolution: Move approve policies 506 Distribution of Non-School Sponsored Materials on School Premises by Students and Employees, 514 Students in Homeless Situations, 522 Title IX Nondiscrimination Policy, Grievance Procedure and Process, 524 MAPS Internet Acceptable Use and Safety Policy, 601 School District Curriculum and Instructional Goals of MAPS, 603 Special Education and Procedures, 606 Title I Policy Governing Comparability, 633 Patriotic Exercises, 634 Religion, 652 Staff Development for MN Academic Standards, 656 Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Sect 504, and LEP Students, 703 Naming of School Buildings and Grounds, 730 School District Copyright Policy, 732 Use of All School Equipment and Materials for Instructional Purposes Off School Premises, 810 Establishment and Adoption of School District Budget, 820 Cash Management as presented.

Moved by:

Seconded by:

Discussion:

C. **Revised School Board Meeting Start Time:** Dr. Brandon Lunak

Suggested Resolution: Move to approve rescheduling the meeting start time of the May 23, 2022, Regular Meeting of the School Board to 5:30 p.m.

Moved by:

Seconded by:

Discussion:

4. DISCUSSION ITEMS

A. **Lakeland Mental Health Center Update:** Duane Borgeson

Suggested Resolution: Presentation

5. COMMITTEE REPORTS

6. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

7. ADJOURNMENT

Suggested Resolution: Move to approve adjournment of the May 09, 2022 School Board Meeting at ____ p.m.

Moved by:

Seconded by:

Discussion:



Superintendent of Schools

Memo S.22.112C

TO: School Board

FROM: Dr. Brandon Lunak, Superintendent of Schools

DATE: 05/02/2022

RE: Approval of April 25, 2022, Regular School Board Meeting Minutes

Attached please find the April 25, 2022, School Board Regular Meeting Minutes for your review.

Suggested Resolution: Move to approve April 25, 2022, School Board Regular Meeting Minutes as presented.

BL:dmb

ATTACHMENTS:
04.25.22 School Board Meeting Minutes

**REGULAR MEETING
SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 152
MAPS OPERATIONS CENTER
April 25, 2022**

CALL TO ORDER: The Regular Meeting of the School Board of Moorhead Area Public Schools #152 was called to order by Chair Burgard on Monday, April 25, 2022, at 6 p.m. in the MAPS Operation Center Board Room 600. Members in attendance: Cassidy Bjorklund, Melissa Burgard, Kara Gloe, Scott Steffes, Rachel Stone, Matt Valan, and Keith Vogt. Administrators present: Brandon Lunak, Jeremy Larson, Kristin Dehmer, Duane Borgeson, Brenda Richman, Dan Markert.

The Pledge of Allegiance was recited.

Preview of Agenda – Dr. Brandon M. Lunak recommended approval as presented.

Approval of Agenda

ACTION: *Bjorklund moved, seconded by Steffes to approve the agenda as presented.*

Motion Carried. Result 700. Roll Call vote: Bjorklund – yea, Burgard – yea, Gloe – yea, Steffes – yea, Stone – yea, Valan – yea, and Vogt – yea.

We are Prouds were as follows. Member Stone and the school board recognized MHS orchestra students Carter Andreasen and CJ Moore who were selected for the 2021/2022 Minnesota AllState Orchestra. The musicians are directed by Jon Larson; MHS students Alicia Wilson, Jinu Lee, and Cade Klein who were chosen to participate in the Minnesota String and Orchestra Teachers Associations MiddleLevel Honors Orchestra. The musicians are directed by Anthony Eddleston; the MHS Boys Swim and Dive team who finished 35th at the Minnesota Class AA State Tournament. Dresden Adams placed 18th in the 500 freestyle and Aiden Carlson placed 7th in the 100 breaststroke and 15th place in the 100 butterfly. The MHS Boys Swim and Dive Team also won the Section 8AA Silver Academic Award with a grade point average of 3.68. The team is coached by Kara Schmitz Olson, Jeff Schneider, Adam Pflipsen, Fiona Brendemuhl, and Pat Anderson; the MHS Boys Hockey team for being named Section 8AA Academic Champions with a grade point of 3.74 and for placing 6th in their 19th appearance in the Minnesota State AA Hockey Tournament. Team members include Gavin Lindberg, Joe Schiller, Colby Krier, Cody Martinson, Caleb Alderson, Andrew Seals, Joe Kortan, Parker Gast, Justin Stalboerger, Dalton Songstad, Jack Arnold, Carson Triggs, Thomas Schroeder, Harper Bentz, Wyatt Tweet, Colin Baumgartner, Aaron Reiersen, Joe Gramer, Ian Ness, Jacob Vannett, Kai Weigel, and team manager Owen Marsden. The team is coached by Jon Ammerman, Tony Kunka, and Junior Varsity coaches Sam Walstad and Derek Thompson.

Public Forum: No requests to address the board were submitted.

CONSENT AGENDA: The following items were enacted under one resolution: April 11, 2022, School Board Work Session, Minutes, April Claims, Family Medical Leave, Resignations, Retirement, and New Employees.

CONSENT AGENDA RESOLUTION

ACTION: *Steffes moved, seconded by Bjorklund to approve Consent Agenda as presented. Motion Carried. Result 700. Roll Call vote: Bjorklund – yea, Burgard – yea, Gloe – yea, Steffes – yea, Stone – yea, Valan – yea, Vogt – yea .*

NEW BUSINESS

MHS Construction Update: Brian Berg, of Zerr Berg Architects, presented a construction update on the Moorhead High School site. Discussion included navigating a difficult construction market, completed bid groups, and remaining bid groups, and Phase I and II of the project. Photos were shown of the progress of the project.

Moorhead High School Transformational Update: Dave Lawrence presented an update on work that has been completed since the approval of the Transformational Framework. Work is being done on creating a new schedule that aligns both the high school and the career academy. The Academic Design team, MHS faculty, True North Leadership Group, and the Champions Committee have been involved in the schedule creation discussions. Lawrence discussed the 9 non-negotiable parameters considered when developing the schedule.

2022-2023 Staff Development Plan: Dr. Jeremy Larson discussed the strategic priorities and framework for the 2022-2023 staff development plan. The framework will guide their work in providing quality staff development throughout the school year. A year at a glance will be created based on district initiatives and how they align with the staff development framework.

Resolution Accepting Donations: The School Board passed a resolution accepting a \$350 donation from American Heart Association and a \$1,000 donation from the F5 Project.

ACTION: *Gloe moved, seconded by Steffes to approve the resolution accepting the \$350 donation from the American Heart Association and the \$1,000 donation from the F5 project and directed the administration to send a thank you. Motion Carried. Result 700 Roll Call vote: Bjorklund – yea, Burgard – yea, Gloe – yea, Steffes – yea, Stone – yea, Valan – yea, Vogt – yea.*

First Reading of Policies: Dr. Lunak and the school board completed the first reading of policies: 506 Distribution of Non-School Sponsored Materials on School Premises by Students and Employees, 514 Students in Homeless Situations, 522 Title IX Nondiscrimination Policy, Grievance Procedure and Process, 524 MAPS Internet Acceptable Use and Safety Policy, 601 School district curriculum and Instructional Goals of MAPS, 603 Special Education and Procedures, 606 Title I Policy Governing Comparability, 633 Patriotic Exercises, 634 Religion, 652 Staff Development for MN Academic Standards, 656 Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Sect 504, and LEP

Students, 703 Naming of School Buildings and Grounds, 730 School district copyright Policy, 732 Use of All School Equipment and Materials for Instructional Purposes Off School Premises, 810 Establishment and Adoption of School District Budget, 820 Cash Management.

COMMITTEE REPORTS: Brief reports were heard on the Equity and Inclusion Committee, District Health Insurance Committee, Citizens Finance Committee, Moorhead Legacy Education Committee, and Hopkins PTAC.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Reminder to the school board that the May 9th Work Session would start at 5:30 p.m. Also, informed the School Board of concerts being held on the night of the May 23 School Board Meeting night. the board will consider that this meeting time will be moved up to 5:30 p.m. at the May 9th meeting

ADJOURNMENT

ACTION: *Vogt moved, seconded by Steffes to approve the adjournment of the Regular School Board Meeting on April 25, 2022, at 7:17 p.m. Motion Carried. Result 700 Roll Call vote: Bjorklund – yea, Burgard – yea, Gloe – yea, Steffes – yea, Stone – yea, Valan – yea, and Vogt – yea.*

Kara Gloe, Clerk
Deb Becker, Recording Secretary



MOORHEAD
AREA PUBLIC SCHOOLS

Learning and Accountability

Memo ASLA.22.16

TO: Dr. Brandon M. Lunak, Superintendent

FROM: Dr. Jeremy Larson, Assistant Superintendent of Learning and Accountability

DATE: 05/04/2022

RE: Horizon Student Handbook and Curriculum Guide

Attached are the 2022-2023 Horizon Middle School Student Handbooks and Grades 5-8 Course Description and Planning Guide. Amanda Henry, principal of Horizon Middle School, will present the changes to the handbooks at the May 9 board meeting.

Suggested Resolution: Move to approve the 2022-2023 Horizon Middle School Parent and Student Handbook and Grades 5-8 Course Description as presented.

JL/tro

ATTACHMENTS:

Horizon Middle School Student Handbook Grade 5-8 Course Description and Registration Planning Guide



2021-2022

Horizon Middle School Campus

Handbook

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

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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!

Amanda Henry Horizon Campus Principal

Meagan Blake, Horizon East Assistant Principal

TBA, Horizon East Assistant Principal

Jeremy Lapka, Horizon West Assistant Principal

TBA, Horizon West Assistant Principal

Horizon West Office: 218-284-8300

Horizon East Office: 218-284-7300

Horizon West Office: 218-284-8300

Accelerated Classes

Based on test scores and teacher recommendation, students are selected for accelerated classes. Students must maintain a grade of 3 or 4 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

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

The following is expected at all times:

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

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

1. Clothing appropriate for the school day and school-sponsored activities.
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 contains violent language or images, profanity, obscenity or pornography.
2. At Horizon West, hats, hoods, and head coverings are not allowed to be worn in the building except when worn for religious or medical purposes or with prior approval from the building principal. Horizon East will allow hats and hoods in common areas. Wearing hats and hoods within individual classrooms is up to the discretion of the teacher, and with building principal permission.
3. Clothing that exposes visible 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 or could be used as a weapon.

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

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

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

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

For additional information refer to [School Board Policy 577](#) on the school 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 throughout 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 Horizon East (218-284-7301) or Horizon West (218-284-8301) by phone using the main office attendance lines 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 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 marked as unexcused, given a tardy pass, and sent to class.

Tardies are reviewed weekly. Students with excessive tardies will receive the following possible consequences: detention, in-school suspension, parent meeting, 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.

WITHDRAWAL

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

For additional information on attendance policies, please refer to [School Board Policy 515](#) on the district website or in the school office.

Backpacks

Backpacks or bags 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 or health concerns. Backpacks or bags of any kind are NOT allowed on the last day of school. All lockers are to be cleaned out prior to the last day of school.

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, excluding water, into classrooms without teacher permission. Breakfast and lunch food items must be eaten in the cafeterias. Students must discard waste and clean any spills or messes. Students who do not properly dispose of waste will face disciplinary measures.

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, counselors, 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.

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 Devices (PEDs)

Students may not text or make calls during the school day. Cell phones are to be kept in their locker or turned off during the day. If a student is caught texting or talking on their cell phone, it will be confiscated.

1st offense – teacher will return to the student at the end of the period

2nd offense – teacher will return to the student at the end of the day

3rd offense – detention, sent to the office where student can pick up phone from administration at the end of the day

4th offense - detention, sent to the office and parent must pick up phone after school

Cell phones and PEDs may be used before 9:05 a.m. and after 3:50 p.m.

At Horizon West, cell phones and other personal electronic devices should remain locked in the student's locker from 9:05 to 3:50 each day unless the teacher informs the students that they will be used for educational purposes. If a teacher approves the use of a student's smartphone or PED for instructional purposes during class, the smart phone or PED must be connected to the school's public guest wifi access. If a student is caught using their cell phone during the school day, it will be confiscated.

1st offense – return to student at the end of the day

2nd offense – Student must pick up the phone from the office at the end of the day

3rd offense – parent is notified and must pick up the phone from the office

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 5-8. 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 Family 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

The Horizon Middle School counseling program is designed to help young people with their social, emotional, and academic concerns. A counselor will be assigned to each grade level. They will be responsible for the following student services:

- Student mediation and problem-solving: Counselors will assist students in identifying problems, causes, alternatives, and restitution so that appropriate action is taken.
- Positive Behavioral Intervention 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.
- Personal and Group Counseling: Counseling and problem solving is provided on a small group and/or individual basis depending on the need of the student population for students expressing difficulties dealing with relationships, personal concerns or other needs.
- 504 Administration: Counselors will coordinate, facilitate, implement, and monitor student 504 plans.

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

Students will follow the schedule for their team that they are assigned to. Teachers will share the daily schedule at the beginning of the school year and will walk students through their schedules during the first week of school during class. The daily bell schedule and late start schedule will be posted on the school website.

There will be four lunch shifts each day starting at 11:15.

Schedules will be adjusted in the case of a two-hour late start.

Monday, Wednesday, Friday		Tuesday, Thursday	
Period 1 & Announcements	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: P3,	Period 3	10:39–11:22
Period 4	P4, Lunch	Period 4	11:22–1:22: Period 4,
Period 5	1:47–2:47	Period 5	Period 5, 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

Horizon East Lunch Schedule

	Monday, Wednesday, Friday	Tuesday, Thursday
1st Lunch	11:43-12:13	11:22-11:52
2nd Lunch	12:13-12:43	11:52-12:22
3rd Lunch	12:43-1:13	12:22-12:52
4th Lunch	1:13-1:43	12:52-1:22

Horizon East Two-hour Late Start Schedule

~~Period 1 & Announcements: 11:05-12:00~~

	Lunch 1 Schedule	Lunch 2 Schedule	Lunch 3 Schedule
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 a.m. Lunch schedules will be shared by your student's homeroom teacher as part of their daily schedule.

Schedules will be adjusted by each teacher 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. A skipped detention can result in additional consequences.

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

All parents/guardians are encouraged to download the Moorhead Schools App from their app store. This free app provides instant access to school level announcements, news, menus, school events, school contacts and more. Families are encouraged to follow the district as well as any schools in which their students are enrolled. Notifications can be set based on parent preference.

Families who have shared their email and phone information through PowerSchool may receive email notifications, text messages or voicemails from the district or the school about pertinent information relating to their student.

Moorhead Area Public Schools' website at www.moorheadschoools.org provides information about the school district, news, phone numbers, dates of events, and access to PowerSchool and e~Funds for Schools.

Follow Moorhead Area Public Schools on Facebook, Instagram and Twitter (@MoorheadSchools) to see student and district highlights.

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

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.

e~Funds for Schools

Moorhead Area Public Schools offers an online payment processing system, e~Funds for Schools, to let parents make school-related payments online via e-check or credit card at their convenience, 24 hours a day, seven days a week. Parents access e~Funds for Schools 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 email 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.

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

Access e~Funds for Schools at www.moorheadschoools.org.

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

Horizon East is in the process of moving to a 1-4 grading scale. The goal with this grading scale is to transition the grading philosophy from a summative judgement of how students did on one particular assignment to a focus on the learning process. The focus will be how students are growing in their knowledge of the content standards over the course of a unit, quarter, and school year through direct formative feedback from the teacher. By emphasizing the learning process, students will be engaged in learning the content rather than focused on getting a good grade on the assignment or exam.

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 makeup; opportunities may be offered 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 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 [here](#).

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, including gender identity or expression, 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 and operations). Your right to privacy will be respected as much as possible.

The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability and the school district will take all appropriate actions based on the report. 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, including gender identity or expression, 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.

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

Phone: 218-284-3355

Email: kdehmer@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

Horizon Middle School health offices are 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 <https://www.health.state.mn.us/people/immunize/basics/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 PowerSchool Enrollment, including doctor, hospital preference and alternate persons to call in case of an emergency. We will not release ill students to go home without 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 the appropriate label, and the student's name should be on it. If at all possible, medication should be given at home. Please let the health office know if your student begins taking a new prescription medication at home that was not previously entered through PowerSchool Enrollment.

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

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.

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.

Lead in Water Notice

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

Learner Support Services

Learner Support Services provides educational services designed to meet a variety of student needs. Learner Support Services encompass special education, 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 their homeroom teacher at West, or 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 Tack 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 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 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 e~Funds for Schools, 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 or snack items until additional money is deposited in the student's account. Parents/guardians may check their student's 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 in 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, fast food 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 the end of the month, will be turned over to the superintendent or designee for collection.

For additional information refer to [School Board Policy 538](#) on the school district website or in the school office.

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 secretaries, and they will get the message to your child.

Multi-tiered System of Supports Team (MTSS)

Horizon staff meet often as a support team/problem-solving team who respond to students when they are not succeeding academically or behaviorally. MTSS 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, MTSS 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.

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 and Building Hours

Both the Horizon East and Horizon West offices are 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 a 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.

Online Learning Opportunities

Please contact 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.

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 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. 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 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.

At Horizon East, 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.).

At Horizon West, students will not change for physical education classes.

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 and 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 various activities like Spud Pride Days, We Are West cards, Horizon West Quick Tickets, positive office referrals, 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/>.

PowerSchool Enrollment

PowerSchool Enrollment 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 registration link.

Public Display of Affection (PDA)

The staff and administration of Horizon Middle School feel that public displays of affection (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.

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.

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.

Schedule Changes

In general, Horizon 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, 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 721

All students are taught bus rules and regulations regarding student conduct and school bus safety. The district's [Student Transportation Safety Policy 721](#) 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 weapons 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 must be sitting down, visiting quietly, doing homework, or reading while on the bus.

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 (5-12)

- | | |
|-------------|--|
| 1st offense | Student conference and warning |
| 2nd offense | Conference with parents/guardians / up to 5 school day suspension from riding the bus |
| 3rd offense | Conference with parents/guardians / up to 10 school day suspension from riding the bus |
| 4th offense | Conference with parents/guardians / up to 20 school day suspension from riding bus |
| 5th offense | Suspended from riding bus for 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.

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.

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.

Testing

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

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

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.

- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- School performance results that are publicly released and used by families and communities are negatively impacted if students do not participate in assessments.

The Minnesota Comprehensive Assessments are given annually in grades 3-8 and high school in reading and mathematics and given annually in grades 5, 8 and high school in science. The testing window runs from March to May. A complete testing calendar will be available each year on the [assessment page](#) of the district website. For additional information see the parent/guardian guide and refusal for student participation in statewide testing in the appendix or on the website. Each summer, individual student reports are sent to the school and are provided to families no later than fall conferences.

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:

- Keep their lockers locked.
- Do not share lockers.
- Do not share their locker combinations with others.
- Do not bring items of significant value to school.
- 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 Administrative Procedure 515.1](#) 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

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) will allow entrance to the building.

- Horizon East Door E1 (grades 7-8) on the east side

- Horizon West Door W1 (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 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 making academic progress and consistently showing up to class on time (homework completed and turned in, consistent attendance, etc). 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 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.

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 in PowerSchool Enrollment to register for a sport. All information must be submitted before a student is issued equipment and may participate.

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 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, 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 three days per week 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.

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](#).

ADAPTED BOWLING - FOURTH BLOCK

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

Horizon East students practice and compete with high school athletes. High School Fee \$150

CROSS COUNTRY RUNNING – FIRST BLOCK

There is one Horizon East cross country team. Practices are held after school and last approximately an hour and a half. Middle school students generally run 2 miles in meets, which are held throughout the season. 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

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

Horizon East students practice and compete with high school athletes. High School Fee \$150

GIRLS TENNIS – FIRST BLOCK & BOYS TENNIS – FOURTH BLOCK

Girls tennis and boys tennis are offered to seventh and eighth graders. Indoor and outdoor practices will occur at Horizon East before and after school. Students provide their rackets; the school supplies tennis balls. No uniforms are required. 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 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 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

Horizon East has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held at Horizon East. 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 (Grades served varies by activity)

ART CLUB (grades 7-8)

Art Club is an art enrichment activity extended to all grades 7-8 students. 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 2

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 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 7-8)

Honor Choir is an auditioned group of singers. Auditions are held at the beginning of the school year. Rehearsals will be held Tuesday and Thursday mornings from 8-8:45 a.m. Honor Choir participates in numerous concerts throughout the year and performs in a winter and spring tour. Questions regarding Honor Choir auditions and rehearsals can be directed to Mrs. Scherbenske. Tier 2

HONOR BAND (grades 6-8)

Honor Band is open to all grades 6-8 band students. 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. Auditions are held in the fall and rehearsals take place after school. Tier 2

SCHOOL NEWSPAPER (grades 7-8)

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 7-8)

The grades 7-8 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 7-8)

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 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 to 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 6-8)

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. Practices are held here at Horizon, and the play will be presented at Horizon. Tier 2

SCIENCE OLYMPIAD (grades 6-8)

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 7-8)

In January, grades 7-8 students take a spelling test in their language arts class. The top twenty seventh- and eighth-grade spellers then compete in a spelling bee at Horizon Middle School. The top six spellers from each grade advance to district competition. The top two 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, 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 7-8)

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. Students 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 20 U.S.C. 7917, part of the federal Every Student Succeeds Act (ESSA) and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
 - f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:

Family Policy Compliance Office
U.S. Department of Education

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

- g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
 - h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's website (www.moorheadschoools.org).
- 2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:
 - a. It classifies records as public, private or confidential.
 - b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
 - c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of a 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. In the event that PowerSchool Enrollment has been completed, the digitally signed submission will serve as your written request. 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 2019



MOORHEAD
AREA PUBLIC SCHOOLS

Independent School District 152
District Operations Center
1313 30th Ave. S., Moorhead, MN 56560
Phone: 218-284-3300 ■ Fax: 218-284-3333
www.moorheadschoools.org

Discipline Procedures – Grades 5-8

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, 6/26/2017 6/8/2015, 6/13/2016, 6/26/2017, 6/25/2018
6/25/2018

Section: 500 STUDENTS

Date Revised: 8/12/2013, 6/23/2014,

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 enables 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.moorheadschools.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 5-6	*	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or suspension
Grades 7-8	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 recommendations such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

Definitions:

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 5-6	Parent(s)/Guardian(s) conference Notification of legal authorities	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

	Referral to student assistance	Referral to student assistance	Referral to student assistance
Grades 7-8	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
Grades 5-6	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference

	Notification of legal authorities 5-10 day suspension or alternative action Referral to student assistance	Immediate notification of legal authorities 10 day suspension Referral to student assistance	Immediate notification of legal authorities 10 day suspension Referral to student assistance
Grades 7-8	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
Grades 5-6	Parent(s)/Guardian(s) conference 1-5 day suspension or alternative action Immediate notification of legal authorities (police and fire marshal)
Grades 7-8	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 5-6	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities
Grades 7-8	Fighting:	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference

	Parent(s)/Guardian(s) conference 1-3 day suspension or alternative action Notify legal authorities Assault: A change in placement could be possible with a charge of assault	3-5 day suspension Referral to legal authorities Assault: A change in placement could be possible with a charge of assault	5-10 day suspension Referral to legal authorities Assault: A change in placement could be possible with a charge of assault Recommendation to the superintendent for expulsion or exclusion
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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 5-6	Parent(s)/Guardian(s) conference Referral to Truancy Intervention Program
Grades 7-12	Parent(s)/Guardian(s) notification Detention or Alternative Action 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 it substantially and materially disrupts student learning or the school environment.

Grade Level	First Offense	Second Offense	Third Offense
Grades 5-6	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity 1-2 day suspension	Parent(s)/Guardian(s) conference Removal from class or activity or suspension 2-5 day suspension Notification of legal authorities
Grades 7-8	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
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Same/next day dismissal
Grades 7-8	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
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action	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.

- 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 pop pop 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 5-6	*	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 2-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

	Detention or 1-2 suspension or alternative action		
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(*) Indicates disciplinary action assigned by building administration.

12. DRESS AND APPEARANCE

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

The following is expected at all times:

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

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

1. Clothing appropriate for the school day and school-sponsored activities.
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 contains violent language or images, profanity, obscenity or pornography.
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. Clothing that exposes visible 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 or could be used as a weapon.

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

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

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

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

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

(*) Indicates disciplinary action assigned by building administration.

13. FALSE ALARM

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 5-6	* Notification of legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Referral to legal authorities
Grades 7-8	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action 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
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	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
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian conference Removal from class or activity or 1-2 day suspension
Grades 7-8	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
Grades 5-6	* Notification of Title IX Officer	Parent(s)/Guardian(s) conference Notification of Title IX Officer	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Notification of Title IX Officer
Grades 7-8	Parent(s)/Guardian(s) conference Detention or 1-2 day suspension or alternative action 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
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	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
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Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	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
Grades 5-8	Student conference and warning	Parent(s)/Guardian(s) conference Up to 5 school day suspension from riding the bus	Parent(s)/Guardian(s) conference Up to 10 school day suspension from riding the bus

Fourth Offense: Parent/Guardian conference / up to 20 school day suspension from riding bus

Fifth Offense: Suspended from riding bus for 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
Grades 5-6	* Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference

	Confiscate Detention	Confiscate and return to parents Detention or 1-3 day suspension	Confiscate and return to parents after one week 1-5 day suspension
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(*) 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 cell phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants, and wrist units. PEDs, except for cell phones, may be used during passing time or in classrooms with teacher permission, or in the commons during study time. Cell Phones 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 where 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 5-8	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
Grades 5-6	*	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference Confiscate 1-2 day suspension
Grades 7-8	Parent(s)/Guardian(s) conference Confiscate Detention or 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 that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 5-6	*	Parent(s)/Guardian(s) Conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	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
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 7-8	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference

	Detention	Detention or 1-2 day suspension	1-5 day suspension
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(*) Indicates disciplinary action assigned by building administration.

25. SECURITY SYSTEM TAMPERING

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 5-6	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 7-8	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
Grades 5-6	Parent(s)/Guardian(s) conference Suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges
Grades 7-8	Parent(s)/Guardian(s) conference Detention or suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges

27. THEFT, ROBBERY OR EXTORTION

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

Grade Level	First Offense	Second Offense	Third Offense
Grades 5-6	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference 1-2 day suspension Notify legal authorities
Grades 7-8	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
Grades 5-6	* Parent(s)/Guardian(s) conference Referral to legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference Removal from class or activity or 1-5 day suspension Referral to legal authorities Referral to threat assessment team	Parent(s)/Guardian(s) conference Up to a 10 day suspension Referral to legal authorities Referral to threat assessment team
Grades 7-8	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
Grades 5-6	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 1-2 day suspension Referral to legal authorities
Grades 7-8	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
Grades 5-6	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension
Grades 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; stun guns;

ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

- B. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- C. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

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

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

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

Horizon Middle School Campus Course Description and Planning Guide

Horizon Middle School

Home of the World's Best Students!



Horizon East ~ Grades 7 and 8

Horizon West ~ Grades 5 and 6

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

“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.

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Welcome to Horizon Middle School 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 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 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.

Welcome to Horizon — where new challenges await students and a whole world of discovery exists to help young people grow. Welcome to the world of Horizon and home of the world's best students! [Watch this](#) and you will see what I mean!

Warmly,
Dr. Amanda Henry

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 for more information.

Recently PTAC has granted the following requests:

- Purchased books for students as part of a summer reading program to be incorporated in fall classroom activities,
- 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 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

Grades 5-6 Course Description and Planning Guide

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 understanding 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 and via email to 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 – (additional links on the right side of this site)



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.

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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.

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.

DARE

Spanish Immersion Program

The Spanish Immersion (SI) program offers children an opportunity to learn to read, write and speak Spanish. At Ellen Hopkins Elementary (grades K-4) and Horizon West (grades 5-6), 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 4Cs 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 4Cs 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 provide a continuum of special education services that are in effect from early childhood 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 PowerSchool Registration, 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.

Milk is available to children who choose to bring their lunch. Milk for lunch and for snack break is sold for a reasonable price. Snacks may be purchased through a student's meal account during breakfast service 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 contact Food and Nutrition Services at 284-3325.

School and Family Partnership

The teacher of your student(s) realizes your family is in a partnership with 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 includes literacy, social studies, math, science and advisory connections. On a five-day rotating schedule students have physical education/health, music and art. Additionally, students have the opportunity to take band, choir or orchestra beginning in grade 5.

Opportunities will include integrated and innovative programming such as project-based learning, AVID school-wide and 21st century skills; flexible learning spaces with makerspaces 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 and for social and emotional learning. 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.

Overview of Course Sequence 7-8:

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 Intermediate Algebra
	Grade 8 Science	Earth Science
	Grade 8 Social Studies	Global Studies
Grade 8 Exploratory	Theater Arts	
	Healthy Lifestyles	

	PLTW/STEM-Science of Technology	
	Chinese	
Grade 8 Electives		
	Accelerated Spanish (for Spanish Immersion students)	
	Grade 8 Band	
	Grade 8 Choir	
	Grade 8 Orchestra	
	AVID (selection process)	
	Individual Learning Time	

Horizon East Bell schedule

Horizon East uses a modified bell schedule. On Monday, Wednesday and Friday the schedule consists of six periods of 60 minutes in duration. On Tuesday and Thursday there is an eight-period schedule of approximately 44-minute classes. This schedule gives students an increase in music and physical education classes and provides 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		Period 3	10:39-11:22
Period 4	11:13-1:43: P4, P5, 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

What is innovation? Three pillars serve as the foundation of learning 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 Horizon East is to provide all students with opportunities to be innovative. Our guiding principles are:

- 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.

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 Schools 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 core curriculum that includes four or more years of English and three or more years each of mathematics, science and social studies. Standardized tests help schools measure what their students are learning. Parents can review their child's test 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 7	Begin to establish goals and objectives. Consider the courses that give you the most options and the best preparation to keep your options open.
Grade 8	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.
Grade 9	Re-evaluate your plans based upon academic achievement, interests and aptitudes. Review your academic program.
Grade 10	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.
Grade 11	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.
Grade 12	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	Knowledge Master
Destination Imagination	Lego League/Robotics
Geography Bee	Mathcounts
Honor Choir	Play/musical
Honor Band	Science Olympiad
Jazz Band	Spelling Bee
Newspaper	Horizon Ambassadors
Knowledge Bowl	Tri-College Math

OTHER HORIZON 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

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.

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." ([American School Counselor Association](#))



School Counselors:

Lauren Trefethren, grade 5:	284-8313
Angie Keeping, grade 6:	284-8314
Ashley Meagher, grade 7:	284-7315
Angie Halgrimson, grade 8:	284-7313

Social Worker: Danelle Klamann - 284-7127

Student Wellness Facilitator: Emily Bitz - 284-8480

Gifted and Talented: Leigh Dornfeld - 284-3789

School Psychologist: Tammi Fortney - 284-2468

Check & Connect

Check & Connect is an intervention used with grades 7-8 students who show warning signs of disengagement with school and are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

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	Desire and determination
Grades	First in family to attend college
Citizenship	Historically underrepresented in 4-year colleges
Economically disadvantaged	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*	<i>The Giver</i>
Independent Writing*	Literary Analysis Essay
Nonfiction Articles	<i>Claudette Colvin: Twice Toward Justice</i>
Short Stories	<i>Gilgamesh</i>
Persuasive Essay	This I Believe Personal Essay
<i>The Outsiders</i>	This I Believe Speech

**Ongoing assignments throughout the year*

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.

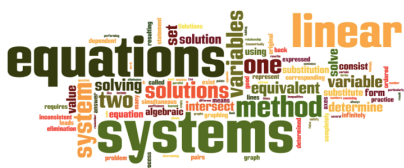
Grades 7 and 8 Related Services for Special Education

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).

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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 Intermediate Algebra (Year Long)

Intermediate Algebra is designed for those students who do well in math and have an interest of taking higher-level math courses at the high school. The course will cover the foundations of algebra that are identified on the Minnesota math standards, which includes solving equations and inequalities, absolute value, solving and graphing linear functions including system of linear equations, and linear inequalities. Additionally, this course will include working with exponential functions, writing and graphing quadratic functions, and factoring and solving polynomial equations. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

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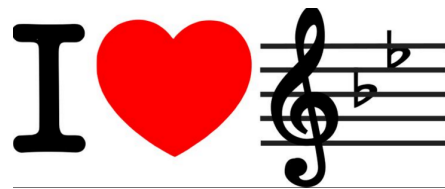
Music

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.

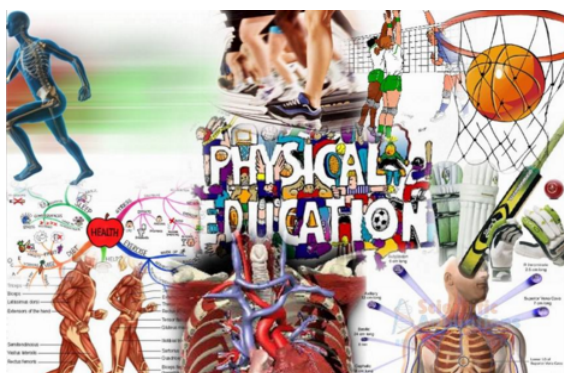
Students entering the district having already played since grades 4 or 5 will be given guidance from the band director.

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)

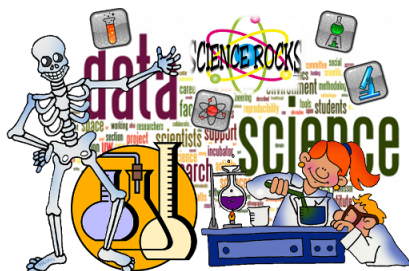
Physical education at Horizon East emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. These courses provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness 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
- STDs
- Dating Violence
- 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 provide 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-6 Spanish Immersion Program. 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 previously, 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-6 Spanish Immersion Program 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 grade 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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Superintendent of Schools

Memo S.22.111R

TO: School Board

FROM: Dr. Brandon Lunak, Superintendent of Schools

DATE: 05/02/2022

RE: Second Reading of Policies

Attached please find policies: 506 Distribution of Non-School Sponsored Materials on School Premises by Students and Employees, 514 Students in Homeless Situations, 522 Title IX Nondiscrimination Policy, Grievance Procedure and Process, 524 MAPS Internet Acceptable Use and Safety Policy, 601 School District Curriculum and Instructional Goals of MAPS, 603 Special Education and Procedures, 606 Title I Policy Governing Comparability, 633 Patriotic Exercises, 634 Religion, 652 Staff Development for MN Academic Standards, 656 Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Sect 504, and LEP Students, 703 Naming of School Buildings and Grounds, 730 School District Copyright Policy, 732 Use of All School Equipment and Materials for Instructional Purposes Off School Premises, 810 Establishment and Adoption of School District Budget, 820 Cash Management for your review. No changes have been made since the first reading by the School Board on April 25, 2022, at the Regular School Board Meeting.

Suggested Resolution: Move approve policies 506 Distribution of Non-School Sponsored Materials on School Premises by Students and Employees, 514 Students in Homeless Situations, 522 Title IX Nondiscrimination Policy, Grievance Procedure and Process, 524 MAPS Internet Acceptable Use and Safety Policy, 601 School District Curriculum and Instructional Goals of MAPS, 603 Special Education and Procedures, 606 Title I Policy Governing Comparability, 633 Patriotic Exercises, 634 Religion, 652 Staff Development for MN Academic Standards, 656 Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Sect 504, and LEP Students, 703 Naming of School Buildings and Grounds, 730 School District Copyright Policy, 732 Use of All School Equipment and Materials for Instructional Purposes Off School Premises, 810 Establishment and Adoption of School District Budget, 820 Cash Management as presented.

BL:dmb

ATTACHMENTS:

Policies

Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

Type:	School Board Policy
Section:	500 STUDENTS
Code:	506
Adopted Date:	6/9/2008
Revised Date(s):	12/12/2011, 11/09/2015
Reviewed Date(s):	12/12/2011, 11/09/2015, 12/10/2018, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights while taking into consideration the educational objectives and responsibilities of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the School Board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by building administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited.

Material is prohibited that:

1. is obscene to minors;
2. is libelous or slanderous;
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
4. advertises or promotes any product or service not permitted to minors by law;
5. advocates violence or other illegal conduct;
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of non-school sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, building administration will consider factors including, but not limited to, the following;

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, learning environment, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school equipment, or other resources;
6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entranceways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of building administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the building administrator at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
2. Date(s) and time(s) of day intended for distribution.
3. Location where material will be distributed.
4. If intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the building administrator will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the building administrator, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, building administration, School Board, or individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

Legal References:

U.S. Const., amend. I

Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)

Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)

Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011)

Cross References:

Moorhead School Board Policy 551: Student Discipline

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

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

Students in Homeless Situations

Type:	School Board Policy
Section:	500 STUDENTS
Code:	514 537
Adopted Date:	8/26/2002
Revised Date(s):	01/08/2007, 06/13/2011, 06/25/2018
Reviewed Date(s):	01/08/2007, 06/13/2011, 11/10/2014, 06/25/2018, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to define the rights and responsibilities of students in homeless situations. This policy is intended to ensure that the district is in full compliance with the McKinney-Vento Homeless Act.

II. GENERAL STATEMENT

The Moorhead Area Public School Board recognizes that maintaining a school of origin enrollment and a regular, mainstream environment has a positive impact on the academic achievement of students in homeless situations. Therefore, every effort will be made to eliminate, to the extent possible, any barriers that limit equal access to education programs and services or limit the opportunity for students in homeless situations to reach high standards.

A. Definition of Homeless Child and Unaccompanied Youth

Pursuant to McKinney-Vento 42 U.S.C. 11434a[2] and Education Law 3209 (1)(a), a homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (sometimes referred to as double-up);
2. Living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in a car, park, public space, abandoned building, substandard housing, bus or train stations, or similar settings;
4. Abandoned in hospitals;
5. A migratory child who qualifies as homeless because he or she is living in circumstances described above.
6. An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

B. Services

Children and youth in homeless situations will be provided services comparable to those received by other students including transportation to and from their school of origin to the extent possible. The district will designate a liaison for students in homeless situations who will ensure that the rights of homeless students are protected and they have the opportunity to reach the same high academic standards expected of all students.

The Local Education Agency (LEA) Liaison must ensure that preschool-aged children in homeless situations have access to and receive services, if eligible, under LEA administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA) (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA.

The LEA Liaison must ensure that Moorhead District collaborates and coordinates with other service providers, including public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities.

C. Enrollment

Evidence of immunizations, guardianship, residential status, or other documentation will not be barriers to immediate enrollment of students in homeless situations. Where appropriate, the enrolling school building administrator will refer the parent or guardian to the district homeless liaison for assistance in obtaining appropriate documentation. The district homeless liaison will also assist unaccompanied youth with placement/enrollment choices.

D. Placement

To the extent feasible, students in homeless situations will remain in their school of origin and transportation will be provided. They have the right to stay in their school of origin for the entire time they are homeless, or until the end of any academic year in which they move into permanent housing unless a parent or guardian chooses otherwise.

E. Transportation

1. Homeless/highly mobile students, including unaccompanied youth, must be provided transportation to and from their school of origin at the request of parent/guardian, or by the Homeless Liaison, consistent with district regulations regarding miles from school, routes, and other transportation policies and regulations.
2. When the homeless student's school of origin is outside the district in which he/she is currently staying, the two districts will apportion the transportation costs.
3. The McKinney-Vento Act also requires that homeless students be provided services comparable to those offered to other students in the school, including transportation (42.U.S.C. 11432(g)(4) (A)).

Please refer to [Administrative Procedure 514.1: McKinney-Vento Homeless Transportation Request](#).

537.1

F. Dispute Resolution Process

Disputes regarding the educational placement of a student in a homeless situation will be expeditiously addressed through a dispute resolution process. Parents or guardians and unaccompanied youth must be informed of the process and in the event of a dispute, the student must be immediately enrolled in the school of choice while the dispute is being resolved through the process outlined below:

1. Student placement is made through a district designee. If the placement decision is not satisfactory;
2. The student placement staff provides the family with a written explanation which includes information about their right to appeal and review the decision and student placement guidelines with the family. If

this explanation is not satisfactory;

3. The district designee reviews the decision and talks with the family. If the decision is maintained and is still not satisfactory;

4. LEA liaison is contacted by the district designee. The LEA Liaison works with the district designee and the assistant superintendent to ensure that the student is immediately placed in the school requested if this placement meets district guidelines and is comparable to other students;

5. The ~~assistant superintendent~~ executive director of human resources and operations reviews issue and makes the final determination. If this decision is not satisfactory;

6. The Superintendent reviews issue. If this decision is not satisfactory;

7. State grievance procedure is implemented by the LEA Liaison.

The steps listed above must be completed within two school days from the original student placement.

Legal References:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq.*) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA)

Cross References:

Moorhead School Board Policy 511: Enrollment of Nonresident Students

Moorhead School Board Policy 530: Student Immunization Requirements

Title IX Nondiscrimination Policy, Grievance Procedure and Process

Type:	School Board Policy
Section:	500 STUDENTS
Code:	522
Adopted Date:	10/5/2020
Revised Date(s):	
Reviewed Date(s):	04/13/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide information on Title IX regulations applicable to sexual harassment for students and employees and to provide procedure and process for grievances related to allegations of sexual harassment.

II. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The position of the executive director of human resources and operations has been designated as the Title IX Coordinator.

Kristin Dehmer, Executive Director of Human Resources and Operations
Operations Center
1313 30th Ave S
Moorhead, MN 56560
218-284-3350
kdehmer@moorheadschoools.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both. E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020. II.

III. DEFINITIONS

A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. “Day” or “days” means unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. Quid pro quo harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual’s participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and

objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).

L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the

respondent has been found responsible. 3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance school board policy. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that

prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

a. The school district undertakes an individualized safety and risk analysis;

b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an informal resolution process without both parties' agreement and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof: Page 133

1. Would not meet the definition of sexual harassment, even if proven;
2. Did not occur in the school district's education program or activity; or
3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
2. The respondent is no longer enrolled or employed by the school district; or
3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate, to include mandatory reporting, law enforcement, or licensing agencies.

X. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the school district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or

bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;
2. The scope of the school district's education program or activity;
3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XVI. RECORDKEEPING

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

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B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C. § 1400, et seq. (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, et seq. (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References:

Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 578: Prohibiting Intimidation and Bullying
MSBA Model Policy 522 Title IX Nondiscrimination Policy, Grievance Procedure and Process

Moorhead Area Public Schools Electronic Network and Systems Responsible Use and Safety

Type:	School Board Policy
Section:	500 STUDENTS
Code:	524
Adopted Date:	2/8/1999
Revised Date(s):	12/12/2005, 06/13/2011, 05/14/2012, 02/25/2013, 02/23/2015, 12/14/2015, 04/10/2017, 02/11/2019, 07/15/2020, 07/13/2021
Reviewed Date(s):	03/08/2004, 12/12/2005, 06/13/2011, 05/14/2012, 02/25/2013, 02/23/2015, 12/14/2015, 04/10/2017, 12/11/2017, 02/11/2019, 06/10/2020, 04/12/2022, 04/13/2022

Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to set forth guidelines for access to the school district computer system and safe use of the Internet, and other electronic communications.

II. GENERAL STATEMENT

A. The Moorhead Area Public Schools shall operate an electronic network and systems to support its educational mission. The Moorhead School Board recognizes the need for its employees and students to have access to a global electronic network. Part of the district's responsibility in preparing students for the future is to provide them access to the tools they will be using as adults. The Moorhead Area Public Schools electronic network and systems is defined as computer systems owned by the district as well as other electronic systems to which the district provides intentional or unintentional access.

B. An orientation session and ongoing education on appropriate use of the Moorhead Area Public Schools computer network and systems shall be provided for each user. The use of this network and systems shall be consistent with the district's educational mission, district policy, state laws, and federal laws. In accordance with the requirements of the Child Internet Protection Act, the district will monitor the online activities of minors and employ technology protection measures during any use of the electronic network by minors and adults.

III. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district resources such as, but not limited to, removable media, servers, cloud-based services, and storage or for delays for changes in or interruptions of service or misdeliveries or non-deliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

IV. USE OF NETWORK AND SYSTEMS ARE A PRIVILEGE

The use of the school district network and systems and access to use of the Internet are a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs;

discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Refer to Administrative Procedures [524.1: Responsible Use of Moorhead Area Public Schools Electronic Network](#), [524.2: Notification of Network Use](#), and [524.3: Use of Moorhead Area Public Schools Electronic Network Violation Report](#) for additional guidelines regarding responsible use.

V. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents/guardians have the right to request the termination of their child's individual account at any time. The request will be reviewed by the appropriate administration.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

VI. REGULATIONS

The Superintendent shall establish regulations for student and employee use of the Moorhead Area Public Schools electronic network and systems. This policy will be reviewed annually for compliance with state law.

VII. NOTIFICATION

All users shall be notified of the school district policies relating to Internet use in employee and student handbooks and the website (www.moorheadschoools.org www.isd152.org).

Legal References:

[Minn. Stat. 13 \(Minnesota Government Data Practices Act\)](#)

15 U.S.C. 6501 *et seq.* (Children's Online Privacy Protection Act)

17 U.S.C. 101 *et seq.* (Copyrights)

[20 U.S.C. 123G \(Family Educational Rights and Privacy Act\)](#)

47 U.S.C. 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. 54.520 (FCC Rules Implementing CIPA)

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

Minn. Stat. 125B.15 (Internet Access for Students)

Minn. Stat. 125B.26 (Telecommunications/Internet Access Equity Act)

[Mahoney Area Sch. Dist. v. B.L., 594 U.S., 141 S. Ct. 2038 \(2021\)](#)

[Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 \(1969\)](#)

[United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 \(2003\)](#)

[Doninger v. Niehoff, 527 F.3d 41 \(2nd Cir. 2008\)](#)

[Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 \(D. Minn. 2015\)](#)

[R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 894 F.Supp.2d 1128 \(D. Minn. 2012\)](#)

[Tatro v. Univ. of Minnesota, 800 N.W.2d 811 \(Minn. App. 2011\), aff'd on other grounds 816 N.W.2d 509 \(Minn. 2012\)](#)

[S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 \(8th Cir. 2012\)](#)

[Kowalski v. Berkeley County Sch., 652 F.3d 565 \(4th Cir. 2011\)](#)

[Layschoek v. Hermitage Sch. Dist., 650 F.3d 205 \(3rd Cir. 2011\)](#)

[Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 \(W.D. Mo. 2012\)](#)

[M.T. v. Cent. York Sch. Dist., 937 A.2d 538 \(Pa. Commw. Ct. 2007\)](#)

Cross References:

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 ([Title IX Student Sex Nondiscrimination Grievance Procedures and Process](#))

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

MSBA/MASA Model Policy 806 (Crisis Management Policy)

MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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

Moorhead School Board Policy 447: Employee Responsible Use of Social Media

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

Moorhead School Board Policy 502: Student Disability Nondiscrimination

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

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

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 578: Bullying Prohibition

Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 620: Curricular Selection and Review, Alternative Instruction and Instructional Resource Reevaluation

Moorhead School Board Policy 710: School District Crisis Management

Moorhead School Board Policy 730: School District Copyright

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Curriculum and Instruction Goals of Moorhead Area Public Schools

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	601
Adopted Date:	8/11/2003
Revised Date(s):	11/26/2007, 06/14/2010, 02/08/2016, 06/13/2019
Reviewed Date(s):	11/26/2007, 06/14/2010, 02/08/2016, 04/12/2022, 04/13/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for Moorhead Area Public Schools that encompasses the Minnesota Academic Standards and federal law and are aligned with creating the World's Best Workforce.

II. GENERAL STATEMENT

It is the policy of Moorhead Area Public Schools to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap^s among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school, and have all students graduate from high school.

G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all; student categories identified in state and federal law;
2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, ^{and} principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
4. strategies for improving instruction, curriculum, and student achievement, including ~~the~~ English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:
 1. reading, writing, speaking, listening, and viewing in the English language;
 2. mathematical and scientific concepts;
 3. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem-solving);
 4. creative and critical thinking, decision making, and study skills;
 5. work readiness skills;
 6. global and cultural understanding.

2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

1. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;

2. bring many perspectives, including historical, to contemporary issues;
3. develop an appreciation and respect for democratic institutions;
4. communicate and relate effectively in languages and with cultures other than the student's own;
5. practice stewardship of the land, natural resources, and environment;
6. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

1. establishing and achieving personal and career goals;
2. adapting to change;
3. leading a healthy and fulfilling life, both physically and mentally;
4. living a life that will contribute to the well-being of society;
5. becoming a self-directed learner;
6. exercising socially accepted ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:

1. appreciate, understand, and accept human diversity and interdependence;
2. address human problems through team effort;
3. resolve conflicts with and among others;
4. function constructively within a family unit;
5. promote a multicultural, gender-fair, disability-sensitive society.

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessments.

2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

1. the student's reading proficiency as measured by a locally adopted assessment;
2. reading-related services currently being provided to the student and the student's progress; and
3. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages. This provision may not be used to deny a student's right to a special education evaluation.

3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

4. The school district may provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

V. RESPONSIBILITY

A. The Superintendent or designee shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the Superintendent or designee that will provide for periodic reviews of each curriculum area (Administrative Procedure 601.1: Moorhead Area Public Schools ESSA/Academic Standards Curriculum Review Cycle).

B. It shall be the responsibility of the Superintendent or designee to keep the Moorhead School Board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and to periodically present recommended modifications for School Board review and approval.

C. The Superintendent shall have discretionary authority to develop guidelines and directives to implement School Board policy relating to curriculum development.

Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. 120B.02 (Educational Expectations for Minnesota Students)

Minn. Stat. 120B.11 (School District Process)

Minn. Stat. 120B.12 (Reading Proficiently no Later than the end of Grade 3)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

20 U.S.C. 5801, et seq. (National Education Goals 2000)

U.S. Senate File S.1177 (Every Student Succeeds Act (ESSA))

Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System) 601-7

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals) 20 U.S.C. § 5801, et seq. (National Education Goals 2000)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure

Moorhead School Board Policy 656: Testing Accommodations, Modifications and Exemptions for IEPs, Section 504 Plans and LEP Students

Moorhead School Board Policy 650: School District System Accountability

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Special Education Policies and Procedures

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	603
Adopted Date:	1/11/1994
Revised Date(s):	11/26/2007, 05/14/2012, 12/14/2015
Reviewed Date(s):	01/11/1994, 12/08/1997, 06/09/2003, 11/26/2007, 05/14/2012, 12/14/2015, 02/11/2019, 04/12/2022, 04/13/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the requirements of the Moorhead Area Public Schools to adhere to state and federal special education policies and procedures.

II. GENERAL STATEMENT

It is the policy of the Moorhead Area Public Schools to comply fully with state and federal special education policies and procedures as outlined in the Total Special Education System (TSES) Policies and Procedures Manual, including future amendments thereof. (Refer to Administrative Procedures 603.1: Special Education Rules and Regulations and 603.2: Special Education Parent Advisory Council.)

Legal References:

Minn. Stat. 125A.01 and 125A.02 (Definition)

Minn. Stat. 125A.01 and 125A.02 (Children with a Disability)

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

Cross Reference:

Moorhead School Board Policy 602: Special Education Programs

Title I Policy Governing Comparability

Type: School Board Policy
Section: 600 EDUCATION PROGRAMS
Code: 606
Adopted Date: 6/13/1978
Revised Date(s): 12/08/2008, 02/25/2013, 02/08/2016
Reviewed Date(s): 02/13/1990, 01/06/1992, 09/25/1995, 05/08/2000, 12/13/2004, 12/08/2008, 02/25/2013, 02/08/2016, 05/02/2019, 04/12/2022, 04/13/2022

Attached Files:

No Documents Found.

I. PURPOSE

The purpose of the policy is to provide the requirements to assure comparability for target and nontarget schools for Title I funding.

II. GENERAL STATEMENT

Moorhead Area Public Schools shall assure that instructional resources, materials, supplies, and staffing costs are provided for each target school on a basis that is comparable to that for nontarget schools and other target schools.

Comparability, as it relates to staff, shall include equivalence among schools in teachers, administrators, and auxiliary instructional personnel who are paid with state and/or local funds. The average number of children enrolled per instructional FTE (full-time equivalents) for each target school shall not be more than 110 percent of the average number of children enrolled per instructional FTE in the nontarget schools and other target schools.

Legal Reference:

U.S. Senate File S.1177 (Every Student Succeeds Act (ESSA))

Cross Reference:

Moorhead School Board Policy 607: Title I Policy Governing Parental Involvement

Patriotic Exercises

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS 500 STUDENTS
Code:	633 527
Adopted Date:	6/10/1986
Revised Date(s):	01/14/2008, 04/09/2012, 02/11/2019
Reviewed Date(s):	12/01/1990, 06/24/1996, 11/10/2003, 01/14/2008, 04/09/2012, 11/09/2015, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide for the recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT

The School Board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag.

Students in Moorhead Area Public Schools shall have the opportunity to recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school audio or video communication system by a person designated by the building administrator or other person having administrative control over the school.

The School Board wishes to set an example for the school district's staff and students. Therefore, the Pledge of Allegiance shall be recited at the beginning of each meeting of the School Board.

III. EXCEPTIONS

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

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal References:

Minn. Stat. 121A.11, Subd. 3 (Pledge of Allegiance)

Minn. Stat. 121A.11, Subd. 4 (Instruction)

Cross Reference:

Page 153
MSBA/MASA Model Policy 531 (The Pledge of Allegiance)

Religion

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	634
Adopted Date:	1/9/1979
Revised Date(s):	02/09/2009, 02/25/2013, 06/13/2016, 05/08/2019
Reviewed Date(s):	09/01/1990, 01/08/1996, 06/12/2000, 01/24/2005, 02/09/2009, 02/25/2013, 06/13/2016, 02/11/2019, 04/12/2022, 04/13/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the Moorhead Area Public Schools.

II. GENERAL STATEMENT

The proper role that religion plays in the Moorhead Area Public Schools is in its educational value rather than its observance or celebration. This value is based upon its important cultural element whose effects have been felt throughout history.

The Moorhead Area Public Schools should play a vital role in bringing about an understanding among people of different backgrounds. Teaching about religions as literature, and the role of religion in the history of the United States and other countries can help achieve this understanding.

The choice of what to believe is, and should be, left solely to the individual. Each person is free to choose or reject any belief without interference from either government or other members of the community. The choice made by each person and family is entitled to the greatest respect. The Moorhead Area Public Schools shall marshal its forces to maintain the dignity of each religious preference or absence of the same, and the sanctity of that belief for each individual home. No person should be put in an embarrassing position because of personal or family choice.

Moorhead Area Public Schools policy regarding the relationship **between** of religion and public education is intended to **ensure** **provide** freedom, protection, sensitivity, acceptance, and appreciation for students, employees, parents, and **the** community as a whole.

The Moorhead Area Public Schools shall implement the rules and regulations identified in this policy that speak toward the teaching of religious symbols, musical programs, concerts, advertising religious activities, and the school calendar.

A. **The school district** **Moorhead Area Public Schools** shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. **The school district** **Moorhead Area Public Schools** also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. **The school district** **Moorhead Area Public Schools** **Page 155** recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district Moorhead Area Public Schools supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and non-sectarian manner.

III. RESPONSIBILITY

A. The Superintendent shall be responsible for ensuring the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.
2. The primary objective of the activity must be one that neither advances nor inhibits religion.
3. The activity must not foster excessive governmental relationships with religion.
4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

IV. RULES AND REGULATIONS

The Superintendent is granted authority to develop and present for board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion.

A. Non-Promotion or Disparagement of Religions - The school district shall neither promote nor disparage any religious belief or non-belief. Instead, the school district encourages all students and employees to have appreciation and tolerance of each other's views.

B. Academic Study About Religions - The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

C. The Use of Religious Symbols - Religious symbols are sacred to particular faiths and have their place in places of worship or home. The use of religious symbols in the school shall be encouraged only in the academic study of religions; that is for temporary periods in connection with educational purposes.

D. Musical Programs and Concerts - Musical programs prepared for or presented during school hours shall not be religious or religiously oriented. However, the school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music which may have had a religious basis or origin as well as secular importance. Consequently, such programs may include religious music to the extent presentation of the music advances an educational objective and is presented in an objective manner without religious indoctrination.

A volunteer group practicing outside the school day, school day defined as 30 minutes prior to or 30 minutes immediately following the regularly scheduled student day, may present a program of religious music in the school outside of school hours, subject to, and in conformance with, the school policies and rules governing the use of school facilities equal access.

At all levels of education, the study of religious music as a part of a music appreciation course, musical experience, or as part of a study of various lands and cultures is appropriate as is the study of secular music.

E. Advertising Religious Activities - The advertising of religious activities and distribution of religious literature shall be on the same terms and conditions as permitted for other advertising or literature that is

unrelated to school curriculum or activities.

F. School Calendar - The school calendar should be designed to encourage sensitivity for religious holidays, Sabbaths, and holy days of all faiths.

If conflicts occur, care should be taken to modify lesson activities or other activities which will be difficult to make up.

G. Religious Excusals - In the event, a student and/or student's parent/guardian finds a lesson objectionable based on the student's or student's parent's/guardian's religious beliefs or other conscientious grounds, the student and/or student's parent/guardian may seek excusals therefrom through the building administrator. The building administrator shall work with the student and/or student's parent/guardian to arrange for such excusals unless there are clear issues of overriding concern that would prevent it.

H. Reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

Legal References:

U. S. Const., amend. I

Minn. Stat. 120A.22, Subd. 12(3) (Compulsory Instruction)

Minn. Stat. 120A.35 (Absence From School for Religious Observance)

Minn. Stat. 121A.10 (Moment of Silence)

Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)

Flore v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)

Stark v. Indep. Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)

Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)

Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)

LeVake v. Indep. Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)

Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)

Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)

Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)

Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)

Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)

Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)

Minn. Op. Atty. Gen. 169-J (Feb 14, 1968)

Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)

Minn. Op. Atty. Gen. No. 63 (1940)

Minn. Op. Atty. Gen. No. 120 (1924)

Minn. Op. Atty. Gen. No. 121 (1924)

Cross References:

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 515: School District Student Attendance

Moorhead School Board Policy 630: Organization of School Calendar and School Day

Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

MSBA/MASA Model Policy 609 (Religion)

Staff Development for Minnesota Academic Standards

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	652 619
Adopted Date:	8/26/2002
Revised Date(s):	05/11/2009, 02/23/2015, 05/29/2018, 06/13/2019
Reviewed Date(s):	03/08/2004, 05/09/2005, 05/12/2008, 05/11/2009, 02/23/2015, 05/29/2018, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT

The Moorhead Area Public Schools is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The school district MAPS Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The committee will advise the Moorhead School Board and school sites on the planning of staff development opportunities.

B. The school district Moorhead Area Public Schools shall place a high priority on staff development including activities, programs, and other efforts to implement the Minnesota Academic Standards effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.

D. Inservice, staff meetings, and district and building level staff development plans and programs shall focus on improving the implementation of the Minnesota Academic Standards at all levels for all students, including those with special needs.

IV. TRAINING

A. Paraprofessional

Moorhead Area Public Schools will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that required annual training opportunities to enable the paraprofessionals to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The school district will provide high-quality and ongoing professional development activities as required by state and federal laws.

Legal References:

Minn. Statute. 122A.16 (Qualified Teacher Defined)
Minn. Statute. 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Statute. 120B.11 (School District Process)
Minn. Statute. 120B.363 (Credentials for Education Paraprofessionals)
Minn. Statute. 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed
Minn. L. 2013, Ch. 116, Art. 2, 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. 6301 *et seq.* (Every Student Succeeds Act)

Cross References:

Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 446: Staff Development
Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
MSBA/MASA Model Policy 619 (Staff Development for Standards)

Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	656 615
Adopted Date:	8/26/2002
Revised Date(s):	12/08/2008, 06/14/2010, 06/13/2011, 06/25/2018, 02/11/2019, 03/11/2019, 05/08/2019
Reviewed Date(s):	03/08/2004, 05/09/2005, 06/11/2007, 05/12/2008, 12/08/2008, 06/14/2010, 06/13/2011, 06/25/2018, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 1. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 1. The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 3. The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 4. The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
 5. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
 2. MTAS participation decisions must not be made on the following factors:
 1. Student's disability category;
 2. Placement;
 3. Participation in a separate, specialized curriculum;

4. An expectation that the student will receive a low score on the MCA;
5. Language, social, cultural, or economic differences;
6. Concern for accountability calculations.

B. Alternate Assessing Comprehension and Communication in English State to State (ACCESS) for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 1. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 2. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 3. For students in grades where ~~that~~ the MTAS is not administered:
 1. the student must have cognitive functioning significantly below age level;
 2. the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 3. the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 4. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 5. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
 1. student's disability category;
 2. participation in a separate, specialized curriculum;
 3. current level of English language proficiency;
 4. the expectation that the student will receive a low score on the ACCESS for ELs;
 5. language, social, cultural, or economic differences;
 6. concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

II. DEFINITION OF TERMS

Please refer to [Administrative Procedure 615.1: GRAD Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs \(IEPs\), Section 504 Accommodations and Limited English Proficiency \(LEP\) Students.](#)

III. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

Please refer to [Administrative Procedure 615.1: GRAD Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs \(IEPs\), Section 504 Accommodations and Limited English Proficiency \(LEP\) Students.](#)

IV. RECORDS

All test accommodations, modifications, or exemptions shall be determined through the child study process and/or the counseling department. A process will be arranged for collection of the accommodation, modification, or exemption data in the fall of the school year. All test accommodations, modifications, or exemptions shall be reported to the district assessment coordinator. The district assessment coordinator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done yearly by December 1. Testing results will be documented and reported.

Legal References:

Minn. Stat. 120B.11 (School District Process)
 Minn. Stat. 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. 125A.08(a)(1) (Individualized Education Programs)
 Minn. Rule Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rule Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma).(repealed Minn. L. 2013, Ch. 116, Art. 2 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
Alternate ACCESS for ELLs Participation Guidelines,
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References:

Moorhead School Board Policy 104: Mission Statement
 Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools
 Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
 Moorhead School Board Policy 650: School District System Accountability
 Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Naming of School Buildings and School Grounds

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	703 710
Adopted Date:	4/11/2016
Revised Date(s):	06/13/2019
Reviewed Date(s):	04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish guidelines for the naming of school buildings and school grounds.

II. GENERAL STATEMENT

The naming of school buildings, major portions of buildings, or school grounds is the responsibility of the Moorhead Area Public School Board. The School Board is responsible for naming facilities, which include buildings, rooms, internal spaces, landscape materials, and associated exterior furnishings, courts, athletic fields, open spaces, and all other areas owned, operated, or controlled by Moorhead Area Public Schools. When naming new buildings, major portions of buildings, or school grounds, the School Board shall formally identify the need for a naming process for the identified school locations, as well as the criteria it wishes to be considered in the process. Furthermore, the name of a facility may be removed upon a vote of the board for valid reasons. When naming a building or facility, the board may select the name or appoint a committee to make recommendations to the board.

In fulfilling this responsibility, the School Board recognizes that the naming of the school facility is of great importance and deserves thoughtful attention. In selecting a name, the board will consider the names of:

- Individuals who have achieved significant places in school district life,
- Entities which have contributed significantly to the district,
- Individuals/entities that have made significant monetary contributions, and
- National and state significance which are indicative of the areas in which they are located.

III. AUTHORITY

Board authority, established in statute, permits the board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities, and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by Moorhead Area Public Schools.

IV. NEW SCHOOLS AND SCHOOL GROUNDS

The process for naming a new school will begin, if possible, as soon as construction has become a financial reality, the site has been selected, and the architect has been appointed. The names of sites which serve a district-wide function (e.g. administrative services, community education) and for facilities or portions of facilities which are jointly owned by the school district and other entities may be named to illustrate the nature of their role in the district.

Portions of school facilities, such as libraries, auditoriums/theaters, gymnasiums, gardens/walks, athletic fields/facilities, and concessions/locker rooms shall be named according to their educational purpose; however, names of individuals or entities may also be associated with these facility sub-units upon designation by the board.

The School Board, with assistance from the administration, will review recommendations from one of two sources: the Moorhead Schools Legacy **Education Foundation Fund** with regards to honorary naming through financial contribution and/or the appointed School Naming Task Force with regards to honorary naming without financial contribution.

The final selection will be made by a vote of the board. The board will review all potential naming rights, leasing agreements, contracts, and sponsorships to ensure alignment with the district's mission and purpose, reserving the right to determine all naming rights and procedural practices aligned with their legal authority governed by law or statute.

V. HONORARY NAMING OF FACILITIES, PORTIONS OF FACILITIES AND GROUNDS

Facilities or portions thereof may be named in honor of an individual through two different procedures.

1. Honorary Naming through Financial Contribution is recognition for financial contributions, be it in the way of donation, bequest, sponsorship, or other commercial transactions.
2. Honorary Naming without Financial Contribution is recognition of a significant contribution to the school district that the district wishes to honor.

In granting naming rights, either “through financial contribution” or “without financial contribution,” due regard should be taken of the need to maintain an appropriate balance between commercial considerations and the role which names of buildings and spaces contribute to the school district's sense of identity as well as their role in assisting staff, students and visitors to orient themselves within a campus.

The granting of naming rights must always be consistent with the school district's mission and vision. The long-term effects of the naming rights must be considered. Each granting of naming rights is bound by a written agreement.

Honorary Naming through Financial Contribution:

Monetary valuations may be assigned to proposed naming rights on a case-by-case basis to aid with making decisions about granting naming rights.

The monetary valuation for the naming of a school, stadium, field, theatre, library, or gymnasium through financial contribution will be decided by the Superintendent after receiving a recommendation from the Moorhead Schools Legacy **Education Foundation Fund** who may take advice from such persons or other professionals, as needed. Each case should take into account market comparisons for naming rights for which professional advice may be sought.

Application of this policy might result in a facility named for a company or an individual. It is anticipated that this may be appropriate at times when facilities are being built, remodeled or additions added. It is conceivable as well that such honorary efforts might make the difference between a project being realized or not, or between its being adequate versus exemplary.

Recommendations for Honorary Naming through Financial Contribution will be processed through the Moorhead Schools Legacy **Education Foundation Fund** and presented first to the Superintendent and then to the School Board for approval.

Specific Naming Agreement through Financial Contribution:

1. The school district recognizes that circumstances exist when the district may enter into an agreement for the specific naming of a facility or space in exchange for a specific financial or other contribution to the district. All such agreements must be in writing.
2. Transferability and Renewability
 1. If a name is granted by a written agreement, those rights may be transferred or renewed as permitted by the written agreement. Other naming rights are not transferable or renewable.
3. Limit of Naming Rights
 1. On the Part of the District
 1. The district's right to use the name and other brand elements of the named party is permitted by express agreement with the named party.
 2. On the Part of the Named Party
 1. The named party, after whom a facility or space is named, has no decision-making rights as to the purpose of the facility or space unless specifically provided in the written agreement between the parties. The district will not agree to any condition in an agreement that could unnecessarily limit progress toward the district's mission and purpose, statutory obligation, or the local authority of the School Board. In turn, the named party has no liability in respect to that facility or space unless provided for in a specific contract between parties. Any such limits must be included in any naming rights agreement.

Honorary Naming without Financial Contribution:

1. At times there may be appropriate opportunities to honor individuals who have distinguished themselves through their association with the school district either as alumni, employees, or community members.
2. Such honorary naming may be applied to a new school, provided the name is recommended as part of the School Naming Task Force process.

The process is as follows:

- The School Naming Task Force committee composition will have representative staff members from each school, representatives from the secondary student body, executive director of human resources and operations, assistant superintendent of learning and accountability, central office team members, and cabinet members as needed, and three parent representatives (one from each elementary, middle and high school).
- The committee will develop a recommendation to the administration for further review and provide a basis for the recommendation to the School Board regarding the naming of the school sites.
- The committee shall propose a list of not more than three (3) names to the School Board for consideration.

The board will apply the following guidelines in considering any individual's name proposed for a facility or portion thereof:

General Guidelines:

Historically the School Board has named facilities after individuals who have had direct, substantial, and active association with the district and have exemplified the district mission. Selection may also be based on the individual's record of scholarship, creativity, leadership, humanitarian service, or public service. Facilities may also be named to recognize organizations, individuals, geographical or historic features, and programs that which have had a significant impact in the life of the district or as a result of leasing naming rights, contracts to sell advertising, or agreements with a sponsoring agent as permitted by statute.

Recommendations must provide evidence of significant importance to the district and must outline the justifications for the name being suggested. In naming of sites or facilities, and/or grounds, special consideration may be given to those names that will have some special meaning to the students and citizens and will enhance the educational program of the school district, and be consistent with the school district's mission and vision. Naming for such contributions is at the district's discretion and in support of its mission.

Appropriate categories for school names include:

- Individuals: a famous, local, state, or national figure who exemplifies outstanding character or other admirable traits.
- Places: locations, landmarks, or topographical features related to the school site.
- Symbolism: a word or words that capture the essence ~~for~~ of the place or function ~~for~~ of the school.

When the naming a facility under the "Individual" category, the Superintendent and the board will evaluate the proposed name against the following additional criteria:

- Nominee has had a significant, long-term relationship with Moorhead Area Public Schools.
- Nominee, if a former Moorhead Area Public Schools employee, will have been retired or separated from district employment for a minimum of two years. Recognition of outstanding service to the school district while serving in an academic or administrative capacity to the Moorhead community.
- Nominee has widespread support from colleagues, parents/guardians, and students.
- Nominee has achieved local, regional and national recognition for achievements beyond the generation of the contribution.
- Nominee has held local, regional and national leadership roles in the field of expertise and is no longer active in his/her career.

Naming Authority:

The board has the final authority on the selection of a school name, major portions of school buildings, or school grounds, and on rescinding or changing a facility name. The board has the discretion to name existing facilities to recognize individuals who meet nomination criteria, with or without financial requirements as stated above. This policy notwithstanding, it is the intent of the school board that naming of portions of the building or school grounds occur infrequently and on a limited basis.

Periodic Review:

Periodically, site or facility names shall be reviewed as to their continued appropriateness. If a particular name is no longer appropriate, the School Board reserves the right to remove it.

School District Copyright Policy

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	730
Adopted Date:	4/29/1986
Revised Date(s):	12/08/2008, 02/23/2015
Reviewed Date(s):	03/11/1992, 03/10/1997, 06/11/2001, 04/11/2005, 12/08/2008, 02/23/2015, 06/25/2018, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure compliance with the provisions of current copyright laws and Congressional guidelines.

II. GENERAL STATEMENT

Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights," and other relevant federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Employees and students of the Moorhead Area Public Schools are responsible for conducting themselves in a manner consistent with the spirit and intent of the school district's Copyright Policy.

III. GUIDELINES

- A. Unlawful copies of copyrighted materials may not be produced on district-owned equipment.
- B. Unlawful copies of copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.
- C. The legal and insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted materials.
- D. Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use, public display, and computer guidelines. Employees are further expected to be able to provide their supervisor, upon request, the justification based on fair use, public display, or computer guidelines as specified in the copyright law.
- E. Employees who use copyrighted materials that do not fall within fair use, public display, or computer guidelines must be able to substantiate that the materials meet one of the following tests:
 - The materials have been purchased from an authorized vendor by the employee or the district and a record of the purchase exists.
 - The materials are copies covered by a licensing agreement between the copyright owner and the district.
 - The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

F. Guidelines for the use of copyrighted materials and interpretation of the guidelines in creative and academic work (Administrative Procedure 730.1: Use of Copyrighted Materials) shall be readily available from media specialists and/or from district Media Services.

G. All school employees will have access to the policy and be educated about its implementation through an online check-off system and the employee handbook. The copyright law in its entirety is available for reference through district Media Services.

Legal Reference:

Federal Copyright Law, Public Law 94-553

Cross References:

Moorhead School Board Policy 440: Employee Publications, Instructional Materials, Inventions, and Creations

Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Acceptable Use and Safety

Use of All School Equipment and Materials for Instructional Purposes Off School Premises

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	732
Adopted Date:	4/10/1984
Revised Date(s):	02/12/2007, 12/12/2011
Reviewed Date(s):	03/23/1993, 05/11/1998, 06/09/2003, 02/12/2007, 12/12/2011, 04/11/2016, 05/02/2019, 04/12/2022
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to notify staff, students, and outside organizations of the protocol relating to the use of school equipment and materials off school premises.

II. GENERAL STATEMENT

It may be necessary for staff, students, and outside organizations to use school equipment and materials off school premises for instructional purposes, not for recreational purposes or personal gain.

Each building administrator, in consultation with appropriate staff, shall have the responsibility of developing a circulation policy for instructional materials that will encourage access to these materials by students and staff. It must be recognized that restrictions on off-school-premise circulation of certain types of materials and equipment may be necessary, such as when the circulation would result in a violation of contractual or copyright agreements that the school district has entered into with other agencies (example: teachers' manuals or computer software).

Each borrower shall bear the responsibility for returning the equipment or materials in the same condition as when received. The school district shall be reimbursed by the borrower for the loss or damage to any school equipment or materials. This would include textbooks, library books, athletic equipment, music equipment, computers, audiovisual equipment, etc. The cost of the reimbursement shall be based on the amount of the original purchase price in the event of loss or damaged beyond repair. When repair is possible, the reimbursement shall be set at the exact costs of repair or an amount agreed upon by the school administration.

Individuals requesting off-premise use of district equipment and materials must complete [Administrative Procedure 732.1](#).

Legal Reference:
Federal Copyright Law, Public Law 94-553

Cross References:
Moorhead School Board Policy 440: Employee Publications, Instructional Materials, Inventions, and Creations
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 831: Rental of District Musical Instruments

Establishment, Adoption and Modification of the School District's Financial Annual Operating Plan

Type: School Board Policy
Section: ~~800 BUILDINGS AND SITES~~ 700 Non-Instructional
Code: ~~810~~ 717 Operations and Business Services
Adopted Date: 8/27/2001
Revised Date(s): 05/12/2008, 12/10/2012, 04/11/2016, 06/13/2019
Reviewed Date(s): 12/12/2005, 05/12/2008, 12/10/2012, 04/11/2016, 04/12/2022
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of Moorhead Area Public Schools' revenue and expenditure budgets and modification of those budgets in the Annual Operating Plan as needed.

II. GENERAL STATEMENT

The policy of the Moorhead Area Public Schools is to establish its revenue and expenditure budgets and make modifications to them in accordance with applicable provisions of the law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement Moorhead School Board goals and the priorities of the school district.

III. REQUIREMENTS

A. The Superintendent and the school district's executive director of human resources and operations shall each year prepare preliminary revenue and expenditure budgets for review by the School Board. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the educational program within the revenues projected. (Refer to Administrative Procedures ~~810.1~~ and ~~810.2~~)
 717.1 717.2

B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. 123B.76.

C. Prior to July 1 of each year, the School Board must approve and adopt its initial and reallocated revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the School Board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes the expenditures for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year.

D. In accordance ~~to~~ with procedures specified by the Minnesota Department of Education (MDE), initial allocation of general education and referendum revenue will be made to each building in the school district where children who have generated the revenue are served. The district will maintain separate accounts to identify revenues and expenditures for each building.

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E. The Annual Operating Plan will be separated into funds: 1 (General); 2 (Food Service); 4 (Community

Education); 7 (Debt Service); and 47 (OPEB). When necessary, fund 6 (Building Construction) and others as they are created or required by the MDE will be included.

F. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the Superintendent shall recommend proposed changes to the School Board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the School Board to make an informed decision. The school district's revenue budget shall be amended as needed during the fiscal year to reflect updated or revised revenue estimates. The Superintendent will make recommendations to the School Board for appropriate revisions. If necessary, the School Board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

G. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the School Board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the Superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statute 123B.10.

H. The school district must also post the materials specified in Paragraph III.F above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

I. At the public hearing on the adoption of the school district's proposed property tax levy, the School Board shall review its current budget and the proposed property taxes payable in the following calendar year.

IV. IMPLEMENTATION:

A. The Moorhead School Board places the responsibility for administering the adopted budget with the Superintendent. The Superintendent may delegate duties related thereto to ~~the school district's assistant superintendent of finance and operations or~~ other school officials, but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure approved, organized, and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The Superintendent or the school district's executive director of human resources and operations is authorized to make payment of claims or salaries authorized by the adopted or amended budget prior to School Board approval.

D. The ordering of supplies, capital equipment, or hiring of additional personnel may not occur until the budget is adopted unless otherwise approved by the School Board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the School Board.

E. The Superintendent will ensure the school district files reports to the Commissioner as required relating to initial allocations of revenue, ~~reallocations of revenue~~ and expenditure of funds.

Legal References:

Minn. Stat. 123B.10 (Publication of Financial Information)

Minn. Stat. 123B.76 (Expenditures; Reporting)

Minn. Stat. 123B.77 (Accounting, Budgeting and Reporting Requirements)

Minn. Stat. 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)

Cross References:

Moorhead School Board Policy 212: School Board Public Hearings

Moorhead School Board Policy 801: District Fiscal Management

MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)

Cash Management

Type: Administrative Procedure

Section: ~~800 BUILDINGS AND SITES~~ *700 Non-Instructional Operations*

Code: ~~820~~ *718* *and Business Services*

Adopted Date: 7/17/1995

Revised Date(s): 02/09/2009, 12/10/2012, 04/11/2016

Reviewed Date(s): 02/14/2000, 01/24/2005, 02/09/2009, 12/10/2012, 04/11/2016, 04/12/2022

Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to acknowledge the need to maintain effective cash management and investment procedures that are based on statutory constraints.

II. GENERAL STATEMENT

The Moorhead School Board acknowledges the need for effective management of the school district's cash resources. It is the policy of the School Board that all cash be managed and invested in such a manner as to best serve its citizens in compliance with Minnesota statutes. The School Board directs the ~~assistant superintendent of finance and operations superintendent~~ *executive director of human resources and operations* or designee to maintain effective cash management and investment procedures that are based on statutory constraints. Cash management and investment procedures (Administrative Procedure 718.1(820.1)) shall reflect the School Board's primary investment criteria as listed in the priority sequence: safety, liquidity, and yield. The procedures shall be in accordance with Minnesota statutes.

Legal Reference:

Minn. Stat. 118A.04-118A.06 (Deposit and Investment of Local Public Funds)

Cross Reference:

Moorhead School Board Policy 801: District Fiscal Management



Superintendent of Schools

Memo S.22.116R

TO: School Board

FROM: Dr. Brandon Lunak, Superintendent of Schools

DATE: 05/09/2022

RE: Revised School Board Meeting Start Time

Due to district music concerts scheduled for Monday, May 23, 2022, the recommendation would be to move the meeting start time for the Regular School Board Meeting on Monday May 23, 2022 to 5:30 p.m. from the original 6 p.m. start time.

Suggested Resolution: Move to approve rescheduling the meeting start time of the May 23, 2022, Regular Meeting of the School Board to 5:30 p.m.

BL:dmb

ATTACHMENTS:
None



MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support Services

Memo EDOLSS.22.05R

TO: Dr. Brandon M. Lunak, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 05/02/2022

RE: Lakeland Mental Health Center Update: Duane Borgeson

Renee Olson from Lakeland Mental Health Center will present yearly information to the School Board regarding mental health services provided by Lakeland Mental Health Center Services to Moorhead Area Public Schools.

Suggested Resolution: Presentation

DB:dmb

ATTACHMENTS:
Lakeland Mental Health Center Services Presentation

LMHC School Based Services

Children's Therapeutic Support
Services (CTSS)
Day Treatment Services

Services: Individual, Group, Family
Skills, Crisis Services and Individual,
Group, and Family Therapy
Diagnostic Assessments

Children Therapeutic Support Services (CTSS)

CTSS are a set mental health services created to offer interventions to children and families that help create, restore, or recover improved functioning.

CTSS assists with behaviors related to emotional trouble that impair and interfere with a child's ability to be functional and independent in the school setting.

Day Treatment Services

Day Treatment is a short term intensive mental health program run through the school, but provided by Lakeland Mental Health Center. It is set up as a school integrated way to rehabilitate students by providing skills training and behavioral adjustment in a group and individual setting. It also provides psychotherapy to help students take charge of their own mental health and process changes being made. It is set up in a collaborate and group format.

Staffing for Moorhead Schools

Any questions contact:
Renée Olson
School Based Children's
Services Supervisor
218-299-6673
rolson@lmhc.org

LMHC currently staff for Moorhead:

Horizon West: Alyssa Richards CTSS Practitioner

Horizon East: Amy Brooks and Alyssa Richards -
CTSS Practitioners

Day Treatment - Alyssa Richards and Candis
Astolfi (Professional)

Moorhead High School: Paul Fuglestad and Amy
Brooks - CTSS Practitioners

Day Treatment - Elise Sims (Practitioner) and
Anne Yatskis (Professional)

Full Time Therapist for Middle and High School:
Katherine Staskzo

Career Academy and ALC - Amy Brooks and
Katherine Staskzo

Current Students Provided Services or Referred

Horizon West: 14 students

Horizon East: 19 students

Horizon Day Treatment: 7 students

Moorhead High School Day Treatment:
6 students

Moorhead High School: 31 students

Moorhead Therapy Clients:: 34 students
(14 therapy only and 20 CTSS/Therapy)

Career Academy and Middle School ALC:
3 students